



Monday, June 06, 2022

Hybrid Meeting in Council Chamber and on Zoom

2:00 PM - 4:00 PM

**OPENING SESSION 2:00 - 2:05 p.m.**

1. Approval of the Agenda Bill Flanagan
2. Report from the President Bill Flanagan

**CONSENT AGENDA 2:05 - 2:10 p.m.**

*[If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.]*

Bill Flanagan

3. Approval of the Open Session Minutes of May 2, 2022
4. New Members of GFC
5. Proposed Termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences

**ACTION ITEMS**

6. Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan **2:10 - 2:25 p.m. (materials to be distributed when available)** Florence Glanfield  
Nella Sajlovic  
*Motion: To Endorse*
7. Change of Status of Faculty of Extension **2:25 - 2:40 p.m.** Wendy Rodgers  
*Motion: To Recommend Board of Governors Approval*
8. Proposed Changes to the Terms of Reference for the GFC Academic Planning Committee and the GFC Committee on the Learning Environment, and the Proposed Disbanding of the GFC Facilities Development Committee **2:40 - 2:55 p.m.** Jason Acker  
Kate Peters  
*Motion: To approve*

**DISCUSSION ITEMS**

9. Question Period **2:55 - 3:15 p.m.** Bill Flanagan
10. Proposed changes to the Sexual Violence Policy and Proposed Student Conduct Policy **3:15 - 3:30 p.m.** Deborah Eerkes  
Wendy Rodgers  
Jax Oltean

- |     |  |                                |
|-----|--|--------------------------------|
| 11. | Early consultation on renewal of the Strategic Plan for Equity, Diversity, and Inclusivity (EDI) <b>3:30 - 3:45 p.m.</b> | Wendy Rodgers<br>Evelyn Hamdon |
| 12. | Budget Model 2.0 <b>3:35 - 4:00 p.m.</b>   | Steven Dew<br>Todd Gilchrist   |

### **INFORMATION REPORTS**

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

- 13. Report of the GFC Executive Committee
- 14. Report of the GFC Academic Planning Committee
- 15. Report of the GFC Programs Committee
- 16. Report of the GFC Committee on the Documentation of Indigeneity
- 17. GFC Nominations and Elections
  - 30 May 2022 NC Report to GFC
  - [Vacancies for 2022-2023 Academic Year](#)
- 18. Report of the Board of Governors
- 19. Information Items:
  - A. Report on Metrics
  - B. [COVID Decision Tracker](#)
  - C. [For the Public Good 2022 Report](#)
  - D. Centers and Institutes Annual Report
  - E. University of Alberta Technology Strategy
  - F. Report of the Equity, Diversity, and Inclusivity Review of Teaching Awards Working Group
  - G. [Cameron Library Late Night Head Counts](#)

### **CLOSING SESSION**

- 20. Adjournment
  - Next Meeting of General Faculties Council: September 19, 2022

#### **Presenter(s):**

Bill Flanagan	President and Vice-Chancellor, Chair of GFC
Jason Acker	Chair of GFC Executive Subcommittee on Governance Procedural Oversight
Kate Peters	GFC Secretary and Manager, GFC Services
Wendy Rodgers	Deputy Provost, Acting Dean Faculty of Extension
Florence Glanfield	Vice-Provost (Indigenous Programming & Research)

Deborah Eerkes	Sexual Violence Response Coordinator
Evelyn Hamdon	Senior Advisor, Equity & Human Rights
Todd Gilchrist	Vice-President (University Services and Finance)
Steven Dew	Provost and Vice-President (Academic)
Nella Sajlovic	Indigenous Strategies Manager
Jax Oltean	Senior Legal Counsel

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Kate Peters, GFC Secretary
University Governance	<a href="http://www.governance.ualberta.ca">www.governance.ualberta.ca</a>



# PRESIDENT'S REPORT

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## TO THE GENERAL FACULTIES COUNCIL – JUNE 6, 2022

As we begin to emerge from a period of significant transformation, I want to thank the members of the General Faculties Council and the greater university community who have worked with the change and uncertainty of the past two years and continue to play a key role in shaping the future of the U of A. Thanks to the passion and commitment of many individuals, the future of the University of Alberta is bright. There have been several reasons to celebrate around our campuses in recent weeks, with a few big celebrations on the horizon.

The impact and excellence of U of A research and education are being recognized on the international stage. On April 6, the latest [QS global subject rankings were announced](#), with U of A nursing and petroleum engineering programs ranked first in Canada and top-10 globally with strong showings for many other subject areas. In the [Center for World University Rankings](#), released April 25, the U of A moved up to 77th spot in the world among 19,788 universities. Most impressively, the U of A now stands at 11th in the world in the [Times Higher Ed Impact rankings](#), which focuses on universities' performance in meeting the UN's Sustainable Development Goals.

I am proud of the leadership role that we play in solving global challenges; engagement with key issues is a critical part of our vision and mission. I have been pleased to be able to resume travel activities to reaffirm important connections with the national and international academic community, as well as alumni and friends of the university from near and far. In addition to many community events, I have recently visited London, Ottawa, Switzerland and Germany to reconnect with academic partners at U15 (U15 Group of Canadian Research Universities), the World Universities Network (WUN) conference, and individual meetings with several partner institutions.

On May 12, the Government of Alberta announced \$171 million in funding to Alberta's post-secondary institutions through the Targeted Enrolment Expansion program. The U of A will receive [\\$48.3 million of that funding](#) to add capacity for programs with high enrolment demand that also meet the province's emerging labour market needs. Alberta's population of young people will increase in the years to come. This enhanced capacity will allow us to better serve those prospective students and the communities in which we live. After several years of budgetary restraint to address cuts in provincial funding and create a more sustainable operating model, I am delighted to see this increase in enrolment capacity from the Government of Alberta, for which we have strongly advocated.

Throughout May, we celebrated [Asian Heritage Month](#), as well as innovators from across our campuses and disciplines through the [Innovation Awards](#) and the [Innovation Generator](#) campaign. In June, we will celebrate Indigenous History Month and launch the university's first Indigenous Initiatives Strategic Plan on June 24. Our first in-person [convocation](#) in three years will see graduands cross the stage in early June, and those who have missed that opportunity since 2020 can do so at the Celebrate Together events July 22-24.

These opportunities to come together as a community will refresh and renew the connections and partnerships that underpin the strength and purpose of the U of A. I hope that everyone has a chance to rest and further refresh with family and friends over the summer.



# U of A for Tomorrow

While the Service Excellence Transformation (SET) initiative completed its mandate at the end of March, some activities initiated under the program continue to take effect. Planning for the [reorganization of University of Alberta International \(UAI\)](#) is well underway, with changes anticipated by the end of this year. Key changes in this organization will include the creation of three Centres of Expertise (Global Engagement, Global Learning, and International Student and Visitor Services) and the relocation of the International Recruitment unit to the Office of the Registrar. Overall, the changes in UAI will ensure a positive education abroad experience, provide excellent international student and visitor services, and position UAI as a source of expertise, strategy and support.

While more work lies ahead, the SET team took the lead in developing the university's new operating model and redesigning central administrative streams in alignment with the model. Over the last two years, a great deal has been achieved:

- We have addressed our financial challenges.
- We have developed an operating model that maximizes resources for teaching and research, ensures the university's long-term financial sustainability, and helps position it for growth.
- We have restructured and launched new units such as the Student Service Centre, the Shared Services unit and the Staff Service Centre to reduce redundancies and ensure consistency of service across the institution.

With this foundational work done, the ongoing transformation of processes, procedures and policies will now be the responsibility of senior leaders and staff in the central portfolios and Centres of Expertise, as well as the U of A's new University Initiatives Office. The SET team—which is now disbanding—has shown extraordinary leadership since the inception of U of A for Tomorrow, and I want to thank them for their work. They have played an instrumental role in ensuring the U of A's long-term financial sustainability and setting our university up for future growth.

# For the Public Good

## BUILD

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### Student-led Indigenous Language Club

[Indigenous students](#) have started a club on campus where anyone can learn and practice several Indigenous languages. Those facilitating the group feel it is essential that speakers of all levels, from those learning first words to fluent speakers, feel accepted and willing to work through the discomfort of not understanding everything they hear. Revitalizing Indigenous languages is an important piece of Reconciliation. The club's initiatives are supported by [Supporting Indigenous Language Revitalization](#), a five-year project funded by a \$12-million grant to the University of Alberta from the BHP Foundation.

### Students fuse an inclusive community through welding

[Two engineering students](#) have created a safe space for women and LGBTQIA+ individuals to experience welding and support each other's career aspirations or their simple love of working with their hands. What started as a series of welding sessions for female engineering students has become [The Red Bench](#), an off-campus program that is now accessible to women from all walks of life.

### International student overcomes obstacles to study at U of A

An Afghan student was excited in the summer of 2021 to come to the U of A on a full scholarship when the Taliban took control of his country, disrupting his plans. [With the support of U of A International](#), the student worked through many barriers on his journey to Edmonton, where he finally arrived in early December. He plans to eventually return to Afghanistan to improve conditions there and help rebuild his country.

### Flight PS 752 memorial dedication

On January 8, 2020, ten members of the University of Alberta community and three members of their families were among the 176 people killed in the downing of Ukraine International Airlines [Flight PS752](#). We continue to honour and remember them. Our community came together on [May 3 to dedicate a place of quiet reflection](#) in memory of the friends, colleagues and family members lost in the tragedy.

## EXPERIENCE

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### Community Service-Learning celebrates successful year

Through Community Service-Learning (CSL), students can work with a local community group within the context of a university course. Community partnerships provide opportunities for students to gain valuable experience and increase their awareness of their community's social and political life. [CSLebration 2022](#) highlighted some of the amazing work accomplished by CSL students, instructors and community partners in the past year.

### WISEST opens eyes and doors for young women

The U of A's Women in Scholarship, Engineering, Science & Technology ([WISEST](#)) program has [supported women in their pursuit of careers in STEM for over 40 years](#). Through conferences, mentorship and summer programs, WISEST believes that by showing successful women in these fields, diversity is improved in these areas for years and generations to come. Thirty years of data show the program's success, with 84% of summer program participants enrolling in a STEM discipline at the U of A.

## Play presents the life of civil rights icon

During May, while the U of A honoured [Asian Heritage Month](#), a play was staged at the Timms Centre for the Arts that highlighted the life of a former chair of the Department of Sociology. [Gordon Hirabayashi](#) worked at the U of A from 1959 to 1983 and challenged the internment of Japanese Americans during the Second World War. His fight through the courts is upheld as a triumph of the civil rights movement.

## EXCEL

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## Esquao Awards honour two women from U of A

On May 13, Florence Glanfield, Vice-Provost (Indigenous Programming & Research) and Evelyn Steinhauer (Professor, Department of Educational Policy) were given [2022 Esquao Awards](#) from the Institute for the Advancement of Aboriginal Women (IAAW). This non-profit organization recognizes the role and achievement of Aboriginal women and raises awareness about the challenges and obstacles they face. These awards honoured Dr. Glanfield and Dr. Steinhauer for their leadership in education.

## U of A sees gains in several international rankings

The U of A's rise in several international rankings is both testament to the excellence of our faculty, students and alumni as well as recognition of the influence, impact and reach we have globally.

- The U of A moved into the top 100 to [77th in the world](#) in the [Center for World University Rankings \(CWUR\) World University Rankings 2022-23](#). These rankings are compiled using objective factors to judge four key pillars of a world-class university: education, employability, faculty and research.
- The recent [QS World University Rankings by Subject](#) awarded the top spot in Canada to our nursing and petroleum engineering programs, with several other areas receiving top 10 finishes. Of the 38 subject areas included in the rankings from the U of A, more than 60% increased or maintained their standing—with Anatomy and Physiology making a significant advance to #21 in the world.
- The U of A was named the [world's 11th most sustainable](#) post-secondary institution according to the fourth annual [Times Higher Education \(THE\) Impact Rankings](#). This is a notable rise from our 64th rank last year and is based on each university's contributions to [17 Sustainable Development Goals \(SDGs\)](#) as outlined by the United Nations. Expertise in biodiversity, agriculture and urban planning contributed to this result.

## Honorary Degree recipients announced

Fourteen outstanding individuals will [receive Honorary Degrees](#) from the University of Alberta during Convocation 2022 celebrations this June. The grouping represents diverse backgrounds and contributions from cultural icons, Supreme Court judges, philanthropists, educational advocates, and researchers. These individuals will be addressing graduands in person for the first time in two years.

## 3M National Teaching Fellowship

[Dr. Vijay Daniels](#) (professor in the Department of Medicine in the Faculty of Medicine & Dentistry) is one of the ten recipients of the [2022 3M National Teaching Fellowship](#)—Canada's most prestigious recognition of excellence in educational leadership and teaching at the post-secondary level. The U of A's last 3M Teaching Fellowship was in 2014.

## ENGAGE

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### Edmonton-based study aims to improve natural disaster plans

U of A professor Stephen Wong is reviewing local evacuation plans and working on [the concept of “resilience hubs”](#) that could streamline community support in emergencies. Wong’s Ph.D. examined government transportation and evacuation strategies, including those for California wildfire evacuations. As the impacts of climate change worsen, he sees the need for research-driven planning that brings together engineering, social science and public policy before more flooding and fires hit BC and elsewhere in North America.

### High powered lasers with immense potential

Seven U of A researchers are partnering with labs and groups around North America [on advanced laser and plasma research](#). High-powered lasers have the potential to revolutionize medical surgery, the study of very small and very large phenomena, and clean energy production. With \$1.3 million in funding from the Canadian Foundation for Innovation, the U of A recently acquired the second-highest intensity laser system in Canada, which will enable researchers to continue building on nearly five decades of history in laser-plasma science at the U of A.

### Turning a thesis into an extended elevator pitch

At some point over their career, researchers will be required to synthesize their work and translate that knowledge to the general public. In the [Three Minute Thesis \(3MT\)](#) competition, graduate students develop effective presentation and communication skills by learning how to explain the significance of their research in just three minutes. All [15 of this year’s finalists](#) did an excellent job, and our three winners won a chance to participate in the Western regional finals.

### U of A continues leadership in diabetes research

The U of A has a long history as a leader in diabetes research that continues to improve the lives of those who live with this disease. The [Edmonton Protocol](#) was developed 20 years ago and has helped hundreds of patients better control their blood sugar levels and serves as the standard for similar treatments worldwide. Through the [Alberta Diabetes Institute](#), research efforts continue on many fronts, including personalized treatments, such as [individualized drug combinations](#) to treat obesity and Type 2 diabetes together and a stem-cell project to transplant insulin-producing cells from a patient’s own blood.

## SUSTAIN

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### \$48.3M in provincial funding to expand enrolment

The province announced \$171 million in funding under the [Targeted Enrolment Expansion](#) program to increase capacity province-wide in several high-demand post-secondary programs that can help meet Alberta’s emerging labour market needs. The U of A will receive \$48.5M of the \$171M. This funding will help address pent-up demand for U of A programs and translate to 2,000 more students in the next three years, moving us toward the university’s 2025 enrolment goal of 50,000.

## Leadership

Dr. Jennifer Tupper has been [reappointed to a second term as the Dean of the Faculty of Education](#). This extends her leadership of the Faculty of Education to June 30, 2027. Under Dean Tupper, the faculty has solidified its status as one of the top-ranked Faculties of Education in Canada and the world, building upon a long history of excellence in research, teaching and learning, and service to students and the wider community.

Dr. Kyra Pyke has been [appointed as the next Dean of the Faculty of Kinesiology, Sport, and Recreation \(KSR\)](#) for a five-year term, effective August 1, 2022. Joining us from Queen's University, Dr. Pyke is succeeding Interim Dean Dr. Nick Holt, who will complete his term on July 31 and become Dean (Kinesiology) at the University of Calgary in January 2023.

Dr. Nathalie Kermoal has been [appointed Acting Dean for the Faculty of Native Studies](#) for a one-year term beginning July 1, 2022 while Dr. Chris Andersen is on administrative leave following his reappointment to a second term as dean, beginning July 1, 2023.

New Members of GFC

**MOTION I: TO APPOINT:**

The following graduate student representatives at-large to serve on GFC for terms commencing June 6, 2022 and ending April 30, 2023:

Rachel Hislop-Hook	Educational Psychology
Meruja Selvamanikkam	Medical Sciences

**MOTION II: TO RECEIVE:**

The following statutory faculty members who have been elected/re-elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2022 and ending June 30, 2025:

Christopher Lupke	Faculty of Arts
Chris Reyns-Chikuma	Faculty of Arts
Susan Chatwood	School of Public Health

The following ex officio member to serve on GFC for a term beginning July 1, 2022 and extending for the duration of the appointment:

Nathalie Kermoal	Acting Dean of the Faculty of Native Studies
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The following ex officio member to serve on GFC for a term beginning August 1, 2022 and extending for the duration of the appointment:

Kyra Pyke	Dean of the Faculty of Kinesiology, Sport, and Recreation
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**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences</b>
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**Motion**

<p>THAT the General Faculties Council recommend that the Board of Governors approve the proposed termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences, as submitted by the Faculté Saint-Jean and Faculty of Agricultural, Life, and Environmental Sciences, to take effect upon final approval.</p>
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**Item**

Action Requested	<input type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculté Saint-Jean and Faculty of Agricultural, Life and Environmental Sciences (ALES)
Presenter(s)	Donia Mounsef, Principal Vice-Dean, Faculté Saint-Jean

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To seek approval of the proposed termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Admission to the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences was suspended in 2015 and there are currently no students enrolled in the program. The last students completed the program in approximately FALL 2019.</p> <p>Enrollment in the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences has been consistently low since the program's inception in 2005-2006. Admissions and transfers to the Bachelor of Science (Bilingual BSc ENCS) have been suspended since the 2015-2016 academic year, so as to allow time for the Faculté Saint-Jean (FSJ) and the Faculty of Agricultural, Life, and Environmental Sciences (ALES) to assess and examine its future directions (e.g., revisit the curricular and administrative structure, resources, and enrollment issues).</p> <p>After a thorough review and consultation among the Faculty Deans, Associate Deans, Assistant Deans, and other stakeholders, it was determined that the program was not financially sustainable and viable.</p> <p>Now that the suspension period is over, FSJ and ALES are seeking to terminate the program.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

## Item No. 5

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)  <For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a> >	<u>Those who are actively <b>participating</b>:</u> <ul style="list-style-type: none"> <li>● FSJ Dean, Associate Dean, Faculty members and staff</li> </ul>
	<u>Those who have been <b>consulted</b>:</u> <ul style="list-style-type: none"> <li>● FSJ Dean, Associate Dean, Faculty members and staff</li> <li>● Dr. Nataraj Kav (Professor &amp; Associate Dean (Academic)), ALES</li> <li>● Dr. Vic Adamowicz (Professor and Vice Dean), ALES</li> </ul>
	<u>Those who have been <b>informed</b>:</u> <ul style="list-style-type: none"> <li>● FSJ Dean, Associate Dean, Faculty members and staff</li> <li>● Dr. Nataraj Kav (Professor &amp; Associate Dean (Academic)), ALES</li> <li>● Dr. Vic Adamowicz (Professor and Vice Dean), ALES</li> </ul>
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> <li>● FSJ Executive Committee ( Feb 4, 2022)</li> <li>● FSJ Faculté Council ( Feb 18, 2022)</li> <li>● GFC PST (March 24, 2022)</li> <li>● ALES Faculty Council (April 12, 2022)</li> <li>● GFC PC (April 13, 2022)</li> <li>● GFC Academic Planning Committee (May 4, 2022)</li> <li>● General Faculties Council (June 6, 2022)</li> <li>● BLRSEC and Board of Governors in the Fall</li> </ul>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	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. 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.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee GFC Academic Planning Committee	

1. Attachment 1 (page(s) 1 - 4) Proposal Template: Termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences
2. Attachment 2 (page 1 ): DM Approval Letter - 2015 BSc ENCS

Prepared by: Marie Simuong, FSJ Governance Coordinator, Faculté Saint-Jean, msimuong@ualberta.ca.



## Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

### SECTION A: PROPOSAL INFORMATION

Fill in the table below:

<b>Institution</b>	<b>University of Alberta</b>
<b>Program Name</b>	<b>Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences</b>
<b>Specialization Name</b>	
<b>Credential Awarded</b>	<b>Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences</b>
<b>Proposed effective date of termination</b>	<b>July 1, 2022</b>

a. Confirm whether (check applicable box(es)):	<input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period. <input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period. <input checked="" type="checkbox"/> No active students remain in the program. <input type="checkbox"/> Active program students remain in the program
<b>b. If this proposal was preceded by a suspension, attach approval letter.</b>	<ul style="list-style-type: none"> <li>• See attachment.</li> </ul>
c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.	
d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.	
<b>Reviewer's Comment:</b>	

### SECTION B: RATIONALE

**a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).**

- Enrollment in the Bachelor of Science (Bilingual BSc ENCS) has been consistently low since the program's inception in 2005-2006.
- The last students completed the program in approximately FALL 2019  
Admissions and transfers to the Bachelor of Science (Bilingual BSc ENCS) have been suspended since the 2015-2022 academic year, so as to allow time for the Faculté Saint-Jean (FSJ) and the Faculty of Agricultural, Life, and Environmental Sciences (ALES) to assess and examine its future directions (e.g., revisit the curricular and administrative structure, resources, and enrollment issues).
- After a thorough review and consultation among the faculty deans, associate deans, assistant deans, and other stakeholders, it was determined that the program was not financially sustainable and viable.
- Now that the suspension period is over, FSJ and & ALES are seeking to terminate the program.

**b. Provide specific information about which internal governance body approved the termination, and provide dates of approval.**

- FSJ Executive Committee ( Feb 4, 2022)
- FSJ Faculté Council ( Feb 18, 2022)
- GFC PST (March 24, 2022)
- GFC PC (April 13, 2022)
- General Faculties Council (June 6, 2022)
- BLRSEC and Board in the Fall

**Reviewer's Comment:**

## SECTION C: ACCESS

**a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).**

- Since no student has been admitted into the Bachelor of Science (Bilingual BSc ENCS) in Environmental and Conservation Sciences since 2015, there are no adverse impacts on current students or Alberta Adult Learning System.

**b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.**

- Not applicable

<p><b>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</b></p> <ul style="list-style-type: none"> <li>We contacted the Association des universitaires de la Faculté Saint-Jean (AUFSJ) to seek input and were advised that there were no concerns. Since the program has not been active since 2015, termination of the program should not have a negative impact on students.</li> </ul> <p>The Governance process within the Faculté Saint-Jean also included student participation.</p>
<p><b>Reviewer's Comment:</b></p>

**SECTION D: IMPACT**

<p><b>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</b></p> <ul style="list-style-type: none"> <li>Since the program has not been offered for over 7 years, no impact on external stakeholders is anticipated by this programming change.</li> </ul>
<p><b>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</b></p> <ul style="list-style-type: none"> <li>We have removed information on the Bachelor of Science (Bilingual BSc ENCS) from our website and Calendar.</li> </ul>
<p><b>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</b></p> <ul style="list-style-type: none"> <li>There are no budget or staffing implications for this termination. Courses in these areas continue to be offered.</li> </ul> <p>Consequently, classroom space, human resources and budget support are not affected.</p>
<p><b>Reviewer's Comment:</b></p>

**SECTION E: OTHER CONSIDERATIONS**

<p><b>Other considerations</b></p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> <li></li> </ul>
<p><b>Reviewer's Comment:</b></p>

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**



**Deputy Minister**  
6th Floor Commerce Place  
10155 - 102 Street  
Edmonton, Alberta T5J 4L5  
Canada  
Telephone 780-415-4744  
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www.iae.alberta.ca

AR 47923

July 29, 2015

Dr. David Turpin  
President and Vice-Chancellor  
University of Alberta  
2-24 South Academic Building  
Edmonton, AB T6G 2G7

Dear Dr. Turpin:

Innovation and Advanced Education has reviewed the University of Alberta's proposal to suspend the Bachelor of Science (Bilingual BSc ENCS) in Environmental and Conservation Sciences program from July 1, 2015 to June 30, 2022.

The department approves the suspension on the understanding that the board of governors or institutional delegated authority proposes it due to low enrolment. I would ask that the institution advise the department six months prior to the suspension end date, through the Provider and Program Registry System, of its plan to either reactivate or terminate the program. Under the Programs of Study Regulation, proposed changes to the Bachelor of Science (Bilingual BSc ENCS) in Environmental and Conservation Sciences program require ministerial approval, including changes to the program name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

I appreciate the University of Alberta's commitment to high-quality programming and its ongoing program review and renewal.

Sincerely,

*for* Rod Skura  
Deputy Minister

c: Honourable Lori Sigurdson  
Minister of Innovation and Advanced Education  
Minister of Jobs, Skills, Training and Labour

Douglas O. Goss, QC, Chair, Board of Governors  
University of Alberta

Item No. 6

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan</b>
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**Motion**

THAT the General Faculties Council endorse *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, as set forth in Attachment 1.

**Item**

Proposed by	Florence Glanfield, Vice-Provost (Indigenous Programming and Research)
Presenter	Florence Glanfield, Vice-Provost (Indigenous Programming and Research), Nella Sajlovic, Indigenous Strategies Manager

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The purpose of the proposal is to seek endorsement of <i>Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan</i> to enact existing institutional commitments on Indigenous Initiatives across the institution.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>In support of the objectives articulated in <i>For the Public Good</i>, the University of Alberta for Tomorrow and the <i>Strategic Plan for Equity, Diversity and Inclusivity</i>, and following the commitments to the Truth and Reconciliation Commission of Canada (TRC), the University of Alberta has taken steps towards a thoughtful, respectful, meaningful and sustainable response to the Indigenous Initiatives and the work this entails. To this end, the Vice-Provost, Indigenous Programming and Research Office (VPIPRO) was asked to take on the responsibility of developing an Indigenous Strategic Plan (ISP).</p> <p>Expectations for Indigenous Initiatives have originated in new and emerging requirements for better practices in Indigenous-focused research, teaching and community engagement coming from the Tri-Council funding agencies, governments, professional associations and community. This convergence represents a significant opportunity for the university to continue its leadership to benefit from the financial and other opportunities this work presents.</p> <p>After significant consultation and dialogues to collect information on the goals, themes and strategies that should be reflected in the plan, a draft framework was created for wide consultation and dialogue. The ISP integrates the diverse contributions gained in the dialogues to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities, embedding it into diverse structures, processes and roles and creating institution-wide responsibility to deliver on the outlined goals.</p> <p><i>Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan</i> reflects an important step in our institution’s commitment to reconciliation in post-secondary education, research and addressing the historical legacy of the</p>

Item No. 6

	residential school system and Canada’s colonial history in a meaningful and lasting way.
Supplementary Notes and context	<i>The plan is not substantially different from the framework shared at earlier meetings, but contains minor edits as it moves through governance committees.</i>  <i>President Flanagan and Provost Dew will sign on page 32 if the plan is endorsed unanimously by General Faculties Council and the Board of Governors</i>

**Engagement and Routing (Include proposed plan)**

Consultation and Stakeholder Participation	Indigenous Advisory Council Office of the Provost and Vice-President (Academic) Vice-Provosts’ Council GFC Committee on the Learning Environment Council on Student Affairs GFC Program’s Committee GFC Academic Planning Committee General Faculties Council President’s Executive Committee Senior Advisor, Equity and Human Rights Unit EDI Leads Board of Governors College Deans Faculty Deans Deans’ Council External communities
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (May 18, 2022) GFC Programs Committee (May 19, 2022) Board Learning, Research and Student Engagement Committee (June 3, 2022) General Faculties Council (June 6, 2022) Board of Governors (June 17, 2022)

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<b>GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</b>  Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta will build a community of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We will foster an inclusive culture in which people excel through exchange and collaboration, enriched by the diversity of individuals, groups, disciplines, perspectives, approaches, and questions that comprise our community. We will sustain this culture and community through rich educational and life experiences in a supportive learning environment. We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history. We will celebrate the University of Alberta community and our achievements, enhancing our reputation in Alberta, across Canada, and around the world by defining, telling, and promoting our story.
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Item No. 6

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference BLRSEC Terms of Reference	

Attachments:

1. Braiding Past, Present, and Future: University of Alberta Indigenous Strategic Plan (37 pages)

*Prepared by:* Nella Sajlovic, Indigenous Strategies Manager; Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)





UNIVERSITY  
OF ALBERTA



İLĸ.ˆĸ ăĸ+ , 7b- , ▽b. ōbˆ māmawastâ nâway, mekwâc, ekwa nîkân  
kunakes Ahpikahteykin Mey’oosnzah, Noongkom sikwa Ootih Niigkan  
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Naha aba-neh, Tauda-bage yacemte Appotsipiistop kipaitapiiyssinnoo  
Yanisĭ duhŭ chu yanathe atłaghet’ŭ Braiding Past, Present and Future  
Pĭlariq: Taimani, Hadja Hivunirmilu Tresser le passé, le présent et le futur



# Territorial Acknowledgment



**The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.**

To acknowledge the territory is to recognize the longer history of these lands. The acknowledgment signifies the University of Alberta's commitment to working in Good Relations with First Nations, Métis and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the university for tomorrow.











# Gratitude

**With gratitude, we acknowledge our ancestors for the strength of spirit that is our inheritance from the endless generations that came before. We honour our ancestral lines, carrying forward the gifts, responsibilities and hopes that they bequeathed us.**

We offer thanks to the Elders, Indigenous leaders, students, colleagues, alumni and non-Indigenous allies at the University of Alberta for the courageous and often difficult work that they have done in the past to lead us to this moment. We are grateful for the opportunity to honour them by carrying this work forward.

We acknowledge the many Elders and Knowledge Keepers that currently work with the university as advisers, spiritual leaders, teachers and community advocates. The work of the university across spaces including research, student supports, community engagement and curriculum is supported by the many relationships with diverse Elders and Knowledge Keepers. They have generously shared their knowledge and time

with the university, helping the institution to ground its work in Indigenous teachings and move toward richer conceptions of reconciliation.

We are grateful to Elder Fernie Marty for sharing his knowledge of the Sweetgrass Teachings, to Dr. Carl Urion and Elder Elmer Ghostkeeper for the teachings about the University of Alberta's journey, and to Doreen Daychief, Edna Elias, Elmer Ghostkeeper, Dorothy Thunder, Gil Anderson, Lyndon Aginas, Dr. Betty Bastien, Isadore Kootenay, Phillip Cardinal and Lynda Minoose for their sharing of the translations of "braiding past, present and future" into their respective Indigenous languages, which appear throughout this document.

The Young Indigenous Women's Circle of Leadership creates opportunities for participants to learn about aspects of their culture and identity through various activities, rooted in *nehiyawewin* (Cree language).



An encampment on Rosedale Flats, April 1919. Provincial Archives of Alberta, B882.

“Many of our diverse Indigenous communities, the original humans of these lands, share the same values, laws and relationship of our living relative – *nikawiy asiskiy* (Mother Earth). The buffalo has become a symbol of education but also represents the Law of Sharing. The laws and policies of this nation-state have continuously attempted to disconnect Indigenous Peoples of their kinship right to protecting, connecting and honouring our living land, and heart-based education led by Indigenous leaders has been our tool of surviving changes and reconnecting to be humans of this living land once again. The Indigenous Strategic Plan (ISP) carries the prayers of our ancestors through a vision and mission to help (re) connect good relationships to our mind, body and spirit, but also to one another, and our communities through policy changes that reflect the values, laws and relations of our living relative *nikawiy asiskiy*.”

**Lana Whiskeyjack**

Assistant Professor, Faculty of Arts, Women's and Gender Studies





# Indigenous Self-Determination



## Ceremony

We give thanks to Elder Dr. Francis Whiskeyjack for leading ceremony to begin this work in a Good Way. In acknowledgment of the difficulty of the work and the teachings needed for the path ahead, a group of Indigenous colleagues and University of Alberta senior leaders participated in ceremony and discussion, committing themselves to the work of the Indigenous Strategic Plan and Indigenous Initiatives more broadly.

*Eaglechild* (2012) by Stewart Steinbauer of Saddle Lake Cree Nation. The Eaglechild story is a post-apocalyptic narrative where a sole human survivor, an infant, is rescued, nurtured, and transformed into a part-eagle part-human creature and educated in the cultural teachings of their human ancestors, by non-human forces. It is an example of oral transmission of cultural knowledge, in the cycle of creation stories from which it comes.

The principle of the Indigenous right to self-determination informs work to ensure that this strategic plan, and other Indigenous initiatives at the University of Alberta, are Indigenous-led. We offer thanks to the 22-member Indigenous Advisory Council (IAC) for their leadership and direction on the development of this strategic plan, as well as the far-ranging commitments to First Nations, Métis and Inuit-focused work and peoples, as outlined in *For the Public Good*, the University of Alberta's Strategic Plan for Equity, Diversity and Inclusivity, and the University of Alberta for Tomorrow.

### IAC membership included:

- Chris Andersen, Professor and Dean, Faculty of Native Studies
- Gil Anderson, Academic Services Co-ordinator, Masters and Professional Programs Office, Alberta School of Business
- Kateryna Barnes, Communications Associate, External Relations
- Dallas Cardinal, Project Co-ordinator, Supporting Indigenous Languages Revitalization, Office of the Provost and Vice-President (Academic)
- Freda Cardinal, Senior Co-ordinator, Admissions and Student Services, Faculty of Native Studies
- Wayne Clark, Executive Director, Indigenous Health Initiatives Program, Faculty of Medicine & Dentistry
- Shana Dion, Assistant Dean, First Nations, Métis and Inuit Students, Student Services – Dean of Students Administration
- Dwayne Donald, Professor, Faculty of Education
- Michelle Durocher, Executive Assistant, Corporate and Foundation Relations, External Relations
- Paul Gareau, Assistant Professor, Faculty of Native Studies
- Cindy Gaudet, Assistant Professor, Campus Saint-Jean
- Florence Glanfield, Vice-Provost, Indigenous Programming and Research; Professor, Faculty of Education
- Tracey Hillier, Associate Professor, Faculty of Medicine & Dentistry; Alberta Institute, Wenzhou Medical University, Faculty of Medicine & Dentistry – MED International; Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area
- Valerie Hunter, HR Service Partner, Human Resource Services – Partnerships
- Pamela McCoy Jones, Executive Director, Supporting Indigenous Languages Revitalization, Office of the Provost and Vice-President (Academic)
- Ceilidh Morrissette, Research Co-ordinator, Faculty of Arts – Humanities Administrative Services
- Cindy Paul, Copyright Specialist, Library and Museums – Copyright Office
- Trevor Phillips, Manager, Indigenous Recruitment, Office of the Registrar
- Nella Sajlovic, Indigenous Strategies Manager, Office of the Provost and Vice-President (Academic)

- Jessica Vandenberghe, Assistant Dean, Engineering Community and Culture, Faculty of Engineering; President-Elect, Indigenous Alumni Council
- Lana Whiskeyjack, Assistant Professor, Faculty of Arts, Women's and Gender Studies
- Willow White, Assistant Professor, Augustana, Fine Arts & Humanities

### Members of the IAC who served prior to their resignations from the council:

- Bev Findlay, Administrative Assistant, Faculty of Native Studies
- Jessica Kolopenuk, Assistant Professor, Faculty of Native Studies
- Kayla Lar-Son, Indigenous Academic Resident, Libraries, Digital Initiatives
- Daniel McKennitt, Post-Doctoral Fellow, Faculty of Medicine & Dentistry
- Daniel Sims, Assistant Professor, Augustana
- the late Jennifer Ward, Educational Developer, Centre for Teaching and Learning – Instructional Services



# University of Alberta Vision and Mission

## Vision

The University of Alberta vision is to inspire the human spirit through outstanding achievements in learning, discovery and citizenship in a creative community, building one of the world's great universities for the public good.

## Mission

Our mission is to create and sustain a vibrant and supportive learning environment that discovers, disseminates and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

These statements represent the core values and mandate of the University of Alberta. Tasked with "inspiring the human spirit" and "taking a lead role in placing Canada at the global forefront" requires a reflection on the history of our institution and of this nation we now call Canada as a whole, particularly in relation to Indigenous Peoples, acknowledging the complex and often negative history between this nation and the Indigenous Peoples of this land. The University of Alberta has an important role to play in fostering reconciliation and acknowledging Indigenous rights, territories, knowledge and worldviews. We must also acknowledge the ongoing impacts of colonial thinking within our institution and the barriers that may not always be apparent to the inclusion of Indigenous Peoples.

“This strategic plan has the vision and potential to hold the University of Alberta accountable as an institution invested in a reconciled future for First Nations, Métis and Inuit learners.”

**Trevor J. Phillips**  
Manager, Indigenous Recruitment,  
Office of the Registrar



Elder Evelyn Day, left, tours a lab with Jessica Vandenberghe, assistant dean and Industry Professor, Indigenous Engineering.



“As an Indigenous professional engineer, I think it is vital that the University of Alberta take up the Calls to Action, especially knowing the oppressive history and present towards First Nations, Métis and Inuit. We have a role to play to create future leaders from all faculties who see the Truth and understand why it is vital to actively participate in reconciliation no matter where their alumni journey takes them. Our leaders must lead in this space and come from a place of creating equitable policies, frameworks, attraction and retention

strategies, and wellness supports while showing up authentically while we implement the Indigenous Initiatives strategy. This needs to be top priority not only in strategic plans but in everyday actions, behaviours and conversations. We need to hold each other accountable so that we can be proud of how we walk together in a Good Way.”

**Jessica Vandenberghe**  
Assistant Dean, Engineering Community  
and Culture, Faculty of Engineering;  
President-Elect, Indigenous Alumni Council



# Guiding Values and Principles

The guiding values and principles that underpin *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* include:

## All My Relations

Acknowledging the interconnectedness, interdependence, worth and mutual responsibility of all peoples, creatures and lands; a common conceptualization of all things living among Indigenous Peoples; known as *wahkohtowin* by the Cree and Métis

## Decolonization

Repudiating the racist justifications and dismantling the colonial structures aimed at disenfranchising Indigenous Peoples of their legal, social, cultural, religious and ethnic rights; reclaiming Indigenous identity, language, culture and worldviews

## Inclusivity

Validating the value of, and enacting work to provide, equal access to opportunities, resources, experiences and education to those excluded or marginalized from greater access

## Indigenization

A process of highlighting and incorporating Indigenous worldviews, knowledge and perspectives into non-Indigenous educational, political and social structures in recognition of exclusion and erasure; celebrating the diversity, strength, complexity, resilience and beauty of Indigenous Peoples, cultures, languages and knowledge systems

## Indigeneity

Belonging to specific lands and places; the unlimited right to self-identification by Indigenous Peoples

## Indigenous Ways of Knowing, Being and Doing

Affirming the validity, diversity, sophistication and beauty of Indigenous understandings, practices and modes

of learning from the people, animals and plant nations; acknowledging the holistic viewpoints of Indigenous Peoples that take into account the whole person (mind, body, spirit) and the connection to peoples, lands and living things

## Intersectionality/Confluence

Recognizing the relationship between various constructed categories such as race, gender, sexual orientation, class and all forms of ableism that inform the converging influences of systems of oppression as they occur on Indigenous territory

## Reconciliation

The Truth and Reconciliation Commission of Canada (TRC) defines reconciliation as an ongoing process of establishing and maintaining respectful relationships between Indigenous Peoples, the state and non-Indigenous peoples

## Self-Determination

The inherent right of Indigenous nations, communities and Peoples to determine their political status and freely pursue economic, educational, social and cultural development

## Sovereignty

The inherent right of Indigenous nations, communities and Peoples to autonomy, legitimacy and recognition as self-determining authorities

## Strength-Based Approach

A focus on the strengths and competencies of individuals and communities and an acknowledgment of structural barriers in opposition to deficit narratives that perpetuate inequity by assuming deficiencies



“As a young boy growing up in Alberta, it was everywhere evident to me the long and troubled history of the colonization and exclusion of the Indigenous Peoples of these lands. We all must commit to changing this legacy. I am proud of the more recent record of the University of Alberta’s broad commitment to advancing Truth and Reconciliation. None of our many initiatives is more important than our Indigenous Strategic Plan. It outlines an ambitious vision of the meaningful inclusion of Indigenous Peoples and Indigenous Ways of Knowing in all we do as a university community. I know that all members of the university community will join me in committing to do all we can to advance these goals and ever deepen our commitment to engaging in a meaningful and respectful relationship with the Indigenous Peoples of these lands.”

**Bill Flanagan**  
President and Vice-Chancellor

## Indigenous Terminology

In this document, the term Indigenous is used in the spirit of acknowledging the diverse ways in which the First Peoples of this land now called Canada chose to identify themselves, not how colonial governments have identified them, and encompassing the diversity of identity captured in First Nations, Métis and Inuit communities.

Although there is no legal definition of Indigenous in the Canadian context, the use of this naming in this document is in alignment with the growing trend for the use of the term Indigenous by the United Nations, among others. This is embodied by self-identification as Indigenous at the individual level but also through family-community connection; continued occupation of ancestral lands and/or common ancestry with the original occupants of such lands; distinct social, economic or political systems; and distinct language, culture and beliefs.



# Message from the Vice-Provost, Indigenous Programming and Research



## The Sweetgrass Teachings tell us that when we plait sweetgrass, we collect 21 strands.

The first seven are the generations that preceded us: they walked the journey to bring us to where we stand today. The second seven strands represent the seven sacred teachings. The third seven strands represent the seven generations yet to come. We, as humans of this Earth, acknowledge our responsibility to those not yet born, knowing that everything we do in our lifetimes carries forward to impact them. In this way, we are bound through time in honouring the legacy of our ancestors and recognizing that we are responsible for the future.

This teaching is at the heart of *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*. The plan recognizes our collective responsibility to acknowledge our history and to honour those who came before us and to follow the seven sacred teachings — love, respect, honesty, courage, wisdom and humility; to know the first six together is to know truth. The plan also recognizes our responsibilities to the generations to come, knowing that we have the power to leave them a beautiful legacy. In essence: honouring the past, living the present and shaping the future.

I am a member of the Métis Nation of Alberta with deep ties to kin across Alberta. The Lac La Biche-Fort McMurray region was the foundation of my early life. It was from northeastern Alberta that I first came to the University of Alberta to begin my first degree in 1976. The university has played a central role in my life, providing the formal educational experiences behind my career as a teacher, researcher, professor of mathematics education and leader.

It has been a humbling, joyous and a deep responsibility to lead Indigenous-focused work at the University of Alberta since August 2019. A key focus in the first years of the mandate of the Vice-Provost, Indigenous Programming and Research was the creation of an Indigenous Strategic Plan to bring about the kind of foundational change imagined by the Truth and Reconciliation Commission of Canada (TRC) and the broader expectations that have emerged across organizations and the public.

As a society, we are only just coming into a time where the histories and complex understandings of Indigenous Peoples are being heard in the wider world. From the time of contact, Indigenous Peoples have been standing against assimilative practices aimed at causing them to “cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada.”<sup>1</sup> The resurgence of Indigenous Peoples has been carried by those who came before us and the individuals today working to tackle the deliberate aim of the erasure of Indigenous knowledge systems and Peoples.

The confirmation that the remains of Indigenous children have been found at residential school sites across Canada has been a stark reminder of the urgency of the work that the university has committed to in response to the TRC Calls to Action. Long known in community, this

is but one piece of the work to correct the historical record and give voice to silenced narratives that significantly impact the lived experiences of Indigenous Peoples.

Education has the power to uplift humanity, and universities have a powerful role and responsibility to play in truth and reconciliation. The University of Alberta’s motto, “Quaecumque Vera,” invites the community to pursue “Whatsoever things are true.” As a university community we should be questioning “whose truth?” and we have a responsibility to teach to question the validity of concepts used to justify European sovereignty over Indigenous lands and Peoples.

Undoing the legacy of colonialism and advancing conciliation — that is establishing respectful nation-to-nation relationships — is a difficult journey. It requires generosity, kindness and patience and, above all, it takes unlearning. We, as individuals and as a collective, are only beginning to take steps to “unlearn colonialism” which means in many ways we are still at the beginning of this complex, generational and ultimately non-linear work.

This plan is another step in this work at the University of Alberta and builds on advocacy that has been taking place for 80-plus years. In the 1940s, University of Alberta professors became members of the Indian Association of Alberta (IAA), learning from several of the most distinguished political and spiritual Elders of Alberta. Known as the Friends of the Indians, the professors lobbied the provincial and federal governments, raised funds and publicized injustices. In the 1960s and ’70s, First Nations and Métis Elders and leaders pushed for research and teacher education programs such as

the Morning Star program developed in collaboration with what is now University nuhelot’jine thaiyots’j nistameyimâkanak Blue Quills; this work was the precursor to what we now know as the Aboriginal Teacher Education Program. In the 1970s, an IAA presentation to the University of Alberta Senate led to the development of the School of Native Studies, now the Faculty of Native Studies.

These developments are a small part of the wide-ranging efforts undertaken to build a university that ensures that all students can attain their educational and professional goals and that we all live in a more just world. They are also evidence that the concerted efforts of a few have significant, lasting impacts. The mobilization of the many can be world changing.

I am hopeful as the University of Alberta makes progress on the broad goals contained in the three “strands” of past, present and future articulated in this plan. I invite each of you to find yourself in this plan; I invite you to join the work to play your part in conciliation and to sign the Affirmation for Action at the end of this plan. There is so much more work to be done. This plan is a starting point in a long and critical journey that will take generations to achieve.

**Florence Glanfield**  
Vice-Provost, Indigenous Programming and Research; Professor, Faculty of Education



This beadwork was created by Tara Kappo, who is Woodland Cree from Sturgeon Lake Cree Nation in Treaty 8 territory. She began beading at the age of 11 and learned primarily through watching her grandmother. Kappo earned her master's degree in Native Studies from the U of A in 2021.



# Message from the President and Vice-Chancellor

**As the Territorial Acknowledgment reminds us, the University of Alberta is situated on territory that has been the gathering place of diverse Indigenous nations for thousands of years, a place where diverse peoples, thinkers, scientists, philosophers lived and came to share and exchange knowledge.**



The university is privileged to reside on lands in Treaties 6, 7 and 8. In the spirit of these agreements, the university upholds its commitment to working and living in good relation with each other, respecting the Indigenous Peoples and nations who, through the treaty process, generously offered to share these lands with those who came to these lands from far away.

In recent years, and especially following the work begun by the Truth and Reconciliation Commission of Canada (TRC), a shift in public awareness has illuminated the urgent need to address the structural causes of the long-standing and pronounced inequalities faced by Indigenous Peoples today.

We recognize that the University of Alberta has been part of historic systems that have created barriers to Indigenous sovereignty and wellness. In addressing this history, the University of Alberta has taken steps towards a thoughtful, respectful, meaningful and sustainable response to the Calls to Action issued by the TRC and Indigenous Initiatives more broadly. The Calls to Action are embedded in our institutional strategic plan and are a key pillar of the University of Alberta for Tomorrow.

The Indigenous Programming and Research portfolio was established in the Office of the Provost and Vice-President (Academic) to facilitate Indigenous-led institutional collaboration and communication for the development and implementation of programs, services and initiatives related to Indigenous teaching, learning, research and community engagement.

I want to thank Dr. Florence Glanfield, Vice-Provost, Indigenous Programming and Research for her leadership on this plan and also the members of the Indigenous Advisory Council and broader Indigenous community who crafted this road map.

*The Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* will enable transformative institutional practices that tackle the full scope of these endeavours. Reconciliation is not a destination but a journey in which we all have a part to play. Every step is important in that journey. At its core, the plan is about building better relationships with Indigenous communities – equal, respectful, mutual.

The university's core mission, in teaching, learning and research, is a commitment to all of the people of this province. It is also a commitment to build and sustain an atmosphere in which, as President Henry Marshall Tory, the first president of the university described it, "prejudice and hatred" cannot live – that is, a university that is committed to the core values of equity, diversity and inclusion of all the peoples and communities that make up our remarkable university and beyond.

I encourage everyone to read this plan and consider the ways in which you can meaningfully engage in reconciliation.

**Bill Flanagan**  
*President and Vice-Chancellor*







# Introduction

**As part of the struggle to address colonialism and its subjugation, Indigenous Peoples have continuously fought against the systems and structures, laws and practices meant to disempower – to assert Indigenous rights and seek a just relationship with the state and beyond.**

At the University of Alberta, the work of Indigenous advocates and allies has led to the truly impactful Indigenous programs, initiatives and course offerings that we know and celebrate today, such as the Faculty of Native Studies, the Transition Year Program, the Aboriginal Teacher Education Program and the Specialization in Indigenous Peoples Education graduate program, to name but a few. This plan acknowledges the courage and strength of the Elders, Knowledge Keepers, Indigenous leaders and allies who “walked the path” to bring about the changes that have allowed us to reach the place we are at in the journey towards Indigenous sovereignty and wellness.

Participants in the Young Indigenous Women's Circle of Leadership are taught *wahkohtowin*, where they are encouraged to build and strengthen their relationships with all the world. They engage in land-based learning such as medicine walks, where they are taught to recognize plants and the proper protocols for picking.



PHOTO BY JOHN ULAN





Number tags remain beside coat hooks in the mud rooms of the former Blue Quills residential school in St. Paul, Alta., a reminder that students were often referred to by number in place of their given names. The site of the former residential school is now the University nuhelot'jine thaiyots'j nistameyimākanak Blue Quills, an Indigenous-run educational institution founded in 1971.

To the children who did not make it home from the residential school system, we honour your memory by telling the truth of these experiences in the hope that it will never happen again and that you will never be forgotten. To the survivors and their families, we acknowledge the cruelty of these experiences and the long-term impact on attendees, their descendants and the community through intergenerational trauma. Bringing these silenced experiences forward is part of the path toward healing: truth first.

## Truth and Reconciliation Commission of Canada

**The context of this journey is critical and it is only recently that a more collective understanding of the history that continues to shape the historical and lived experiences of Indigenous Peoples has emerged.**

The work of the Truth and Reconciliation Commission of Canada (TRC) marked a pivotal shift in public awareness about Indigenous Peoples and histories. With its final report released in 2015, the TRC revealed to Canadians the complex truth about residential schools, documenting the individual and collective harms perpetrated against Indigenous Peoples. The TRC focused on truth telling as a path towards healing for Indigenous Peoples and between Indigenous Peoples and non-Indigenous communities, churches, governments and Canadians generally.

While only a part of our history, the TRC's difficult work amplifying the voices of residential school survivors offered an opening to a critical discussion about other aspects of the Indigenous colonial experience, including legal dispossession, cultural and linguistic destruction, and restrictions against the right to gather, vote, practice ceremony and attend post-secondary institutions, among many others. It is important to recognize that the pervasive restrictions against Indigenous Peoples, often regarded as historical in nature, persisted and persist, and that the harmful legacy of those measures is still felt to the present day as systemic racism and barriers.

The TRC issued 94 far-ranging Calls to Action urging governments and other entities, including post-secondary institutions, to work together to repair the harm caused by residential schools and to move forward with reconciliation more broadly. Of particular relevance to post-secondary institutions is the legacy of the assimilative practices of the residential

school system on the educational attainment of Indigenous Peoples as well as the challenge to address those.

The TRC noted that universities are uniquely and powerfully positioned to enact reconciliation. The Calls to Action touch on every aspect of the university mandate, with work in teaching, learning, research and community engagement. Reconciliation starts with work across these spaces, asking key questions and looking at the history, policies and practices that shape our current reality in order to tackle systemic racism and dismantle the structures that continue to disadvantage in order to make things right.



"Getting to the truth was hard, but getting to reconciliation will be harder. It requires that the paternalistic and racist foundations of the residential school system be rejected as the basis for an ongoing relationship. Reconciliation requires that a new vision, based on a commitment to mutual respect, be developed. It also requires an understanding that the most harmful impacts of residential schools have been the loss of pride and self-respect of Aboriginal people, and the lack of respect that non-Aboriginal people have been raised to have for their Aboriginal neighbours. Reconciliation is not an Aboriginal problem; it is a Canadian one. Virtually all aspects of Canadian society may need to be reconsidered."<sup>22</sup>

Truth and Reconciliation Commission of Canada, *Honouring the Truth, Reconciling for the Future*



# United Nations Declaration on the Rights of Indigenous Peoples

## The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) represents another key political milestone for Indigenous Peoples worldwide.

The product of nearly 25 years of deliberation at the United Nations, the international instrument was supported by Canada in 2016, nine years after its introduction. It was passed by parliament in 2018 and by the Senate in 2021. It recognizes the experiences of Indigenous Peoples with colonialism across the globe, aiming to set minimum standards for the autonomy, health and well-being of Indigenous Peoples. It articulates the need to repudiate doctrines, policies and practices such as the Doctrine of Discovery<sup>4</sup> and *terra nullius*,<sup>5</sup> which advocate for the “superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences,” as “racist, scientifically false, legally invalid, morally condemnable and socially unjust.”<sup>6</sup> UNDRIP urges an address of the colonial legacy so that Indigenous Peoples might reassert basic human rights. These include the inherent right to self-determination; freedom from

UNDRIP is the most comprehensive international instrument on the rights of Indigenous Peoples. It establishes a universal framework of minimum standards for the survival, dignity and well-being of the Indigenous Peoples of the world and it elaborates on existing human rights standards and fundamental freedoms as they apply to the specific situation of Indigenous Peoples.<sup>7</sup>

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

discrimination; free, prior and informed consent; redress; and linguistic, cultural, spiritual and economic rights. The TRC recommended that federal and provincial governments utilize UNDRIP as a framework for reconciliation, noting that reconciliation encompasses *all areas of Canadian life*, including education.



This mixed media sculpture is part of the University of Alberta Museums Art Collection. It shows a parent tying the shoes of a young child. (Artist Unknown; University of Alberta Museums Art Collection; Collected by Milton and Wendy Halvarson; 2019.2.41)

“The ISP will be a source of guidance and inspiration for our governing bodies at the university. General Faculties Council and the Board of Governors can play a critical role in upholding, advancing and implementing the human rights standards set out in the United Nations Declaration on the Rights of Indigenous Peoples.”

**Brad Hamdon**  
General Counsel and  
University Secretary







“The Indigenous Strategic Plan reflects our hopes and provides a vision and directions to put things into action. Its critical investment in long-term, systemic change assures that generations of the past, present and future will thrive at the University of Alberta, in our homes and in our communities.”

**Cindy Gaudet**  
Professeure assistante,  
Campus Saint-Jean

Participants in the potato dance attempt to dance with the beat during the University of Alberta's Annual Round Dance. The last couple remaining with the potato still between their foreheads wins – a good omen for their relationship.



“Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan calls on us to weave Indigenous Ways of Knowing into our work with reverence. We commit to achieving this by collaborating with students, faculty, staff and community members to amplify Indigenous voices, showcase the incredible diversity of the campus community, and honour the traditional territories where the University of Alberta is situated. By communicating broadly the research of Indigenous students and faculty – and by facilitating education that furthers Truth and Reconciliation – we will continue to work towards decolonization both on campus and in the broader community.”

**Elan MacDonald**  
Vice-President, External Relations

Dr. Sean Lessard, associate professor in the Faculty of Education, works with students at Maskêkosak Kiskinômâtowikamik school at Enoch Cree Nation.



“I have been profoundly impacted, both personally and professionally, through various learnings which allow me to better understand the significance and impact of Indigenous history and culture. I affirm our commitment to Indigenize the institution through such actions as adapting our recruitment practices, doing all we can to increase retention of Indigenous employees, ensuring we have policies and practices to build an anti-racism culture, and establishing safe and welcoming spaces. I endeavour to demonstrate the University of Alberta understands we have emerged into a new era that requires different standards and practices.”

**Todd Gilchrist**  
Vice-President, University Services and Finance

“Chief Dr. Robert Joseph, “Healing a Nation Through Truth and Reconciliation,” is my inspiration and the reason I strongly believe in this strategic plan. Dr. Joseph tells us that “when we are reconciled we will live together peacefully and in harmony. When we are reconciled we will be gentle with each other, we will be caring and compassionate. ...We will know we are reconciled when every kid knows that they are important, valued, and that they are loved and have a future in our great country.”

**Valerie Hunter**  
HR Service Partner, Human Resource Services,  
Partnerships

“This Indigenous Strategic Plan was undertaken in the most respectful manner possible, with a wide array of constituents and partners, on and off our campuses. The plan itself is comprehensive – operationally and strategically – and offers academic leaders and, indeed, all faculty, staff and students on campus a number of different pathways for fulfilling their responsibilities to the TRC and to working with Indigenous faculty, staff, students, communities and nations in ethical ways. Dr. Glanfield and her team are to be congratulated for their humility and their labour in creating this plan. It is now up to us to carry it out with the same spirit with which it was created.”

**Chris Andersen**  
Dean, Faculty of Native Studies







**“Too many Canadians know little or nothing about the deep historical roots of these conflicts.”**

*Truth and Reconciliation Commission of Canada,  
Honouring the Truth, Reconciling for the Future*

# University of Alberta Response

Since UNDRIP was passed and the TRC Calls to Action were issued, the University of Alberta has responded by engaging in wide-ranging consultations via its institutional strategic plan, *For the Public Good (2016)*, the *Strategic Plan for Equity, Diversity and Inclusivity (2018)*, *University of Alberta for Tomorrow (2021)* and the *University of Alberta brand (2021)*.

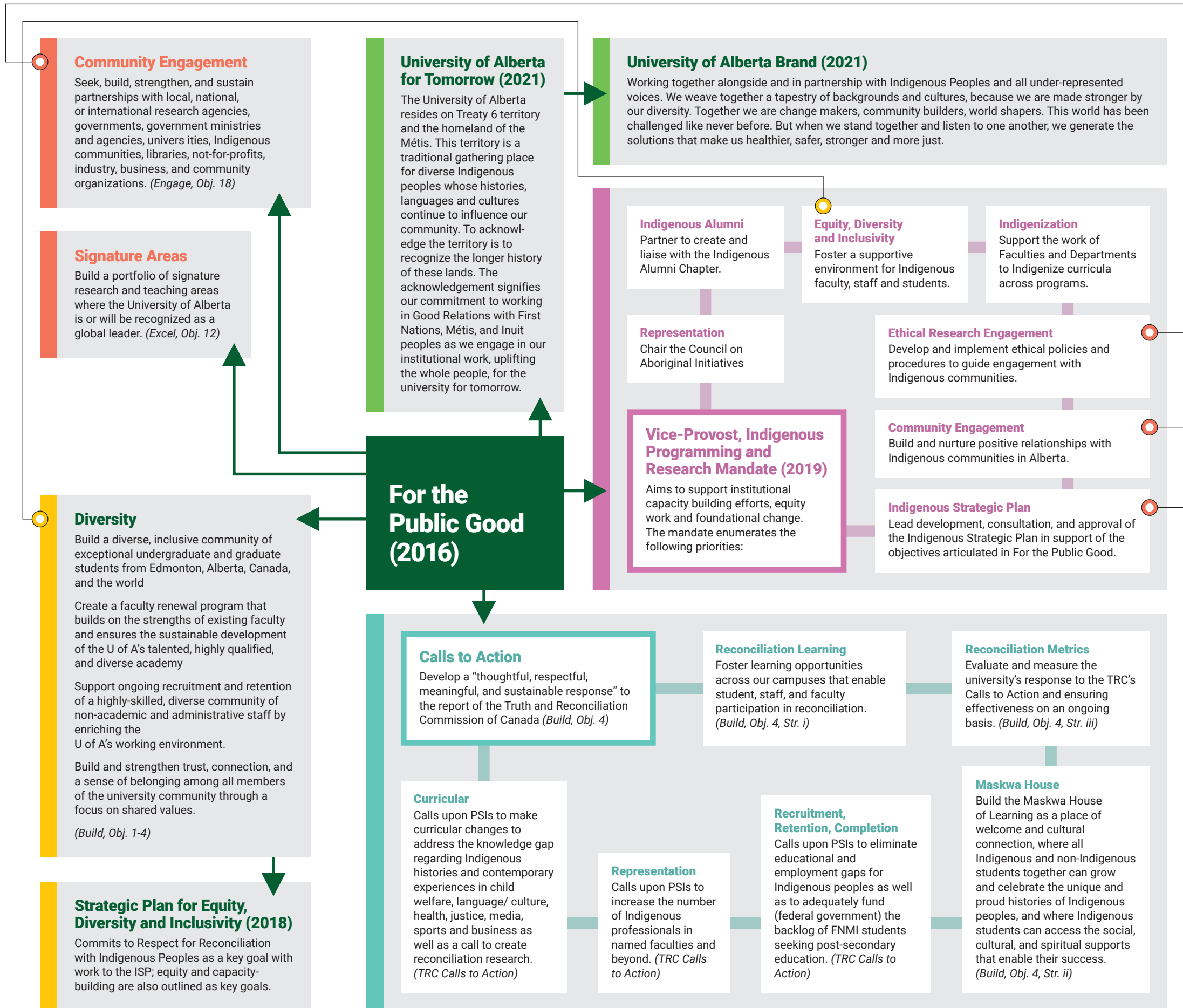
As directed by these consultations, the university has committed to work on respectful responses to the Calls to Action and reconciliation.

These commitments have begun to find their ways into the university's academic and administrative practices, with the goal that they will eventually be fully embedded across strategic and unit plans and accountabilities.

To lead and co-ordinate work in Indigenous Initiatives, the University of Alberta sought to create the structures that can carry this work forward. In 2019, the inaugural role of Vice-Provost, Indigenous Programming and Research was established in the Office of the Provost and Vice-President (Academic).

## Office of the Vice-Provost, Indigenous Programming and Research

The work of the Vice-Provost, Indigenous Programming and Research Office builds upon and continues the extensive work undertaken across the University of Alberta to assure Indigenous student success, improve the recruitment and retention of Indigenous faculty and staff, and advance key initiatives in alignment with Indigenous community interests. The office will centrally connect Indigenous-related teaching, learning, research and supports to co-ordinate initiatives, share resources, find efficiencies and build capacity.





# Dialogues

**To begin work on the creation of an Indigenous Strategic Plan, the Office of the Vice-Provost, Indigenous Programming and Research engaged in wide-ranging dialogues, gathering information and listening to community so as to envision the goals, themes and strategies of the plan.**

Broad dialogues with University of Alberta leaders in academic, administrative and governance structures took place over the course of two years, and input was solicited from faculties, departments, units and individuals. This included students, faculty and staff. Data sources such as the Workforce Diversity Census and the 2021 Indigenous Student Success Survey were used to frame the dialogues and inform the development of the goals. We are grateful for the diverse contributions to this plan and the work to outline accountabilities and partners for this work in alignment with the feedback from these dialogues.

## Indigenous Advisory Council

To ensure an Indigenous-led process to create the Indigenous Strategic Plan (ISP), an Indigenous Advisory Council (IAC) was struck from January 2020 to May 2022. The IAC had 22 First Nations, Métis and Inuit representatives from across employment categories. The council's mandate was to frame conversations around the ISP's development; what the indigenization of curriculum and programs might mean; respectful and ethical research with Indigenous Peoples and communities; building supportive and healthy workplace environments for Indigenous faculty, students and staff; and fostering respectful relationships with Indigenous community partners. In gratitude, membership of the Indigenous Advisory Council is listed on pg. 7 of this document.

As part of the work to develop the Indigenous Strategic Plan, the Office of the Vice-Provost, Indigenous Programming and Research actively sought direction from the broader internal Indigenous community on the ways in which the university might respectfully and effectively take up the work of Indigenous

Initiatives. The draft and revised Indigenous Strategic Plan was distributed to Indigenous faculty and staff known to the Office of the Vice-Provost, Indigenous Programming and Research for their input and review and the feedback incorporated.

## Indigenous Nations and Organizations

The Office of the Vice-Provost, Indigenous Programming and Research met with First Nations, Métis and Inuit nations and organizations across treaty areas and listened to community members, leaders and Elders relate their experiences with the University of Alberta. We learned how they would like to see connections grow between their communities or organizations and the university. The office detailed alignment with these community interests in the strategic plan, imagining pathways for stronger partnerships with community in support of the key objectives they shared. This dialogue, held over a year, was meant to guide the start of the University of Alberta's work as a Good Relation across a number of priorities and particularly via the Indigenous Strategic Plan.

## Indigenous Research Strategies Task Force

The Indigenous Research Strategies Task Force (IRST) was created in December 2020. The goal of the task force is to bring together diverse employees to examine ways that the collective work at the University of Alberta in relation to research ethics, research services, field research and data management can co-ordinate. The aim is to examine work that can be supportive of Indigenous communities, researchers engaged with Indigenous research, data sovereignty, treaty rights and respectful community engagement. The IRST was part of the dialogue

process for the Indigenous Strategic Plan, particularly with those elements aligning specifically with its mandate.

### Membership includes:

- Susan Babcock, Director, Research Ethics Office, Vice-President (Research & Innovation) Integrity Support
- Rhonda Bell, Professor, Faculty of Agricultural, Life & Environmental Sciences
- David Bressler, Professor and Associate Dean Research, Faculty of Agricultural, Life & Environmental Sciences; Executive Director, Biomass Energy Network
- James Doiron, Research Data Management Strategies Director, University of Alberta Library; Academic Director, University of Alberta Research Data Centre
- Nadir Erbilgin, Professor and Chair, Faculty of Agricultural, Life & Environmental Sciences
- Florence Glanfield, Vice-Provost, Indigenous Programming and Research; Professor, Faculty of Education
- Geoff Harder, Associate University Librarian, Library and Museums
- Tracey Hillier, Associate Professor, Faculty of Medicine & Dentistry; Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area
- Charmaine Kabatoff, REB Consultant, Research Ethics Office, Vice-President (Research & Innovation) Integrity Support
- Jeffrey Kavanaugh, Associate Professor, Faculty of Science; Director, Field Research Office
- Heidi Robinson, Legal Counsel, Vice-President (Research & Innovation), Research Services Office



Jade Tootoosis, Fancy Shawl dancer and Program Co-ordinator in the Faculty of Native Studies

- Nella Sajlovic, Indigenous Strategies Manager, Office of the Provost and Vice-President (Academic)
- Julie Stephens, Director, Research Partners, Vice-President (Research & Innovation) Research Partners Network
- Kisha Supernant, Associate Professor, Faculty of Arts; Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area; Director, Institute of Prairie and Indigenous Archaeology
- Melissa Tremblay, Assistant Professor, Faculty of Education
- Jessica Vandenberghe, Assistant Dean, Engineering Community and Culture, Faculty of Engineering; President-Elect, Indigenous Alumni Council
- Nancy Van Styvendale, Associate Professor and Associate Dean Research, Faculty of Native Studies
- Michael Walesiak, Director, Research Administration Services, Vice-President (Research & Innovation)

### Members of the IRST who served prior to their resignations from the task force:

- Alex Clark, Professor and Associate Vice-President (Research), Faculty of Nursing

“One of my strongest commitments as college dean is to promote a college community that enables an equitable and inclusive society. One that acknowledges history and where equity and diversity are essential to excellence on campus. In consultation with our Indigenous community, we are dedicated to transforming our college by not only encouraging Indigenous perspectives and initiatives into our processes and strategies at every level, but also planning immediate tangible tactics such as curriculum changes, safe spaces for the Indigenous community and the goal of removing barriers to success through collaboration.”

We're proud of our start. From creating dedicated Indigenous office space for students to gather in the Faculty of Arts, to implementing an Introduction to Indigenous Business course in the Alberta School of Business and the commitment to hiring Indigenous professors in all our faculties. But this is only the beginning of what I envision to be a complete transformation of how our college and university operates. We strive to do better and we must do better.”

**Joseph Doucet**  
Interim Dean, College of Social Sciences and Humanities



# Nisitohamowin (Understanding)

**The Indigenous Advisory Council sought an appropriate cultural ethos to communicate to readers the thinking and values that embody Indigenous-focused work at the University of Alberta.**

The council selected the Sweetgrass Teachings as this plan's foundation, noting the personal and professional commitments of the Indigenous people who have shouldered this work in honour of ancestors, loved ones and community. Elder Fernie Marty (Papaschase First Nation) was offered protocol for his guidance and knowledge of the Sweetgrass Teachings for the creation of the Indigenous Strategic Plan.

The shared understandings that the council had of this teaching — of balance, of collective strength, of responsibility to All Our Relations — are at the heart of this cultural ethos. It also signifies the hopes that the council has for the work of the Indigenous Strategic Plan, with a centring of collective responsibility in the pursuit of what is called the Good Life or *miyo pimatisiwin* in Cree.

*Miyo pimatisiwin* describes being in harmony — mind, body and soul — with a fulsome wellness and health based on a relationship with cultural identity, others, all things living and the land. The concepts of reciprocity, responsibility, love and care to humans, lands and winged, scaled and the four-legged inform this plan.

## The Sweetgrass Teachings

as shared by Elder Fernie Marty

“I see the ISP as a difficult but necessary road map on the journey to true Reconciliation.”

**Gil Anderson**

Academic Services Co-ordinator, Masters and Professional Programs Office, Alberta School of Business

Elder Fernie Marty shares the Sweetgrass Teachings, which embody the values of this plan

**“Sweetgrass is one of our sacred medicines; it is the hair of Mother Earth. When we gather the sweetgrass we walk gently on Mother Earth, giving thanks for the gifts that she gives — gifts that we need to live a Good Life.**

The three strands of the sweetgrass braid have many different meanings for the people but for the teachings I received, they represent the mind, body and spirit. The three need to be in balance for us to have health. The three strands make four as they come together to make the whole, and there is significance to the four.

The four means that we are connected to each other, to the land and to all things living — All Our Relations. We are only one small part of this, us humans, but we are sacred peoples and we are meant to be gentle with each other and all of our relations.

The sweetgrass helps to remind us of this — of our sacred nature and our connection to the land. It also reminds us that we must pray for guidance from the Creator. When we smudge with sweetgrass, we humbly ask the Creator to bring good energy to us, to purify us, to move the negative energies away from us to protect our minds, our bodies, our spirits and where we live.

We ask that the Creator bring us clean thoughts, a clean body and a clean spirit. We ask that we remain humble and open to being guided to the lessons that are all around us if our hearts are open. This is important because we can be pulled away from what is good to bad things like

“I am so proud of the amazing ideas that went into the ISP. The ISP is so important for the U of A community as a shining example of how Indigenous presence is integral to the betterment of our success and growth across campuses.”

**Michelle Durocher**

Executive Assistant,  
Corporate and Foundation Relations

anger and hate. There is so much pain in the world. The pain causes the anger and hate. The sweetgrass reminds us to be in tune with goodness so that we can live a good life.

When we do this it also allows others to see who we are as people, and our goodness is an example of what is the right way to live. We are a gentle people. There is medicine in remembering that we are gentle. There is medicine in laughter. Our people like to laugh. Laughter brings healing. Laughter helps to remind us that no one is perfect; we are all just learning.

When we braid our hair, we pray. We think of the ones that came before us and of the Creator, asking them to shield us from bad things. We know that our ancestors see us and watch over us even though they are not with us in the here and now.

When we braid, we honour the ones that came before us and we take time to ask the Creator and them for help to live a good life. In this way, our braids are a way to care for the loved ones in front of us and to honour the ones who came before us. It [braiding] helps us to think on the things that make a good life. We do this in prayer. We say thanks for the gifts of the earth and we remember to care for each other and those gifts.”



# Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan

**This five-year plan is the University of Alberta's first formally endorsed Indigenous Strategic Plan and responds to the themes that emerged in dialogue by articulating specific goals, strategies and timelines.**

The plan is grouped into three categories, or "strands," symbolizing the responsibilities of the Sweetgrass Teachings: Looking to the Past, In-Powering<sup>1</sup> the Present and Imagining the Future. These three groupings represent a sweetgrass braid and the accompanying prairie- and parkland-based Indigenous understandings, to reflect where the University of Alberta is primarily — though not only — located.

In many Indigenous cultures, the braid also represents mind, body and spirit and the balance needed among the three for good health and harmony in individuals and communities. It represents understandings about the relationality of all peoples and to all things living.

The braid was also selected as a reminder of the beauty, pride and resilience of Indigenous Peoples. The loss of braided hair is linked in communal memory to the trauma of colonialism and its assimilative practices. As the resurgence of Indigenous Peoples continues, the braid has become a symbol of defiance and identity assertion and also

represents that the past, present and future are intertwined.

This symbolism indicates that this strategic plan is a living document that will evolve as this work progresses. Within the context of this plan, the braiding of past, present and future is a commitment to restoring balance and wellness.

The content laid out in this document is a prioritization of the broad work of Indigenous Initiatives. Acknowledging that the breadth of the themes and strategies detailed in this plan require extensive institutional collaboration, this document aims to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities and embedded into diverse structures, processes and roles. The goal is to create institution-wide responsibility to deliver on the outlined goals.

*Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* reflects an important step in our institution's commitment to reconciliation in post-secondary education and research and to addressing the historical legacy of the residential school system and Canada's colonial history in a meaningful and lasting way.

<sup>1</sup> The modified word "In-Powering" was chosen deliberately to indicate that the skills and strengths needed for individual and collective success already reside in Indigenous peoples and communities. This strengths-based lens acknowledges that the focus of this work should be on removing structural barriers.





# Where We Are in the Journey



**It has been seven years since the final report of the Truth and Reconciliation Commission of Canada was released. The University of Alberta acknowledges that it is only at the beginning of this complex, generational work.**

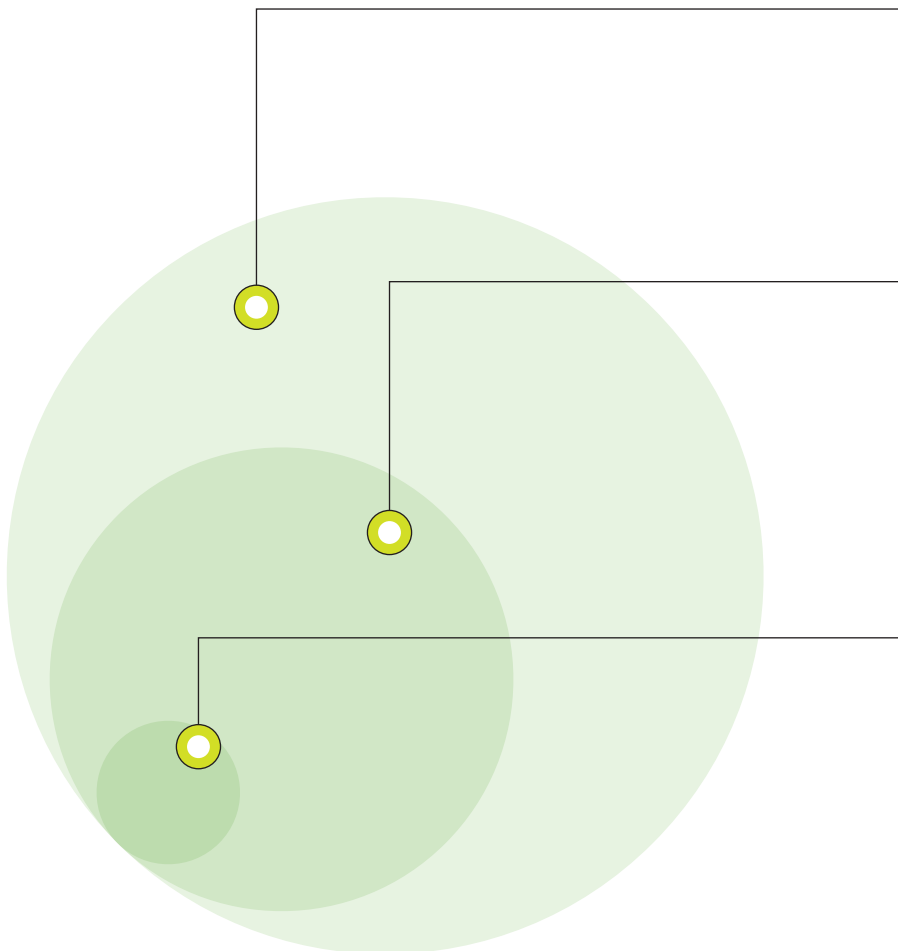
Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. Throughout Canada, this work is still largely at its inception.

Indigenous knowledge holders tell us that life and living is a cyclical and recursive journey. At the start of each new day, we have the wisdom from the days past to feed into that day's journey, and as the day passes, we have an opportunity for new learnings that shape and change what we already know. In the same way, the institutional work of implementing *Braiding Past, Present and Future* will also be a recursive journey. We will build upon previous exposures, successes and lessons, sometimes appearing to go backwards, pausing and moving forward again with newly integrated understandings. Recursion is much more complex than repetition. Indigenous teachings about

humility in learning offer an understanding to this — we, *individually and collectively, are all on a journey of lifelong learning.*

In examining how universities have responded to reconciliation, University of Alberta scholars Adam Gaudry and Danielle Lorenz developed an evaluation framework to characterize this work. The strategies included in *Braiding Past, Present and Future* are intended to move the university along the path they described,<sup>10</sup> from Inclusion Indigenization to a fulsome integration of Indigenous understandings: Decolonial Indigenization.

Through the dialogues, we know that in some spaces at the University of Alberta, we are at the beginning of this path, increasing Indigenous representation and presence. In others, work has progressed to examining ways in which the university itself might engage in critical self-reflection



## Decolonial Indigenization

Envisions the wholesale overhaul of the academy to fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples and Canadians, transforming the academy into something dynamic and new.

## Reconciliation Indigenization

A vision that locates indigenization on common ground between Indigenous and Canadian ideals, creating a new, broader consensus on debates such as what counts as knowledge, how should Indigenous knowledges and European-derived knowledges be reconciled, and what types of relationships academic institutions should have with Indigenous communities.

## Indigenous Inclusion

A policy that aims to increase the number of Indigenous students, faculty and staff in the Canadian academy. Consequently, it does so largely by supporting the adaption of Indigenous people to the current (often alienating) culture of the Canadian academy.

to disrupt the colonial structures and practices that result in exclusion. The goal of this strategic plan is to move forward with the TRC's full conceptualization of the work of truth and reconciliation: to upend the intellectual underpinnings of colonial marginalization.

A key theme that emerged in the dialogues for this plan was the need for metrics to benchmark where the University of Alberta is at with respect to fulfilling its commitments to the TRC Calls to Action and Indigenous Initiatives more broadly. Work to collect information on progress, to document gains

and to identify challenges will inform next steps for this plan including the development of a reporting mechanism for the outlined goals and strategies. Aligned to this work is a TRC Report to Community, mandated by *For the Public Good*, which will specifically measure the institutional work on the Calls to Action, serving as a baseline for Indigenous-focused work. The goals and strategies in *Braiding Past, Present and Future* have been designed in such a way that the accountabilities are built across diverse portfolios and units and this adds additional layers of reporting and accountability as a practice as well.

“As chancellor and on behalf of the University of Alberta Senate, I affirm our strong support for the U of A's Indigenous Strategic Plan (ISP). Since I became chancellor, I have learned so much not only about our country's past, our history of injustices to Indigenous Peoples and the impact that continues to have on Indigenous Peoples today, but also about their vibrant cultures and Indigenous Ways of Knowing. Guided by Dr. Florence Glanfield, Shana Dion and others at the U of A, my understanding has grown dramatically and, for that, I am deeply grateful. Our Senate is proud of work we did in the past that led to the establishment of the Faculty of Native Studies,

but there is so much more work to be done. That's why Indigenous Initiatives are now one of the three priorities identified in the Senate's new strategic plan. Our actions will champion the ISP in any way we can, increase opportunities for Indigenous children to participate in the Senate's U School program, grow Indigenous representation on Senate, and support the ongoing work of the university in opening its doors to more and more Indigenous students. The plans are now in place, and we're only just beginning.”

**Peggy Garritty**  
Chancellor







“ My hope for this strategy is to lay the groundwork for future generations of students and staff to live and work as a connected community – *wahkohtowin*. It recognizes that we have two very different cultures that want to walk together in a Good Way. The success of the Indigenous Strategic Plan will depend on strong communication, openness and, most importantly, trust. The strategy is not just for our children but also for those not yet born, seven generations and into the future.”

**Ceilidh Morrisette**  
Research Co-ordinator, Faculty of Arts,  
Humanities Administrative Services



Janice Makokis, a legal scholar and U of A grad at the Kikino Métis Settlement and Saddle Lake Cree Nation.

“ The University of Alberta's vision is to illuminate our world-leading Indigenous-led and Indigenous-engaged research and practices, providing leadership in Indigenous scholarship, research and community engagement.”

**Aminah Robinson Fayek**  
Vice-President, Research and Innovation

“ The Indigenous Strategic Plan does more than generate policy towards decolonial indigenization. It is a centre point and meeting place for our Indigenous faculty and staff at the University of Alberta. Colonialism has done much to diminish and get in the way of our relations – with each other and with the Land. The ISP is another way we resist this dispossession, helping us come together and reminding the university institution that we are on Indigenous, relational territory.”

**Paul Gareau**  
Assistant Professor, Faculty of Native Studies



“Getting to the truth was hard, but getting to reconciliation will be harder.”

*Truth and Reconciliation Commission of Canada,  
Honouring the Truth, Reconciling for the Future*

“This painting represents the connection of my grandmother, mother and me, as I needed to see them — blanketed by love, security and strength in spite of the trauma of residential schools,” says Lana Whiskeyjack of her 2015 painting *Exploring Intergenerational Trauma Series, No. 1*. Used with permission.





# Notes

## Accountabilities

The named accountabilities listed for each of the strategies are not exhaustive and instead denote those most responsible (collectively) for beginning the work described. The accountabilities are listed alphabetically and not by order of precedence. Other leaders or units may also have work to contribute to the named strategies.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>10.0 Indigenous faculty and staff: recruitment and retention</b>							
The University of Alberta is recognized as an employer of choice for Indigenous faculty and staff	<b>10.1</b> Convene a working group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty and staff, identifying challenges and opportunities	College Deans, Deans, VPUS&F		●			
	<b>10.2</b> Identify and implement mechanisms to support equity processes and procedures for hiring and retaining Indigenous faculty and staff	College Deans, Deans, VPUS&F		●	●		
	<b>10.3</b> Create a dedicated Indigenous human resources advisory position and a network of individuals to provide expertise in Indigenous hiring and retention practices	VPUS&F			●		

## Acronyms

The following is a list of acronyms used in the charts:

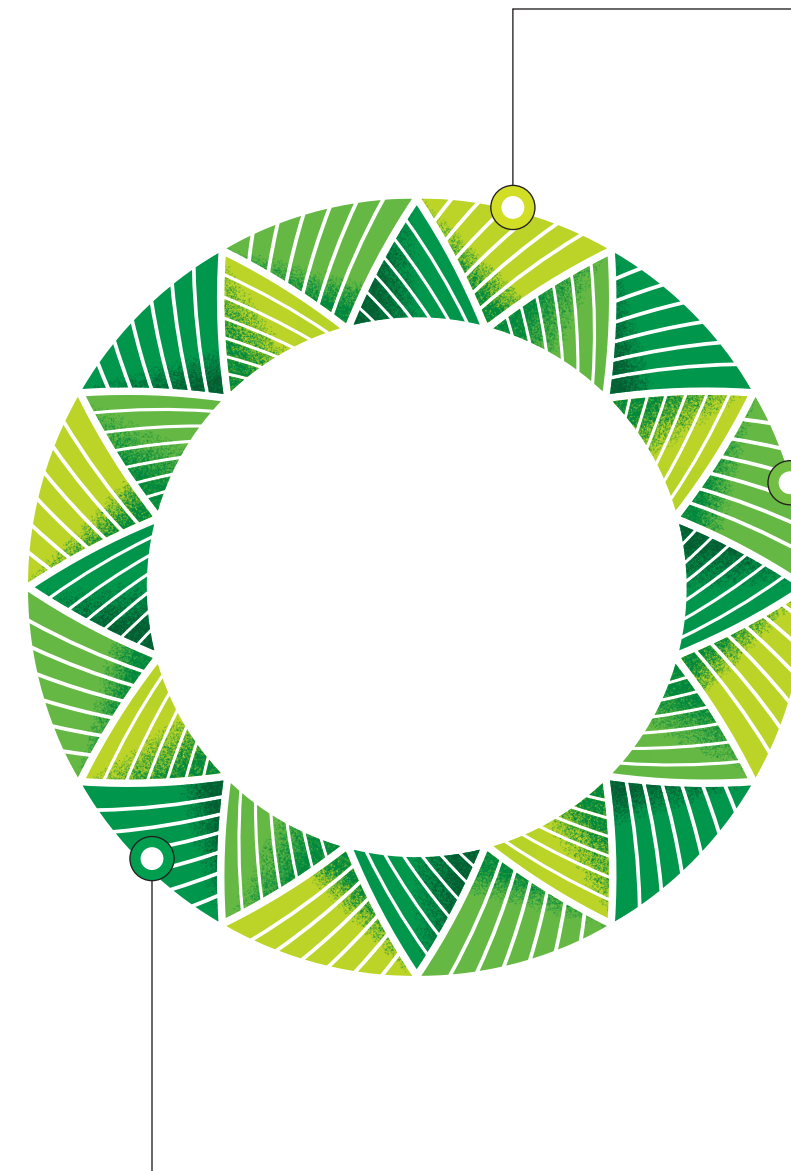
<b>VPA</b>	Vice-President (Academic)
<b>VP&amp;DOS</b>	Vice-Provost and Dean of Students
<b>VPER</b>	Vice-President (External Relations)
<b>VPFGSR</b>	Vice-Provost and Dean (Faculty of Graduate Studies and Research)
<b>VPF&amp;O</b>	Vice-President (Facilities and Operations)
<b>VPIPR</b>	Vice-Provost (Indigenous Programming and Research)
<b>VPP</b>	Vice-Provost (Programs)
<b>VPLI</b>	Vice-Provost (Learning Initiatives)
<b>VPL&amp;M</b>	Vice-Provost, Library and Museums
<b>VP&amp;REG</b>	Vice-Provost and Registrar
<b>VPRI</b>	Vice-President (Research and Innovation)
<b>VP&amp;AVPUAI</b>	Vice-Provost and Associate Vice-President (International)
<b>VPUS&amp;F</b>	Vice-President, University Services and Finance

## Timeline

The five-year timeline noted in the charts and the associated dots communicate when work will begin on the strategies (and not completion targets). The years noted are aligned to the academic calendar year.

## The Braid

The strategies outlined in this plan have been organized into three categories: Looking to the Past, In-Powering the Present and Imagining the Future. This approach symbolizes the responsibilities of the Sweetgrass Teachings (page 39) and represents the shared understandings that the council had of this teaching: balance, collective strength and responsibility to All Our Relations. These are at the heart of this cultural ethos and of this plan.



## Looking to the Past

- 1.0 Indigenous leadership and co-ordination
- 2.0 Accountability and reporting
- 3.0 Indigenous Ways of Knowing: programs
- 4.0 Relationship with Indigenous lands and nations
- 5.0 Indigenous-centred policy, protocol and praxis
- 6.0 Reconciliation research and scholarship
- 7.0 University of Alberta community participation in reconciliation

## In-Powering the Present

- 8.0 Indigenous students: recruitment, retention and completion
- 9.0 Indigenous student attainment: tackling barriers
- 10.0 Indigenous faculty and staff: recruitment and retention
- 11.0 Safe and welcoming spaces

## Imagining the Future

- 12.0 Ethical research with Indigenous nations, peoples and lands
- 13.0 Indigenous-led research capacity development
- 14.0 Indigenous community engagement: nations, organizations and peoples
- 15.0 Indigenous community-engaged research
- 16.0 Indigenous community engagement: University of Alberta Senate
- 17.0 Indigenous community engagement: University of Alberta Alumni
- 18.0 Innovative funding



# Looking to the Past

The first grouping of goals focuses on the “remedial” actions outlined by the Calls to Action issued by the Truth and Reconciliation Commission of Canada (TRC) and broader indigenization efforts. This grouping aims to remediate the erasure and exclusion of Indigenous knowledges, histories and knowledge systems. The work recognizes the gaps in traditional western higher education and also the harm that those gaps have had on the lived experiences of Indigenous Peoples. Implicit in this work is the acknowledgment that the university participated, and participates, in aspects of colonialism that were, and are, deeply harmful to Indigenous Peoples and that there is a wrong to right. The same power that was employed to disenfranchise Indigenous Peoples can now be brought to bear on the education of the students we serve and those beyond the institution.



GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>1.0 Indigenous leadership and co-ordination</b>							
Centrally connect Indigenous-related teaching, learning, research and supports to ensure adequate resourcing, to better co-ordinate, to ensure Indigenous initiatives are Indigenous-led and that there is broad institutional accountability for this work	<b>1.1</b> Hire an additional person in the Office of the Provost and Vice-President (Academic) to support the implementation of the Indigenous Strategic Plan (ISP)	VPA	●				
	<b>1.2</b> Establish the Indigenous Advisory Council (IAC) as a group that can offer wisdom and guidance on actions taken by colleges, faculties and units in relation to goals in the ISP and Indigenous engagement	VPIPR		●			
	<b>1.3</b> Create an Indigenous Wisdom Council of external Indigenous Knowledge Holders to assist with high-level, Indigenous-focused advice and decision-making	President, VPIPR		●			
	<b>1.4</b> Map joint areas of responsibility across the University of Alberta to guide collaboration and share accountability for Indigenous Initiatives, including supporting the project or committee-based delegation of Indigenous staff to Indigenous-focused institutional work	All, VPIPR		●			
	<b>1.5</b> Create structures within colleges, faculties and units, led or co-led by an Indigenous person, to develop college, faculty and unit actions to achieve the goals outlined in the Indigenous Strategic Plan	College Deans, Deans, VPA, VPER, VPF&O, VPRI, VPUS&F		●			



Looking to the Past (continued)

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>2.0 Accountability and reporting</b>							
Include Indigenous knowledge systems, experiences and perspectives in all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes	2.1 Publish a TRC Report to Community every two years to evaluate, report and act on institutional, faculty and unit responses to the TRC Calls to Action	College Deans, Deans, VPER, VPF&O, VPIPR, VPRI, VPUS&F		●		●	
	2.2 Include goals in alignment with the Indigenous Strategic Plan in unit-level strategic plans	College Deans, Deans, Department Chairs, VPER, VPF&O, VPRI, VPUS&F	●				
	2.3 Ensure that all leadership category reviews include reporting on activities related to the Indigenous Strategic Plan	President, VPA, VPER, VPF&O, VPRI, VPUS&F		●			
	2.4 Gather and co-ordinate data to track progress on achieving goals in the Indigenous Strategic Plan for internal and external reporting	All, VPIPR		●			
	2.5 Utilize the college structures of Associate Dean (Education), Associate Dean (Research), and the Strategic Initiatives office to collaborate and implement strategies to support the goals outlined in the Indigenous Strategic Plan	College Deans		●			
	2.6 Establish an Indigenous Strategic Plan implementation team, chaired by the VPIPR	President, VPA, VPER, VPF&O, VPRI, VPUS&F	●				
<b>3.0 Indigenous Ways of Knowing: programs</b>							
Weave Indigenous worldviews, histories and perspectives into all undergraduate, graduate and continuing professional education programs, recognizing the validity of Indigenous knowledge systems, remediating the knowledge gap on Indigenous historical and lived experiences, and strengthening academic rigour across disciplines	3.1 Include Indigenous knowledge systems, experiences and perspectives in all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes	College Deans, Deans, VPIPR, VPLI, VPP		●			
	3.2 Develop financial, administrative, leadership and mentorship processes to achieve the goal	College Deans, Deans, VPA, VPUS&F		●			
	3.3 Create resources and workshops for faculty to illuminate the institutional spaces in which the Indigenous curricular gap/Indigenous Ways of Knowing might be integrated into course materials; promote existing field-specific literature to support this work	VPLI, VPIPR			●		
	3.4 Establish institutional partnerships and relationships with Indigenous organizations and communities in support of Indigenous language revitalization, respecting that Indigenous communities have sovereignty over their languages	College Deans, Deans, VPIPR	●				
	3.5 Develop relevant Indigenous-focused programming for international students	VPIPR, VPLI, VP&AVPUAI			●		

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>4.0 Relationship with Indigenous lands and nations</b>							
Utilize university infrastructure (physical, web and communications) to acknowledge the foundational nature of Canada's relationships with diverse Indigenous nations, the First Peoples of the places that the University of Alberta currently manages, and to create safe and welcoming spaces for all	4.1 Incorporate the visibility of Indigenous territory, including Indigenous Peoples in consultation for land use and space design and considering what it would mean to regard land as a relation. This is meant to acknowledge the long history of our campuses as sites of Indigenous habitation, gathering and sacred significance, not as <i>terra nullius</i> .	VPER, VPF&O, VPIPR		●			
	4.2 Develop the necessary policies to support the use of university infrastructure for internal and external Indigenous community-building and gathering purposes and ceremony	VPF&O, VPIPR	●				
	4.3 Increase the digital and communications-based visibility of Indigenous presence at the university	VPER	●				
	4.4 Incorporate the Territorial Acknowledgments on the U of A main page and in all public addresses and written statements	VPER	●				
<b>5.0 Indigenous-centred policy, protocol and praxis</b>							
Examine and revise university policy and protocol to support respectful Indigenous inclusion	5.1 Revise and create new university policies to support and celebrate Indigenous inclusion, respectfully facilitate connections between the university and Indigenous communities, and bridge university/legal practices with Indigenous-centred protocols and Indigenous identity	VPER, VPF&O, VPIPR, VPRI, VPUS&F			●		
	5.2 Document and share appropriate cultural protocols for connecting with Elders, Knowledge Keepers and other Indigenous community members	VPIPR		●			
	5.3 Identify and remediate challenges with appropriate remuneration (honoraria) and culturally appropriate gifts within the university context	VPIPR, VPRI, VPUS&F	●				
	5.4 Align Indigenous-focused policy work with revisions of the Equity, Diversity and Inclusivity (EDI) plan and implementation	VPIPR		●			
<b>6.0 Reconciliation research and scholarship</b>							
Work with relevant partners to advance, fund and showcase reconciliation, indigenization and decolonization research and scholarship	6.1 Work with government entities to create a national research program with multi-year funding to advance an understanding of reconciliation	VPER, VPRI		●			
	6.2 Showcase the scholarship of U of A faculty members engaged in examining reconciliation or advancing aspects that increase historical and contemporary understandings of Indigenous Peoples, knowledge systems, nations, communities and lands	VPER, VPRI			●		
	6.3 Pursue mechanisms to fund reconciliation research	VPER, VPRI		●			
	6.4 Create a TRC-focused endowed chair	VPER, VPRI					●

**Looking to the Past (continued)**

“The Indigenous Strategic Plan outlines critical opportunities for reconciliation throughout our institution and requires action from the full University of Alberta community. We need to prioritize and increase our capacity for Indigenous-focused initiatives, such as curricular changes, so that we continue to work towards teaching, learning, researching and working together in good relations at the U of A. I’m committed to supporting Indigenous leadership on campus, and I am proud to play a role in bringing the plan to life.”

**Steven Dew**  
Provost and Vice-President, Academic

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>7.0 University of Alberta community participation in reconciliation</b>							
Foster learning opportunities that enable all students, staff, faculty members and alumni to participate in reconciliation	<b>7.1</b> Promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course (MOOC/mini-MOOC), including offering faculty and staff work time to complete the course, and utilize other developed courses such as the anti-Indigenous racism module to support this work	VPER, VPUS&F	●				
	<b>7.2</b> Create a primer on the Indigenous Peoples of Alberta, including the different nations, cultural and linguistic differences, governance structures, geographical territories, treaty relationships and non-treaty relationships to address the knowledge gap	VPER, VPIPR, VPRI	●				
	<b>7.3</b> Create and offer free courses, workshops, events and other resources to students, staff, faculty and alumni (during work hours for employees) to tackle the knowledge gap around racism, historical and contemporary Indigenous experiences and the foundational agreements	VPER, VPIPR, VPLI, VPUS&F		●			
	<b>7.4</b> Partner with external entities, such as libraries, municipalities and public schools, to build capacity for TRC teachings within a larger collaborative system so that opportunities for learning can be taken up	VPER, VPIPR			●		
	<b>7.5</b> Create programs that showcase the university's Indigenous cultural, archeological and artistic objects	VPER, VPIPR, VPL&M			●		
	<b>7.6</b> Strengthen the partnership with the National Centre for Truth and Reconciliation to permanently preserve the memory of Canada's residential school system	VPA, VPIPR			●		
	<b>7.7</b> Support activities and events to acknowledge and commemorate the victims and survivors of the residential school system	Chancellor, President, VPER, VPIPR	●				

Using ground-penetrating radar, Dr. Kisha Supernant, director of the Institute of Prairie and Indigenous Archaeology, works with Indigenous communities to locate the unmarked graves of residential school children who didn't come home.







# In-Powering the Present

The second grouping of goals focuses on actions that support the recruitment and retention of a diverse group of students, faculty and staff. This work acknowledges the urgent need to address the systemic barriers that limit full Indigenous participation in the offerings of the university – barriers that have artificially prevented Indigenous Peoples from greater individual and collective sovereignty.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>8.0 Indigenous students: recruitment, retention and completion</b>							
Graduation rates at the University of Alberta exceed the provincial proportion of Indigenous Peoples	<b>8.1</b> Support the Indigenous Recruiter Circle in developing wise undergraduate student recruitment and retention practices that make the University of Alberta a destination of choice	VP&DOS, VP&REG		●			
	<b>8.2</b> Convene a group to review, update, track and report on Indigenous graduate student recruitment and retention practices to develop and implement a recruitment and retention strategy that makes the University of Alberta a destination of choice	VPGSR			●		
	<b>8.3</b> Establish new and expand current innovative methods of relationship building and early learning engagement with Indigenous students (e.g., USchool, DiscoverE) in Grades K-9	Chancellor, VP&DOS, VP&REG, VPIPR			●		
	<b>8.4</b> Establish innovative pathways to support the entry of Indigenous students in Grades 7-12 into programs with low rates of Indigenous participation	Chancellor, VP&DOS, VP&REG, VPIPR			●		
	<b>8.5</b> Indigenize, and expand, undergraduate student recruitment practices to make the University of Alberta a destination of choice	VP&REG		●			
	<b>8.6</b> Utilize data from the Indigenous Student Success Survey to support recruitment and retention	VP&DOS, VPGSR, VPRED		●			
	<b>8.7</b> Develop strategies to support students from remote Indigenous communities, acknowledging that those students may require differing types and levels of support to achieve success	VP&DOS, VP&REG		●			
	<b>8.8</b> Expand the online delivery of programs and courses in order to connect with mature and underserved Indigenous learners	VPA					●



**In-Powering the Present (continued)**

“As Alberta’s pre-eminent teaching and research institution, the University of Alberta has a responsibility to participate in reconciliation by incorporating Indigenous worldviews in its curriculum, providing opportunities for Indigenous community-engaged research, and ensuring our campuses are welcoming to, and truly inclusive of, Indigenous students, faculty, staff and communities. The Board of Governors and its committees will therefore support and uphold the ISP to ensure adequate focus and progress.”

**Kate Chisholm**  
Chair, Board of Governors

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>9.0 Indigenous student attainment: tackling barriers</b>							
Develop strategies to remove financial and other barriers to full Indigenous student participation in the offerings of the university	<b>9.1</b> Identify and advocate for new funding opportunities for Indigenous students with government funders, corporate sponsors and individual donors, partnering with relevant university units	VPER			●		
	<b>9.2</b> Promote student awareness of existing financial supports and provide assistance in the funding application process	VP&DOS, VP&REG, VPF&GSR		●			
<b>10.0 Indigenous faculty and staff: recruitment and retention</b>							
The University of Alberta is recognized as an employer of choice for Indigenous faculty and staff	<b>10.1</b> Convene a working group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty and staff, identifying challenges and opportunities	College Deans, Deans, VPUS&F		●			
	<b>10.2</b> Identify and implement mechanisms to support equity processes and procedures for hiring and retaining Indigenous faculty and staff	College Deans, Deans, VPUS&F			●		
	<b>10.3</b> Create a dedicated Indigenous human resources advisory position and a network of individuals to provide expertise in Indigenous hiring and retention practices	VPUS&F			●		
	<b>10.4</b> Engage with Association of Academic Staff of the University of Alberta (AASUA) and Non-Academic Staff Association (NASA) to build policies that support Indigenous-focused hiring and retention equity processes	VPUS&F			●		
	<b>10.5</b> Track and report on Indigenous faculty and staff hiring and retention, utilizing the institutional census as a possible tracking mechanism	VPIPR, VPUS&F				●	
	<b>10.6</b> Establish an Indigenous mentorship program for Indigenous faculty and staff to increase institutional capacity in Indigenous leadership	VPIPR, VPUS&F		●			
	<b>10.7</b> Ensure the availability of Indigenous counsellors via the Employee and Family Assistance Program (EFAP)	VPUS&F			●		

“It has been my pleasure to be an active listener in the creation of the U of A’s Indigenous Strategic Plan. This plan will serve as the foundation to strengthen the university’s focus on Indigenous communities and partners. As vice-president, I affirm Facilities and Operations’ commitment to acknowledging Indigenous voices and culture and, wherever possible, endeavour to incorporate and acknowledge these perspectives through our physical infrastructure.”

**Andrew Sharman**  
Vice-President, Facilities and Operations

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>11.0 Safe and welcoming spaces</b>							
Create safe and welcoming physical and virtual spaces for First Nations, Inuit and Métis students, faculty, staff and community members	<b>11.1</b> Create and offer anti-racism and cultural sensitivity training in partnership with relevant units for all U of A faculty, staff and students	VPA		●			
	<b>11.2</b> Review University of Alberta policies, practices and governance mechanisms for addressing institutional and individual racism	VPA, Vice-Presidential Portfolios, VPUS&F		●			
	<b>11.3</b> Build Indigenous virtual and in-person networks as a community-building exercise and in acknowledgment of the fact that, due to colonial trauma, universities are often the first safe place in which some Indigenous individuals are able to explore identity and reconnect with community	VPIPR	●				
	<b>11.4</b> Support the First Peoples’ House Round Dance, promoting participation by the wider community (internal and external) and co-ordinating the participation of multiple units in this event	VP&DOS, VPER, VPIPR			●		
	<b>11.5</b> Develop an Indigenous Initiatives Communications Strategy that increases the visibility of Indigenous Peoples and appropriate representations of Indigenous presence	VPER, VPIPR	●				
	<b>11.6</b> Ensure Indigenous Initiatives are included as part of faculty, staff and student orientations	VP&DOS, VP&REG, VPF&GSR, VPUS&F	●				
	<b>11.7</b> Finalize and implement plans for more appropriate, dedicated and adequate space for First Peoples’ House, the Transition Year Program (TYP) and other Indigenous programmatic offerings and student and community needs	VP&DOS, VPF&O, VPIPR	●				
	<b>11.8</b> Continue to advocate for and develop strategies – using the lessons learned from dedicated space for First Peoples’ House – to support the construction of Maskwa House as a place of understanding, welcome and cultural connection, where Indigenous and non-Indigenous students, faculty, staff and external community together celebrate the unique and proud histories of Indigenous Peoples, and where Indigenous Peoples can access social, cultural and spiritual supports that enable teaching, learning and research success	VP&DOS, VPF&O, VPIPR				●	







“In supporting cross-faculty programs such as I-STEAM Pathways, which provides opportunities for Indigenous undergraduate students to participate in summer internships focused on environmental research and education, to faculty-specific initiatives, the College of Natural and Applied Sciences acknowledges and embraces new and inclusive ways of teaching and learning. Together, we are building community and taking action to ensure that our internships, mentorship programs and work-integrated learning opportunities are open and accessible to Indigenous students within a safe and welcoming environment and with an appreciation for Indigenous ways of teaching, learning and knowing.”

**Matina Kalcounis-Rueppell**  
Interim Dean, College of Natural and Applied Sciences

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>12.0 Ethical research engagement: Indigenous nations, Peoples, lands and knowledge systems (continued)</b>							
	<b>12.7</b> Work with relevant university entities, including the Research Ethics Office, Research Ethics Board Oversight Committee and University Research Policy Committee to improve processes and policies related to this work	VPIPR, VPRI		●			
	<b>12.8</b> Promote the University of Alberta Library's Indigenous Research Guide	VPIPR, VPL&M, VPRI,	●				
	<b>12.9</b> Educate on OCAP (Ownership, Control, Access and Possession of data) and CARE (Collective benefit, Authority to Control, Responsibility and Ethics) principles, to co-create research protocols with Indigenous communities	College Deans, VPIPR, VPRI		●			
	<b>12.10</b> Develop a senior leadership role in Indigenous-engaged research and innovation	VPIPR, VPRI				●	
	<b>12.11</b> Implement culturally appropriate intellectual property and copyright processes for engaging with Indigenous Knowledge Keepers	VPIPR, VPRI	●				
	<b>12.12</b> Develop innovative programming that highlights the research practices of community-recognized Indigenous Knowledge Keepers	VPIPR, VPRI			●		
<b>13.0 Indigenous-led research capacity development</b>							
Strengthen the Situated Knowledges Indigenous Peoples and Place (SKIP) Signature Area to maximize capacity to lead change by nurturing dynamic, innovative, creative multidisciplinary and interdisciplinary teams that are able to take multi-faceted approaches to research and teaching related to Indigenous Peoples and places	<b>13.1</b> Establish a sustainable financial plan for the Situated Knowledges Indigenous Peoples and Place Signature Area to continue to support a strong community of Indigenous and non-Indigenous scholars who promote Indigenous-engaged scholarship and Indigenous community-led scholarship and innovation	VPIPR, VPRI		●			

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>14.0 Indigenous community engagement: nations, organizations and peoples</b>							
Establish an Indigenous engagement unit to strengthen engagement with, and to support research and initiatives led by, Indigenous nations, communities and organizations	<b>14.1</b> Develop meaningful relationships to respond to the interests and needs of First Nations, Inuit and Métis communities and organizations	VPER, VPIPR, VPRI	●				
	<b>14.2</b> Create a community engagement framework based in Indigenous knowledge and worldviews, in extensive collaboration with the Indigenous community	VPER, VPIPR	●				
	<b>14.3</b> Develop a public engagement strategy on Indigenous Initiatives, building on existing partnerships with the City of Edmonton and the Province of Alberta, to address the Calls to Action of the TRC and the United Nations Declaration on the Rights of Indigenous Peoples	VPER, VPIPR		●			
	<b>14.4</b> Map relationships with First Nations, Inuit and Métis nations, communities and organizations to establish respectful protocols for engagement and to educate those institutional partners that may engage with these entities	VPER, VPIPR, VPRI	●				
<b>15.0 Indigenous community engagement: research and teaching</b>							
Develop institutional means to acknowledge, resource and reward researchers, instructors and units that engage in Indigenous community-engaged research, Indigenous community-led research and innovation, and strategies that contribute to meeting the goals outlined in the Indigenous Strategic Plan	<b>15.1</b> Identify and implement mechanisms that acknowledge, resource and reward researchers who engage in the relationship-building that is required for reciprocal and respectful Indigenous-centred research	Deans, Department Chairs, VPRI	●				
	<b>15.2</b> Create a category in the Faculty Evaluation Committee and the Academic Teaching Staff Evaluation Committee that acknowledges and encourages work that is pursued in partnership with Indigenous communities and work that is taken to implement the goals of the Indigenous Strategic Plan	Deans, Department Chairs		●			



# Endorsement by University Governance

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
<b>16.0 Indigenous community engagement: University of Alberta Senate</b>							
Engage the University of Alberta Senate to increase the presence of Indigenous Peoples and the visibility of Indigenous Initiatives and to engage the broader community in Indigenous Initiatives at the University of Alberta	<b>16.1</b> Develop a strategy to increase the representation of Indigenous Peoples and initiatives in the activities of the University of Alberta Senate	Chancellor, President		●			
	<b>16.2</b> Review and revise honorary doctorate criteria and processes to encourage and ensure nominations of Indigenous people	Chancellor, President		●			
	<b>16.3</b> Award at least one Indigenous person an honorary doctorate in each academic year	Chancellor, President		●			
<b>17.0 Indigenous community engagement: University of Alberta Alumni</b>							
Connect with and celebrate Indigenous graduates of the University of Alberta	<b>17.1</b> Develop programming priorities for Indigenous alumni to engage with, and increase the profile of, these graduates	VPER	●				
	<b>17.2</b> Review and revise alumni award nomination practices to encourage and ensure Indigenous alumni are nominated	VPER		●			
	<b>17.3</b> Establish an Indigenous Alumni Council	VPER	●				
	<b>17.4</b> Engage with Indigenous alumni to assist with employment transitions	VPER		●			
	<b>17.5</b> Create an Indigenous alumni engagement position	VPER			●		
<b>18.0 Innovative funding</b>							
Develop and imagine innovative ways to partner with diverse funders to support Indigenous students, initiatives, research and scholarship	<b>18.1</b> Identify priorities for fundraising in support of Indigenous-engaged research and scholarship activities	VPER, VPIPR, VPRI		●			
	<b>18.2</b> Pursue innovative partnerships to fund the creation of Indigenous community spaces	VPER, VPF&O			●		
	<b>18.3</b> Pursue innovative partnerships to fund the reduction of barriers (e.g., tuition support such as a youth-in-care bursary) and access to essentials such as internet, computers, food and housing	VP&DOS, VPER, VPF&O, VPIPR		●			
	<b>18.4</b> Pursue innovative approaches for supporting the entry of under-represented Indigenous students, including innovative early and community-specific recruitment, pre-entrance supports, transitional programming and graduate student recruitment	VP&DOS, VPER, VPF&O, VPIPR			●		

Endorsed unanimously by General Faculties Council and the Board of Governors in June 2022, *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* represents the institution's commitment to taking up the goals and strategies detailed in this plan across academic, administrative and community spaces.

As president and provost, we commit to supporting this work and all it entails. We invite you to read this plan and consider the ways in which you might contribute to this work.

**Bill Flanagan**  
President and Vice-Chancellor

**Steven Dew**  
Provost and Vice-President, Academic



“For me, the ISP represents crucial and cutting-edge policy created by and for Indigenous Peoples who are part of the University of Alberta community. Though created over the past few years, the document owes its existence to the thousands of Indigenous Peoples who have walked the halls of this university over the past century and have persevered through times not so welcoming as they are now. In creating this document, we honour those who came before and seek to make the path easier for future generations. Much work remains to be done in the journey of reconciliation between the University of Alberta and Indigenous Peoples, and this document is a critical step in that journey.”

**Willow White**  
Assistant Professor, English & Indigenous Studies, Augustana Faculty



Superintendent Brian Wildcat, a U of A grad, visits with students at Ermineskin Elementary School in Maskwacis, Alta., where his daughter, Devon Wildcat, teaches. The phrase, *Nehiyaw Niya*, visible on the bulletin board, translates to “I am Cree.”

“Let us put our minds together to see what we can build for our children.” –Chief Sitting Bull

“Education is a universal human right, and more and more we are seeing an increase of Indigenous students pursuing university. This is because of those advocating for those voices who have yet to be heard (*âhkamêyimok* – don’t give up/keep going). The Indigenous leadership within the university is choosing to stand up and no longer be silent for the future generations, for this I am thankful (*kinanâskomitin* – I thank you).”

**Dallas Cardinal**  
Project Co-ordinator, Supporting Indigenous Languages Revitalization, Office of the Provost and Vice-President (Academic)



Untitled (1981) by Victoria Mamnguksualuk (1930-2016) of Nunavut is part of the University of Alberta Museums Art Collection. It depicts hunters travelling across the land. (University of Alberta Museums Art Collection; The Clifford E. Lee Collection; 1983.44.17)



# Affirmation for Action by the University Community

**Following the lengthy consultations informing *For the Public Good* in 2016, the *Strategic Plan for Equity, Diversity and Inclusivity* in 2018, *University of Alberta for Tomorrow* in 2021 and the institutional brand in 2021, the University of Alberta made broad and powerful commitments to Indigenous post-secondary education, research and engagement, and to ensuring a response to the Calls to Action issued by the Truth and Reconciliation Commission of Canada (TRC).**

This affirmation aims to serve as the university's visible commitment to respond to the TRC's Calls to Action and broader indigenization efforts — work that remains urgent.

The calls are at the heart of the work to address the systemic barriers that limit full Indigenous participation in the offerings of the university — historical and contemporary barriers that have artificially prevented Indigenous Peoples from achieving greater individual and collective sovereignty.

In recognizing the great power of education, the TRC noted that universities have a particular responsibility, ability and opportunity to contribute to reconciliation by enacting curricular changes that correct the historic record, by incorporating reconciliation learning, by increasing Indigenous representation in professions, and by eliminating education and employment gaps for Indigenous Peoples. This document reaffirms the university's commitment to engage with Indigenous Ways of Knowing, Being and Doing in order to acknowledge the deliberate erasure and exclusion of

Indigenous knowledge systems. The same power that was employed to disenfranchise Indigenous Peoples can now be brought to bear on the education of the students we serve and those beyond the institution.

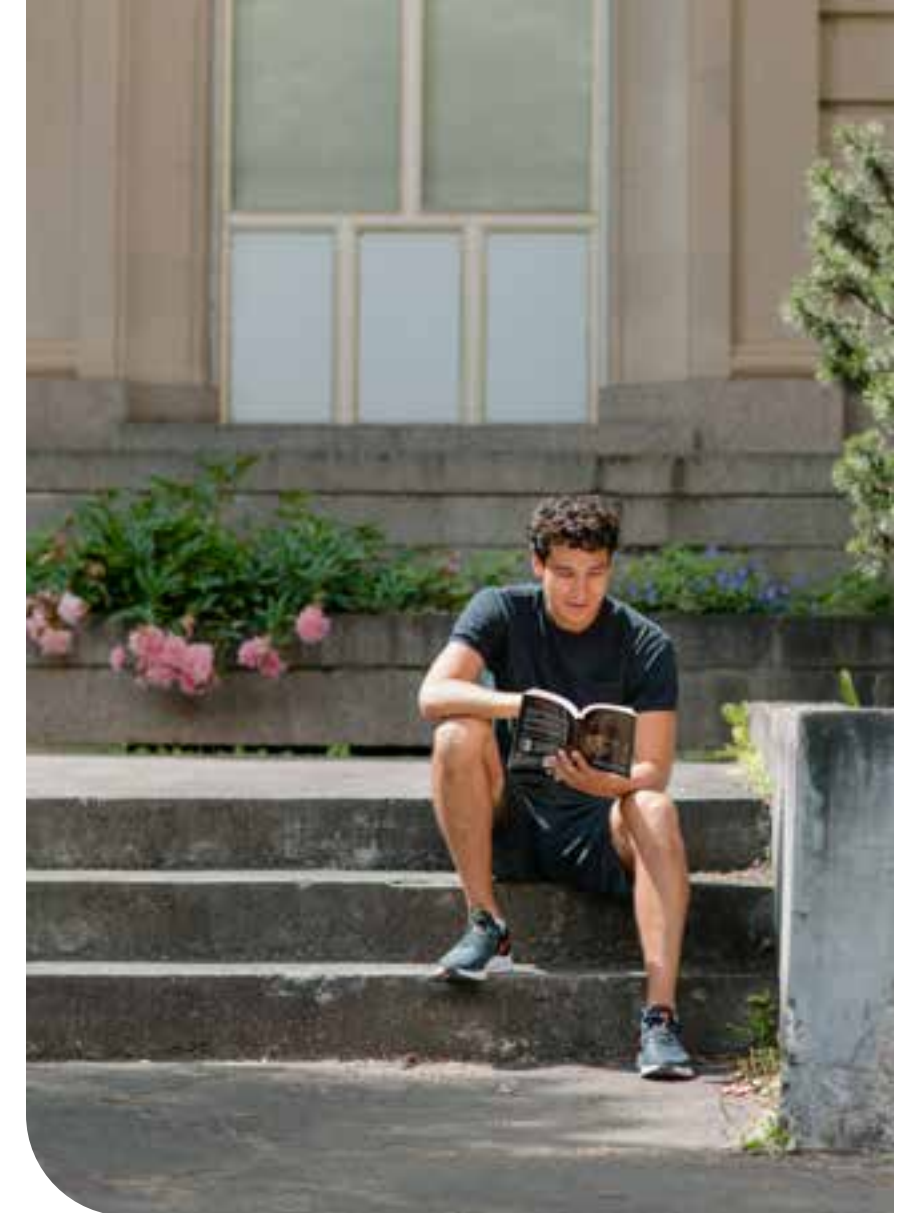
The U of A acknowledges that indigenization is an institutional journey that will likely take generations to address. Only intentional, conscientious, systemic changes can move the institution closer to these critical goals.

In the spirit of these understandings — and with an acknowledgment that the work to indigenize the institution touches on every academic, administrative and operational aspect of the university — we, as signatories, affirm our commitment as individuals, as educators, as researchers, as administrators and as leaders to act on Indigenous Initiatives within our units and across the institution.

We invite community members, learners and all those interested in participating in this change, to sign the affirmation.

“Through the Indigenous Strategic Plan, the University of Alberta now has a path forward with specific actions to improve the university experience for students and staff. Most significant is that this document will uphold the TRC Calls to Action and UNDRIP, including the International Decade for Indigenous Languages, which recognizes Indigenous Peoples' rights, language and culture.”

**Pamela McCoy Jones**  
Executive Director, Supporting Indigenous Language Revitalization, Office of the Vice-Provost, Indigenous Programming and Research



“As the College of Health Sciences pursues our mandate of advancing the full spectrum of human health and wellness in individuals and communities, we are strongly committed to approaching this challenge through the lens of equity, diversity and inclusion. In particular, we must continue to strengthen our commitment to Indigenous initiatives and leadership as we do this important and necessary work. Contending with the painful Canadian legacy of colonialism must inform every decision we make as we advance systems changes in our teaching, learning and research. Indigenous leaders in the College of Health Sciences are guiding us in challenging past

academic approaches, building new ways of knowing, and underscoring the importance of health sciences as a powerful tool for change. There is much to do in our commitment to support Indigenous individuals and communities within our college and in the broader context of our reach, and much of that work will involve acknowledging the ways so many of our systems have fallen short. But the power of this transformation is and will continue to be profound and will build the foundation for a better and stronger collective future.”

**Greta Cummings**  
Interim Dean,  
College of Health Sciences





“The IGSA sees the inherent value in envisioning a future for the university where Indigenous knowledge, lands and people are partners in leading the U of A for tomorrow. The incorporation of so many teachings and languages in this living document sets a tone for the ongoing process of truth and reconciliation that is respectful of, and values, the diversity and beauty of our Nations, languages, people and cultures. We look forward to walking this new path together, as partners in this shared vision of success for Indigenous and settler communities alike.”

**Indigenous Graduate Students' Association**

“To have a strategic plan made by Indigenous people who have collaborated and worked tirelessly for the future generations of indigeneity at the University of Alberta is an enormous accomplishment. Less than 50 years ago, being an Indigenous student at the U of A was a rarity and yet here we are in 2022, with students who are stronger, driven with purpose and thriving. This Indigenous Strategic Plan will be the charter for the next seven generations of students and academia alike.”

**Shannon Cornelsen**  
 Vice-President, Consultation and Engagement,  
 Indigenous Students' Union



Some of the photos have names listed and some do not; this respects the wish of the people in the photos.

The selected photos are a small representation of the diversity of the Indigenous people and initiatives at the University of Alberta. They do not capture all of the Indigenous spaces, initiatives or individuals.

## Endnotes

- 1 Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive\\_Summary\\_English\\_Web.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf) [accessed 1 June 2022], p.1.
- 2 Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive\\_Summary\\_English\\_Web.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf) [accessed 1 June 2022], p.8.
- 3 Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive\\_Summary\\_English\\_Web.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf) [accessed 29 April, 2022], p.vi.
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- 5 For an explanation of terra nullius, please see Assembly of First Nations, Dismantling the Doctrine of Discovery, January 2018, available at: <https://www.afn.ca/wp-content/uploads/2018/02/18-01-22-Dismantling-the-Docctrine-of-Discovery-EN.pdf>, [accessed 21 May, 2022].
- 6 UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples : resolution/adopted by the General Assembly, 2 October 2007, A/RES/61/295, available at: <https://www.refworld.org/docid/471355a82.html> [accessed 29 April, 2022], p.3.
- 7 UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples : resolution/adopted by the General Assembly, 2 October 2007, A/RES/61/295, available at: <https://www.refworld.org/docid/471355a82.html> [accessed 29 April, 2022].
- 8 Library of Parliament, Legal and Social Affairs Division, Parliamentary Information and Research Service, Isabelle Brideau, Background Paper: The Duty to Consult Indigenous Peoples, Publication No. 2019-17-E, 12 June, 2019, available at: <https://www.rcaanc-cirnac.gc.ca/eng/1331832510888/1609421255810> [accessed 29 April 2022], p.1.
- 9 Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive\\_Summary\\_English\\_Web.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf) [accessed 29 April 2022], p.8.
- 10 Gaudry, Adam, and Danielle Lorenz. 2018. "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy." *AlterNative: An International Journal of Indigenous Peoples* 14 (3): 218–27. <https://doi.org/10.1177/1177180118785382>.

**Together,  
we are leading  
with purpose.**



**UNIVERSITY  
OF ALBERTA**

**Office of the Vice-Provost,  
Indigenous Programming and Research**

2-29 South Academic Building  
Edmonton, AB  
Canada T6G 2G7



Item No. 7

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>Change of Status of Faculty of Extension</b>
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**Motion**

THAT the General Faculties Council recommend that the Board of Governors rescind the Faculty status from the Faculty of Extension, effective upon final approval.
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**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Dr. Steven Dew, Provost and Vice-President (Academic), Dr. Wendy Rodgers, Interim Dean, Faculty of Extension
Presenter(s)	Dr. Steven Dew, Provost and Vice-President (Academic), Dr. Wendy Rodgers, Interim Dean, Faculty of Extension

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve the change in status of the Faculty of Extension that will facilitate creation of the administrative structure to support growth in continuing education.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>Continuing Education (ConEd) programs are important components of the University's goals to be more inclusive and accessible to a greater diversity of learners as well as pedagogies and pedagogical modalities. Continuing Education represents increasingly relevant opportunities for learners at all stages of their careers and lives, as well as industry.</p> <p>With increased attention to expanding access points to the University by Faculties, learners, and stakeholder groups and increasing ConEd opportunities, there is a need for a coordinated, institution-spanning hub that supports the development, delivery, and engagement in ConEd.</p> <p>The hub model will restructure the current Continuing Professional Education (CPE) activities based on function in order to permit a scaling out of these activities, building on its long history at the University. The transition will involve moving the CPE activities from the current Faculty of Extension to the central hub. Therefore, the status of Faculty is no longer required.</p> <p>Some of the foundational questions that have shaped the planning process include:</p> <ul style="list-style-type: none"> <li>• How can the University of Alberta design and offer the most relevant ConEd programs to the benefit of learners, Faculties, and where applicable, in response to needs in the labour market?</li> <li>• What can the University of Alberta learn from comparator institutions in regards to developing an institutional framework to effectively support and promote ConEd?</li> <li>• In light of broad Faculty interest in developing and offering ConEd, how can the current expertise and activities be scaled to meet those demands?</li> </ul>

Item No. 7

	<ul style="list-style-type: none"> <li>• How does SET and restructuring impact the Faculty of Extension?</li> <li>• How can the University of Alberta leverage the existing expertise in the Faculty of Extension towards supporting CPE across the institution? Are there ways to merge this expertise into other administrative service units, such as CTL and the Registrar's Office?</li> </ul> <p>Through consultations, as well as a review of effective practices at peer institutions, several major themes have emerged to inform our next steps:</p> <ul style="list-style-type: none"> <li>• Continuing education is an important interface with our broader community and supports lifelong engagement with the University;</li> <li>• A more centralized model, where a shared continuing education unit supports the priorities and needs identified by Faculties, has benefits for leveraging expertise and business practices;</li> <li>• Overall, the portfolio of continuing education offerings is better supported through a more consistent institutional brand and student experience;</li> <li>• Standardization of administrative processes for continuing education can enable better enrolment data and reporting, more informed decision making about investments in new courses/programs, and more efficient administration;</li> <li>• There are opportunities to pool expertise and administrative resources to support continuing education alongside online education, while recognizing these are distinct fields with distinct pedagogies; and</li> <li>• In the absence of academic staff, research, and centres and institutes, ongoing Faculty status is not the most effective organizational model for Extension going forward, but its work and expertise form a strong basis for transitioning to a hub model. Centralizing these resources can make them available to the whole University and facilitate scaling up our continuing education activity.</li> </ul> <p>The most recent round of consultation with committees included helpful discussion about how the new model will support the work of the Faculties, the important intersections between support for continuing education and support for online programming, the mechanisms through which the hub will engage with Faculties, the financial model for supporting continuing education going forward.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include proposed plan)



Item No. 7

<p>Consultation and Stakeholder Participation</p>	<p>President and Vice-Chancellor Dr. Maria Mayan, former Interim Dean, Faculty of Extension Deans' Council (DC) - Subvention Discussion (January 8, 2020) [Note - Faculty members and for-credit programs were transitioned out of the Faculty of Extension to other Faculties by July 1, 2020.] Provost's Advisory Committee of Deans (PACD) (January 6, 2021, April 7, 2021, September 1, 2021, December 1, 2021, February 2, 2022) Dean's Council (January 21, 2021, February 3, 2021, May 19, 2021, September 1, 2021) Provost's Advisory Committee of Chairs (April 20, 2021) GFC APC - Changes to Faculty of Extension (April 14, 2021) GFC APC - Changes to Faculty of Extension (May 5, 2021) GFC APC – Future of CPE at the University of Alberta (September 22, 2021) GFC APC - Upcoming changes to the Faculty of Extension's Status (April 13, 2022) Vice-Provosts' Council (VPC) GFC - Future of CPE (November 29, 2021) GFC - Upcoming changes to the Faculty of Extension's status (May 2, 2022) Board Learning, Research, and Student Experience Committee (BLRSEC) Board of Governors Quad Post: June 4, 2020 - <a href="#">Developing a new strategy for the Faculty of Extension</a> Quad Post: July 2, 2020 - <a href="#">Message from the Provost - News on Extension</a></p> <p><b><u>Faculty of Extension Town Halls 2021/2022</u></b> July 16, 2021 August 11, 2021 August 27, 2021 October 22, 2021 November 12, 2021 December 8, 2021 February 4, 2022 March 24, 2022</p> <p><b><u>Extension Steering Committee Meetings</u></b> April 28, 2021 May 31, 2021 June 15, 2021 June 28, 2021 July 6, 2021 July 12, 2021 July 20, 2021</p>
<p>Approval Route (Including Meeting Dates)</p>	<p>Academic Planning Committee - May 18, 2022 General Faculties Council - June 6, 2022 Board Learning, Research, and Student Experience Committee - June 3, 2022 Board of Governors - June 17, 2022</p>

Item No. 7

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	PSLA Section 28 GFC APC Terms of Reference GFC Terms of Reference BLRSEC Terms of Reference Board of Governors Terms of Reference	

*Prepared by:* Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)



**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Changes to the Terms of Reference for the GFC Academic Planning Committee and the GFC Committee on the Learning Environment, and the Proposed Disbanding of the GFC Facilities Development Committee</b>
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**Motion**

THAT the General Faculties Council approve the proposed changes to the terms of reference for the GFC Academic Planning Committee, as set forth in attachment 1, and the GFC Committee on the Learning Environment, as set forth in attachment 2, and the concurrent disbanding of the GFC Facilities Development Committee, all to take effect on July 1, 2022.

**Item**

Proposed by	General Faculties Council
Presenter	Jason Acker, Chair, Subcommittee on Governance and Procedural Oversight, and member GFC Executive Committee Kate Peters, Secretary to General Faculties Council

**Details**

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is (please be specific)	To seek recommendation on moving the delegated authority currently held by the GFC Facilities Development Committee to the Academic Planning Committee (APC) and to the Committee on the Learning Environment (CLE), and to disband the GFC Facilities and Development Committee (FDC), effective July 1, 2022.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>The Facilities Development Committee (FDC) has been a standing committee of the General Faculties Council (GFC) in one form or another since 1961. However, in light of frequently cancelled meetings and evolution in the need for decision making on facilities development in the current University context, the General Faculties Council is asked to consider moving the delegated authority held by the committee to the Academic Planning Committee (APC) and the Committee on the Learning Environment (CLE) and to disband GFC FDC.</p> <p><b>Authority of FDC</b>          FDC holds delegated authority from the Board of Governors and General Faculties Council to approve:</p> <ul style="list-style-type: none"> <li>• General Space Programs for academic units;</li> <li>• Proposals concerning the design and use of all new facilities and repurposing of existing facilities.</li> </ul> <p>This proposal would move the authority to approve general space programs for academic units to APC and approvals of proposals concerning the design and use of all new facilities and repurposing of existing facilities to CLE. APC already holds authority to recommend policy changes to the Board.</p>

	<p><b>Background and Rationale</b></p> <p>Almost half, or 11 of the 24 scheduled meetings of FDC have been cancelled due to a lack of business since the 2016-2017 academic year. In that time, FDC has approved General Space Programs for less than ten academic units and approved 5 proposals concerning the design of new buildings or the repurposing of existing buildings.</p> <p>Proposals for design or repurposing of space have come as little as once a year. Some examples include RCRF (2016), Myer Horowitz Theatre (2017), South Campus Community Ice Arena (2018), Dent/Pharm (2019), I.F. Morrison Structural Engineering Lab Renovation (2020).</p> <p>Currently, recommendations to the Board on policy matters are made by both FDC and APC. APC will continue to hold this authority but only one standing committee will be recommending on policy matters moving forward.</p> <p><b>Rationale for changes to the Terms of Reference for CLE and APC</b></p> <p>APC's responsibilities include academic planning, research policy, budget, and enrolment management. Approval of general space plans will complement these existing responsibilities and aligns with APC's existing authority to recommend on facilities policies.</p> <p>CLE's responsibilities including providing feedback on new and revised learning spaces impacts on instructor and student educational experiences (5.4) and to provide advice on the vision and strategy for learning spaces (5.5). Decisions related to the design and use of space will align with CLE's existing authority.</p> <p><b>Limitations to FDC Authority</b></p> <p>The Board delegation of authority to approve General Space Programs for academic units does not include:</p> <ul style="list-style-type: none"> <li>• choice of site location for buildings, which remain an operational issue delegated to the Vice-President (Facilities and Operations)</li> <li>• approval of capital expenditures authorized by the Board under the Capital Expenditure Authorization Request Policy</li> </ul> <p>Most policies related to planning and use of physical facilities are under the authority of the Board or the Vice-President (Facilities and Operations).</p> <p><b>Next Steps</b></p> <p>The proposed changes to the Terms of References for APC and CLE represent a move of the delegated authority held by FDC without any proposed revision to the content or language. Should GFC approve this proposal, this authority held by these committees would be examined as a part of the planned three-year review of the APC and CLE terms of</p>
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**Item No. 8**

	reference and be updated in consultation with GFC and the Board as required.
Supplementary Notes and context	<p><i>During the consultation process, Members of the Academic Planning Committee asked about the reaction of members of GFC and FDC in response to some changes to facilities and operations. The authority of GFC was explained and particularly, the limitations of authority as set out within the Post-Secondary Learning Act. Members inquired whether it would be possible to reinstate a standing committee of GFC, should the scope of work require it in the future. The authority of GFC to create standing committees, delegate its authority, and move delegated authority around was explained as were other models of governance for facilities found in academic senates across the U15.</i></p> <p><i>During the discussion at CLE, members asked what expertise was required to review the proposals and what resource members should be invited to support the discussions. Members asked about routing of proposals, consultation with students, and what would happen if CLE chose not to approve a project. They also questioned why CLE was not being asked to recommend on the proposed changes to their terms of reference and were informed that the Executive Committee had delegated authority to recommend and that GFC would make the final decision.</i></p>

**Engagement and Routing (Include proposed plan)**

Consultation and Stakeholder Participation	<p><b>Facilities Development Committee (FDC)</b>          September, 2020</p> <ul style="list-style-type: none"> <li>- Committee members questioned the authority of the committee and whether it was still relevant</li> </ul> <p>February, 2021</p> <ul style="list-style-type: none"> <li>- During the approval of Dentistry-Pharmacy Building Programming Committee members asked what value FDC could add to the Dent/Pharm project approval and whether it made sense for FDC to exist given its lack of authority regarding operational decisions;</li> </ul> <p>September, 2021</p> <ul style="list-style-type: none"> <li>- During the discussion on the committee authority plans for moving the delegated authority to other standing committees was explained to members. There was no discussion.</li> </ul> <p>February, 2022</p> <ul style="list-style-type: none"> <li>- Members of FDC were informed that the plans to move authority to CLE and APC were moving forward.</li> </ul> <p><b>Office of the Vice-President (Facilities and Operations)</b>          January, May, 2021</p> <ul style="list-style-type: none"> <li>- Discussion on FDC authority and potential changes</li> </ul> <p><b>GFC Executive Committee</b>          November, 2021</p> <ul style="list-style-type: none"> <li>- Informed of the need to review the FDC Terms of Reference</li> </ul> <p>January, 2022</p>
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**Item No. 8**

	<ul style="list-style-type: none"> <li>- Exec GPO discussed and was supportive of disbanding and moving the delegated authority to CLE and APC.</li> </ul> <p>February, 2022</p> <ul style="list-style-type: none"> <li>- Executive Committee to discuss the proposed changes and the recommendation by Exec GPO that FDC be disbanded.</li> <li>- Exec GPO reviewed the draft changes to the CLE and APC terms of reference and recommended this was a two-pronged process with the current authority being moved right now to ensure no gap in decision-making but that these authorities would be examined in depth when APC and CLE ToRs were reviewed in fall 2022</li> </ul> <p><b>General Faculties Council</b></p> <p>April, 2021</p> <ul style="list-style-type: none"> <li>- In light of the frequent cancellations of FDC and the lack of business, a member of FDC questioned the authority of the committee and why it exists. The response noted that Over its long history, there have been periods of intense growth where FDC had a greater volume of approvals. There are natural periods of growth and stability and, given the current situation of the University, there are fewer items that require decisions from FDC. The authorities for decision-making on facilities and development lay with the Board, the Vice-President (Facilities and Operations), and other senior administrators. At present, most facilities-related decisions are those that exist within the authorities delegated to Administration.</li> </ul> <p>March 21, 2022</p> <ul style="list-style-type: none"> <li>- During the discussion on moving the authority to CLE and APC and disbanding FDC, members questioned whether FDC had been consulted, whether APC and CLE had the bandwidth to discuss these matters, and if there was any change to the authority held by GFC.</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act (PSLA)</i> gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors (BoG), over “academic affairs (section 26(1)), and provides that GFC may make recommendations to the BoG on a “building program” (26(1)(o)). The <i>PSLA</i> (19)also requires the Board “consider the recommendations of the GFC, if any, on matters of academic import prior to providing for</p> <ul style="list-style-type: none"> <li>• (a) the support and maintenance of the university,</li> <li>• (b) the betterment of existing buildings,</li> </ul>	



**Item No. 8**

	<ul style="list-style-type: none"><li>• (c) the construction of any new buildings the board considers necessary to the purposes of the university,</li><li>• (d) the furnishing and equipping of the existing and newly erected buildings.”</li></ul> <p>GFC Terms of Reference GFC Executive Committee Terms of Reference GFC CLE Terms of Reference GFC APC Terms of Reference GFC FDC Terms of Reference</p>
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Attachments (each to be numbered 1 - <->)

1. Proposed Changes to the GFC APC Terms of Reference
2. Proposed Changes to the GFC CLE Terms of Reference
3. Terms of Reference – GFC Facilities Development Committee (FDC)
4. Proposed amendments to the proposal from a member of GFC

*Prepared by:* Kate Peters, [peters3@ualberta.ca](mailto:peters3@ualberta.ca)



**1. Mandate and Role of the Committee**

The GFC Academic Planning Committee (APC) is a standing committee of GFC charged with oversight of academic planning issues. APC is responsible for considering institution wide implications to the university's longer term academic, research, financial, and facilities development.

The Committee may be called upon to consider or recommend to GFC on any academic or research issue within its mandate and has delegated authority from GFC to provide advice to the Board of Governors on budget matters.

**2. Areas of Responsibility**

Academic implications of:

- a. Research and research policy
- b. Academic units and academic service units
- c. Budget matters
- d. Quality assurance
- e. Enrolment management
- f. Facilities planning
- g. Internationalization policies and initiatives
- h. Indigenous policies and initiatives
- i. Information Technology policies and initiatives

**3. Composition**

**Voting Members (18)**

***Ex-officio (6)***

- Provost and Vice-President (Academic), Chair
- Vice-President (Research)
- Vice-President (Finance and Administration)
- Vice-Provost and University Registrar
- President, Students' Union
- President, Graduate Students' Association

***Elected by GFC (12)***

- 7 academic staff elected by GFC (A1.1, 1.5, 1.6, 1.7), at least five of which are members of GFC. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair
- 1 Dean
- 1 Department Chair-at-large
- 1 non-academic staff at-large (S1.0)
- 1 undergraduate student from GFC
- 1 graduate student from GFC

*NOTE: One academic staff member of the GFC Academic Planning Committee will be elected by the committee for cross-appointment to the GFC Facilities Development Committee*

**Non-voting Members**

- University Secretary
- GFC Secretary



**4. Delegated Authority from General Faculties Council**

*Should be reviewed at least every three years and reported to GFC.*

**4.1 Academic Programs**

- a. Approve proposals for academic and non-academic programs which involve new space or resources or affect long-range planning, as recommended by the GFC Programs Committee

**4.2 Research and Research Policy**

- a. Approve the establishment and termination of endowed and funded chairs
- b. Academic Centres and Institutes
  - Approve the establishment of academic centres and institutes
  - Receive notification of the suspension or termination of academic centres and institutes from the Provost and Vice-President (Academic)

**4.3 Academic Units and Academic Service Units**

- a. Approve name changes to Departments and Divisions
- ~~a.~~b. Approve proposed General Space Programs for academic units

**4.4 Budget Matters**

- a. Recommend to the Board of Governors on the academic and research implications of the annual budget, excluding budgets for ancillary units

**4.5 Enrolment Management**

- a. Approve revisions to the Enrolment Management Procedure

**5. Responsibilities Additional to Delegated Authority****5.1 Research and Research Policy**

- a. Receive, discuss and provide feedback on research policy issues including research ethics policy. Recommend to GFC on new policy suites and revisions to existing policy
- b. Receive, discuss and provide feedback on Centres and Institutes Committee Annual Report
- c. Receive, discuss and provide feedback on research performance summaries and reports

**5.2 Academic Units and Academic Service Units**

- a. Recommend to GFC on name changes of Faculties
- b. Recommend to GFC on the establishment and termination of Faculties, Departments, Schools and Divisions, and on mergers involving Faculties, Departments, or Divisions subject to Article 32 of the Faculty Agreement
- c. Recommend to the Board of Governors on the assignment of priorities for establishment of new Faculties, Departments or Schools
- d. Receive notification of name changes of campus units for information

**5.3 Budget Matters**

- a. Recommend to GFC on budget principles
- b. Recommend to the Board of Governors on the annual budget (excluding ancillary units)
- c. Recommend to GFC on any new fee that would be levied upon a substantial group of students

**5.4 Quality Assurance**

- a. Receive and discuss quality assurance reports for academic programs on an annual basis
- b. Receive and discuss reviews of academic and other academic service units

c. Receive, discuss, and provide feedback on processes for quality assurance and unit reviews

5.5 Enrolment Management

- a. Receive, discuss, and provide feedback on enrolment reports
- b. Recommend to GFC on enrolment management processes

5.6 Facilities Planning

~~a. Receive advice and comments from Facilities Development Committee (FDC) on any facilities-related matter including requests for additional space or major new construction projects which may affect academic programs~~

~~b.a. Informed by advice from FDC, r~~Recommend to the Board of Governors on policy matters regarding the planning and use of physical facilities

~~e.b. Informed by advice from FDC, r~~Recommend to the Board of Governors on policy matters regarding the use of land owned or leased by the University

~~d.c. Informed by advice from FDC, r~~Recommend to the Board of Governors on policy matters regarding standards, systems and procedures for planning and designing physical facilities

~~e.d. Informed by advice from FDC, r~~Recommend to the Board of Governors on matters regarding planning and use of physical facilities where these facilities are deemed to have a significant academic or research implications, or financial impact on the University

5.7 International Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

5.8 Indigenous Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

5.9 Information Technology Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

5.10 Academic Awards Policy

- a. Recommend to GFC on any new policy and procedures governing awards and bursaries.
- b. Regularly review GFC policy and procedures on awards and bursaries and recommend changes where required.
- c. Receive regular reports for the purpose of identifying trends and gaps in the financial support available to students.

**6. Sub-delegations from Academic Planning Committee**

*Should be reviewed at least every three years and reported to GFC.*

**7. Limitations to Authority**

The following further refines or places limitations on authorities held by or delegated to APC:

**8. Reporting to GFC**

The committee should regularly report to GFC with respect to its activities and decisions.

**9. Definitions**

The determination of what constitutes a "significant academic or research implication or financial impact" will be made by the Committee, either through an expression of consensus or a vote.



Substantial Group of Students – any one (or more) of the following three classes of students: (a) undergraduate students, (b) doctoral level students, and/or (c) graduate students pursuing studies other than those at doctoral level

Academic Units – include Faculties, Departments, Schools and divisions. Divisions are defined as academic units with authority over student programs. They may be budgetary units and may or may not be part of an existing Department.

Academic Service Units – administrative units, excluding ancillary units, that have academic impact

Academic Centre or Institute – An academic centre or institute exists at the University of Alberta and is controlled by the University of Alberta. An academic centre or institute may exist solely within the University of Alberta or may be created through a partnership between the university and other entities. Such other entities may include other universities, governments, public authorities (such as health authorities), and non-profit organizations.

Academic staff – as defined by the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) in UAPPOL

Awards and Bursaries – as defined by the [Student Financial Support Policy](#) in UAPPOL

Non-Academic staff – as defined by the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) in UAPPOL

## 10. Links

[Centres and Institutes Policy](#)

[Student Financial Supports Policy](#)

[Undergraduate Student Financial Supports Procedure](#)

[Graduate Student Financial Supports Procedure](#)

[Creation of New Student Financial Supports Procedure](#)

Approved by General Faculties Council:

April 29, 2019

May 25, 2020

June 7, 2021

[Updated approval date](#)



## 1. Mandate and Role of the Committee

The Committee on the Learning Environment (CLE) is a standing committee of GFC charged with advising GFC on policy directions that promote excellence in teaching and learning institutionally. CLE serves as GFC's primary advisory group on teaching and learning, including such aspects as learning environments, assessment and evaluation, teaching innovations, teaching resources and support, and students' educational experience. CLE also serves GFC by approving proposals concerning the design and use of new facilities and the repurposing of existing facilities from the perspective of the technological and physical infrastructure required to achieve academic priorities and plans.

## 2. Areas of Responsibility

- a. Physical and virtual learning and teaching environment
- b. Teaching and learning policy
- c. Institutional policy on the assessment of teaching
- d. Institutional policy on the evaluation of student learning
- e. Vision ~~and~~, strategy, and proposals for learning spaces and learning technologies
- f. Fostering excellence in the scholarship and practice of teaching and learning

## 3. Composition

### Voting Members (19)

#### *Ex-officio (6)*

- Provost and Vice-President (Academic), Chair
- Vice-President (Academic), Students' Union
- Vice-President (Academic), Graduate Students' Association
- Vice-Provost and Chief Librarian
- Vice-Provost and University Registrar
- Vice-Provost and Dean, Faculty of Graduate Studies and Research

#### *Appointed (1)*

- 1 academic staff (A1.0) who holds a major teaching award (internal or external award, eg Rutherford, Vargo Chair, 3M, etc.), appointed by the Chair in consultation with the Chair of Nominating Committee

#### *Elected by GFC (12)*

- 4 academic staff (A1.0) from GFC – one of whom will be elected by the committee to serve as Vice Chair
- 1 non-academic staff at-large (S1.0, S2.0)
- 1 librarian from GFC
- 1 undergraduate student from GFC
- 1 graduate student from GFC
- 1 Chair
- 1 Dean
- 1 Associate Dean or Associate Chair, Teaching and Learning (or equivalent)
- 1 academic teaching staff (A2.1, A2.2) at-large

### Non-voting Members

- Vice-Provost and Associate Vice-President (Information Technology)
- Director, Centre for Teaching and Learning
- Director, Space Management, Facilities and Operations
- University Secretary



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- GFC Secretary

**4. Delegated Authority from General Faculties Council**

*Should be reviewed at least every three years and reported to GFC.*

- 4.1 Approve revisions to teaching assessment and evaluation procedures
- 4.2 Approve proposals related to teaching and learning that emerge from central administrative units and determine whether to forward to GFC for discussion or information
- 4.3 Receive and discuss reports on student engagement and the student educational experience and determine whether to forward to GFC for discussion or information
- 4.4 To approve proposals concerning the design and use of new facilities and the repurposing of existing facilities and to routinely report these decisions for information to the Board of Governors. In considering such proposals, CLE may provide advice, upon request, to the Provost and Vice-President (Academic), Vice-President (Facilities and Operations), and/or the University Architect on the siting of such facilities.

**5. Responsibilities Additional to Delegated Authority**

- 5.1 Review and recommend to GFC on policies related to teaching and learning
- 5.2 Review and recommend to GFC on policies related to assessment of teaching
- 5.3 Review and provide feedback on learning technologies
- 5.4 Receive, discuss and provide feedback on new and revised learning spaces, formal and informal, that impact instructor and student educational experiences
- 5.5 Advise on the vision and strategy for learning spaces and learning technologies
- 5.6 Receive, discuss and provide feedback on new and innovative teaching pedagogy and delivery initiatives
- 5.7 Review and recommend to GFC on policy and regulations related to student evaluation that apply to a substantial group of students
- 5.8 Make recommendations to GFC on student engagement, student educational experience, and support for teaching
- 5.9 Members may be asked to serve on adjudication bodies related to awards within the CLE mandate

**6. Sub-delegations from the Committee on the Learning Environment**

*Should be reviewed at least every three years and reported to GFC.*

None.

**7. Limitations to Authority**

The following further refines or places limitations on authorities held by or delegated to CLE:

The Board of Governors holds authority to approve the capital expenditure for new and repurposed facilities development under the Capital Expenditure Authorization Request (CEAR) Policy. The Board also holds the authority to approve, revise, or amend the University's Long Range Development Plan (LRDP). CLE shall only approve proposals for development or redevelopment of land holdings or physical assets that are in accordance with the approved LRDP.

The Vice-President (Facilities and Operations) holds delegated authority from the Board of Governors over the siting for buildings as set out in the Space Management Policy

**8. Reporting to GFC**

The Committee should regularly report to GFC with respect to its activities and decisions.

## 9. Definitions

Substantial Group of Students - any one (or more) of the following three classes of students: (a) undergraduate students, (b) doctoral level students, and/or (c) graduate students pursuing studies other than those at doctoral level

Academic staff - as defined by the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) in UAPPOL

Non-Academic staff - as defined by the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) in UAPPOL

University Facilities - all lands, buildings, and space owned, operated, or leased by or from the University of Alberta. (as per UAPPOL)

Repurposing - significant changes to the use of a facility, as determined by the Vice-President (Facilities and Operations) or delegate.

Long Range Development Plan - a framework that guides future planning for UAlberta's five campuses over a 30-year period. The LRDP responds to the Institutional Strategic Plan, which sets the university's academic and research goals. The plan was approved by the university's Board of Governors in June 2002 and is formally administered by the President.

## 10. Links

Teaching Policy

Teaching Assessment and Evaluation Policy and Procedures

[Assessment and Grading Policy and Procedures](#)

[Academic Regulations](#) – University of Alberta Calendar

[Examination Regulations](#)

[Course Requirements, Evaluation Procedures and Grading](#)

[Centre for Teaching and Learning](#)

[Office of the Student Ombuds](#)

Approved by General Faculties Council:

November 25, 2019

[Updated approval date](#)





**1. Mandate and Role of the Committee**

The GFC Facilities Development Committee (FDC) is a standing committee of GFC with delegated authority to make recommendations to General Faculties Council and the Board of Governors. The committee reviews and recommends on general space and functional programs, the design and use of facilities, and policies related to facilities and planning.

In addition, the President, Provost and Vice-President (Academic), and the Vice-President (Facilities and Operations) may refer matters to FDC for consideration or advice.

**2. Areas of Responsibility**

- a. Policy with respect to planning and facilities
- b. General Space Programs for Academic Units
- c. Design and use of all new facilities and repurposing of existing facilities
- d. Other matters within the purview of the committee

**3. Composition**

**Voting Members (13)**

***Ex Officio (5)***

- Provost and Vice-President (Academic), Chair
- Vice-President (Facilities and Operations)
- Vice-President (Academic), Students' Union
- Vice-President (Academic), Graduate Students' Association
- Vice-Provost and University Registrar

***Elected by GFC (7)***

- 5 academic staff (A1.0), of which 3 are members of GFC (with no more than one representative from any Faculty); one of whom will be elected by the committee to serve as Vice-Chair for a one year term
- 1 non-academic staff (S1.0, S2.0)
- 1 undergraduate student member of GFC

***Cross Appointed (1)***

- 1 academic staff member of the GFC Academic Planning Committee (APC) elected by APC to serve a one year term

**Non-voting Members**

- University Architect
- Associate Vice-President (Facilities and Operations)
- University Secretary
- GFC Secretary

**4. Delegated Authority from General Faculties Council and/or the Board of Governors**

Should be reviewed at least every three years and reported to GFC.

4.1 To approve proposed General Space Programs for academic units

4.2 To approve proposals concerning the design and use of all new facilities and the repurposing of existing facilities and to routinely report these decisions for information to the Board of Governors. In considering such proposals, FDC may provide advice, upon request, to the Provost and Vice-

President (Academic), Vice-President (Facilities and Operations), and/or the University Architect on the siting of such facilities.

**5. Responsibilities Additional to delegated Authority**

FDC is responsible for making recommendations to APC concerning policy matters with respect to the following:

5.1 Planning

- a. Comprehensive facilities development plan
- b. Long Range Development Plan (LRDP)

5.2 Facilities

- a. Planning and use of physical facilities including parking facilities and transportation
- b. Use of land owned or leased by the University
- c. Standards, systems and procedures for planning and designing physical facilities

5.3 Other

- a. Any other matter deemed by FDC to be within the purview of its general responsibility.

To initiate studies and make reports and recommendations on matters within the purview of FDC

**6. Sub-Delegations from GFC Facilities Development Committee**

Should be reviewed at least every three years and reported to GFC.

None.

**7. Limitations to Authority**

The following further refines or places limitations on authorities held by or delegated to FDC:

None.

**8. Reporting to GFC**

The Committee should regularly report to GFC with respect to its activities and decisions.

**9. Definitions**

University Facilities: All lands, buildings, and space owned, operated, or leased by or from the University of Alberta. (as per UAPPOL)

General Space Program: A general space program describes the current state of an academic, research and/or administrative unit's activities in terms of their space needs, including student, staffing and support requirements. A space program includes a space budget that outlines how much space the unit has currently, how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period. (as per UAPPOL)

Repurposing: Significant changes to the use of a facility, as determined by the Vice-President (Facilities and Operations) or delegate.

Space/Systems Renewal: Upgrades and improvements to space that involve renewed surface finishes and systems improvements. Renewal projects would apply to areas in which there is no change in use and would be used to upgrade large base building system deferred maintenance issues



in order to support current usage and operation. Examples of renewal include the following: repairs as repainting, replacement of flooring, replacing of piping, replacement of air systems, rebuilding of sidewalks, or upgrading a building envelope. (as per UAPPOL)

Renovation or Alteration: Any physical change to space that relates to more than renewed surface finishes. (as per UAPPOL)

Major Maintenance: Unplanned repairs and replacement that must be accomplished, but that is not funded by normal maintenance resources received in the annual operating budget cycle, and includes significant repairs and building system/component replacement in-kind. Examples include replacement of skylights, fire alarm systems, complete replacement of flooring for a department. (as per UAPPOL)

Repairs: Work to restore damaged or worn-out facilities (e.g., large-scale roof replacement after a wind storm) to normal operating condition. (as per UAPPOL)

Academic Staff: As defined by the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) in UAPPOL

Non-Academic Staff: As defined by the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) in UAPPOL

## **10. Links**

[Planning and Renovation of Existing Facilities Policy](#)

[Long Range Development Plan \(LRDP\)](#)

[Sector Plans](#)

[Current Construction Projects](#)

Approved by General Faculties Council: October 30, 2017



Kate Peters &lt;peters3@ualberta.ca&gt;

## Proposed amendments for Item 6

Carolyn Sale <sale@ualberta.ca>

13 May 2022 at 09:59

To: Kate Peters <peters3@ualberta.ca>

Cc: Brad Hamdon <bhamdon@ualberta.ca>, Heather Richholt <richholt@ualberta.ca>

Hi, Kate.

I don't know how that email above escaped my attention, but it is true that sabbatical means I am not on email every day.

I have one phrase to add to the amendments for greater clarity.

I have added the proposed additional wording in red.

Please let me know if you have any questions.

Thank you,

Carolyn

### Terms of Reference for the Academic Planning Committee

#### 4.3(b)

The proposed amendment will qualify the delegation of authority by adding the following wording after "approve proposed General Space programs for academic units":

. . . except those that could result in a reduction of the number of classrooms or academic staff offices within the University **or the loss of spaces which might be used for classrooms or academic staff offices**. In such a case, the Academic Planning Committee will make a recommendation to GFC.

#### 5.6

First, it is not clear why both (a) and (d) are needed since they involve repetitive material. My concern is with (d). The proposed amendment is for the recommendation to be to the General Faculties Council. If both (a) and (d) are to be retained, despite the duplication of material in the two clauses, then the proposed amendment is for a change to both clauses, as follows:

Recommend to the General Faculties Council, for final approval by the Board of Governors, on policy matters . . .

### Terms of Reference for the Committee on the Learning Environment

#### 1

For the first clause, for which the proposed amendment reads as follows,

environments, assessment and evaluation, teaching innovations, teaching resources and support, and students' educational experience. **CLE also serves GFC by approving proposals concerning the design and use of new facilities and the repurposing of existing facilities from the perspective of the technological and physical infrastructure required to achieve academic priorities and plans.**

the proposed amendment is that the new sentence begin with the following wording:

**CLE has the authority to review and approve proposals** concerning . . . academic priorities and plans **except where such a proposal could result in the reduction of the number of classrooms or academic staff offices, or the loss of spaces which might be used for classrooms or academic staff offices, in which case the CLE will make a recommendation to GFC.**

#### 4.4

For the proposed first sentence under this clause, the proposed amendment is as follows:

To review proposals concerning the design and use of new facilities and the repurposing of existing facilities and make recommendations to GFC in regard to any proposal that could result in a reduction of the number of classrooms or academic staff offices **or the loss of spaces which might be used for classrooms or academic staff offices**. Decisions on all other proposals will be routinely reported for information to the General Faculties Council and the Board of Governors.



Carolyn Sale

Associate Professor, Department of English & Film Studies

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*Quaecumque Vera*

"The ultimate hidden truth of the world is that it is something we make and could just as easily make differently." David Graeber, *The Utopia of Rules*

[Quoted text hidden]

## **Questions from GFC Members on Facilities and Operations**

### **From Elected Faculty Member Carolyn Sale**

(1) Where can members of GFC and the university community find the full schedule setting out all of the University of Alberta's buildings, their annual maintenance costs, and their deferred maintenance costs?

To clarify, I am looking for the basic schedule of information that Facilities and Operations must regularly depend upon for its own analysis. I assume that this is already publicly available somewhere. Could you please direct me to the relevant webpage or provide me with this information directly?

### **Response from Andrew Sharman, Vice-President (Facilities and Operations)**

Many factors contribute to determining the appropriate maintenance spend on any particular building, such as the age of the building; the quality of the initial construction and maintenance to date; and the current / future use of the building. Any instance where the actual maintenance spend is less than what was required, will, by default, result in a deferred maintenance liability. In an aggregate sense, the university has been (and continues to) underspend on routine maintenance and life-cycle renewal, worsening the institutional deferred maintenance liability.

An entity like the University of Alberta should be spending approximately 1.5 percent of a building's assessed replacement value in maintenance and up to 2.5 percent into life-cycle renewal - we currently invest 0.32 percent in maintenance and virtually nothing on life-cycle renewal.

At this low investment rate, priority setting for our infrastructure focuses almost exclusively on criticality such as safety and mitigating building failures. We simply have too many buildings and too much space, with too little funding, to adequately support full maintenance and renewal needs.

Facilities and Operations relies on the most robust set of infrastructure data of any institution in Canada - data which drives every maintenance and capital expenditure. Clearly there is heightened interest in our community having greater access to these data points and F&O is working toward making that information available via our website.

### **From Elected Faculty Member Carolyn Sale**

(2) Where can members of GFC and the university community find the data that supports the claims made in the answer about space relative to space at other universities?

The claims were as follows:



Item No. 9.1

The University has 60 percent more space per full-time learning equivalent (FLE) compared to other selected peer institutions in Canada and spends approximately 55 percent more per FLE to maintain this space than its next closest peer, the University of Toronto.

Could I please have the comparative information or data on which these claims are based?

**Response from Andrew Sharman, Vice-President (Facilities and Operations)**

As the U of A was developing its 'new budget model', considerable data from CAUBO suggested we had far more space per FLE than our U-15 peers. Subsequently, as part of the SET initiative, KPMG was tasked with providing greater specificity and understanding to our initial suspicions.

By way of a series of space audits, we are in the process of validating KPMG's conclusions and, in the spirit of complete transparency, Facilities and Operations is committed to sharing all of the relevant data as part of the implementation of the Space Optimization Strategy. In the interim, F&O would welcome an opportunity to present to GFC the data used in the Space Optimization Strategy including comparators.

**From Elected Faculty Member Carolyn Sale**

(3) Could I please also have this information or data when it is adjusted to reflect the planned expansion of the enrolment at the university by 10,000 students annually by 2025?

**Response from Andrew Sharman, Vice-President (Facilities and Operations)**

As above, the audit will provide a detailed snapshot of our space inventory and utilization profile across all space categories (classroom, laboratory, office, student success, etc.). As the university's building inventory and/or the student population grows or contracts, naturally the profile will begin to look differently.

To the degree that internal resourcing allows, we remain committed to making the most current data used in informing decisions regarding space utilization publicly available.

**From Elected Faculty Member Carolyn Sale**

(4) My final follow-up question was: what other buildings are being considered for "removal" from "inventory"?

**Response from Andrew Sharman, Vice-President (Facilities and Operations)**

The Board of Governors approved the 2022/23 capital plan on May 13, 2022 in which appendix two identifies university buildings that are being decommissioned or where consideration is being given for potential partnerships, full decanting, sale/lease, and/or demolition.

The capital plan has been published to the university website.

**From Elected Faculty Member Ryan Dunch**

(5) When the Humanities Centre was built in the 70s, it was a powerful statement of the UofA's commitment to the Humanities. What will be the building that will trumpet the University's commitment to the Humanities if the Humanities Centre is no longer?

**Response from Andrew Sharman, Vice-President (Facilities and Operations)**

Any one building cannot be conflated with an institution's commitment to a particular research or program area. Increasingly, the institution is working towards multi-use and shared buildings as is the case in ECHA where several faculties have been colocated since the building opened. The same principal will be employed in University Commons. The underlying message is that the university is moving toward greater reliance on shared use of space.

The Faculty of Arts is known for its strong humanities, social sciences, and fine arts programming. The Faculty's relevance and importance today is not in question. Students in Faculty of Arts programs will continue to receive a world-class education, regardless of the building in which they receive that education..

**From Elected Faculty Member Carolyn Sale**

(6) How is it the university can simply "remove" either offices or classrooms from "inventory" when we do not have a surplus of either? And what specifically will the university be doing to replace the classrooms that it may be removing from "inventory"? Will there be a new building constructed for the Faculty of Arts?

**Response from Andrew Sharman, Vice-President (Facilities and Operations)**

In fact, the UofA does have a surplus of space with which it must contend. We have larger sized administrative offices than many other post-secondary institutions and other organizations and, while it may appear that classrooms are hard to come by, the reality is that they are in very high demand only during peak hours of 10 a.m. to 3 p.m and largely vacant outside these hours.

As part of the Space Optimization Strategy, we are looking to update space standards and policies to effect an improvement in space utilization. This may mean resizing offices to current standards and ensuring spaces such as classrooms are being utilized in an effective and fulsome manner. The effort and master planning will encompass all institutional space, seeking opportunities where underutilized space can be repurposed and renovated to house academic functions. For example, by increasing access to faculty controlled classrooms, converting smaller classrooms (low utility) into larger classrooms (high utility), and opening up classes over a wider window of time scheduling, classroom accessibility will improve across the institution.



Item No. 9.1

**From Elected Undergraduate Student (Augustana) Abdul Abbasi**

What is the future of buildings at Augustana? Is there a plan for new/improved space to make Augustana more appealing?

**Response from Andrew Sharman, Vice-President (Facilities and Operations)**

The primary objective of the university's capital and maintenance programs is to maintain and, where possible, improve a building's functionality. To the degree it is possible and funding sources emerge, efforts at improving a building's 'appeal' can be considered.

**Questions from GFC Elected Faculty Member Carolyn Sale on recent meetings of GFC Academic Planning Committee.**

1. In a communication to GFC members on 19 May 2022 GFC member Chanpreet Singh noted that at the 18 May 2022 meeting of the Academic Planning Committee governance staff disabled video on zoom to disrupt a silent protest in which students were engaging in regard to the proposal to increase international student tuition. GFC members were also told that the governance staff also disabled the chat. On what basis did the administration turn off the cameras and disable the chat for protesters who are acting in accordance with the University's statement on freedom of expression?
2. On May 26th a member of GFC tweeted that members of the Academic Planning Committee, which acts under delegated authority for GFC, had been called to a meeting on short notice. It appears that this notice may have been as little as three hours'. At this meeting, members of the Academic Planning Committee were asked to vote on the important issue of recommending to the Board an increase to the tuition for international students. How does the administration justify calling a meeting of the Academic Planning Committee on such short notice and on such an important matter when GFC itself has much more stringent rules for the calling of extraordinary meetings?

**Response from Kate Peters, Secretary to General Faculties Council (GFC) and Manager, GFC Services**

- 1) The meeting of APC on May 18th, 2022 was held in a hybrid meeting format. The Chair ran through meeting protocols at the beginning of the meeting and requested that, as usual, observers joining on Zoom keep their audio muted and their cameras off. No signs of protest were in view when the video of one observer was turned off. The Zoom chat is normally disabled for GFC and GFC standing committees, but by error, it was on at the beginning of the meeting. It was turned off as soon as the error was noticed. Chats were being sent to the Governance team from observers as the meeting was progressing, however, the hybrid environment made the meeting complex to manage; ensuring that the meeting went smoothly, and that members' needs were addressed, was given preference over the requests of observers.
- 2) I would like to thank members of APC for their service and their flexibility for two challenging meetings. Members of APC were informed of the need for a special meeting on May 18th and were told that it needed to be held before the scheduled Board Finance and Property Committee meeting on May 31st. APC members were further sent an email request on the afternoon of May 20th to hold time in their calendars on May 26th. Given the nature of the motion to table, the meeting was not confirmed until students had been consulted. Members of APC were updated as the situation unfolded and we appreciated their willingness to accommodate the special meeting.

Special meetings of GFC can be called according to the procedures described in the GFC Meeting Procedural Rules. However, the Procedural Rules do not mention special



**GENERAL FACULTIES COUNCIL**

For the Meeting of June 6, 2022

Item No. 9.2

meetings of GFC Committees and in practice, the Chair of a GFC Standing Committee may call a special meeting from time to time as needed. In the past year, APC has accommodated two additional meetings called by the Chair for various reasons. Because GFC standing committees are much smaller than GFC, it is more practical to call a special meeting of a committee on shorter notice. But, in all cases, we provide as much advance notice as we can for committee members.

**Questions from GFC Elected Faculty Member Carolyn Sale on Facilities and Operations**

Given that the Humanities Centre contains classrooms that are unique within the University's "inventory" if the Humanities Centre is to be "removed" from "inventory" what plans are there to construct a new building to house the Faculty of Arts to meet the principle of "consolidation" indicated in the VP Facilities and Operations written answer for the previous meeting of GFC while retaining classrooms needed for pedagogy in the humanities within the University's "inventory"?

**Response from Andrew Sharman, Vice-President (Facilities and Operations)**

As yet, no decisions have been made respecting the future use of the Humanities Building. At present, Facilities and Operations is assisting the Dean of Arts in a long-standing desire to consolidate the faculty into fewer buildings.

The University of Alberta has been explicit in its intent to bring the per-FLE unit of space to a level closer to that of its U-15 peers. This equates to an approximately 15 percent reduction of university space. To achieve this, all spaces are being fully assessed to identify those best able to advance the teaching and research mission of the university (including accommodating a growth in the student population) with a view to targeting investment dollars into those buildings.

As per the 2022/23 capital plan, there are no plans to construct new buildings on North Campus.



Item No. 10

**Governance Executive Summary**  
**Advice, Discussion, Information Item**

<b>Agenda Title</b>	<b>Revisions to Sexual Violence Policy and new Student Conduct Policy (to replace non-academic portions of the Code of Student Behaviour)</b>
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**Item**

Proposed by	Steve Dew, Provost and Vice-President (Academic)
Presenter	Wendy Rodgers, Deputy Provost; Deborah Eerkes, Sexual Violence Response Coordinator; Jax Oltean, General Counsel

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to share our intended approach to ensuring compliance with the February 2022 communication from the Minister of Advanced Education with regards to sexual violence policy and procedures.
Executive Summary (outline the specific item – and remember your audience)	<p>In February 2022, the Minister of Advanced Education, Demetrios Nicolaidis, and Associate Minister of Status of Women, Whitney Issek, issued a joint letter to the governing bodies of all public post-secondary institutions in Alberta, including the Board of Governors of the University of Alberta (hereafter, the “Ministers’ Letter”). The Ministers’ Letter requires that all public post-secondary institutions in Alberta update their sexual violence policies and procedures with specific attention to providing procedural fairness and implementing trauma-informed practices for both complainants and respondents to a complaint. The Ministers’ Letter provides a “Checklist” of required and prohibited elements which our policies and procedures must satisfy.</p> <p>In addition, the University of Alberta has committed to reviewing its sexual violence policy documents and related processes to ensure clarity, consistency, and to contribute meaningfully towards our goals of becoming a safe and supportive institution.</p> <p>The University’s <i>Sexual Violence Policy</i> suite incorporates the <i>Code of Student Behaviour</i> (“Code”) as the procedure to be used to adjudicate complaints of sexual violence when the individual under allegation is a student. Accordingly, the revisions required by the Ministers’ Letter and Checklist apply not only to the the University’s <i>Sexual Violence Policy</i> suite, but to the Code as well.</p> <p>The <i>Code</i> was last completely revisited in 1999. Since that time, while much has changed in the area of student conduct with respect to the thinking and best practice, the substantive and procedural elements of the Code have remained relatively unchanged for the last 23 years.</p> <p>The current Code is a single and combined policy and procedure document that addresses academic misconduct, non-academic misconduct, sanctions and the procedures to be followed by Unit Directors, Deans, Protective Services, the Discipline Officer and the University Appeal Board.</p>

Item No. 10

	<p>To meet the requirements of the Ministers’ Letter and to ensure its fairness, integrity and accessibility, it is proposed that the non-academic portions of the Code be replaced with a new Student Conduct policy suite using the UAPPOL format. As a second phase of work, on a longer approval timeline, it is proposed that academic portions of the Code be updated to reflect the new College structure and align with current best practice.</p> <p>The <i>Post Secondary Learning Act</i> (PSLA) authorizes the General Faculties Council (or delegate) to discipline students, subject to an appeal to the Board (or delegate). The University therefore has the authority to create student conduct and discipline policy and procedures which reflect our academic context, are based on best practices and meet the Ministers’ requirements.</p> <p>Under the Ministers’ Letter, the required revisions to the University’s <i>Sexual Violence Policy</i> suite and Code must be submitted no later than November 2022.</p> <p>Due to this extremely expedited timeline, the development and approval of a new <i>Student Conduct Policy</i> suite will be done in phases as follows:</p> <ul style="list-style-type: none"> <li>○ Phase 1: <ul style="list-style-type: none"> <li>▪ <i>Student Conduct Policy</i> - deadline of November 2022</li> <li>▪ <i>Student Misconduct Procedure</i> - deadline November 2022</li> <li>▪ <i>Student Misconduct Appeal Procedure</i> - deadline November 2022</li> </ul> </li> <li>○ Phase 2: <ul style="list-style-type: none"> <li>▪ <i>Violation Notice Procedure</i></li> <li>▪ <i>Academic Integrity Policy</i> (work concurrently underway in a separate working group)</li> <li>▪ <i>Academic Misconduct Procedure</i></li> <li>▪ <i>Academic Misconduct Appeal Procedure</i></li> </ul> </li> <li>○ Align with and update related policies, e.g. Practicum Intervention Policy; Discrimination, Harassment &amp; Duty to Accommodate Policy; Research and Scholarship Integrity Policy; Protocol 91, etc.</li> </ul> <p>The documents included in this package are preliminary drafts only for discussion and input. Broad consultation will occur over the summer and finalized versions will be brought back for approval to meet the November 2022 deadline set in the Ministers’ Letter.</p> <p>Questions for discussion:</p> <ol style="list-style-type: none"> <li>1. What advice would the committee give to ensure the broadest possible consultation in a very short timeline?</li> <li>2. What trauma-informed measures might we have missed?</li> </ol>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include proposed plan)



Item No. 10

<p>Consultation and Stakeholder Participation</p>	<p>A working group of content experts are leading the development of these policy revisions. Representation on this working group includes the Office of the Provost, the Office of Student Judicial Affairs, General Counsel, and external legal counsel.</p> <p>The working group is in the process of developing and finalizing its consultation plan, which is based on intention to engage broadly and widely to maximize the opportunities to collect input, perspective, expertise, and concerns from the community from as diverse and inclusive a group of stakeholders as possible.</p> <p><u>GFC and Board Governance Consultations:</u> GFC Student Conduct Policy Committee, May 26, 2022 Board Learning, Research and Student Experience Committee, June 3, 2022 General Faculties Council, June 6, 2022 Board of Governors, June 17, 2022</p>
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**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 1041 1541 1247"> <tr> <td data-bbox="570 1041 1089 1247"> <input type="checkbox"/> Enrolment Management x Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware x Leadership and Change <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1089 1041 1541 1247">           x Relationship with Stakeholders x Reputation <input type="checkbox"/> Research Enterprise x Safety x Student Success         </td> </tr> </table>		<input type="checkbox"/> Enrolment Management x Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware x Leadership and Change <input type="checkbox"/> Physical Infrastructure	x Relationship with Stakeholders x Reputation <input type="checkbox"/> Research Enterprise x Safety x Student Success
<input type="checkbox"/> Enrolment Management x Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware x Leadership and Change <input type="checkbox"/> Physical Infrastructure	x Relationship with Stakeholders x Reputation <input type="checkbox"/> Research Enterprise x Safety x Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>GFC Student Conduct Policy Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference <i>Post-Secondary Learning Act</i></p>			

Attachments (each to be numbered 1 - <>)

1. Case for Action
2. Copy of Ministers' Letter
3. Copy of Ministers' Checklist
4. Draft Sexual Violence Policy (revised)
5. Draft Sexual Violence Disclosure Procedure (revised)
6. Draft Disclosure Support Network Information Document (new)
7. Substantive Differences between the Proposed *Student Conduct Policy* and the *Code of Student Behaviour*
8. Draft Student Conduct Policy (new)
9. Draft Student Misconduct Procedure (new)
10. Draft Student Misconduct Appeal Procedure (new)

The Sexual Violence Policy suite will have a series of information documents as well, which are not currently presented as a part of this consultation package, with the exception of the new Disclosure Network Information Document.

*Prepared by:* Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

## Case for Action

### Sexual and Violence Policy and Code of Student Behaviour revisions

#### Background Information

In February 2022, the Minister of Advanced Education, Demetrios Nicolaidis, and Associate Minister of Status of Women, Whitney Issek, issued a joint letter to the governing bodies of all public post-secondary institutions in Alberta, including the Board of Governors of the University of Alberta (hereafter, the "Ministers' Letter").

The Ministers' Letter requires that all public post-secondary institutions in Alberta update their sexual violence policies and procedures with specific attention to providing procedural fairness and implementing trauma-informed practices for both complainants and respondents to a complaint. The Ministers' Letter provides a "Checklist" of required and prohibited elements which our policies and procedures must satisfy.

The University's *Sexual Violence Policy* suite refers to the University's existing procedures to adjudicate complaints of sexual violence when the individual under allegation is an employee or a student.

The procedures for employees set out in the collective agreements are not inconsistent with, and largely satisfy the requirements in the Ministers' Letter and Checklist. Remaining requirements are addressed by the revisions to the Sexual Violence Policy suite and can be implemented in practice.

This is not the case with the *Code of Student Behaviour* ("Code"). The *Code*, as the procedure used to adjudicate complaints of academic and non-academic misconduct, including sexual violence, when the individual under allegation is a student, do not meet the Ministers' Letter and Checklist and, accordingly, this necessitates revisions to both the University's Sexual Violence Policy suite as well as the Code.

The requirements in the Ministers' Letter and Checklist are not optional.

#### Phase 1

The *Post Secondary Learning Act* (PSLA) authorizes the General Faculties Council (or delegate) to discipline students, subject to an appeal to the Board (or delegate). These governing bodies therefore have the authority to approve student conduct and discipline policy and procedures that meet the Ministers' requirements and which reflect our academic context, create space for learning and accountability, and are based on best practices. Revising these key policies requires us to:

- Base our policies and procedures on best and promising practices
- Be survivor-driven and to emphasize support for survivors
- Build trauma-informed, procedurally fair processes and practices for both complainants and respondents into the procedures for resolving complaints

- Align processes, practices and procedures outside of the SV policy to similarly support those subjected to other forms of interpersonal harm, such as racial harassment or bullying;

### **Sexual and Gender-Based Violence Policy and Procedures**

- Include Gender-Based Violence (GBV) in order to offer the same support to those being subjected to intimate partner and dating violence, and to recognize retaliation for reporting SGBV as part of the same pattern of behaviour;
- As referred to in the Ministers' Letter, align with national best and promising practices by making use of the resources developed as part of the [Courage to Act](#) project, funded by Women and Gender Equity Canada (WaGE)
- Re-orient away from an adversarial and punitive approach to an investigative and human-rights based approach so as to address SGBV not just as individual incidents, but as a barrier to full participation in "a vibrant and supportive learning environment" as promised in the University's academic mission; and
- Recognize intersectionality and build processes and practices to address intersecting barriers to participation when participants occupy multiple social locations.

### **Student Conduct Policy and Procedures**

- As a trauma-informed practice, clarify, simplify and make transparent procedures for complaints against students;
- As referred to in the Ministers' Letter, align with the Courage to Act project, which recommends an investigatory rather than adversarial process;
- Create space for accountability from those who have caused harm by introducing the potential for more survivor-driven options outside of complaint process (voluntary, non-disciplinary accountability options such as restorative practices and educational activities);
- Convert to the more user-friendly UAPPOL format and use plain language for accessibility, ease of use, and as a trauma-informed measure; and
- Establish timelines in the procedures to ensure timely decisions and establish regular periods for policy review.

### **Appeal Procedures**

- As required under the Ministers' Checklist and as a trauma-informed practice, eliminate face-to-face encounters between complainants and respondents in the appeal process by providing a right of appeal on the record
- Reduce the traumatizing and harmful impacts of the complaint process on both parties



- As required by the Ministers' Letter, ensure procedural fairness for both parties by providing a limited right of appeal on the record to complainants and, in compliance with the PSLA, an unlimited right of appeal on the record to respondents

## **Phase 2**

### **1. Academic Integrity Policy**

The revisions to both the University's Sexual Violence Policy suite as well to the Code's non-academic misconduct, necessitates revisions to the Code's academic misconduct provisions. Given that the Code has not been substantially reviewed since 1999, there is an obligation to modernize policies and procedures, including:

- Create an academic integrity policy and update procedures to reflect the new College and Faculty structure,
- Adopt best and promising practices in preventing and responding to academic misconduct,
- Shift from a purely punitive orientation to one that also reflects the educational mission of the University,
- Address new and evolving forms of academic misconduct, such as contract cheating and inappropriate use of homework/tutor websites, and
- Provide streamlined processes for mass cheating events.



ALBERTA  
ADVANCED EDUCATION

*Office of the Minister  
MLA, Calgary - Bow*

Dear Board Chairs:

As stewards of Alberta's post-secondary system, we want to thank you for the work you do each day to foster an inclusive, safe, and welcoming campus community. Your commitment to addressing sexual and gender-based violence is reflected in your daily efforts and in your endorsement of the *Alberta Post-Secondary Institutions Framework on Sexual Violence (2016)*.

Student advocates, organizations, researchers, and grassroots survivor-led groups have been working for decades to address gender-based violence. And we know that all 26 of our publicly funded institutions have stand-alone sexual violence policies in place, reflective of the guiding principles and operating principles envisioned in the framework.

With national media raising awareness of concerning events occurring on campuses across the country, and our government supporting "16 Days of Activism Against Gender-Based Violence" in December 2021, it is timely for us to work together and identify what more we can do to collectively champion positive culture change on our campuses and in our communities. National initiatives such as "Our Turn" and "Courage to Act" are also changing the conversation in Alberta, helping us identify promising practices and gaps in the areas of education, support and reporting, investigations, and adjudication. Further action on modernizing the approach to gender based violence on campuses was also identified as a flagship initiative in the Alberta 2030: Building Skills for Jobs strategy. We are eager to build on your efforts and leverage the unique position of influence and trust that post-secondary institutions occupy.

Therefore, Alberta's government is introducing a \$2.4 million one-time investment to the system in support of modernizing the approach to gender based violence on our Alberta campuses. This investment from Advanced Education will support institutions in updating policies and developing and delivering province-wide survey methodology, and will support further initiatives on campuses such as training or awareness campaigns. Details of this investment, including allocations and grant agreements, will be discussed with your institutions in the coming weeks. For now, we would like to outline the actions we are asking the system to take.

We are requesting that your institution, along with the other post-secondary institutions, revisit your sexual violence policies to assess alignment with national best and promising practices (i.e., trauma-informed and survivor-driven). Resources to support you in this endeavour can be found at the free-to-use national repository [courage.toact.ca/knowledgecentre](https://courage.toact.ca/knowledgecentre), a project funded by Women and Gender Equality Canada.

As you review your institution's policies, please ensure broad campus consultation including close involvement of student leaders, and that the components listed on the enclosed checklist are reflected in your updated policies. In ensuring that your institution's policies are survivor-driven and emphasize supports for survivors, you may also want to consider whether your institution's procedures for resolving complaints are trauma-informed and procedurally fair for both complainant and respondent.

Following your review, please resubmit your policies to Ms. Lisa Fox, Executive Director, Transformation Branch, Advanced Education, by November 2022 ([lisa.fox@gov.ab.ca](mailto:lisa.fox@gov.ab.ca)), along with a brief description of the process you undertook. You may also direct any questions regarding this initiative to Ms. Fox.

Building a consent culture that promotes healthy relationships and communication will take sustained effort. Our ministries are committed to working with institutions, student leaders, survivors, community organizations, and colleagues to prevent further violence from taking place. As part of that commitment, our ministries will work with post-secondary leaders and students' associations to develop province-wide survey methodology to help assess campus community needs and gauge change and the impacts of efforts over time. An ultimate goal of a survey would be to gather data on the nature and prevalence of campus sexual violence in Alberta, building on best practices recommended through Courage to Act.

Please identify a key contact person within your institution to participate in developing the survey methodology and forward the appropriate contact information to Ms. Fox by February 28, 2022. You are also welcome to provide any initial perspectives that you have on the design or implementation of province-wide survey methodology at that time.

At the heart of all of our work is the experience of those affected by campus sexual violence. Thank you for helping to break the silence and for collectively working toward changing the culture. Working together, this change is possible.

Best,



Demetrios Nicolaides  
Minister of Advanced Education



Honourable Whitney Issik  
Associate Minister of Status of Women

Enclosure: Gender-Based Violence Prevention Policy Checklist



## **Gender-Based Violence Prevention Policy Checklist**

This checklist is intended to assist Alberta's post-secondary institutions in ensuring their gender-based violence prevention policies are survivor-driven and emphasize support for survivors, and that their institution's overall campus response to this violence is based on best and promising practices shared by Canadian institutions, available on the freely accessible national repository, [couragetoact.ca/knowledgecentre](http://couragetoact.ca/knowledgecentre).

### **Components of Gender-Based Violence Prevention Policies that are Survivor-Driven and Emphasize Supports for Survivors**

Campus policies should include:

- A specific immunity clause for drug and alcohol use
- Protection from face-to-face encounters during the complaint process
- Survivor-centric interim measures
- Anonymous and third-party complaint options
- Recognition of the intersectional impacts of sexual violence
- Required sexual violence support and sensitivity training for all those involved in the complaint process
- Independent third-party member of the appeal committee
- Existence of clear timelines
- Existence of regular review cycles
- Acknowledgement of campus rape culture
- Culturally specific resources for victims/survivors
- Educational resources on sexual violence prevention

Campus policies should not include:

- Time limits for filing a formal complaint
- Threatening sanctions for vexatious, malicious, or false complaints
- Gag order (either during or beyond the complaint process)
- A loophole whereby a complaint can be suspended if the respondent ends their relationship with the school (i.e., transfers or drops out)

**Original Approval Date: June 23, 2017**
**Most Recent Approval Date: June 23, 2017**
**Most Recent Editorial Date: July 18, 2017**

## **DRAFT Sexual and Gender-Based Violence Policy**

<b>Office of Accountability:</b>	Provost and Vice-President (Academic)  Vice-President (University Services and Finance)
<b>Office of Administrative Responsibility:</b>	Vice-Provost and Dean of Students  Vice-President (Human Resources, Health, Safety and Environment)
<b>Approver:</b>	Board of Governors  General Faculties Council
<b>Scope:</b>	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the <a href="#">Recruitment Policy (Appendix A and Appendix B: Definitions and Categories)</a> ; undergraduate and graduate students; emeriti; and members of the Board of Governors.

### **Overview**

**Sexual and gender-based violence (SGBV)** is a complex and serious problem in society and on university campuses. SGBV 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. The impact of SGBV is exacerbated for those at the **intersections** of multiple social locations, for whom additional barriers exist.

The University recognizes the harm caused by a culture in which common attitudes, norms and practices tolerate, normalize, trivialize, excuse or outright condone SGBV. Sometimes called “rape culture”, it is perpetuated in a variety of ways such as through images, television, music, jokes, advertising, jargon, words and figures of speech that normalize sexual coercion and shift blame onto those who have experienced SGBV. As an institution that exists in the context of that culture, the University takes seriously its responsibility to reduce SGBV by fostering a culture of **consent** and support through education, training and policy.

**Please provide any feedback or suggestions within two weeks by email to [svreview@ualberta.ca](mailto:svreview@ualberta.ca).**

## Purpose

The purpose of this policy is to:

- set out the principles that guide the application and interpretation of this policy and its associated procedures;
- articulate the commitment to those affected by SGBV;
- set out the responsibilities of the institution, senior leaders, and the University community with respect to SGBV;
- provide clear information on privacy, disclosure and confidentiality;
- provide for the creation of Information Documents
- and provide for periodic review of this policy and its related procedures.

## POLICY

### 1. GUIDING PRINCIPLES

- a. This policy and its associated procedures are guided by and will be interpreted and applied by reference to the following principles:
  - i. the obligation to create and foster a safe, vibrant and supportive **learning environment**, fostering a community in which SGBV is not tolerated,
  - ii. the inherent dignity of all people,
  - 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 and options for **disclosers** or anyone who has been affected by SGBV,
  - vi. recognition of the legitimacy of options outside of complaint processes, especially to address the differential impacts and harms complaint processes may have on those with intersecting social locations, and
  - vii. procedural fairness, **trauma-informed** practice, and support for the **parties** to complaint processes related to SGBV.
- b. SGBV is prohibited and constitutes misconduct and subject to the disciplinary processes laid out in the *Sexual and Gender-Based Violence Disclosure Procedure*.
- c. Disclosers will have access to support, regardless of where or when the SGBV occurred.
- d. Where the SGBV has affected the learning environment, disclosers will have access to a range of options to restore or establish a safe and vibrant learning environment.
- e. Where the University has jurisdiction, complaints will be addressed under the applicable policies or procedures, including, for example, the *Student Interpersonal Misconduct Procedure*, the PDFA, NASA, AASUA or GSA collective agreements, or other applicable employment contracts and agreements, as identified in the *Sexual and Gender-Based Violence Disclosures*

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## 2. COMMITMENT TO THOSE WHO HAVE BEEN SUBJECTED TO SEXUAL AND GENDER-BASED VIOLENCE

SGBV 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 been subjected to SGBV 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 SGBV can expect to be:

- i. treated with respect, dignity and compassion,
- ii. informed about on- and off-campus resources and supports, including culturally-specific resources, where available,
- iii. provided with access to non-judgmental, coordinated and comprehensive support to mitigate barriers to participation in the learning environment that occur as a result of SGBV,
- iv. offered options for **modifications** to prevent further unwanted contact with the subject of the disclosure and ameliorate, to the extent possible, the negative impacts of the SGBV on their ability to access and participate in the learning environment,
- v. informed of any available **voluntary non-disciplinary options**,
- vi. where applicable, reasonably accommodated under the *Discrimination, Harassment and Duty to Accommodate Policy*,
- vii. 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,
- viii. offered safety planning assistance,
- ix. provided with an anonymous or third party reporting option as outlined in the [Options, Services and Resources for Those who have Been Subjected to Sexual and Gender-Based Violence Information Document](#), and
- x. student disclosers will be granted immunity from disciplinary action against for their alcohol or substance use connected with the incident(s) of SGBV, in order to remove barriers to disclosing or making a complaint under this policy.

Please provide any feedback or suggestions within two weeks by email to [svreview@ualberta.ca](mailto:svreview@ualberta.ca).

### U of A Policies and Procedures On-Line

- b. Subject to the limitations set out in section 6 of this policy, disclosers will be considered the primary decision-maker in matters pertaining to themselves. As such, they can determine whether, to whom and what to disclose, choose from a range of options, and decide whether to make a complaint within the University and/or an external law enforcement agency.

## 3. RESPONSIBILITIES

- a. The University recognizes its institutional responsibility to:
  - i. provide an effective policy and procedures to address and prevent SGBV,
  - ii. raise awareness about the policy and procedures and relevant support services on campus through institution-wide education,
  - iii. raise awareness of consent, SGBV, prevention, and appropriate responses to disclosures of SGBV through institution-wide education,
  - iv. ensure procedural fairness and trauma-informed practice for parties to a complaint, including timely resolution,
  - v. maintain safe, confidential and neutral mechanisms for individuals to disclose or make an SGBV complaint,
  - vi. ensure the safety of the learning environment by various means, including the application of **interim measures**, where appropriate,
  - vii. provide coordinated and comprehensive supports for disclosers to mitigate barriers to participation in the learning environment that occur as a result of SGBV,
  - viii. create space for accountability, restoration, and/or transformation wherever possible, both within and outside of complaints processes, and
  - ix. require that all individuals investigating or adjudicating SGBV complaints in any University complaint process have appropriate training as outlined in the [Sexual and Gender-Based Violence Education and Training Information Document](#).
- 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 learning environment free from SGBV that promotes a culture of consent.

Please provide any feedback or suggestions within two weeks by email to [svreview@ualberta.ca](mailto:svreview@ualberta.ca).

- c. All of those subject to this Policy are responsible for promoting respect and dignity for each other by encouraging a culture of consent; and for contributing to the learning environment in which individuals can disclose experiences of SGBV without fear of disbelief, disrespect, blame or reprisal.

#### **4. PROTECTION OF PERSONAL INFORMATION**

- a. Protecting personal information is essential for creating an environment where disclosers feel safe in disclosing their experience and seeking support. The privacy of those involved in a disclosure of SGBV will be protected to the extent possible. Possible limits to the University's ability to do so include when:
  - i. there is a risk of harm to self or others;
  - ii. reporting or action is required or authorized by law, including but not limited to, under the *Occupational Health and Safety Act* of Alberta or the *Freedom of Information and Protection of Privacy Act* of Alberta; or
  - iii. as necessary to administer modifications, interim measures, any complaint or other option.
- b. In such cases, the use or disclosure of information will be limited to that which is reasonably necessary and only to those with a need to know. Whether or not the University can maintain privacy around a disclosure will be determined on a case by case basis.
- c. The University will endeavour to inform all parties of the limits of protection of personal information.

#### **5. CONFIDENTIALITY**

- a. Subject to section 6 of this policy, University employees must not use or disclose personal information that they learn solely as a result of receiving a disclosure or administering or participating in a University process related to SGBV. Contact the Information and Privacy Office for guidance about confidentiality and privacy.
- b. Parties and witnesses are free to speak about their own experiences and to seek support for healing or rehabilitation. However, parties and witnesses must not make public any personal information belonging to another person that they learn solely through any University process such as a disclosure, complaint, investigation, interim measures, modifications, or voluntary non-disciplinary accountability options. This includes:
  - i. posting personal information on social media,
  - ii. disclosing documents in whole or in part obtained through a University process,

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- iii. sharing with individuals outside of their immediate circle of support, and
  - iv. allowing others to disclose personal third party information.
- c. Inappropriate disclosure of information may affect the integrity of a University process, breach third party personal privacy, and/or bring about other legal risks for the individual who breaches another person's privacy rights. Individuals are advised to seek legal advice prior to disclosing information other than in accordance with this policy.

## **6. INFORMATION DOCUMENTS**

- a. Information Documents provide information to guide the interpretation and application of policy and procedures.
- b. The **SVRC** will create any information Documents needed to guide the interpretation and application of this policy and its associated procedures and is responsible for keeping those Information Documents current and up to date. Links to the Information Documents can be found at the end of this policy and include:
  - i. *Interim Measures Information Document*
  - ii. *Options, Resources and Services for those who have Been Subjected to Sexual and Gender-Based Violence Information Document*
  - iii. *Sexual and Gender-Based Violence Education and Training Information Document*
  - iv. *Disclosure Support Network Information Document*

## **7. REVIEW**

- a. This policy will be reviewed from time to time, as necessary to ensure that it reflects best and promising practices, but at a minimum every five years.

## **DEFINITIONS**

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

Please provide any feedback or suggestions within two weeks by email to [svreview@ualberta.ca](mailto:svreview@ualberta.ca).

**Sexual and Gender-  
Based Violence  
(SGBV)**

Any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent, or other forms of abuse and control over another person, based on their gender, gender expression, gender identity or perceived gender. This includes, but is not limited to the following:

- a. Sexual Assault - Any form of sexual contact without consent. This can include unwanted or forced kissing, fondling, vaginal or anal penetration or touching, or oral sexual contact.
- b. Sexual Harassment - may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the learning environment or otherwise leads to adverse consequences for the person who is the target of the harassment. It may consist of unwanted sexual attention, sexually oriented remarks or behaviours or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.

The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.

- 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

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messages, emails or phone calls), directly and/or indirectly through a third party.

- d. Indecent Exposure - Exposing one's genitals, buttocks and/or breasts or inducing another to expose their own genitals, buttocks and/or breasts in non-consensual circumstances, in person or electronically.
- e. Voyeurism - Surreptitiously observing and/or recording another individual's full or partial nudity or sexual activity without the knowledge and consent of all parties involved.
- f. Distribution of Intimate Images - Includes showing, sharing, distributing or streaming of images, video or audio recording of a sexual activity or full or partial nudity of oneself or others, without the consent of all the recipient(s) and the subject(s) of the image or recording, or the threat to do the same.
- g. Stealthing – The act of intentionally removing or damaging a condom or other protective device (such as a dental dam, or sponge) during sex without the consent of the partner.
- h. Inducing intoxication, impairment or incapacity for the purpose of making another person vulnerable to non-consensual sexual activity.
- i. Intimate partner violence (IPV) - Abuse or aggression that occurs in a current or former romantic relationship. IPV can range from one episode of violence to chronic and repeated episodes over multiple years. IPV can include physical, sexual, and psychological abuse.
- j. Retaliating against another person in relation to a disclosure or complaint of SGBV. Retaliation includes taking, attempting to take or threatening to take any adverse action or retribution of any kind against anyone involved in a SGBV process including the person who made a disclosure or complaint, and anyone involved in an investigation or resolution of an allegation of SGBV, or friends or family members of the same.

Retaliation can take many forms, including threats, intimidation, pressuring, harassment, continued abuse, violence or other forms or threats of harm to others, and be carried out in varying modes, including in person and in electronic communication or through third parties. Retaliation can also include adverse employment or

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	<p>educational actions taken or threatened 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>k. Other analogous conduct.</p>
<b>Intersectional(ity)</b>	<p>The acknowledgement that an individual can occupy multiple political and social locations, for example, along racial, gender, sexual, religious, ability, class and other lines, and that overlapping social locations can create a complex system of discrimination where individuals face compounded disadvantages.</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 indicate “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>

Please provide any feedback or suggestions within two weeks by email to [svreview@ualberta.ca](mailto:svreview@ualberta.ca).

<b>Learning environment</b>	<p>The learning environment is to be understood broadly to encompass all aspects of University life. It includes:</p> <ul style="list-style-type: none"> <li>• spaces where University teaching, research, working, residence, recreational and social activities take place, both physical and virtual spaces;</li> <li>• activities, including, but not limited to, teaching, research, studying, administration, meetings, public service, travel, conferences, and training sessions; and</li> <li>• University events and activities, including public lectures, performances, student group events, and social or sports activities.</li> </ul>
<b>Disclosure</b>	<p>A verbal or written report or account by any person within the scope of this policy to a member of the University community that they have been subjected to SGBV.</p>
<b>Complaint</b>	<p>A disclosure alleging SGBV misconduct made to a University official under a University process for the purpose of initiating a formal process, including an investigation and decision on discipline.</p>
<b>Discloser</b>	<p>Any person within the scope of this policy who discloses having been subjected to SGBV.</p>
<b>Trauma-informed</b>	<p>An approach to processes, procedures, and service provision that incorporates and responds to the effects of trauma.</p>
<b>Party</b>	<p>A complainant or a person who is the subject of a University SGBV complaint.</p>
<b>Modifications</b>	<p>Adjustments the University may be able to make for any person within the scope of this policy who discloses having been subjected to SGBV. The modifications may relate to their academic program, employment,</p>

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	<p>University residence or recreational or other programs and are designed to mitigate the impact of SGBV on their access to or participation in the learning environment.</p>
<p><b>Voluntary non-disciplinary options</b></p>	<p>Facilitated processes to explore interpersonal or institutional accountability options outside of the complaint processes.</p> <p>Typically requested by the discloser but voluntary for all parties, interpersonal accountability options may include, but are not limited to: restorative practices, transformative justice, culturally-specific practices, peacemaking circles, educational and other remedial activities.</p> <p>Institutional accountability options may include review of policy, procedure or practice to encourage disclosures and/or discourage SGBV; examination of factors contributing to or permitting SGBV in a specific department, unit or area; and initiatives or projects with the aim of creating or fostering a safe and supportive learning environment.</p>
<p><b>Interim measures</b></p>	<p>Non-disciplinary conditions or restrictions that the University may apply to a person within the scope of this policy alleged to have committed a violation under this policy. Such conditions may be applied in response to a disclosure or complaint. The purposes of interim measures are to ensure the discloser's safety or the safety of the University's learning environment, to remove barriers to the discloser's access to the learning environment to discourage or prevent retaliation, prevent further harm and/or preserve the University's ability to conduct a thorough investigation. Interim measures are not based on a finding of a policy violation, are not considered sanctions under any University complaint process, and are without prejudice to the person against whom a complaint is made.</p>
<p><b>SVRC</b></p>	<p>Sexual Violence Response Coordinator, or delegate.</p>

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[Sexual Assault Centre](#) (University)

[Sexual Assault Centre](#) of Edmonton: <https://www.sace.ab.ca/>

[Students' Union](#) (University of Alberta)

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## Information

[Options, Resources and Services for those who have Been Subjected to Sexual and Gender-Based Violence Information Document](#) (UAPPOL)

[Interim Measures Information Document](#) (UAPPOL)

[Sexual and Gender-Based Violence Education and Training Information Document](#) (UAPPOL)

Disclosure Support Network Information Document (UAPPOL) -under development

[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

[AASUA Common Agreement](#)

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

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

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

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

Student Conduct Policy (University of Alberta)\_under development

## Related policies

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

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

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[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)

### **PUBLISHED PROCEDURES OF THIS POLICY**

[Sexual and Gender-Based Violence Disclosures Procedure](#)

Please provide any feedback or suggestions within two weeks by email to [svreview@ualberta.ca](mailto:svreview@ualberta.ca).



**Original Approval Date: June 23, 2017**  
**Most Recent Editorial Date:**

**Most Recent Approval Date: June 23, 2017**

Parent Policy: [Sexual and Gender-Based Violence Policy](#)

### **Sexual and Gender-Based Violence Disclosures Procedure**

<b>Office of Administrative Responsibility:</b>	Vice Provost and Dean of Students Vice-President (University Services and Finance)
<b>Approver:</b>	Board of Governors and General Faculties Council
<b>Scope:</b>	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the <a href="#">Recruitment Policy</a> ( <a href="#">Appendix A</a> and <a href="#">Appendix B</a> : Definitions and Categories); undergraduate and graduate students; emeriti; and members of the Board of Governors.

#### **OVERVIEW**

The University is committed to responding to and reducing **sexual and gender-based violence (SGBV)** and addressing its effects by providing:

- supports and resources to **disclosers** and to any other member of the University community who has been affected by SGBV,
- a range of options for disclosers who choose not to make a **complaint**;
- **interim measures** to ensure the safety of the **learning environment**,
- processes to fairly adjudicate complaints of SGBV, and
- education and training to the University community about SGBV and, in particular, mandatory training for those investigating and adjudicating complaints of SGBV.

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## PURPOSE

The purpose of this procedure is to:

- provide guidance to members of the University community on receiving and responding to **disclosures** of SGBV,
- establish the **Disclosure Support Network**;
- outline supports, **modifications**, protections, and options the University may be able to offer to disclosers,
- provide authority for the application of interim measures to ensure the safety of the learning environment,
- identify the procedures through which complaints of SGBV will be addressed and, where warranted, discipline imposed,
- set out the rights of the parties to a complaint, and
- address education and training in, and awareness of, SGBV for the University community generally and, in particular, require training for those investigating and adjudicating complaints of SGBV.

## PROCEDURE

### 1. GUIDANCE ON RECEIVING AND RESPONDING TO DISCLOSURES

The University's response to a disclosure will, to the extent possible, be guided by the needs of the discloser and their right to a safe and supportive learning environment. In this regard, a discloser can ask the University to provide supports and resources; facilitate academic, residential, recreation and/or work modifications; consider the application of interim measures; request a **voluntary non-disciplinary option**; and initiate an investigation of a complaint in accordance with the procedures in applicable agreements or policies.

### 2. DISCLOSURE SUPPORT NETWORK

- a. The Disclosure Support Network (DSN) is made up of University units with enhanced training to act as system navigators for those who have been subjected to SGBV and are seeking information on their options.
- b. Members of the University Community should direct disclosers to a disclosure support unit to be advised of available options. Designated disclosure support units are listed in the *Disclosure Support Network Information Document*.

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### **3. MODIFICATIONS**

- a. Modifications are adjustments to the learning environment made for a discloser in order to ameliorate, to the extent possible, the negative impacts of the SGBV on their ability to participate in the learning environment.
- b. Disclosers can request modifications from
  - i. any university employee within their area of authority,
  - ii. the Sexual Assault Centre,
  - iii. in the case of students, the Vice-Provost and Dean of Students, or designate,
  - iv. in the case of faculty and staff, the Provost and Vice-President (Academic) and/or the Vice-President (University Services and Finance), or designate,
  - v. in the case of postdoctoral fellows, the Vice-President (Research), or designate.

### **4. INTERIM MEASURES**

- a. Interim measures are non-disciplinary conditions or restrictions that may be applied to a person under SGBV allegation. The University may apply interim measures in response to either a disclosure or a complaint where it receives reasonably credible information that would
  - i. if proven, constitute SGBV, and
  - ii. with regard to all of the circumstances, be a risk to an individual, the learning environment or the integrity of any potential investigation.
- b. The purposes of such interim measures are to establish or restore a safe learning environment for the discloser or the community, discourage or prevent further SGBV (including retaliation), protect confidentiality, minimize disruption to the learning 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 applied, they must have a rational connection to the purpose to be served, are proportionate to the impact 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 needs of the discloser, and their right to a safe and supportive learning environment,
  - ii. the nature and/or impact of the alleged conduct,

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- iii. reasonably credible information about patterns of conduct or previous history of SGBV or other misconduct,
  - iv. the potential impact of the measures on the person(s) under SGBV allegation, including on their academic program and/or employment,
  - v. the potential impact of the measures on the learning environment,
  - vi. provisions or requirements set out in any relevant collective agreement, and
  - vii. any other relevant consideration.
- d. Examples of interim measures can be found in the University's *Interim Measures Information Document*.
- e. The decision to apply 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 Vice-President (University Services and Finance), or designate.
  - iii. in the case of postdoctoral fellows, the Vice-President (Research), or designate.
- f. Decision makers may consult as needed in determining whether to apply interim measures and the nature of those measures.
- g. In all cases, the decision to apply interim measures must be provided in writing to the individual on whom they are applied 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.
- h. The substance of the interim measures will also be communicated to the discloser and any individual, department or unit as necessary to administer the interim measures.
- i. The person(s) to whom interim measures are applied may request a reconsideration from the decision maker after sixty (60) days or such earlier time as agreed to by the decision maker.
- j. At any time, the decision-maker may, based on new information or a change in circumstances, reconsider the interim measures applied and renew, revise, or revoke any or all of the measures,

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or impose additional interim measures, with written reasons for any changes.

- k. The decision-maker must review any existing interim measures, at a minimum, every four months.

## **5. PROCEDURES TO ADDRESS COMPLAINTS**

- a. A complaint is the only option that can result in discipline or sanctions against the person under SGBV allegation. The procedure to address complaints of SGBV is determined by the status of the person under SGBV allegation. 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**

- b. Complaints of SGBV against students will be addressed using procedures outlined in one or more of the following documents. When the **respondent** is:
  - i. a student, the *Student Interpersonal Misconduct Procedure*,
  - ii. a student living in a University Residence, the breach of residence agreement process,
  - iii. a student in a practicum placement, the *Practicum Intervention Policy*;
  - iv. a graduate student while appointed in a role as a graduate teaching assistant, graduate research assistant or short-term academically-related employee at the time of the violation, the *Graduate Student Assistantship Collective Agreement*.
- c. As noted, students may be subject to more than one of the above procedures and may, therefore, be subject to several procedures concurrently. Where possible, the parties will not be required to provide multiple statements.

### **Employees, academic colleagues, postdoctoral fellows**

- d. Complaints of SGBV against employees, academic colleagues or postdoctoral fellows will be resolved through the following procedures. When the respondent is:
  - i. a member of the Non Academic Staff Association (NASA), the processes outlined in the collective agreement between the University and NASA;
  - ii. a member of the Association of Academic Staff: University of Alberta (AASUA), the processes outlined in the applicable collective agreement between the University and AASUA;
  - iii. a member of the Postdoctoral Fellows Association (PDFA), the processes outlined in the Postdoctoral Fellows Dispute Resolution Procedure;

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- iv. an employee under an employment contract or agreement or an academic colleague, not subject to the above processes or, where no policy or procedure exists or is specified in the terms and conditions of their employment or appointment, the procedure will be determined on a case-by-case basis, ensuring that the parties to a complaint have the right to:
  1. an impartial and unbiased decision-maker,
  2. reasonable disclosure of the allegations in the complaint,
  3. an opportunity to respond to the allegations in the complaint,
  4. an opportunity to respond to or explain any evidence that does not support their accounts of events,
  5. be accompanied by an advisor or representative, and
  6. have their case adjudicated within a reasonable time.

**Others**

- e. When the respondent is 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.

**Additional and external procedures**

- f. In addition to the procedures outlined above for students, employees and postdoctoral fellows, the University may also address a complaint or disclosure concurrently through additional means including, but not limited to:
  - i. the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct,
  - ii. the *Trespass to Premises Act* of Alberta
  - iii. the *Petty Trespass Act* of Alberta
  - iv. a report to law enforcement, and/or
  - v. a report to a professional governing body.
- g. University SGBV complaint processes are independent of any criminal, civil or other proceedings initiated by a third party. Any aspect of an SGBV complaint process may occur concurrently, with, prior to, or following any criminal, civil or other proceeding.

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- i. The University is responsible only for determining whether a person has violated this policy and is not responsible for determining violations of criminal or civil law or professional ethics.
- ii. Where an incident is also being addressed by another body or authority, the University may, in its sole discretion, proceed with or suspend an investigation or any aspect of the complaint process under this policy or its associated procedures.

## 6. RIGHTS FOR PARTIES TO A COMPLAINT PROCESS

- a. The SGBV complaint processes are guided by the principles of procedural fairness and **trauma-informed** practices to ensure that the University's processes do not add to or compound the harm sought to be addressed. The process and outcome(s) of a SGBV complaint can have severe consequences and can itself be stressful, traumatizing and harmful for both complainants and respondents. Accordingly, the complaint process must be conducted with due regard to its effects on both **parties** and in a procedurally fair manner. Investigators and adjudicators will use trauma-informed practices and be mindful to conduct their functions in a way that reduces, to the extent possible, the risk of additional harm for both parties to the complaint.
- b. Subject to the provisions of any applicable collective agreement, the parties will have the right to:
  - i. be accompanied by an advisor and/or 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 advisor, support person or other appropriate person, regarding impact and sanction, without a face-to-face encounter, and
  - iv. receive written reasons for the decision.

## 7. MANDATORY TRAINING

- a. Investigators, those applying interim measures, and/or adjudicating complaints of SGBV are required to complete appropriate training in:
  - the dynamics of SGBV,
  - trauma-informed practice,
  - procedural fairness, and
  - anti-racism/anti-bias awareness.

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- b. Information on specific mandatory training for decision-makers and investigators is listed in the University's [Sexual and Gender-Based Violence Education and Training Information Document](#).
- c. All staff in designated units of the Disclosure Support Network are required to complete enhanced training in University options and trauma-informed practice, as specified in the *Disclosure Support Network Information Document*.

## 8. EDUCATION AND PREVENTION

- a. Education and awareness are key to preventing SGBV. All community members subject to the *Sexual and Gender-Based Violence Policy* are encouraged to take advantage of essential learning opportunities related to SGBV.
- b. The University will provide education and awareness campaigns for the entire University community on SGBV including, but not limited to, policy awareness, **consent** and responding to disclosures.
- c. As other relevant training is developed, it will be offered to students and employees, such as training in bystander intervention, enhanced disclosure training, etc.
- d. Further information about:
  - i. [add Sexual Violence information website]
  - ii. receiving and managing a disclosure of SGBV, can be found in the University's [Responding to a Disclosure of Sexual Assault](#)
  - iii. support services and resources for persons affected by SGBV can be found in the University's [Options, Services and Resources for Those who have Been Subjected to Sexual and Gender-Based Violence Information Document](#).
  - iv. 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 SGBV; anonymous or third-party reports, and complaints can be found in the University's [Options, Services and Resources for Those who have Been Subjected to Sexual and Gender-Based Violence Information Document](#).

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**DEFINITIONS**

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

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

**Sexual and Gender-Based Violence (SGBV)**

Any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent, or other forms of abuse and control over another person, based on their gender, gender expression, gender identity or perceived gender. This includes, but is not limited to the following:

- a. Sexual Assault - Any form of sexual contact without consent. This can include unwanted or forced kissing, fondling, vaginal or anal penetration or touching, or oral sexual contact.
- b. Sexual Harassment - may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the learning environment or otherwise leads to adverse consequences for the person who is the target of the harassment. It may consist of unwanted sexual attention, sexually oriented remarks or behaviours or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.

The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A

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complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.

- 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), directly and/or indirectly through a third party.

- d. Indecent Exposure - Exposing one's genitals, buttocks and/or breasts or inducing another to expose their own genitals, buttocks and/or breasts in non-consensual circumstances, in person or electronically.
- e. Voyeurism - Surreptitiously observing and/or recording another individual's full or partial nudity or sexual activity without the knowledge and consent of all parties involved.
- f. Distribution of Intimate Images - Includes showing, sharing, distributing or streaming of images, video or audio recording of a sexual activity or full or partial nudity of oneself or others, without the consent of all the recipient(s) and the subject(s) of the image or recording, or the threat to do the same.
- g. Stealthing – The act of intentionally removing or damaging a condom or other protective device (such as a dental dam, or sponge) during sex without the

	<p>consent of the partner.</p> <p>h. Inducing intoxication, impairment or incapacity for the purpose of making another person vulnerable to non-consensual sexual activity.</p> <p>i. Intimate partner violence (IPV) - Abuse or aggression that occurs in a current or former romantic relationship. IPV can range from one episode of violence to chronic and repeated episodes over multiple years. IPV can include physical, sexual, and psychological abuse.</p> <p>j. Retaliating against another person in relation to a disclosure or complaint of SGBV. Retaliation includes taking, attempting to take or threatening to take any adverse action or retribution of any kind against anyone involved in a SGBV process including the person who made a disclosure or complaint, and anyone involved in an investigation or resolution of an allegation of SGBV, 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 be carried out in varying modes, including in person and in electronic communication or through third parties. Retaliation can also include adverse employment or educational actions taken or threatened 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>k. Other analogous conduct.</p>
<b>Discloser</b>	<p>Any person within the scope of this policy who discloses having been subjected to SGBV.</p>

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<b>Complaint</b>	<p>A disclosure alleging SGBV misconduct made to a University official under a University process for the purpose of initiating a formal process, including an investigation and decision on discipline.</p>
<b>Interim measures</b>	<p>Non-disciplinary conditions or restrictions that the University may apply to a person within the scope of this policy alleged to have committed a violation under this policy. Such conditions may be applied in response to a disclosure or complaint. The purposes of interim measures are to ensure the discloser's safety or the safety of the University's learning environment, to remove barriers to the discloser's access to the learning environment to discourage or prevent retaliation, prevent further harm and/or preserve the University's ability to conduct a thorough investigation. Interim measures are not based on a finding of a policy violation, are not considered sanctions under any University complaint process, and are without prejudice to the person against whom a complaint is made.</p>
<b>Learning environment</b>	<p>The learning environment is to be understood broadly to encompass all aspects of University life. It includes:</p> <ul style="list-style-type: none"> <li>● spaces where University teaching, research, working, residence, recreational and social activities take place, both physical and virtual spaces;</li> <li>● activities, including, but not limited to, teaching, research, studying, administration, meetings, public service, travel, conferences, and training sessions; and</li> <li>● University events and activities, including public lectures, performances, student group events, and social or sports activities.</li> </ul>
<b>Disclosure</b>	<p>A verbal or written report or account by any person to a member of the University community that they have experienced SGBV.</p>

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<b>Disclosure Support Network</b>	<p>Units or areas where specially trained staff review all options and resources available to a discloser or a person supporting a discloser, specific to the discloser’s needs.</p>
<b>Modifications</b>	<p>Adjustments the University may be able to make for any person within the scope of this policy who discloses having been subjected to SGBV. The modifications may relate to their academic program, employment, University residence or recreational or other programs and are designed to mitigate the impact of SGBV on their access to or participation in the learning environment.</p>
<b>Voluntary non-disciplinary options</b>	<p>Facilitated processes to explore interpersonal or institutional accountability options outside of the complaints processes.</p> <p>Typically requested by the discloser but voluntary for all parties, interpersonal accountability options may include, but are not limited to: restorative practices, transformative justice, culturally-specific practices, peacemaking circles, educational and other remedial activities.</p> <p>Institutional accountability options may include review of policy, procedure or practice to encourage disclosures and/or discourage SGBV; examination of factors contributing to or permitting SGBV in a specific department, unit or area; and initiatives or projects with the aim of creating or fostering a safe and supportive learning environment.</p>
<b>Respondent</b>	<p>The person who is the subject of a complaint under this policy.</p>
<b>Trauma-informed</b>	<p>An approach to processes, procedures, and service provision that incorporates and responds to the effects of trauma.</p>
<b>Party</b>	<p>A complainant or a respondent in a complaint.</p>

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**Consent**

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:

- it is given by someone else.
- the person is unconscious, sleeping, highly intoxicated or high, or otherwise lacks the capacity to consent.
- it was obtained through the abuse of a position of power, trust or authority.
- the person does not indicate “yes”, says “no” or implies “no” through words or behaviours.
- the person changes their mind and withdraws their consent.

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.

**FORMS**

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

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

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

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[Options, Resources and Services for those who have Experienced Sexual Violence Information Document \(UAPPOL\)](#)

[Sexual Violence Interim Measures Information Document \(UAPPOL\)](#)

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[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**

[AASUA Common Agreement](#)

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

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

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

Student Conduct Policy (University of Alberta)\_under development

**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 \(University of Alberta\)](#)

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[logo]

## Parent Policy: Sexual and Gender-Based Violence Policy

### Most Recent Editorial Date:

### Sexual and Gender-Based Violence Disclosure Support Network Information Document

The Disclosure Support Network (DSN) is made up of **University units** in which staff have enhanced training in receiving **disclosures**. They are additionally trained to assist **disclosers** in navigating complex University processes and understanding the various options available to them.

Any University employee may take the enhanced training; however to be designated as part of the Disclosure Support Network, the **Director** of a University unit will:

- Commit to requiring enhanced training for their entire staff at least once every 5 years
- Commit to enhanced training for all new staff when onboarding
- Appoint one staff member to sit on the **SGBV Advisory Council**
- Commit to collecting and providing data on disclosures to the **SVRC**

The following University units are designated as part of the DSN:

- [TBD]
- E.g. Sexual Assault Centre, Safe Disclosure and Human Rights, Ombuds, First Peoples' House, Office of the Dean of Students (Student Life Team?), Wellness Supports, etc.

Role of Disclosure Support Network:

- Work with a discloser to:
  - Determine their needs
  - Manage their expectations vis à vis the University's role
  - Discuss, in detail, the options that might meet those needs, specific to the discloser's situation
  - Discuss benefits and limitations of each option
  - Beyond referral, navigate UofA systems on the discloser's behalf
  - Where possible, a warm hand-off to the contact person for the option(s) the discloser chooses

Disclosure Support Network units are different from option provider units

- A unit that provides one of the response options under the SV policy is not necessarily a Disclosure Support Network unit.
- Option provider units include those involved in providing complaint intake/investigation/adjudication, interim measures, academic/workplace/residence modifications, and/or personal/medical/spiritual support.
- Disclosure support units navigate and make referrals to the provider units when a discloser expresses interest in a specific option.

Required training:

- Receiving a disclosure - Sexual Assault Centre (?) or Courage to Act BRAVE (under development)
- Courage to Act [Foundational Standards](#) (1.5 hours)
- Courage to Act Deep Dive: Procedurally fair, trauma-informed Complaint Intake for harm reduction (1.5 hours)
- Anti-racism / bias awareness training
- Enhanced systems navigation training - SVRC (1.5 - 2 hours)

- Working with discloser to determine their needs, or what barriers exist to full participation in the learning environment;
- Understanding what options are available at the UofA, how they work, and whether they might be viable in the situation at hand; [process maps under development]
- Describing the limitations, benefits, consequences of each option
- Providing details about what role the discloser would play in each option

Notes:

- Training will be recorded for future use
- SVRC will be responsible for keeping information on options and processes current and updated in a shared drive
- Any staff, faculty or student organization may have access to the training, but only those units that meet the above criteria will be named in policy as Disclosure Support Network units.

## **DEFINITIONS**

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

<b>University unit</b>	Any University of Alberta department, service, office, faculty, college, or other administrative unit.
<b>Disclosure</b>	A verbal or written report or account by any person to a member of the University community that they have experienced SGBV.
<b>Discloser</b>	Any member of the University community who discloses having been subjected to SGBV.
<b>Director</b>	The administrative head of any University unit, or their delegate.
<b>SGBV Advisory Council</b>	Sexual and Gender-Based Violence Advisory Council
<b>SVRC</b>	Sexual Violence Response Coordinator



## **Proposed New *Student Conduct Policy***

### **Substantive Differences between the *Code of Student Behaviour* and the *Student Conduct Policy Suite* May 2022**

1. Separates policies for non-academic student conduct and academic integrity (under development)
2. Incorporates required elements from the Ministers' Letter and Checklist (required items marked with \*)
3. Modernizes and aligns with best and promising practices for student conduct and sexual and gender-based violence \*
4. Converts to UAPPOL format
5. Converts to plain language (trauma-informed practice)
6. Firmly roots policy and procedures in the academic environment and administrative law context
7. Combines definitions of University, University Functions and University Activities into one term (Learning Environment) to align with University's mission statement
8. Makes the potential for voluntary non-disciplinary resolution explicit (trauma-informed practice)
9. Specifies timelines \*
10. Defines parties to a complaint, providing procedural fairness rights and trauma-informed practice for both complainants and respondents to a complaint \*
11. Clarifies privacy, disclosure and confidentiality (trauma-informed practice)
12. Separates out and updates definitions of, and information about, violations (Schedules A and B) and sanctions (Schedule C)
13. Provides information about concurrent criminal, civil, or other proceedings
14. Adds interim measures as a tool (trauma-informed practice)
15. Provides sanctioning guidelines
16. Lays out parties' obligations to participate (trauma-informed practice)
17. Stipulates required training for investigators and decision-makers \*
18. Requires periodic reviews \*
19. Moves complaint intake to the Office of the Dean of Students (trauma-informed practice)
20. Fully separates investigation and decision-making
21. Clarifies process for accepting a complaint (trauma-informed practice)
22. Eliminates any face to face hearings \*
23. Makes explicit the opportunity to make procedural requests, challenge, respond to, and provide information and submit impact statements (trauma-informed practice)

24. Appeal is a true appeal on the record
25. Stipulates required training for appeal panel members \*
26. Provides right of appeal to complainant \*
27. No automatic suspension of sanctions on appeal
28. Specifies the standard of review on appeal:
  - a. deference to decision-maker,
  - b. appeal panel not authorized to make new findings,
  - c. Appeal panel may (1) grant an appeal and overturn the decision; (2) grant an appeal and remit back to a Student Conduct Officer remedy the errors and issue a new decision; (3) substitute a different sanction; or (4) deny an appeal;
  - d. standard of correctness with regard to questions of application and interpretation, and reasonableness with respect to decisions and sanctions

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

(Add “Effective Date” only if different than “Approval Date”)

Most Recent Editorial Date:

## DRAFT Student Conduct Policy

<b>Office of Accountability:</b>	Provost and Vice-President (Academic)
<b>Office of Administrative Responsibility:</b>	Vice-Provost and Dean of Students
<b>Approver:</b>	General Faculties Council
<b>Scope:</b>	Compliance with this University policy extends to all University of Alberta <b>students</b> as defined in this policy.

### Overview

The University is defined by tradition as a community of people dedicated to the pursuit of truth and advancement of knowledge, and as a place where there is freedom to teach, freedom to engage in research, freedom to create, freedom to learn, freedom to study, freedom to speak, freedom to associate, freedom to write and to publish. However, these freedoms come with the responsibility of all members of the **University community** to respect and not infringe upon these freedoms when they are exercised by others. For these freedoms to exist, it is essential to maintain a **learning environment** that fosters the safety, security, and the inherent dignity of each member of the community.

### Purpose

The purpose of this policy is to:

- set out to whom this policy applies;
- set out the principles that will guide the interpretation and application of this policy;
- provide clarity on privacy, disclosure and confidentiality;
- identify behaviours which are unacceptable and constitute student misconduct;
- situate the student conduct process in relation to concurrent proceedings
- authorize measures to enhance safety and ensure equitable access to the learning environment;

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- describe the standard of proof;
- describe acceptable evidence;
- authorize and set out the principles that will guide the application of sanctions for **misconduct** that has been found to have occurred;
- clarify expectations of **parties** to a complaint;
- stipulate required training for **investigators** and decision-makers in the student conduct process;
- identify sources of on campus assistance;
- articulate the delegated authority, under the *Post Secondary Learning Act* of Alberta (PSLA) to discipline students, subject to an appeal to the Board;
- provide for periodic review of, and amendments to, this policy and its related procedures; and
- provide definitions which apply to this policy and its related procedures.

## **POLICY**

The University acknowledges the values of academic engagement, respectful debate, peaceful assemblies and demonstrations, and participation in the many aspects of University life as ways to enhance intellectual growth, health and wellbeing, and a sense of belonging. The misconduct listed in this policy describes, in general terms, behaviours which if left unchecked would, to an unacceptable degree, disrupt the learning environment, threaten the proper functioning of the University and/or negatively affect the property or reputation of the university, which benefit all members of the University community.

### **1. APPLICATION**

This policy applies to all misconduct by a student or by students, by any means whatsoever, (including virtual or online conduct) that has a real and substantial link to or a material effect on the learning environment, whether or not it occurred on or in relation to University property. The determination of whether any misconduct has a real and substantial link or material effect may be made by the Office of the Dean of Students, an investigator or any person or body authorized to make decisions in the disciplinary processes set out in this policy.

### **2. GUIDING PRINCIPLES**

- a. The University is responsible for taking reasonable steps to ensure the safety of all members of the University community, its visitors and the proper functioning of the University.
- b. All members of the University community are entitled to expect safe and equitable access to a vibrant and supportive learning environment.

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- c. The University will create a supportive space for students to be accountable and provide redress to individuals and/or the community affected by the harm resulting from their misconduct. Wherever possible and appropriate, individuals are encouraged to explore **voluntary non-disciplinary options**, including educational, developmental, restorative, transformative, or other voluntary facilitated resolution options.
- d. The student cycle at the University necessitates a timely way to address conduct that negatively affects the University community and the learning environment. Misconduct that interferes with full participation in the learning environment must be addressed expeditiously and fairly.
- e. Parties to a complaint are entitled to an appropriate level of procedural fairness. **Complainants** and **respondents** under this policy have the right to:
  - i. an impartial and unbiased decision-maker;
  - ii. have their case adjudicated within a reasonable time;
  - iii. consult with an **advisor**, to be accompanied and assisted at any **hearing** by an advisor, and to be advised of these rights;
  - iv. reasonable disclosure of the allegations in the complaint;
  - v. reasonable opportunity to respond to the allegations in the complaint
  - vi. reasonable notice of the time, place, and nature of any hearing;
  - vii. an opportunity to respond to or explain any evidence that does not support their accounts of events,
  - viii. provide evidence and suggest witnesses or lines of inquiry;
  - ix. be provided with the reasons for any decision made under this policy; and
  - x. where applicable, be reasonably accommodated under the *Discrimination, Harassment and Duty to Accommodate Policy*.

### 3. PRIVACY AND PROTECTION OF PERSONAL INFORMATION

- a. Any use and disclosure of personal information contemplated in this policy and the related procedures will be done in accordance with the *Freedom of Information and Protection of Privacy Act* of Alberta.
- b. Privacy and the protection of personal information are essential for creating an environment where parties to a complaint feel safe in discussing their experience and responding to allegations. The privacy of those involved in a complaint will be

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protected; however, it is important to note that there may be limits to the University's ability to do so, when:

- i. there is a risk of harm to self or others;
  - ii. reporting or action is required or authorized by law, including but not limited to, under the *Freedom of Information and Protection of Privacy Act* of Alberta, or
  - iii. as necessary to administer interim measures, an investigation, hearings, or other elements of the student conduct process.
- c. In such cases, the use or disclosure of information will be limited to that which is reasonably necessary and only to those with a need to know. Whether or not the University can maintain privacy around a disclosure will be determined on a case by case basis.
- d. The University will endeavour to inform all parties of the limits of protection of personal privacy and confidentiality.

#### **4. CONFIDENTIALITY OF THE STUDENT MISCONDUCT PROCESS**

- a. Subject to section 2 of this policy, University employees must not use or disclose personal information that they learn solely as a result of administering or participating in a University process related to student conduct. Contact the Information and Privacy Office for guidance about confidentiality and privacy.
- b. Parties and witnesses are free to speak about their own experiences and to seek support for healing or rehabilitation. However, parties and witnesses must not make public any personal information belonging to another person that they learn solely through any University process such as a complaint, investigation, interim measures, modifications, or voluntary non-disciplinary accountability options. This includes:
  - i. posting personal information on social media,
  - ii. disclosing documents in whole or in part obtained through a University process,
  - iii. sharing personal third party information with individuals outside of their immediate circle of support, and
  - iv. allowing others to disclose personal third party information.
- c. Inappropriate disclosure of information may affect the integrity of a University process, breach third party personal privacy, and/or bring about other legal risks for the individual who breaches another person's privacy rights. Individuals are advised to seek legal advice prior to disclosing information other than in accordance with this policy.

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## 5. MISCONDUCT

The conduct listed in Schedules A and B is prohibited and constitutes misconduct for which a complaint may be made under this policy.

## 6. CONCURRENT CRIMINAL, CIVIL OR OTHER PROCEEDINGS

- a. This policy and its associated procedures are independent of any criminal, civil or other proceedings. The University is responsible for determining whether a student has violated this policy and is not responsible for determining violations of criminal or civil law.
- b. Any aspect of the complaint process under this policy or its associated procedures may occur concurrently, with, prior to, or following any criminal, civil or other proceeding.
- c. Where an incident is also being addressed by another body or authority, the University may, in its sole discretion, proceed with or suspend any aspect of the complaint process under this policy or its associated procedures.

## 7. EQUITY AND SAFETY MEASURES

- a. Where ongoing safety concerns and/or barriers to full participation in the learning environment exist, the University may apply **interim measures**.
- b. In cases involving serious disruption, threats and violence, the University may invoke the [Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct](#).
- c. Where applicable and necessary, 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.

## 8. STANDARD OF PROOF

- a. All determinations that a violation of this policy has been established will be made on a **balance of probabilities** standard.

## 9. EVIDENCE

- a. Decision makers under this policy and associated procedure can accept and consider any information that is relevant and credible to the complaint.

## 10. SANCTIONS

- a. The aim of sanctions in general is to:

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- i. foster a safe, supportive and vibrant learning environment,
  - ii. promote accountability to individuals and the community, and/or
  - iii. rehabilitate the respondent, where possible.
- b. Sanctions are meant to be proportionate and the least restrictive means to accomplish the above aims.
- c. Available sanctions and their impact are listed in Schedule C.

## 11. WHO MAY BE A COMPLAINANT

- a. As described more fully in the procedure, a **reporting individual** may opt to be the complainant or, in consideration of their personal safety, availability or ability to participate, may request to act as a witness only or may withdraw from further participation.
- b. A reporting individual who chooses to act as witness only is entitled to receive regular updates regarding the investigation and decision(s), and to be advised of the outcome and reasons for any decision made

## 12. PARTICIPATION IN THE INVESTIGATION

- a. An investigation is a necessary and very important step in the complaint process. This is the reporting individual's and the parties' opportunity to provide all information and evidence, and to identify other witnesses who may have information and evidence relevant to the complaint.
- b. The investigator records the information and evidence gathered from the reporting individual and parties, and any other witnesses, in an investigation report. Decision makers will rely on the investigation report to make findings of fact for the purpose of determining whether or not a respondent violated this policy. Where, for example, a reporting individual, respondent or complainant does not participate in an investigation, the investigation report and decision will be based solely on the information that was gathered during the investigation.
- c. Accordingly, while the reporting individual and parties are not obligated or required to participate in an investigation, where they choose not to participate and decline to provide information to the investigator, they may be prohibited from later attempting to provide that information or evidence to University decision-makers under the *Student Misconduct Procedure* and the *Student Misconduct Appeal Procedure*.

## 13. REQUIRED TRAINING

Any person investigating or making decisions under this policy will be trained in procedural fairness, anti-racism and anti-bias awareness. Investigators and decision-makers in cases related to interpersonal misconduct (Schedule A) will be additionally trained in **trauma-**

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**informed** practice, and the dynamics and myths of sexual and gender-based violence. Information about required training is set out in the Required Training Information Document [to be developed].

#### **14. SOURCES OF ON CAMPUS ASSISTANCE**

The Appeals Coordinator, Office of the Dean of Students, Office of the Student Ombuds, and Student Legal Services are available on-campus to provide assistance to students about the complaint process.

#### **15. DELEGATION [Note to reviewers: will confirm with governance]**

- a. Section 31 of the *Post-Secondary Learning Act* (PSLA) gives General Faculties Council (GFC) general supervision of student affairs including authority concerning student discipline. In addition, the GFC may, subject to an appeal to the Board, discipline students. In addition to this authority over student discipline, the GFC may, under the PSLA, delegate its power to discipline students.
- b. Under this authority, the GFC has adopted and approved this *Student Conduct Policy* and the associated procedures and has delegated the functions in the student conduct process to the persons identified in this policy and in the *Student Misconduct Procedure*.
- c. As noted, GFC's authority to discipline students is "subject to a right of appeal to the Board. To fulfill this appeal function, the Board has adopted and approved the *Student Misconduct Appeal Procedure* and has delegated the functions in the appeal process to the persons identified in the Student Misconduct Appeal Procedure.

#### **16. REVIEW AND AMENDMENTS**

##### **[Note to reviewers: currently consulting governance]**

This policy will be reviewed from time to time, as necessary, but at a minimum every five years.

- a. Amendments to the *Student Conduct Policy* and *Student Misconduct Procedure*
  - i. The Student Conduct Policy Committee (SCPC) decides which amendments are editorial.
  - ii. On delegated authority from GFC, SCPC will approve all editorial amendments to this policy and the *Student Misconduct Procedure*.
  - iii. Where they deem amendments to this policy and the *Student Misconduct Procedure* to be substantive, the SCPC will forward the amendments to the GFC Executive Committee, which will decide whether or not it can act on behalf of GFC.

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b. Amendments to the *Student Misconduct Appeal Procedure*

- i. The GFC Executive Committee will approve editorial amendments to the *Student Misconduct Appeal Procedure*.
- ii. All substantive changes to the *Student Misconduct Appeal Procedure* will additionally proceed to the Board Learning, Research and Student Experience Committee, which will decide whether or not it can act on behalf of the Board of Governors.

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## SCHEDULE A - INTERPERSONAL MISCONDUCT

### 1. *Discrimination and Harassment*

- a. **Discrimination** against any person or group of persons while participating in the learning environment.
- b. **Harassment**, including bullying and/or racial harassment..
- c. Disseminating or causing to be disseminated malicious or defamatory material or engaging in any activity which creates a social or academic climate that hinders or prevents the full participation of another person or group in the learning environment.

### 2. *Threats and Endangerment*

- a. Using words which threaten or incite any kind of violence or abuse to any group or individual.
- b. Possessing any **weapon**, unless authorized by University of Alberta Protective Services.
- c. Creating a condition which endangers or potentially endangers or threatens the health, safety or well-being of other persons.

### 3. *Physical assault and abuse*

- a. Physical contact with another person without that person's consent.
- b. Physical abuse of another person, threatening any other person with physical abuse or causing any other person to fear physical abuse.
- c. Sexual Violence as defined in the [Sexual and Gender-Based Violence Policy](#) in UAPPOL.
- d. Retaliating against any person who has provided information, served as a witness or acted in an official capacity in any University process.
- e. Organizing, participating or engaging in **hazing** another person, regardless of whether the individual who is the subject of the hazing has consented to participate in or be subjected to the activities in question, or whether the activities in question constitute a ritual or tradition of an organization.

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## SCHEDULE B - UNIVERSITY-RELATED MISCONDUCT

### 1. *Damage*

- a. Possessing, misappropriating, converting, destroying or otherwise damaging University property or the property of any other member of the University community.
- b. Defacing the inside or outside any building or property of the University.

### 2. *Unauthorized Use*

- a. Using any facility, equipment, material, service or resource contrary to express instructions or without proper authority.
- b. Making, altering, using, receiving, or possessing University supplies or documents without authority.
- c. Entering or remaining in any University building, facility, room, or office, without the proper authority, contrary to express instructions, or with intent to damage, destroy, convert or misappropriate University property.
- d. Obtaining any University equipment, material, service or resource by fraudulent means or by providing false information.
- e. Information Technology or Management misconduct, as defined in the *Information Technology Use and Management Policy* and the *Information Technology Use and Management Policy (Appendix A) Examples of Unacceptable Use* in UAPPOL.
- f. Smoking or vaping at any time in any area of the University where smoking is banned.

### 3. *Obstruction-related Violations*

- a. Obstruction - Obstructing the learning environment by action, words, written material, or by any other means.
- b. Incitement - Using words or images that incite others to engage in misconduct.
- c. Identification - Refusing to provide identification upon request by a University Official or employee acting in the course of that person's duties, provided the University Official or employee has reason to believe the student is committing, has committed or is about to commit a violation.
- d. Misrepresentation - Misrepresenting pertinent facts to any member of the University community for the purpose of obtaining unwarranted advantage.
- e. Participation in a Violation - Participating in a violation, or advising, encouraging, or knowingly aiding or assisting, directly or indirectly, another person to commit any violation under this policy.

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- f. Bribery - Offering or providing a monetary or other benefit to any member of the University for the purpose of gaining unwarranted advantage.
4. *Other Applicable Policy Violations*
- a. Violating any University policy that applies to students.
  - b. Breaching conditions or restrictions applied through interim measures or the *Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct*.

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## SCHEDULE C - SANCTION DESCRIPTIONS AND IMPACT

### 1. *Conduct conditions*

- a. Specific conditions or restrictions for a time not to exceed the duration of the respondent's degree program, that may include the following:
  - i. not to commit any further violations during the term of the conduct conditions;
  - ii. to report at specified periods to a specified University Official;
  - iii. to abstain from the consumption of alcohol, drugs (except in accordance with a medical prescription), or other intoxicating substances while on University property;
  - iv. to complete a relevant reflection assignment;
  - v. to write a letter of apology;
  - vi. to refrain from contact with an identified person or persons;
  - vii. to refrain from being at or being within a specified distance from a specified place or person on University property; and/or
  - viii. such other reasonable conditions considered desirable for protecting the University Community, for encouraging the student to take responsibility for the misconduct, for rehabilitating the student, and for ensuring that the student provides reparation for harm done to the learning environment, to University property or the property of others.
- b. Conduct conditions will specify who has the responsibility to ensure compliance with the terms and to certify, when and as necessary, that the conditions have been met to a reasonable standard of performance, or have been breached.
- c. The sanction of conduct conditions will specify a secondary sanction to be imposed should the respondent not meet the conditions specified. Any appeal of the conduct conditions must be made at the time the sanction is imposed and within the time limits set out in the *Student Misconduct Appeal Procedure*. If the conditions are not met, no further appeal is available when the specified additional sanction is imposed.
- d. The details of any conduct conditions will be kept in the Student Conduct Officer's file according to the established record retention schedule.
- e. Any new violation that constitutes a breach of the prescribed conduct conditions during the defined period may lead to additional allegations under this policy.

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## 2. Exclusion

- a. Exclusion prohibits or restricts the respondent's presence on campus and participation in any class, University activity or student affair for either a specified time, until specified conditions are met for return to campus, or indefinitely. A respondent may be excluded from all or a specified part of the University.
- b. Exclusions will be noted as a **negative service indicator** on the respondent's **central academic record** until:
  - i. the period of exclusion has expired,
  - ii. the respondent has met any conditions set for return to the University, or
  - iii. indefinitely, where the sanction of exclusion does not expire.
- c. Exclusion will be noted as a Negative Service Indicator on the student's Central academic record until the period of Exclusion has expired, the conditions for return have been met, or indefinitely..
- d. In all cases of exclusion, the notation will include a description of the areas of the University from which the respondent is barred (all of the University or specified areas).
- e. The respondent will receive credit for any course passed before the effective date of the exclusion.
- f. Withdrawals resulting from a decision of exclusion will show as grades of "W" on the **transcript** and will remain part of the central academic record.
- g. Any fee refund dates outlined in the [University Calendar](#) will apply.

## 3. Expulsion

- a. A complete withdrawal from the University for an indefinite period of time.
- b. Expulsion will be noted in the respondent's academic file in the Faculty in which they are registered, as a negative service indicator in the student's central academic record and on the student's transcript in perpetuity..
- c. The respondent will receive credit for any course passed before the effective date of the expulsion. Withdrawals resulting from a decision of expulsion will show as grades of "W" on the respondent's transcript and will remain part of their central academic record.
- d. A respondent will be withdrawn from all courses as of the date of expulsion; the fee refund dates outlined in the University Calendar will apply.
- e. The respondent may, after no less than four years have elapsed, petition to the

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Provost and Vice-President (Academic) to be readmitted. On receiving the request, the Provost and Vice-President (Academic) will consult with the Student Conduct Officer and the Faculty/College from which the respondent was expelled. The decision is final and not subject to appeal.

- f. Any course work completed at any institution during the period of expulsion will not be accepted as credit towards a student's degree, or for admission to a Degree program, or any other certification at the University of Alberta.

#### 4. *Fine*

- a. An order that the respondent pay a specified sum to the University. All funds from fines are directed toward student bursaries.
- b. The fine is noted as a negative service indicator on the respondent's central academic record until it is paid in full. If the respondent fails to pay the fine by the deadline set by the Student Conduct Officer, and has not contacted the Student Conduct Officer to make alternate payment arrangements, the respondent's record will be **encumbered** until the amount is paid in full.

#### 5. *Refusal to Consider Applications*

- a. The University may refuse to consider applications for admission to the University for a specified time period up to 5 years or indefinitely.
- b. Where a sanction of refusal to consider applications has been imposed, it will be noted as a negative service indicator on the student's central academic record until the sanction expires.
- c. The respondent may, after no less than five years have elapsed, petition to the Provost and Vice-President (Academic) to be reconsidered for admission. On receiving the request, the Provost and Vice-President (Academic) will consult with the Student Conduct Officer and the Registrar's Office. The decision is final and not subject to appeal.

#### 6. *Reprimand*

- a. A note that a respondent has been found responsible for a policy violation.
- b. It is noted in the Student Conduct Officer's file, according to the established record retention schedule.

#### 7. *Restitution*

- a. An order that a student pays money:

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- i. to one or more of another individual, a corporation, an unincorporated association or other unincorporated group, or the University, as repayment for damage to or the loss or destruction of any property as the result of the commission of a violation by the respondent. The amount of restitution must not exceed the replacement cost of the property as of the date that the order is imposed, less the value of any part of the property that has been returned; and/or
  - ii. to an individual who has suffered bodily harm as a result of interpersonal misconduct, as repayment for all expenses or loss of income suffered as a result of the violation. Restitution is not payable as compensation for pain and suffering.
- b. The amount of restitution will be calculated based on receipts, invoices and/or estimates for the cost of the damage or injury caused by the respondent.
- c. The sanction of restitution is noted as a negative service indicator on the respondent's central academic record until it is paid in full. If the respondent fails to pay the restitution by the deadline set by the Student Conduct Officer and has not contacted the Student Conduct Officer to make alternate payment arrangements, the respondent's record will be encumbered until the amount is paid in full.
- d. The Student Conduct Officer who imposed the sanction will determine when the restitution has been paid in full.

#### 8. *Suspension*

- a. A complete withdrawal from the University, the respondent's program in the University, and all University activities for a specified period of time, to a maximum of three years.
- b. Suspension will be noted on the respondent's central academic record, transcript, and in the respondent's academic file held by the faculty in which the student is enrolled during the period of the suspension. At the discretion of the Student Conduct Officer, the suspension may be noted on the transcript for a further period of up to three years after the end of the suspension.
- c. The respondent will receive credit for any course passed before the effective date of the suspension.
- d. Withdrawals resulting from a decision of suspension will show as grades of "W" on the respondent's transcript and will remain part of the central academic record.
- e. A respondent will be withdrawn from all courses as of the date of a suspension; the fee refund dates outlined in the *University Calendar* will apply.
- f. A respondent who has been suspended for less than 12 months will be permitted to re-

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enroll in the program from which they were suspended provided they have not been required to withdraw in accordance with the Faculty's published Academic Standing regulations.

- g. If the suspension is for 12 months or more, the respondent must apply for readmission to the University. Refer to the [University Calendar](#) for more information on admission and readmission.
- h. Any course work completed at any institution during the period of Suspension will not be accepted as credit towards an individual's Degree, or for admission to a Degree program, or other certification at this University.

9. *Suspension of Essential or Non-essential University Services and Resources*

- a. The denial, for a specified period of time or indefinitely, of specific services and resources.
- b. The classification of a sanction as an essential service or resource refers to those services and resources that are necessary for the completion of a student's program of studies at the University.
- c. The suspension of University services and resources will be noted, as a negative service indicator in the respondent's central academic record, and the discipline file held by the Student Conduct Officer and the Director of UAPS. In addition, it will be communicated as required to administer the sanction to the individual, service or unit authorized to provide the service or resource being suspended.

**DEFINITIONS**

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

<b>Student</b>	A person who is or has been registered as a student at the University whether or not for credit and includes current Undergraduate and Graduate Students, former Students, and graduates who have received a Degree, diploma or certificate from the University.
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<b>University community</b>	Includes those who are employed by the University, who are officially associated with the University, and those who are students, former students, or alumni of the University.
<b>Learning environment</b>	The learning environment is to be understood broadly to encompass all aspects of University life. It includes: <ul style="list-style-type: none"> <li>• spaces where University teaching, research, working, residence, recreational and social activities take place, both physical and virtual spaces;</li> <li>• activities, including, but not limited to, teaching, research, studying, administration, meetings, public service, travel, conferences, and training sessions; and</li> <li>• University events and activities, including public lectures, performances, student group events, and social or sports activities.</li> </ul>
<b>Misconduct</b>	Prohibited conduct as set out in Schedules A and B of the <i>Student Conduct Policy</i> .
<b>Party</b>	A complainant or a respondent in a complaint.
<b>Investigator</b>	An impartial individual who interviews complainants, respondents and witnesses; collects evidence; finds facts; and generates the investigation report that is forwarded to the Student Conduct Officer.
<b>Voluntary non-disciplinary options</b>	Facilitated processes to explore resolution outside of the complaint process. Typically requested by the individual harmed by the conduct, but voluntary for all parties, these options may include, but are not limited to: restorative practices, transformative justice, culturally-specific practices, peacemaking circles, other community accountability options, or educational and other remedial activities.
<b>Complainant</b>	A reporting individual who elects to act as a party to the complaint or the person designated by the Dean of Students to act as a party to the complaint, on behalf of the reporting individual. Complainants have specified rights in the complaint

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	process.
<b>Respondent</b>	A student who is the subject of a complaint under this policy.
<b>Advisor</b>	A person who assists a complainant or respondent during the disciplinary process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor as the parties choose.
<b>Hearing</b>	The opportunity for complainants and respondents to challenge or provide information, arguments, evidence and responses in a complaint process. A hearing can take the form of written document exchange or an oral meeting, either virtual or in-person.
<b>Interim measures</b>	Non-disciplinary conditions or restrictions that the University may apply to a person alleged to have committed a violation under this policy. Interim measures may be applied in response to a disclosure or complaint. The purposes of interim measures are to ensure the discloser's safety or the safety of the University's learning environment, to discourage or prevent retaliation, prevent further sexual violence and/or preserve the University's ability to conduct a thorough investigation. Interim measures are not based on a finding of a policy violation, are not considered sanctions under any University complaint process, and are without prejudice to the person against whom a complaint is made.
<b>Balance of probabilities</b>	The standard of proof required to find a violation of this policy. This standard requires that it is <u>more likely than not</u> , based on the available evidence, that the respondent was in violation of this policy.
<b>Reporting individual</b>	An individual who reports having been subjected to misconduct as defined in Schedule A or Schedule B of the <i>Student Conduct Policy</i> .
<b>Trauma-informed</b>	An approach to processes, procedures, and service provision that incorporates and responds to the effects of trauma.

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<b>Student Misconduct Appeal Panel</b>	The decision-making body authorized to hear appeals of the decision of the Student Conduct Officer.
<b>Reporting individual</b>	A person who reports having been subjected to misconduct as defined in Schedules A and B of the <i>Student Conduct Policy</i> .
<b>Discrimination</b>	<p>Differential treatment, whether or not intentional, based on a protected ground set out below, that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in the learning environment.</p> <p>The protected grounds are: race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, gender expression, age, physical disability, mental disability, marital status, family status, source of income, or sexual orientation.</p>
<b>Harassment</b>	<p>A single or repeated incident of objectionable, unwelcome or adverse conduct, comment, bullying or action by a person that the person knows or ought to reasonably know will or would cause offence or humiliation to another individual or adversely affects that individual's health and safety, and includes conduct, comment, bullying or action because of race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, or family status</p> <p>Harassment includes bullying, which is a form of aggression that may include physical, verbal or emotional abuse. Bullying poisons the learning environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior which makes the individual feel threatened, humiliated and/or vulnerable.</p> <p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object</p>

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	<p>to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p>Racial harassment involves unwanted or unwelcome comments, conduct or behavior that humiliates, intimidates, excludes or isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.</p> <p>See the <i>Sexual and Gender-Based Violence Policy</i> for the definition of sexual harassment</p>
<b>Weapon</b>	<p>A firearm, ammunition, air gun, explosive device or their replicas; or other items prohibited by law in Canada or their replicas (examples include but are not limited to: brass knuckles, pepper spray, switchblade knives, butterfly knives, nunchucks).</p>
<b>Hazing</b>	<p>Creating an environment or committing any intentional, reckless or negligent act that</p> <ul style="list-style-type: none"> <li>● endangers the physical health, mental health or safety of another person; or</li> <li>● produces physical or mental discomfort, embarrassment, humiliation, harassment, or ridicule; or</li> <li>● results in the destruction, damage or removal of any public or private property; or</li> <li>● causes, induces, pressures, coerces, or requires another person to violate any federal, provincial, municipal or University regulations;</li> </ul> <p>for purposes that include, but are not limited to, initial or continued admission, affiliation or initiation with any student group, athletic team, or any formal or informal organization in the University Community. Examples of hazing include, but are not limited to: any brutality of a physical nature, such as whipping, beating, branding, paddling, or electric shocks,</p>

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	<p>exercise not legitimately related to a sport, forced consumption of alcohol or other substances, inappropriate exposure to the elements, compulsory nudity or immodest dress, transportation and abandonment, threats or implied threats, verbal abuse, physical or psychological abuse, sleep deprivation, physical confinement, coerced hazing of another, compulsory servitude, degrading activities, sexual simulation, sexual assault, or theft or misuse of others' property.</p>
<b>Negative service indicator</b>	<p>A transitory notation that can be placed on a student's central academic record during the period it is in effect. Service indicators assist staff in the provision or restriction of services but do not appear on a transcript. Negative service indicators can be used for financial, disciplinary or other extraordinary matters. Examples include but are not limited to: parking fines, library fines, disciplinary fines, orders of restitution, suspension, and exclusions.</p>
<b>Central academic record</b>	<p>A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.</p>
<b>Transcript</b>	<p>A student's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.</p>
<b>Encumbered</b>	<p>A notation by the Registrar in the form of a negative service indicator on a student's central academic record that results in the withholding of the respondent's grades or other indicators of academic attainment, withholding of transcripts, denial or termination of registration until the Registrar is provided with:</p> <ol style="list-style-type: none"> <li>1. proof that a specified Fine has been paid as directed by the Student Conduct Officer or that arrangements satisfactory to the Student Conduct Officer have been made to do so;</li> <li>2. proof that Restitution has been made to the satisfaction</li> </ol>

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	of the University of Alberta; or 3. proof that the student has fulfilled specified conduct conditions.
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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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**[Note to readers: This section to be updated]**

### **Information (under development)**

Interim Measures Information Document

Required Training Information Document

### **Other conduct policies**

Discrimination, Harassment and Duty to Accommodate Policy

Information Technology Use and Management Policy

Practicum Intervention Policy

Protocol 91

Residence Community Standards

Sexual Violence Policy

Student Groups Procedure

### **PUBLISHED PROCEDURES OF THIS POLICY**

Student Misconduct Procedure

Violation Notice Procedure (under development)

Student Misconduct Appeal Procedure

Please provide any feedback or suggestions within two weeks by email to [svreview@ualberta.ca](mailto:svreview@ualberta.ca).



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

(Add “Effective Date” only if different than “Approval Date”)

Most Recent Editorial Date:

Parent Policy: Student Conduct Policy

## Student Misconduct Procedure

<b>Office of Administrative Responsibility:</b>	Vice-Provost and Dean of Students
<b>Approver:</b>	General Faculties Council
<b>Scope:</b>	This procedure applies to all University of Alberta <b>students</b> as defined in this policy.

### Overview

As an institution of higher learning, the University adopts procedures that reflect its academic mission, that is, they aim to foster a safe, vibrant and supportive **learning environment**, and, wherever possible, encourage rehabilitation, learning, remediation and personal accountability for students in violation of the *Student Conduct Policy*. **Voluntary non-disciplinary options** for resolution are also available, including educational, restorative, and other facilitated processes to create space for interpersonal accountability, with or without a complaint.

University is committed to procedural fairness and **trauma-informed** practice to reduce harm in the student conduct process and to ensuring there are timely and accessible processes to report, investigate, adjudicate and/or resolve complaints of student misconduct; as defined in Schedule A and Schedule B of the *Student Conduct Policy*;

Trauma-informed practice is beneficial to all parties involved in any complaint. Consequently, the procedures related to student misconduct use an investigative model. Parties to a complaint are provided the opportunity to respond to any evidence, information, or claims that do not support their account without adversarial face-to-face encounters. The intent is to create safer spaces, reduce (re)traumatizing processes, and foster conditions in which the parties are able to provide the highest quality information. In contrast to an adversarial model, the investigative model also creates a safer space for a respondent to take responsibility for the harm caused by, and be accountable for, their conduct.

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Different types of **misconduct** may have differential effects on the parties to the complaint and, therefore, require flexibility regarding the determination as to who will act as **complainant**. In particular, interpersonal misconduct, as defined in Schedule A of the *Student Conduct Policy*, can be traumatic and may result in academic difficulties and physical and/or mental health challenges for those subjected to it. Complaint processes that adjudicate allegations of interpersonal misconduct can also be harmful and further traumatize the parties involved in a complaint.

Where the University accepts a complaint, the respondent and the complainant, along with any witnesses, provide statements to an impartial investigator, along with all available information and evidence. The investigator conducts a thorough investigation and submits an investigation report to the Student Conduct Officer for consideration. The Student Conduct Officer holds **hearings** with the **parties** based on the information in the investigation report and makes a determination as to whether the **respondent** is in violation, and appropriate sanction(s), if any.

## Purpose

The purpose of this procedure is to:

- foster a culture of accountability through restorative and other facilitated processes and voluntary non-disciplinary options;
- provide a process for the application of **interim measures** to ensure the safety of, and equal access to, the learning environment,
- describe how the complaint process starts
- set out the conditions to be met for the acceptance of a complaint and the recourse available for cases in which the University declines to accept a complaint and proceed with an investigation;
- describe the investigation process and the timelines for completion of an investigation report
- describe the procedures for the Student Conduct Officer and the nature of the hearings before the Student Conduct Officer and the timelines for the issuing of their decision on the complaint
- provide a note regarding transitional record management

## PROCEDURE

### 1. Voluntary Accountability

- a. Individuals who have been subjected to misconduct may work with the Office of the Dean of Students to explore any available voluntary non-disciplinary options. These options can take a wide variety of forms with differing requirements, but can only occur when the parties agree to participate in good faith.
- b. Where voluntary non-disciplinary options are unavailable, inappropriate, unsuccessful or unsatisfactory, or where a complaint process is preferred, the

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**reporting individual** may make a complaint.

## **2. Interim Measures**

- a. Interim measures are non-disciplinary conditions or restrictions that may be applied to a student alleged to have committed misconduct. The University may apply interim measures where it receives reasonably credible information that would
  - i. if proven, constitute misconduct, and
  - ii. with regard to all of the circumstances, be a risk to an individual, the learning environment or the integrity of any potential investigation.
- b. The purpose of interim measures is to establish or restore a safe learning environment for the reporting individual and community, discourage or prevent further harm, protect confidentiality, minimize disruption to the learning environment and/or preserve the University's ability to conduct a thorough investigation.
- c. The decision to apply interim measures will be made by the **Dean of Students**.
- d. Having regard to all of the circumstances, where interim measures are applied, they must have a rational connection to the purpose to be served, are proportionate to the impact 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 needs of the reporting individual, and their right to a safe and supportive learning environment,
  - ii. the safety of the learning environment,
  - iii. the nature and/or impact of the alleged conduct,
  - iv. reasonably credible information about patterns of conduct or previous history of misconduct,
  - v. the potential impact of the measures on the student under allegation, including on their academic program,
  - vi. the potential impact of the measures on the learning environment, and
  - vii. any other relevant information.
- e. Examples of interim measures can be found in the University's *Interim Measures Information Document*.
- f. The Dean of Students may consult as needed in determining whether to apply interim measures and the nature of those measures.
- g. In all cases, decisions on interim measures must be provided in writing to the student to

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whom interim measures are applied 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.
- h. The substance of the interim measures will also be communicated to the reporting individual and any other individual or **University unit** as necessary to administer the interim measures.
  - i. The student to whom interim measures are applied may request a reconsideration from the decision maker after sixty (60) days or such earlier time as agreed to by the Dean of Students.
  - j. At any time, the Dean of Students may, based on new information or a change in circumstances, reconsider the interim measures applied and renew, revise, or revoke any or all of the measures, or impose additional interim measures, with written reasons for any changes.
  - k. The Dean of Students must review any existing interim measures, at minimum, every four months.

### 3. Starting the Complaint Process

- l. The complaint process under the *Student Conduct Policy* begins at the Office of the Dean of Students. After being informed of available options, a reporting individual can initiate the complaint process by providing the Dean of Students with a general overview of the conduct at issue including:
  - i. the nature of the alleged misconduct,
  - ii. name of the person alleged to have committed the misconduct, and,
  - iii. approximate dates, times and locations of the alleged misconduct.
- m. The purpose of this general overview is to enable the Dean of Students to determine whether to accept a complaint. As a trauma-informed practice, the Dean of Students will not take a detailed statement from the reporting individual.
- n. The complaint process may also be initiated by a University of Alberta Protective Services member who believes that conduct constitutes a violation.

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#### 4. Accepting a Complaint

- a. Based on the overview provided by the reporting individual, the Dean of Students will accept a complaint and refer it for an investigation where the following conditions are met:
  - i. the *Student Conduct Policy* and associated procedures apply in the circumstances,
  - ii. the described conduct, on the face of it, constitutes a violation as defined in Schedule A or B of the *Student Conduct Policy*,
  - iii. in the case of Schedule B misconduct, the violation occurred within one year of the report, or within such other time period as may be allowed at the discretion of the Dean of Students;
  - iv. the complaint is made in good faith;
- b. Normally within three weeks of receiving a complaint, the Dean of Students will provide written reasons to the reporting individual where it declines to accept the complaint. The reasons for decision will include a link to this policy, information regarding the right to appeal, the appeal deadlines, the appeal procedures, and where on-campus assistance is available.
- c. The reporting individual may appeal the decision not to accept the complaint in writing to the **Student Conduct Officer** within 15 working days of the deemed receipt of the reasons for decision not to accept the complaint.
- d. If the Student Conduct Officer decides that the decision not to accept a complaint was reasonable under the circumstances, a written decision with reasons will be provided and no further proceedings will be taken respecting the complaint under this policy.
- e. If the Student Conduct Officer decides that the decision not to accept the complaint was not reasonable under the circumstances or if new information has come to light, the Student Conduct Officer will request that an **investigator** be assigned to the matter.
- f. On accepting a complaint, the Dean of Students will offer the reporting individual the following options :
  - i. to be the complainant,
  - ii. to participate as a witness only and, where this occurs, the Dean of Students will appoint a person to be the complainant, or
  - iii. to withdraw from the process and any further contact regarding the process; however, without a statement to the investigator from the reporting party, a complaint may not be able to proceed (see section 11 “Participation in an Investigation” in the *Student Conduct Policy*).

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- g. Where a complaint involves Schedule B misconduct against the University, the **Director** of the affected unit will be the complainant.
- h. Where a report contains both Schedule A and B misconduct, and the misconduct affects both a reporting individual and a University unit, the Dean of Students will determine who will act as complainant(s), in accordance with the above, on behalf of either or both the reporting individual and the Director.

## **5. Investigation and Recommendation**

- a. Where a complaint is accepted and the complainant identified, an investigator will be assigned to conduct a trauma-informed investigation, which will normally consist of taking detailed descriptions of the incident from both parties in the form of recorded or written statements, and collecting any other supporting statements from witnesses or other types of evidence.
- b. Wherever possible, the recorded or written statements will be used in lieu of asking the parties to repeat their accounts throughout the investigation and decision-making process.
- c. Complainants, respondents and any witnesses present all of the information and evidence they have to the investigator. Where they are aware of any other information or evidence, they should alert the investigator to its existence.
- d. Prior to completing the investigation, the investigator will provide all participants in the investigation with the opportunity to review and make any corrections to their account, as summarized by the investigator, or provide any additional information or evidence. Once completed, the investigator will forward the investigation report to the Student Conduct Officer for a decision.
- e. Having completed the investigation, the investigator will prepare an investigation report, including the following:
  - i. the nature of the misconduct alleged to have been committed by the respondent,
  - ii. an overview of the facts based on the information and evidence gathered during the investigation; and
  - iii. wherever possible, observations about social or physical features in the learning environment which may have contributed to, allowed, tolerated, or encouraged the misconduct.
- f. Depending on the complexity of the case, the number of witnesses involved, and the amount of evidence to be collected, the investigation report will normally be completed within 6 weeks. Where the investigation report is not completed within this timeline, the investigator will give the parties notice of the anticipated timeline for the investigation report.

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## 6. Student Conduct Officer Hearings

- a. On receipt of the investigation report, the Student Conduct Officer will:
  - i. provide reasonable disclosure of the investigation report to the complainant and respondent;
  - ii. invite the parties to individual hearings with the Student Conduct Officer; and
  - iii. inform them of the purpose of the hearing and their right to bring an **advisor** and/or support person.
- b. The Student Conduct Officer will conduct trauma-informed hearings, normally in the form of virtual meetings with the parties and their advisors and/or support person. The format of the hearing will take into account specific requests from the complainant and respondent and the nature of the case at hand. The Student Conduct Officer may receive submissions on:
  - i. procedural requests, including but not limited to requests regarding the process, timing or delays, and/or format of hearing,
  - ii. the facts of the case;
  - iii. questions or issues to raise with the respondent or complainant; and
  - iv. the impact of the misconduct and/or of the potential sanction(s).
- c. Procedural requests must be made in writing to the Student Conduct Officer. Where the request affects the other party, the Student Conduct Officer will allow the other party to respond or make submissions on the request before making a decision.
- d. Where a party becomes aware of another individual with material knowledge about the alleged misconduct who was not reasonably available at the time of the investigation, the Student Conduct Officer will refer the matter back to the investigator for further investigation. The process will be put on hold pending the supplemental investigation report.
- e. The Student Conduct Officer may refuse to consider any information from the parties that was reasonably available at the time of the investigation but not provided to the investigator.
- f. At the hearing, each party will have the opportunity to suggest to the Student Conduct Officer lines of inquiry with the other party and the opportunity to challenge, explain, or respond to evidence or statements that do not accord with their respective accounts.

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## 7. Decision

- a. Following the hearing, the Student Conduct Officer will determine, on a balance of probabilities, for each alleged violation whether:
  - i. the respondent was in violation of the *Student Conduct Policy* or other applicable University policy (“Violation”);
  - ii. there was insufficient evidence to find a violation (“Violation not established”), or
  - iii. the respondent did not violate the *Student Conduct Policy* or any other applicable University policy (“No violation”).
- b. In the event that a complainant or respondent fails to participate in the hearing(s) within a specified period of time, the Student Conduct Officer will proceed to make a decision on the basis of the available evidence.
- c. Where the Student Conduct Officer finds a violation, the Student Conduct Officer will:
  - i. perform the necessary checks to determine if there is a previous record of violation(s) for the respondent (see “Transitional record management” below).
  - ii. only consider any past record of the respondent’s related violations for the purpose of determining an appropriate sanction.
  - iii. determine the appropriate sanction(s) as listed in the *Student Conduct Policy*, Schedule D.
- d. The Student Conduct Officer will provide a written decision, normally within 6 weeks of receipt of the investigation report, which will include the following:
  - i. the violation(s) alleged to have been committed by the respondent,
  - ii. an overview of the relevant evidence that was presented and the submissions of the parties,
  - iii. a summary of the findings,
  - iv. the reasons underlying the decision,
  - v. information regarding the deadlines and procedures for appeal, and
  - vi. a list of on-campus assistance.
- e. Where the Student Conduct Officer finds a violation, the decision will also include the following:

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- i. any sanction(s) imposed by the Student Conduct Officer,
  - ii. the date any sanction(s) will take effect and other necessary details, and
  - iii. information, including any history of related violations that may have been influential in determining the appropriateness of the sanction.
- f. Where the written decision is not provided within the timeline noted above, the Student Conduct Officer will give the parties written notice of the anticipated timeline for the decision.
- g. The Student Conduct Officer will send the decision electronically using the parties' University account.
- h. In addition, the Student Conduct Officer will provide a copy of the decision for information to the following individuals:
  - i. the investigator;
  - ii. the conduct administrator of the respondent's College or, where not part of a College, their Faculty when it affects the respondent's academic program;
  - iii. the Office of General Counsel; and
  - iv. the Vice-Provost and Dean of Students.
- i. The Student Conduct Officer may also provide a copy of the decision to any other University unit as may be appropriate to administer the sanction or for other authorized purposes.
- j. Where a sanction is to be noted on the respondent's **central academic record** or **transcript**, the Student Conduct Officer will inform the Office of the Registrar.
- k. In programs jointly offered with another institution, the Student Conduct Officer will provide a copy of the decision to the partner institution when the violation relates to the respondent's conduct at that partner institution.
- l. The Student Conduct Officer's decision is final and takes effect immediately, subject to an appeal under the *Student Misconduct Appeal Procedure*.

## **8. Transitional Record Management**

The University is transitioning to the use of Symplicity™ Advocate ("Advocate"), a student conduct data and case management system. There will be a period of time in which some records reside with the Appeals Coordinator and others exist in Advocate. During this time, the Student Conduct Officer will both contact the Appeals Coordinator and check in Advocate to determine whether a respondent has any previous violations.

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## 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>	
<b>Student</b>	A person who is or has been registered as a student at the University whether or not for credit and includes current Undergraduate and Graduate Students, former Students, and graduates who have received a Degree, diploma or certificate from the University.
<b>Learning environment</b>	The learning environment is to be understood broadly to encompass all aspects of University life. It includes: <ul style="list-style-type: none"><li>• spaces where University teaching, research, working, residence, recreational and social activities take place, both physical and virtual spaces;</li><li>• activities, including, but not limited to, teaching, research, studying, administration, meetings, public service, travel, conferences, and training sessions; and</li><li>• University events and activities, including public lectures, performances, student group events, and social or sports activities.</li></ul>
<b>Voluntary non-disciplinary options</b>	Facilitated processes to explore resolution outside of the complaint process. Typically requested by the individual harmed by the conduct, but voluntary for all parties, these options may include, but are not limited to: restorative practices, transformative justice, culturally-specific practices, peacemaking circles, other community accountability options, or educational and other remedial activities.
<b>Trauma-informed</b>	An approach to processes, procedures, and service provision that incorporates and responds to the effects of trauma.
<b>Misconduct</b>	Prohibited conduct as set out in Schedules A and B of the <i>Student Conduct Policy</i> .
<b>Complainant</b>	A reporting individual who elects to act as a party to the complaint or the person designated by the Dean of Students to act as a party to the complaint, on behalf of the reporting

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	individual. Complainants have specified rights in the complaint process.
<b>Hearing</b>	The opportunity for complainants and respondents to challenge or provide information, arguments, evidence and responses in a complaint process. A hearing can take the form of written document exchange or an oral meeting, either virtual or in-person.
<b>Party</b>	A complainant or a respondent in a complaint.
<b>Respondent</b>	A student who is the subject of a complaint under this policy.
<b>Interim Measures</b>	Non-disciplinary conditions or restrictions that the University may apply to a person alleged to have committed a violation under this policy. Interim measures may be applied in response to a disclosure or complaint. The purposes of interim measures are to ensure the discloser's safety or the safety of the University's learning environment, to discourage or prevent retaliation, prevent further harm and/or preserve the University's ability to conduct a thorough investigation. Interim measures are not based on a finding of a policy violation, are not considered sanctions under any University complaint process, and are without prejudice to the person against whom a complaint is made.
<b>Reporting individual</b>	An individual who reports having been subjected to misconduct as defined in Schedule A or Schedule B of the <i>Student Conduct Policy</i> .
<b>Dean of Students</b>	Vice-Provost and Dean of Students, or delegate.
<b>University unit</b>	Any University of Alberta department, service, office, faculty, college, or other administrative unit.
<b>Student Conduct Officer</b>	An impartial decision maker under the <i>Student Conduct Policy</i> .
<b>Investigator</b>	An impartial individual who interviews complainants, respondents and witnesses; collects evidence; finds facts; and generates the investigation report that is forwarded to the Student Conduct Officer.

Please provide any feedback or suggestions within two weeks by email to [svreview@ualberta.ca](mailto:svreview@ualberta.ca).

<b>Director</b>	The administrative head of any University unit, or their delegate.
<b>Advisor</b>	A person who assists a complainant or respondent during the complaint process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor as the parties choose.
<b>Central academic record</b>	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.
<b>Transcript</b>	A respondent's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.

## **FORMS**

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## **RELATED LINKS**

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**[Note to reviewers: this section to be filled in]**

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

(Add “Effective Date” only if different than “Approval Date”)

Most Recent Editorial Date:

Parent Policy: Student Conduct Policy

## DRAFT Student Misconduct Appeal Procedure

<b>Office of Administrative Responsibility:</b>	University Governance
<b>Approver:</b>	Board of Governors
<b>Scope:</b>	Compliance with this University policy extends to all University of Alberta students, the parties to a complaint and the Student Misconduct Appeal Panel as defined in this policy.

### **Overview**

As an institution of higher learning, the University adopts procedures that reflect its academic mission, that is, they aim to foster a safe, vibrant and supportive **learning environment**. University is committed to procedural fairness and trauma-informed practice to reduce harm throughout the student conduct process.

Procedural fairness is a duty owed to both parties in an appeal. **Trauma-informed** practice is beneficial to all parties involved in any complaint. Consequently, the procedures related to student misconduct appeals are also conducted in a trauma-informed manner.

### **Purpose**

This procedure sets out

- the right of appeal for the **complainant** and the **respondent to the complaint**
- the composition of the **Student Misconduct Appeal Panel** (the “Appeal Panel”) roster of Chairs and student members
- the manner in which the Appeal Panel is constituted

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- the required training of the Appeal Panel members
- the timelines within which to initiate an appeal and the required content of an appeal
- the procedures for the Appeals Coordinator
- the process used to address procedural requests
- the procedures of the Appeal Panel
- the powers of the Appeal Panel
- the decision of the Appeal Panel
- the service of documents related to the appeal

## ***PROCEDURE***

### **1. Right of Appeal**

- a. The respondent to the complaint and the complainant have a right to appeal the final decision of the **Student Conduct Officer** to the Student Conduct Appeal Panel within 15 working days of the deemed receipt of the Student Conduct Officer decision.
- b. The complainant may appeal the decision of the Student Conduct Officer on the grounds of jurisdiction or procedural fairness, including but not limited to:
  - i. Student Conduct Officer erred in their decision on whether or not they had jurisdiction to determine whether a violation occurred and/or to impose a sanction,
  - ii. The complainant was not given a reasonable opportunity to provide information to the Student Conduct Officer
  - iii. The complainant was not given a reasonable opportunity to respond to evidence or statements contrary to their account; and/or
  - iv. The Student Conduct Officer was biased.
- c. The respondent to the complaint may appeal the decision of the Student Conduct Officer on any of the grounds set out in (b) above and on any other grounds, including but not limited to:
  - i. The Student Conduct Officer made an error in the finding of violation,
  - ii. The sanction is clearly unreasonable, and/or
  - iii. Other specified grounds for the appeal.

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- d. The appeal to the Appeal Panel will
  - i. be based on the **record** which was before the Student Conduct Officer
  - ii. determine whether, based on the record which was before the Student Conduct Officer:
    1. the Student Conduct Officer decision contained errors to the extent that those errors would have a material effect on the outcome of the decision, or
    2. the sanctions imposed by the Student Conduct Officer were clearly unreasonable in the circumstances.

## 2. Composition of The Appeal Panel Rosters [Note to reviewers: subject to consultation with University Governance]

- a. All Appeal Panel members (academic staff members and students) will be elected by GFC. In selecting members of the Appeal Panel, GFC will attempt to keep the membership of the Appeal Panel as broadly representative as possible of all Faculties given the available pool of candidates, but it will be permissible for any of the Appeal Panel members to come from one of the Faculties already represented by one of the other Appeal Panel members.
  - i. Roster of chairs: GFC will elect a roster of up to seven academic staff members to serve as chairs of particular hearings. The Appeal Panel chairs will serve for staggered terms of office of up to four years.
  - ii. Roster of students: GFC will elect a roster of 10 undergraduate students and 6 graduate students. All student members will be elected for up to two-year terms and are eligible for re-election.

## 3. Constituting the Panel [Note to reviewers: subject to consultation with University Governance]

- a. For each hearing the Appeal Panel will consist of 1 academic staff member as chair and 2 students. Members will be chosen from the rosters listed above. The **Appeals Coordinator** will endeavour to ensure that the Appeal Panel chair and members are independent, unbiased, and free from conflicts of interest.
- b. When a hearing involves an undergraduate student, the Appeal Panel will include at least one undergraduate student. When a hearing involves a graduate student, the Appeal Panel will include at least one graduate student. For the purposes of selection and service on the Appeal Panel, graduate students are considered to be from the Faculty where they receive supervision. Students who are in any joint graduate/undergraduate degree program (e.g., the joint MBA/LLB program) are considered to be graduate students for the purpose of service and selection on the Appeal Panel.

*Alternates* [Note to reviewers: subject to consultation with University Governance]

- c. For each appeal, every attempt will be made to have a member in reserve from each category, prepared in advance to attend the hearing.
- d. If all faculty members from the roster of chairs are unable to serve, the Appeals Coordinator may complete an Appeal Panel by selecting, in rotation, first from the Student Misconduct Appeal Panel, and then from the GFC AAC Panel of Chairs.
- e. If all student members from the Panel of students are unable to serve, the Appeals Coordinator may complete an Appeal Panel by selecting, in rotation, either one full-time undergraduate student or one full-time graduate student, from the GFC AAC Panel of students.
- f. The GFC Executive Committee has the discretion to appoint an academic staff member as chair for a hearing from outside the Appeal Panel roster of chairs or GFC AAC Panel of Chairs.
- g. Having regard to trauma-informed principles and practices, new Appeal Panel members at the discretion of the chair, attend any in-person hearing as observers for training purposes. Delegates of the Vice Provost and Dean of Students and/or General Counsel may also attend any in-person hearing as an observer.
- h. Any Appeal Panel member who has been called to serve on the Appeal Panel for a particular case may complete their service on that case even if their term on a Appeal Panel expires or, in the case of students, a student graduates or changes status from undergraduate to graduate.
- i. The Appeals Coordinator or designate may approach the Provost and Vice-President (Academic) (or delegate) if the Appeals Coordinator becomes aware of any reason why a particular member is unable to serve on a hearing Appeal Panel, and request that the Appeal Panel member not be called upon to hear the appeal. The decision of the Provost and Vice-President (Academic) (or delegate) is final and binding.

#### **4. Required Training of Panel Members**

All Appeal Panel chairs, members and alternates must have completed the training outlined in the *Student Misconduct Policy* and the *Student Conduct Required Training Information Document* [TBD] before hearing any appeals.

#### **5. Initiation of an Appeal**

- a. The complainant and/or respondent to the complaint may submit an appeal to the Appeals Coordinator within 15 working days of the deemed receipt of the Student Conduct Officer's decision.
- b. The written appeal must state the grounds for the appeal and include all arguments, evidence or objections in support of the appeal.

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- c. Either **party** can withdraw their appeal at any time.

## 6. Procedures for the Appeals Coordinator

- a. On receiving an appeal, the Appeals Coordinator will:
- i. provide the **appellant** with a written acknowledgement of the appeal;
  - ii. provide notice to the **respondent to the appeal** with a copy of the written appeal, and advise the respondent that a response is required within 10 working days;
  - iii. obtain a copy of the record before the Student Conduct Officer and distribute it to the parties;
  - iv. provide the parties with a list of on-campus sources of assistance;
  - v. select a chair for the **hearing**;
  - vi. provide the parties with the name of the proposed chair and the names of all student members of the Appeal Panel;
  - vii. where the response to an appeal raises issues not already addressed in the appeal, the Appeals Coordinator will provide the appellant with the opportunity to respond;
  - viii. collect and distribute the documents to the Appeal Panel, including:
    1. the written appeal(s),
    2. the written response(s),
    3. the decision of the Student Conduct Officer, and
    4. the record before the Student Conduct Officer.
  - ix. set the date(s) for the hearing in consultation with the Appeal Panel chair.
- b. Where both parties have appealed the decision, both appeals will be decided at the same time.
- c. The appellant and respondent must provide the name of their **advisor** to the Appeals Coordinator.

## 7. Procedural Requests

- a. The chair will decide any procedural questions that arise both before and during the hearing, in consultation with the Appeals Coordinator. Procedural requests must be made in writing to the chair. Where the request affects the other party, the chair will notify the other party and allow them

to respond or make submissions on the request before making a decision. Decisions of the chair on procedural requests may be made without a hearing and are final and binding.

- b. Procedural requests include, but are not limited to:
- c. Challenge to Appeal Panel members or chair:
  - i. The parties will have 5 working days after receipt of the names to lodge a written challenge with the Appeals Coordinator requesting that the proposed Appeal Panel chair member not serve on the appeal.
  - ii. Challenges may be made only on the grounds that the proposed chair or Appeal Panel member may have a bias that would prevent a fair hearing and must include written reasons to support the challenge. The chair shall consider and rule on the challenge. If the Appeal Panel has been constituted, the Appeals Coordinator will replace the Appeal Panel member with another member who will be selected by rotation from the same constituent group (i.e., academic staff, undergraduate student or graduate student).
- d. Request that sanctions be held in abeyance until the appeal is decided.
  - i. If granted, the Appeals Coordinator will direct the Registrar to
    - 1. remove any sanctions from the **central academic record**, and
    - 2. withhold degrees, certification of marks and/or **transcripts** pending the outcome of the appeal.
- e. Requests for the Appeal Panel to consider additional evidence or information that was not reasonably available at the time of the Student Conduct Officer hearing. The party making the request has the onus to establish that the additional evidence or information was not reasonably available at the time of the Student Conduct Officer hearing.
- f. Format of the hearing(s) - Appeal Panel hearings will normally take the form of document exchange but either party can request a virtual oral hearing with the Appeal Panel;
- g. An extension of any time limits;
- h. Request for a ruling from the chair as to whether any delay, such as a delay in setting hearing dates, distributing material, or issuing the decision, is reasonable under the circumstances. If the chair decides the delay is unreasonably long, the chair will set a reasonable deadline;
- i. Any other procedural request will be considered by the chair on a case by case basis.

## 8. Procedures for the Panel

- a. The Appeals Coordinator will constitute the Appeal Panel and provides its members with:

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- b. the date, time and place or video-conferencing link for the hearing,
- c. the written appeal(s) and response(s),
- d. the decision of the Student Conduct Officer; and
- e. the record on which the Student Conduct Officer decision was based.
- f. All notices, communications, and appeal materials will be sent electronically to the Appeal Panel and the parties using their University accounts.

## **9. Powers of the Panel**

- a. The Appeal Panel may grant an appeal where:
- b. the appellant establishes that the Student Conduct Officer was not correct in specific findings including, but not limited to,
  - i. the *Student Conduct Policy* applied to the respondent to the complaint or the incident (i.e. jurisdiction),
  - ii. the Student Conduct Officer had authority to act under the *Student Conduct Policy*
  - iii. made an error in describing the elements of a violation
- c. the appellant establishes that the findings of facts made by the Student Conduct Officer contain errors, such as
  - i. making a finding of fact without any evidence
  - ii. considering irrelevant facts
  - iii. giving undue weight to certain facts
  - iv. misapplying the facts to the definition of a violation in the *Student Conduct Policy*
  - v. other
- d. the appellant establishes that there was a breach of procedural fairness, as required in the circumstances, such as
  - i. the appellant was not provided with the opportunity to respond to an allegation or adverse evidence;
  - ii. the Student Conduct Officer did not provide reasonable disclosure of the investigation report;

- iii. the Student Conduct Officer was not independent or impartial;
  - iv. the decision was not adjudicated within a reasonable time;
  - v. the appellant was not provided with information about or sufficient opportunity to secure an advisor;
  - vi. other
- e. the appellant establishes that the Student Conduct Officer made an unreasonable decision with respect to sanction.
- f. The Appeal Panel does not have the power to overturn a secondary sanction resulting from a failure to meet specified conditions. Any appeal of conditions associated with a sanction must be made at the time the sanction is imposed and within the time limits set out in the *Student Misconduct Appeal Procedure*. If the conditions are not met, no further appeal is available when the secondary sanction is imposed.

## **10. Decision of the Panel**

- a. The Appeal Panel will review the entire record and the appeal and response documents before coming to a decision, by majority vote to:
- i. grant an appeal and overturn the decision;
  - ii. grant an appeal and remit back to a different Student Conduct Officer to remedy the errors and issue a new decision;
  - iii. substitute a different sanction;
  - iv. deny an appeal.
- b. Where an appeal by the complainant is granted, the Appeal Panel must remit the matter back to a different Student Conduct Officer to remedy the errors and issue a new decision.
- c. In considering their decision, the Appeal Panel will show deference to the decision of the Student Conduct Officer and only may only overturn a decision where it was made on the basis of an error or errors that would have had a material effect on the outcome. The Appeal Panel's decision is final and is not subject to review by any University body.
- d. The chair of the Appeal Panel, where practical, will communicate the decision to the Appeals Coordinator, who will, as soon as possible, relay the decision to the parties and their respective advisors.



- e. The chair will normally submit the Appeal Panel's written reasons to the Appeals Coordinator within 10 working days of reaching the decision. Where the written reasons are delayed, the chair will give written notice to the appellant and respondent to the appeal.

## 11. Service of Documents

- a. On receiving the written decision, the Appeals Coordinator will send a copy to the following individuals:
  - i. the appellant and respondent to the appeal, and their respective advisors;
  - ii. the conduct administrator of student's College;
  - iii. the Student Conduct Officer,
  - iv. in the case of a graduate student, the graduate coordinator
  - v. the Vice-Provost and Dean of Students;
  - vi. the Office of General Counsel;
  - vii. Chair of the Student Conduct Policy Committee;
  - viii. members on the Appeal Panel; and
  - ix. the roster of chairs.
- b. In programs jointly offered with another institution, the partner institution will be advised of the Appeal Panel's decision when the charges have arisen as a result of inappropriate behaviour at that partner institution.
- c. The Appeals Coordinator will direct the Registrar to amend the central academic record or transcript as appropriate to the decision.

## 12. Delegation [Note to reviewers: will confirm with governance]

- a. Section 31 of the *Post-Secondary Learning Act* (PSLA) gives General Faculties Council (GFC) authority to discipline students, "subject to a right of appeal to the board".
- b. To fulfill this appeal function, the Board has adopted and approved this *Student Misconduct Appeal Procedure* and has delegated the functions in the appeal process to the persons identified in this procedure.

**DEFINITIONS**

<p>Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. <a href="#">▲ Top</a></p>	
<b>Learning environment</b>	<p>The learning environment is to be understood broadly to encompass all aspects of University life. It includes:</p> <ul style="list-style-type: none"> <li>• spaces where University teaching, research, working, residence, recreational and social activities take place, both physical and virtual spaces;</li> <li>• activities, including, but not limited to, teaching, research, studying, administration, meetings, public service, travel, conferences, and training sessions; and</li> <li>• University events and activities, including public lectures, performances, student group events, and social or sports activities.</li> </ul>
<b>Trauma-informed</b>	<p>An approach to processes, procedures, and service provision that incorporates and responds to the effects of trauma.</p>
<b>Complainant</b>	<p>A reporting individual who elects to act as a party to the complaint or the person designated by the Dean of Students to act as a party to the complaint, on behalf of the reporting individual. Complainants have specified rights in the complaint process.</p>
<b>Respondent to a complaint</b>	<p>A student who is the subject of a complaint under the <i>Student Conduct Policy</i>.</p>
<b>Student Misconduct Appeal Panel</b>	<p>The decision-making body authorized to hear appeals of the decision of the Student Conduct Officer.</p>
<b>Student Conduct Officer</b>	<p>An impartial decision maker under the <i>Student Conduct Policy</i>.</p>
<b>Record</b>	<p>The materials on which a decision of the Student Conduct Officer was based. The record includes the investigation report, any materials, statements, or responses provided to the Student Conduct Officer that were relevant to the question of whether an individual was in violation of the <i>Student Conduct Policy</i> and any</p>

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	information or materials, statements, or responses related to the consideration of appropriate sanction(s).
<b>Appeals coordinator</b>	The person responsible for administration of the <i>Student Misconduct Appeal Procedure</i> .
<b>Party</b>	The appellant or respondent to an appeal under this procedure.
<b>Appellant</b>	A party who has appealed the decision of the Student Conduct Officer.
<b>Respondent to the appeal</b>	The party who provides a response to an appeal.
<b>Hearing</b>	The opportunity for complainants and respondents to challenge or provide information, arguments, evidence and responses in a complaint process. A hearing can take the form of written document exchange or an oral meeting, either virtual or in-person. A hearing of the Student Misconduct Appeal Panel normally takes the form of written document exchange.
<b>Advisor</b>	A person who assists a complainant or respondent during the complaint process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor as the parties choose.
<b>Central academic record</b>	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.
<b>Transcript</b>	A student's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.

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**FORMS**

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**RELATED LINKS**

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**[Note to reviewers: This section to be filled in]**



**Governance Executive Summary  
Advice, Discussion, Information Item**

<b>Agenda Title</b>	<b>Early consultation on renewal of the Strategic Plan for Equity, Diversity, and Inclusivity (EDI)</b>
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**Item**

Proposed by	Steven Dew, Provost & Vice-President (Academic)
Presenter	Wendy Rodgers, Deputy Provost Evelyn Hamdon, Senior Advisor, Equity & Human Rights

**Details**

Office of Administrative Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The university's Strategic Plan for Equity, Diversity and Inclusivity (EDI) was adopted in 2018-19. The plan was intended to be reviewed periodically. The EDI Scoping Group is seeking input to inform the plan's renewal in 2022.
Executive Summary (outline the specific item – and remember your audience)	<p><b>Background</b></p> <p>The EDI Strategic Plan was developed under the leadership of the EDI Scoping Group, an open-membership group of interested faculty, students and staff from across the university, including academic and professional experts. The plan was formally endorsed by the Board of Governors.</p> <p>The Plan included a commitment to regular review and renewal to respond to the changing environment and to add goals for future years. The current renewal process is intended to be informed by the development of the university's Indigenous Strategic Plan, and will be presented to GFC and the Board for endorsement in fall 2022.</p> <p><b>Objectives and Scope</b></p> <p>The renewal process has the following objectives:</p> <ul style="list-style-type: none"> <li>• To evaluate the implications of changes to the internal and external environment and identify new and emerging priority areas;</li> <li>• To identify future year goals in existing priority areas;</li> <li>• To review the thematic structure of the existing plan to ensure it continues to reflect an appropriate organization of the university's goals; and</li> <li>• To ensure the EDI plan articulates with the Indigenous Strategic Plan (to be finalized in June).</li> </ul> <p>In recognition of the depth of engagement that informed the original EDI Strategic Plan, the renewal process is not intended to contemplate major revisions to the plan's vision or principles.</p>

## Item No. 11

	<b>Suggested discussion questions</b> <ul style="list-style-type: none"> <li>• How has your environment changed since 2018-19? What new challenges, barriers, or opportunities are you experiencing?</li> <li>• Which priorities articulated in the existing EDI Strategic Plan resonate most strongly for you?</li> <li>• What key priorities do you feel should be reflected more strongly in the renewed plan?</li> </ul>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing (Include proposed plan)**

Consultation and Stakeholder Participation	Consultation is taking place between February and September 2022, and will include major stakeholder groups; governance committees; those leading EDI initiatives within faculties, colleges, and units; academic experts; and opportunities for all members of the university to provide input. Input will be reviewed and considered by the EDI Scoping Group, which will provide overall guidance to the revision process.
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<i>Build</i> , Objectives 1, 2, 3, 4, 5 <i>Excel</i> , Objectives 11, 13, 14, 15 <i>Engage</i> , Objectives 16, 17 <i>Sustain</i> , Objective 19			
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure             </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input checked="" type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success             </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	GFC Executive Committee Terms of Reference GFC Academic Planning Committee Terms of Reference			

Attachments (each to be numbered 1 - &lt;-&gt;)

1. Current EDI Strategic Plan

Prepared by: Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost &amp; Vice-President (Academic), lmardhan@ualberta.ca



STRATEGIC PLAN FOR  
**EQUITY, DIVERSITY, AND INCLUSIVITY**

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The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, traditional lands of First Nations and Métis people.



# PREAMBLE

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The University of Alberta has a long history of work in support of equity, diversity, and inclusivity (EDI)—in programming, services, teaching and learning, scholarship, and advocacy.

This EDI strategic plan builds on that history, while also reflecting the commitments incorporated in *For the Public Good* to advance EDI and build respectful relations across and among our people, disciplines, faculties, and campuses, as well as beyond our institution. At our university, we are dedicated to achieving a more diverse, equitable, accessible, and inclusive environment for all who work, learn, and live within our community—an environment characterized by a fundamental shared commitment to respectful engagement and human dignity. We value academic freedom, and welcome and support a diversity of perspectives.

This strategic plan aims to embed EDI into the culture of the University of Alberta community, from the grassroots to the senior-most levels. It sets out strategic directions and senior-level accountabilities that are intended to empower faculties, departments, and administrative units across the university to develop and implement their own EDI plans and initiatives. It includes a set of proposed structures and approaches with explicit desired outcomes that will support efforts across our community as we seek to become more diverse, equitable, and inclusive. However, this is not a top-down plan.

To achieve our goals, every member of the University of Alberta has a role to play. To weave EDI into the fabric of our culture, each of us must develop plans and initiatives at the local level. We must take deliberate action informed by the best available evidence and institutional data. Working together, we can ensure EDI thrives in our community and enriches the lives of all.

## **VISION**

The University of Alberta is committed to cultivating an institutional culture that values, supports, and promotes equity, human rights, respect, and accountability among faculty, staff, and students. In our inclusive community, we encourage and support individual and collaborative efforts to identify and address inequities, and we welcome and enable contributions of all voices as we engage with diverse ideas, knowledges, and perspectives in the pursuit of inclusive excellence for the public good.

## **MISSION**

The University of Alberta will work to achieve an accessible, equitable, and inclusive community of students, faculty, and staff that supports our learning environment shaped by curiosity, rigorous inquiry, and evidence-based decision making, respect, and a culture of human rights. We are committed to achieving equitable access and opportunities in admissions, employment, retention, and advancement; and to a working, learning, and living environment free from discrimination, bullying, and harassment. It is only through such a commitment that the University of Alberta can reach our larger vision of being a space that actively fosters intellectual curiosity, rigorous inquiry, and ingenuity.

We envision—and will cultivate—a community that recognizes equity and diversity as fundamental to achieving inclusive excellence in learning, teaching, research, service, and community engagement.

We acknowledge this commitment requires identifying and addressing formal and informal obstacles, barriers, and biases that limit equitable access and opportunities, as well as intentionally pursuing and implementing system-wide equity initiatives to embed diversity in all university structures, programs, policies, and practices, as well as in our visual and text identities.

Determined to influence those formal and informal structures and mechanisms that limit access and opportunities, we will use principles of fairness and evidence-based policies and practices to support decision-making; collect and analyze diversity data; establish equity goals, targets, and benchmarks; and develop and implement policies. Recognizing that achieving EDI goals requires responsible and accountable leadership at all levels of the university, we will regularly evaluate and report on progress toward achieving an equitable and inclusive university.

# PRINCIPLES

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Principles are more fundamental than institutional policies and objectives. They inform policies, procedures, and objectives; they help us determine the University of Alberta's strategic goals, objectives, and actions. All of our principles and actions are underpinned by respect for the dignity, rights, and full participation of all those who live, work, and learn within the university. The university's EDI Strategic Plan is guided by the following principles:

**Diversity**

**Equity**

**Inclusion**

**Human Rights**

**Equality - substantive**

**Intersectionality**

**Accessibility**

**Respect for reconciliation with Indigenous peoples**

## **DIVERSITY**

Diversity refers to difference or variety. In a broad societal EDI context, diversity refers to demographic or identity diversity, including that based on the protected grounds. Within universities, diversity encompasses these, as well as difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities. The University of Alberta supports and encourages diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination.

## **EQUITY**

Equity is about fairness in access to education and employment and in the opportunity to succeed in these domains. Employment equity principles, policies, and practices enable equitable access, representation, opportunities, and meaningful participation of socially diverse people—from the federally designated and other equity-seeking groups such as women, members of visible minority groups, Indigenous peoples, persons with disabilities, and LGBTQ2S+ people.

We recognize that policies, practices, informal processes, and language created by and for particular groups of people, with a default norm in mind, produce structural barriers that limit access and inclusion for other individuals and groups. Taking equity as a guiding principle means that the university will respect and value the differences of our members by actively identifying and removing barriers, including structural barriers, to ensure that historically excluded groups have the same opportunity to fully flourish at the University of Alberta.

## **INCLUSION**

Inclusion means that we value and cultivate full and meaningful engagement of historically and structurally excluded individuals and groups. Inclusion refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and to have all equity-seeking groups meaningfully represented in all aspects of university life and decision-making roles university wide.

## **HUMAN RIGHTS**

Every person, by virtue of being human, is entitled to certain fundamental rights regardless of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity and gender expression, physical disability, mental disability, marital status, family status, sexual orientation, age, political beliefs, and any other protected ground as amended over time. Each person is entitled to a life of dignity, equality, and respect, free from discrimination, harassment, and bullying. The university's commitment to human rights is reflected in its policies and practices, as well as the supports it makes available to the members of its community.



## **EQUALITY - SUBSTANTIVE**

The University of Alberta embraces a substantive approach to equality—this means that achieving equality is not only a matter of treating likes alike (formal equality), but also requires us to consider and address the range of conditions that create experiences of disadvantage for some individuals and groups. We consider the full context and impacts of our practices and processes, recognizing that these may be experienced differently by different individuals and groups.

## **INTERSECTIONALITY**

An intersectional approach to equity, diversity, and inclusivity begins from the understanding that the different vectors of social diversity, (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) do not exist separately or in isolation from each other. Instead, the various vectors of social diversity are interwoven and affect each other. Intersectionality focuses on how multiple, interwoven vectors shape social belonging, cultural representations, social and political institutions, as well as the material conditions of our lives in ways that are not reducible to any singular vector or social category. Initially developed by women of colour seeking to understand how their existence and experiences of marginalization could not be reduced to gender or racial categorization alone, today we understand that everyone's life is shaped by intersecting social categories. Intersecting social categories play a role in exclusion and shape social, political, and material marginalization and dominance. Experiences and systems of persistent social inequality cannot be understood without an intersectional framework.

## **ACCESSIBILITY**

Accessibility refers to the degree to which physical, pedagogical, and administrative structures of the University of Alberta are (re)designed to enable the full, meaningful, and equitable engagement of all of the university's community members. Accessibility includes, but is much broader than, ramped access to buildings. It also includes, for example, designing for physical, financial, sensory, social, and language-level access. Whereas accommodation refers to making specific changes to support the full participation of an individual who has encountered barriers, an accessible campus is one that seeks pro-actively to reduce as many barriers as possible, while creating efficient and transparent processes for individuals to gain the accommodations they require and are entitled to by law.

## **RECONCILIATION WITH INDIGENOUS PEOPLES**

Reconciliation refers to a process of building and sustaining respectful, ethical relationships between Indigenous peoples and the rest of Canada based on mutual understanding and respect. Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. The University of Alberta has responded with an emphasis on capacity building and foundational change in support of Indigenous initiatives, programming, and personnel with a vision for making the U of A a welcoming place for Indigenous students, faculty, and staff. The university's EDI initiatives will endeavor to support the principles of the Indigenous strategic plan and prioritize cross-collaboration with it.



# STRATEGIC PLAN THEMES

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The following plan identifies themes and benchmarks of excellence, goals, outcomes, and directions to help us achieve our vision. The plan is organized around five core themes:

**Vision and Leadership:** The university's leadership, communications, and statements about itself reflect a high-level, consistent, and reliably strong commitment to EDI.

**Research, Teaching, and Public Service:** Research, teaching, and public (academic) service are understood to be implicated in the development of EDI. They are also the major functions of the university and areas of work for academic staff. Faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

**Workforce (all faculty and staff):** The university's commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and to have the knowledge and skills to contribute to equity and inclusivity.

**Students, (Research) Trainees, and Student Life:** The university strives to provide equitable access for students and trainees, including post-doctoral fellows, to disciplines of study and scholarly opportunities; to study and disseminate knowledge about EDI; and to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success, (especially of historically excluded groups).

**Climate:** The university strives to create an equitable and inclusive environment and culture for all members of its community.

## **ACCOUNTABILITY**

Overall accountability for this plan resides with the President and the Provost and Vice-President (Academic). On an annual basis, the university will evaluate its progress, report to the community, and update the plan as necessary.

The plan itself contains specific commitments to develop and report on targets and benchmarks, and establishes specific expectations and accountabilities for senior-level leaders. These accountabilities will be incorporated into the formal performance evaluations for senior positions, with the expectation that these leaders, in turn, hold their own units accountable for developing and implementing their own strategies to support the EDI goals laid out in this plan.







# THE PLAN

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This is a four-year plan, with specific goals and deliverables identified for each year. Benchmarks are used to assess progress toward goals and outcomes.

The goals listed below are staged over four years, reflecting work that is already underway and recognizing that other work will take time to develop thoughtfully—indeed, many of the goals are interdependent, and activities undertaken in the first two years of the plan are needed to inform and set the stage for some of the goals slated for years three and four.

The University of Alberta is committed to addressing any issues related to pay equity in collaboration with our staff associations.

# 1. VISION AND LEADERSHIP

The university's leadership, communications, and statements about itself reflect a high-level, consistent, and reliably strong commitment to EDI.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 1.0</b>			
<p>Statements of commitment are developed and made by senior leadership</p> <p>Senior leaders understand their roles as ambassadors for EDI</p> <p>Demographic survey for faculty and staff is developed and launched</p>	<p>Establishment of working group on metrics and benchmarking for EDI</p> <p>Analysis of data collected through survey (and other information submitted)</p>	<p>Establishment of baseline EDI data and benchmarks – demographic and cultural - for the institution (in consideration of comparators)</p>	TBD
<b>OUTCOMES &amp; DELIVERABLES 1.0</b>			
<p>Institutional and senior leadership statements exist in prominent venues.</p> <p>High level target outcomes established (qualitative and quantitative)</p>	<p>Set of measurable target benchmarks established</p> <p>Template for prioritizing targets and financial commitments associated to their achievement is developed</p>	<p>Assessment completed and U of A performance against target benchmarks available</p>	TBD
<b>ACCOUNTABILITY 1.0</b>			
<p>President, Vice-Presidents, Deans</p>	<p>Vice-President (Finance &amp; Administration)</p>	<p>Provost &amp; Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>	TBD

**BENCHMARKS FOR EXCELLENCE**

Institutional commitment and targets are established

Institutional values and goals around EDI are clearly articulated

Specific numerical targets are established and reported across our EDI goals

Accountabilities for achieving goals are clear, with specific consequences for failure to meet targets

2018/19	2019/20	2020/21	2021/22
<b>GOALS 1.1</b>			
<p>Socialization sessions held to affirm accountabilities</p> <p>Rollout discussions for broader affirmation and ideas for local implementation</p> <p>Communications and education plan to support initial stages of Plan implementation</p>	<p>Members of the university community receive information (commensurate with their position) and education on the nature and importance of the EDI strategic plan</p>	<p>Members of the university articulate their own plans for implementing EDI strategies</p> <p>Incorporation of financial commitments required to achieve EDI goals into annual unit planning processes</p>	
<b>OUTCOMES &amp; DELIVERABLES 1.1</b>			
<p>Formal adoption of the EDI strategic plan</p>	<p>Strategic plan is reviewed annually with consideration of community feedback</p>	<p>Local plans for EDI strategies are developed and articulated</p>	<p>Evaluations include attention to EDI strategy implementation</p>
<b>ACCOUNTABILITY 1.1</b>			
<p>Provost &amp; Vice-President (Academic)</p>	<p>Vice-Presidents</p>	<p>Vice-Presidents</p>	<p>Vice-Presidents</p>

**BENCHMARKS FOR EXCELLENCE**

U of A community affirms the EDI Strategic Plan

2018/19	2019/20	2020/21	2021/22
<b>GOALS 1.2</b>			
<p>Bias awareness training held for senior leadership (Deans, VPs)</p> <p>Inclusive excellence training held for Vice-Provosts' Council</p>	<p>Annual review and goal-setting session established for senior leaders</p> <p>Requirement for explicit and specific goals and reporting back in annual performance reviews of senior administrators</p>	<p>Continuation of annual review of EDI progress</p> <p>Development of requirement for explicit and specific goal setting and reporting back for direct reports of senior administrators</p>	<p>Continuation of annual reviews of EDI progress and goal-setting</p>
<b>OUTCOMES &amp; DELIVERABLES 1.2</b>			
<p>Two training sessions for senior administrators completed</p> <p>Templates for explicit and specific EDI goal setting and associated evaluation through annual reviews of senior administrators</p>	<p>Annual session established</p> <p>Reporting on short-term review and goals (last year, this year, next year pattern)</p> <p>Build matrix of EDI goals and associated progress for the senior administration portfolios</p>	<p>Continuation of annual reporting</p> <p>Reporting strategy and process on progress from senior administration portfolios</p>	<p>Evaluation and reporting on implementation and achievement of unit plans and targets</p>
<b>ACCOUNTABILITY 1.2</b>			
Vice-Presidents, Deans	Vice-Presidents, Deans	Vice-Presidents, Deans, other administrators (Chairs, Vice Provosts), Faculty and Staff Relations, Human Resources	Vice-Presidents

**BENCHMARKS FOR EXCELLENCE**

Senior Leadership engages in ongoing professional development in Equity, Diversity, and Inclusivity

University leadership annually reviews and reports on its EDI education and professional development activities

Senior leadership sets and reports on EDI specific goals



2018/19	2019/20	2020/21	2021/22	
<b>GOALS 1.3</b>				
Development of EDI website as a hub for EDI information, education, resources, and stories at the U of A	Development of EDI lens(es) which inform brand platform development and review university websites, communications, and marketing vehicles, including Advancement materials, for evidence of diversity and inclusiveness	University online communications meet enhanced standards for accessibility going forward	<b>BENCHMARKS FOR EXCELLENCE</b> EDI values are reflected in external marketing and communications	
<b>OUTCOMES &amp; DELIVERABLES 1.3</b>				
Report on methods and results of review and subsequent actions taken or planned	Tools and guidelines in place for university communication and marketing materials	EDI considerations reflected in brand platform development		
<b>ACCOUNTABILITY 1.3</b>				
Vice-President (University Relations); Vice-President (Advancement); Vice-President (Academic)	Vice-President (University Relations); Vice-President (Advancement)	Vice-President (University Relations)		

## 2. RESEARCH, TEACHING, PUBLIC SERVICE

Research, Teaching, and Public (academic) Service are understood to be implicated in the development of EDI. Faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.0</b>			
Develop targets, plans, incentives for incorporating EDI principles and practices into conducting, evaluating, and disseminating research	Implement targets for EDI amongst trainees	Based on assessment of university culture and climate, develop strategies to promote EDI in research training	Develop a mechanism/ community for sharing best practices in EDI in research activities
<b>OUTCOMES &amp; DELIVERABLES 2.0</b>			
		Strategies and action plan in place	
<b>ACCOUNTABILITY 2.0</b>			
Provost and Vice-President (Academic); Vice-President (Research)	Provost and Vice-President (Academic); Vice-President (Research)	Vice-President (Research)	Vice-President (Research)

**BENCHMARKS FOR EXCELLENCE**

The university supports a culture of EDI across its research, teaching, and training activities (including post-doctoral fellows)

The university leverages external requirements for EDI targets to mobilize and model change, and achieve outcomes more quickly.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.1</b>			
Continue implementation of CRC and CERC equity plans and targets			
<b>OUTCOMES &amp; DELIVERABLES 2.1</b>			
Annual reports on CRC allocations and processes and progress against targets Annual reporting to funding agencies			
<b>ACCOUNTABILITY 2.1</b>			
Provost and Vice-President (Academic); Vice-President (Research)	:		

**BENCHMARKS FOR EXCELLENCE**

The university meets or exceeds diversity and equity targets for Canada Research Chairs (CRCs) and Canada Excellence Research Chairs (CERCs).

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.2</b>			
	<p>Teaching: CTL educational developer position established to support EDI in curricula and pedagogy</p> <p>Learning: Programming developed for instructors to create inclusive and accessible learning environments.</p>	<p>CTL support for developing EDI in curricula is launched</p> <p>CTL EDI programming is launched</p>	<p>Development of accessible and inclusive learning policies</p>
<b>OUTCOMES &amp; DELIVERABLES 2.2</b>			
	<p>Position created in CTL</p> <p>Learning opportunities for instructors created and launched</p>	<p>CTL EDI programming delivered, evaluated, and reported on</p>	<p>CTL ongoing education and training, with evaluation and reporting</p>
<b>ACCOUNTABILITY 2.2</b>			
	<p>Provost and Vice-President (Academic)</p>	<p>Provost and Vice-President (Academic)</p>	<p>Provost and Vice-President (Academic)</p>

**BENCHMARKS FOR EXCELLENCE**

Centre for Teaching and Learning (CTL) maintains ongoing focus on, and resources for, EDI, with an emphasis on removing barriers to accessible participation in scholarship and the adoption of principles of universal design for learning.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.3</b>			
Development of guidelines (and position papers) on best practices for supporting EDI in teaching, research, and service	Development of proposed methodology for conducting an inventory of curricula and pedagogies that support EDI values; this to include reviewing topics, methods research practices, (e.g. composition of research teams).	Conduct of and reporting on an inventory.  Release of initial recommendations emerging out of inventory project.	
<b>OUTCOMES &amp; DELIVERABLES 2.3</b>			
Guidelines available	Report on methods for conducting such an inventories and subsequent reporting	Progress report on programming development and planning	
<b>ACCOUNTABILITY 2.3</b>			
Provost and Vice-President (Academic); Vice-President (Research)	Provost and Vice-President (Academic); Vice-President (Research)	Provost and Vice-President (Academic); Vice-President Research; Vice-President Finance and Administration	

**BENCHMARKS FOR EXCELLENCE**

**Diversity in scholarship:**  
Innovation that addresses EDI is encouraged in all scholarly activity and curriculum development

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Pedagogical innovation that addresses EDI is encouraged

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Both curricula and pedagogies are regularly reviewed and revised to reflect emerging EDI goals and objectives

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Development of programming in EDI Studies, (such as courses or certificates or major/minor)

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Diversity is reflected in research teams, methods, and participant samples



2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.4</b>			
<p>Identification of existing pathway programs, potential gaps, and potential new programs, including training environments</p> <p>Review of literature on pathway programs</p>	<p>Report on inventory of existing pathway resources and gaps</p> <p>Development of report and recommendations based on review of the literature</p>	<p>Expansion of existing program(s) and/or design additional programs to address gaps</p>	
<b>OUTCOMES &amp; DELIVERABLES 2.4</b>			
<p>Methods and procedures developed to survey existing programs and resources</p> <p>Completed literature review</p>	<p>Recommendations identified based on survey and review, including study of options to resource planned changes</p>	<p>Proposal of new and or expanded processes to support EDI in faculty and trainee recruitment, retention, and advancement</p>	
<b>ACCOUNTABILITY 2.4</b>			
<p>Accountability:Provost and Vice-President (Academic); Vice-President (Research)</p>	<p>Accountability:Provost and Vice-President (Academic) ; Vice-President (Research)</p>	<p>Accountability:Provost and Vice-President (Academic) ; Vice-President (Research), Deans</p>	

**BENCHMARKS FOR EXCELLENCE**

**Faculty pathways:**

Pathways into science, technology, engineering, and math (STEM) are supported and enhanced

Pathways into and through the professoriate are supported and enhanced

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.5</b>			
<p>Initiation of research to identify best practices in mentorship programs</p>	<p>Implementation of pilot mentorship programs</p>	<p>Evaluation, refinement, and expansion of opportunities</p>	<p>Initiation of process of encouraging faculties/ units to explicitly engage in community partnerships that are mutually beneficial in development of EDI</p>
<b>OUTCOMES &amp; DELIVERABLES 2.5</b>			
<p>Report and recommendations based on best practices review</p>	<p>Selection of programs or target faculties/ units for pilots</p>	<p>Sustainable implementation of effective programming.</p>	<p>Process recommendations in place to facilitate community-university engagement</p>
<b>ACCOUNTABILITY 2.5</b>			
<p>Provost and Vice-President (Academic)</p>	<p>Provost and Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>	<p>Provost and Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>	<p>Provost and Vice-President (Academic)</p>

**BENCHMARKS FOR EXCELLENCE**

Sufficient resources and supports are in place for underrepresented students, faculty, staff, and post-doctoral fellows at U of A to have equitable access to teaching, research, and leadership opportunities

### 3. WORKFORCE (FACULTY AND STAFF)

The university’s commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and have the knowledge and skills to contribute to equity and inclusivity.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 3.0</b>			
Review of all relevant policies and procedures for recruitment, retention, and selection of all faculty and staff to explicitly incorporate structures and steps to support EDI focus	Development of training/education sessions Convening of working group to develop materials for EDI (and related) training, (to be overseen by the Mandatory Training Working Group)	EDI and related training is implemented for all supervisory staff; knowledge and proficiency are regularly evaluated  Increase participation of under-represented groups across the university	Incorporation of an EDI lens into policy development and review
<b>OUTCOMES &amp; DELIVERABLES 3.0</b>			
Revised recruitment and selection policies and procedures initiated, with governance approvals process underway		Collection of data on demographics of supervisory staff and their respective supervisees; implement plans and associated evaluation to change the culture of under representation where it exists  Instrument created, data collected, report created, next steps planned for resultant recommendations and for future data collection cycles	
<b>ACCOUNTABILITY 3.0</b>			
Provost & Vice-President (Academic); Vice-President (Finance & Administration)	Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Research)	Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Research)	

**BENCHMARKS FOR EXCELLENCE**

EDI values are consistently reflected in recruitment practices, including the development and implementation of processes for establishing meaningful and sustainable relationships with under-represented communities

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Attitudes, behaviours, skills, and knowledges relating to EDI are recognized and rewarded in performance reviews and in advancement practices.

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Creating access for persons with disabilities to supports, services, and information, and effectively communicating these

2018/19	2019/20	2020/21	2021/22
<b>GOALS 3.1</b>			
<p>Create an inventory of existing supports for faculty and staff</p> <p>Review award practices to be inclusive and recognize diversity (e.g., Vargo, UCup, DUP, Kaplan Research Awards)</p>	<p>Review of Faculty Standards (for evaluation) for evidence of facilitators and barriers to EDI, as well as multi-disciplinarity</p> <p>Review annual evaluation processes for staff to ensure support and recognition of EDI</p>	<p>Evaluate existing support for staff, faculty, students, and post-doctoral fellows who experience discrimination and harassment on the basis of the protected grounds (e.g., training for academic supervisors)</p>	
<b>OUTCOMES &amp; DELIVERABLES 3.1</b>			
<p>Review of existing services completed</p> <p>Educational and training needs to improve supports identified</p>	<p>Report completed on methods and results of review of Faculty Standards, and award practices, including recommendations for faculty and staff</p> <p>Recommendations developed to address EDI in Faculty Standards and award practices</p>	<p>Implementation of recommendations from reviews is in progress</p>	
<b>ACCOUNTABILITY 3.1</b>			
<p>Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance &amp; Administration)</p>	<p>Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance &amp; Administration)</p>	<p>Provost and Vice-President (Academic); Vice-President (Research)</p>	

**BENCHMARKS FOR EXCELLENCE**

EDI-related supports for all faculty and staff are robust and accessible, including both service and advocacy supports.

## 4. STUDENTS, (RESEARCH) TRAINEES, AND STUDENT LIFE

The university strives to provide equitable access for students and trainees, including post-doctoral fellows to disciplines of study and scholarly opportunities; to study and disseminate knowledge about EDI; and to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success (especially of historically excluded groups).

2018/19	2019/20	2020/21	2021/22
<b>GOALS 4.0</b>			
Begin inventory of offices concerned with student life and services	Convening of Student/ Trainee Life working group  Identification of strengths and gaps in supports and services for undergraduate and graduate students, and post-doctoral fellows and research trainees	Accommodation processes and procedures reviewed  Assessment of equitable access to programs and disciplines of study	Reviews of application processes for professional programs for barriers and facilitators of EDI  Implementation of recommendations for accommodation and equitable access
<b>OUTCOMES &amp; DELIVERABLES 4.0</b>			
List of known offices and services	Priority areas are identified by population group and issue	Recommendations and resources are identified and implementation plans developed	Reviews completed and recommendations identified
<b>ACCOUNTABILITY 4.0</b>			
Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration)	Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration)	Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Facilities & Operations)	Provost & Vice-President (Academic)

**BENCHMARKS FOR EXCELLENCE**

Outreach programs are in place to recruit academically competitive students from under-represented groups

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Creation of access to supports, services, and information for persons with disabilities

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The university provides resources, including supports, to address workplace climate related to protected grounds



2018/19	2019/20	2020/21	2021/22
<b>GOALS 4.1</b>			
		Work initiated with Dean of Students and Vice Provosts' Council to determine placement of student-focused equity supports	
<b>OUTCOMES &amp; DELIVERABLES 4.1</b>			
		Recommendation for placement of student-focused equity supports is developed	
<b>ACCOUNTABILITY 4.1</b>			
		Provost & Vice-President (Academic); Vice-President (Research)	

**BENCHMARKS FOR EXCELLENCE**

The university ensures adequate and ongoing EDI-related resources for students

## 5. CLIMATE

The university strives to create an equitable and inclusive environment and culture for all members of the University of Alberta community.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 5.0</b>			
<p>Review of availability of institutional culture assessment processes</p> <p>Focus groups conducted with members of the designated groups* and members of demographically underrepresented groups with U of A, as well as U of A specific special populations (e.g., international students)</p>	<p>Development of a study of university engagement including EDI</p>	<p>Implementation of regular assessment of engagement</p> <p>Review of structure of funding programs (e.g. accommodation and benefits).</p>	<p>Develop plans for implementation of education/training</p>
<b>OUTCOMES &amp; DELIVERABLES 5.0</b>			
	<p>Culture assessment project is launched</p> <p>Report of focus group process completed</p>	<p>Report on outcomes of engagement survey</p>	<p>Report back to the university community on engagement survey with priority areas identified</p>
<b>ACCOUNTABILITY 5.0</b>			
Vice-Presidents	<p>Provost &amp; Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>	<p>Provost &amp; Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>	<p>Provost &amp; Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>

**BENCHMARKS FOR EXCELLENCE**

The university regularly identifies and remediates areas requiring improvement for inclusivity and celebrates areas working well

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Surveys of institutional culture and climate reflect knowledge about, and commitment to, EDI

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Surveys of institutional culture and climate reflect that members of historically excluded and marginalized groups identify the U of A as an equitable place to learn and work

\* women, visible minorities, Indigenous persons, persons with disabilities, LGBTQ2S+ persons.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 5.1</b>			
Develop Terms of Reference and establish a working group to develop a set of guiding principles, design guidelines, and category priorities for planning, design, and budgeting purposes	Develop a three-year planning, and implementation road map to align with the university's Infrastructure Strategy as supported by GOA-allocated capital and Infrastructure Maintenance Program (IMP) funding	Implement Year One projects	Evaluate completed projects and adopt lessons learned to Year Two projects
<b>OUTCOMES &amp; DELIVERABLES 5.1</b>			
Working Group established and guiding principles created	Road map for project planning and implementation developed	Implement funded projects	Evaluation of lessons learned from implemented projects integrated into Year Two and beyond design and project execution
<b>ACCOUNTABILITY 5.1</b>			
Vice-President (Facilities & Operations)	Vice-President (Facilities & Operations)	Vice-President (Facilities & Operations)	Vice-President (Facilities & Operations)

**BENCHMARKS FOR EXCELLENCE**

The University of Alberta meets or exceeds accessibility standards articulated in the Alberta Building Code and strives to achieve principles of universal design

The university has a robust process for recognizing accessibility barriers and reducing them wherever possible

2018/19	2019/20	2020/21	2021/22
<b>GOALS 5.2</b>			
	Review accountability and support processes and identify opportunities for improvement (so individuals do not have to advocate for themselves)	Develop accountability and support processes based on opportunities identified	
<b>OUTCOMES &amp; DELIVERABLES 5.2</b>			
	Engagement process developed and in place Resource implications considered	Final report and recommendations available Early implementation of obvious interventions	
<b>ACCOUNTABILITY 5.2</b>			
	Provost & Vice-President (Academic); Vice-President (Finance & Administration)	Provost & Vice-President (Academic); Vice-President (Finance & Administration)	Provost & Vice-President (Academic); Vice-President (Finance & Administration)

**BENCHMARKS FOR EXCELLENCE**

The university has an efficient and transparent process for supporting university community members who have encountered barriers





**MEMBERS OF THE EDI SCOPING GROUP:**

Akanksha Bhatnagar  
Alex Clark  
Anastasia Lim  
André Costopoulos  
Andrea Patrick  
Andrea Smith  
Ania Ulrich  
Benjamin Louie  
Bryan Hogeveen  
Catherine Anley  
Catherine Swindlehurst

Cherene Griffiths  
Chris Andersen  
D'Arcy Vermette  
Danielle Peers  
Deborah Williams  
Deirdra Cutarm  
Doug Weir  
Elizabeth Johannson  
Erin Prefontaine  
Evelyn Hamdon  
Georgie Columbus

Geraldine McCune  
Harvey Krahn  
Helly (Rachel) Goez  
Janice Williamson  
Kate Peters  
Katharine Moore  
Kathleen Brough  
Kisha Supernant  
Laura Beard  
Lisa Collins  
Lise Gotell

Logan Mardhani-Bayne  
Lori Cinq-Mars  
Malinda S. Smith  
Michelle Strong  
Paulin Mulatris  
Tibetha Kemble  
Wade King  
Wayne Patterson  
Wendy Rodgers  
Zhihong Pan



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MMRCOMM-13136



**Governance Executive Summary  
Advice, Discussion, Information Item**

<b>Agenda Title</b>	<b>Presentation on the University of Alberta Budget Model 2.0</b>
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**Item**

Proposed by	Steve Dew, Provost and Vice-President (Academic) Todd Gilchrist, Vice-President (University Services & Finance)
Presenter	Steve Dew, Provost and Vice-President (Academic) Todd Gilchrist, Vice-President (University Services & Finance)

**Details**

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic) Office of the Vice-President (University Services & Finance)
The Purpose of the Proposal is (please be specific)	To provide an overview of how Budget Model 2.0 is evolving, and to outline conceptual framework for the new budget model
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>In 2019-202, the U of A launched a new activity-based budget model to provide transparency and clarity in how funding would be allocated amongst faculties based on clearly defined drivers of teaching and research. Likely, the model would have worked well under relatively stable conditions, however, a range of changes occurred in the internal and external environment that impacted the model's viability, including reductions in government funding, introduction of the Investment Management Agreement and performance-based government funding, institutional restructuring and centralization, the opportunity for growth, and the need to reduce space usage.</p> <p>With the current unstable conditions around government funding and the desire for significant growth at the University as well as the new operating model, the University is embarking on the development of a new budget model - Budget Model 2.0.</p> <p>This presentation will provide members with information about what we are trying to achieve in Budget Model 2.0 and the conceptual framework, including principles, for that work. Note that GFC and the Board approved the principles for Budget Model 1.0 in 2019; we anticipate bringing the final list of principles forward for approval in Fall 2022, after we have gathered input from the community.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing (Include proposed plan)**

Consultation and Stakeholder Participation	Include information about your consultation and stakeholder participation process <For further information see the link posted on the <a href="#">Governance Resources section Student Participation Protocol</a> >
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.
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## Item No. 12

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].	

Attachments (each to be numbered 1 - <->)

1. Budget Model 2.0 Presentation

*Prepared by:* Kemi Kufuor-Boakye, Director Resource Planning





# Budget Model 2.0

June 2022



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# Agenda

- Why does the model need to evolve?
- Conceptual framework for Budget Model 2.0
- Key concepts for consideration in Budget Model 2.0
- Project phase

**Why does the model  
need to evolve?**



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# Why does Budget Model 1.0 need to evolve?

In 2019-20, The U of A launched a new activity-based budget model to provide transparency and clarity in how funding would be allocated amongst faculties based on clearly defined drivers of teaching and research. Likely, the model would have worked well under relatively stable conditions, however, a range of changes occurred in the internal and external environment.

## **Changes include:**

- Reductions in government funding (-34%)
- Introduction of at-risk government funding based on performance (up to 40% of the CAG)
- Centralization of administrative services
- Announcement of plans for significant growth (+25%) and desire to move as one university
- The need to dramatically reduce physical space usage (-15%)

These changes affect funding responsibilities, assumptions and calibrations in the model and have significantly differential, and unintended impacts on faculties.



# What are the deficiencies of the current model?

- Budget Model 1.0 had **no mechanisms to align resources to performance** against metrics for at-risk government funding
- Implementing Model 1.0 **would result in inequities** arising from centralization of services or differential growth
  - With centralization, more administration will be charged against the CAG and the impact on faculty budgets will be disproportionate
  - Tuition flows directly to the teaching faculty, but incremental costs will come from the CAG, and therefore will ultimately be born in part by faculties that don't experience growth and benefit from new revenue
- Budget Model 1.0 **does not provide sufficient levers to steer overall strategic direction** and incentivise unit behaviours that are aligned with strategic priorities
- Despite efforts to simplify the model, it is still **overly complex** and as a result lacks transparency

# Conceptual Framework for Budget Model 2.0



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# It is proposed that principles developed for model 1.0 remain, with some additions.

## Principles developed for 1.0

- **Supremacy of academic priorities**—the university's mission and academic priorities are paramount in all decision making.
- **Transparency**—relevant institutional resource data and decisions based on those data are available across all Faculties and other units.
- **Accountability**—Faculty and unit leadership are held accountable for achieving performance targets, including financial performance targets.
- **Simplicity**—rules and processes are understandable and actionable.
- **Consistency**—rules apply consistently across all Faculties and other units.
- **Predictability**—any changes to the model require broad consultation among all stakeholders.

## Proposed New Principles

- **Equity** - changes to funding and costs are borne equitably across Faculties and units.
- **Collaboration** - the model should incent collaboration and institutional behaviours
- **Strategic** - the model aligns resources with institutional strategic priorities

# Elements of the model for consideration

1

## **Revenue Allocation**

What is the best way to ensure that institutional goals for example, institutional growth, drive revenue allocation?

2

## **Cost Allocation**

What is the most simple, transparent and equitable way to allocate costs across faculties/units?

3

## **Strategic Investment**

What is the best way to ensure funds are available for strategic priorities?

4

## **Performance Incentives**

What is the best way to align revenue allocation to unit performance?

5

## **Financial Management (incl. Budgeting Process)**

What is the best way to integrate strategic and budgeting processes and ensure unit accountability?



# Budget Model 2.0 will be developed rapidly, to enable implementation for the next budget cycle.

## Project Phases (2022)

- **April:** Establish Steering Committee and project plan
- **May:** Review current budget model and process and opportunities for improvement
- **June - July:** Design new model and process
- **August:** Release Model 2.0 and develop updated business processes, policies and procedures
- **September:** Implement new budget model

## Engagement

Steering Committee will meet every two weeks to discuss changes that will be presented to PEC-S. Regular engagements of Dean's Council will be used to gather input on proposed changes.

For more information contact:

**Project Lead:** Kemi Kufuor-Boakye (Director, Resource Planning),  
[kemi.kufuor-boakye@ualberta.ca](mailto:kemi.kufuor-boakye@ualberta.ca)



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General Faculties Council Standing Committee Report

**GFC Executive Committee**

1. Since last reporting to GFC, the GFC Executive Committee met on May 16, 2022.
  
2. Items Approved With Delegated Authority
  - Proposed revisions to the Chair's Council Terms of Reference
  - Draft Agenda for the June 6, 2022 Meeting of General Faculties Council
  
3. Items Discussed
  - Membership on Faculty Councils While on Leave and Sabbatical
  - Early consultation on renewal of the Strategic Plan for Equity, Diversity, and Inclusivity (EDI)
  - Meeting Format - GFC

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

[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC\\_EXEC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC)

Submitted by:

W Flanagan, Chair

GFC Executive Committee



General Faculties Council Standing Committee Report

**GFC Academic Planning Committee**

1. Since last reporting to GFC, the GFC Academic Planning Committee met on May 18 and May 26, 2022.

2. Items Approved with Delegated Authority

**May 18, 2022**

- Proposed Dental Assisting Certificate (Approval of the Program)
- Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan (Endorsement)

3. Items Recommended to the Board of Governors

**May 18, 2022**

- Proposed Dental Assisting Certificate (Recommendation on the Tuition and Fees)
- Change of Status of Faculty of Extension

**May 26, 2022 (Special Meeting)**

- 2023-2024 International Tuition Fee Proposal for Incoming Students

4. Items Discussed

**May 18, 2022**

- Early consultation on renewal of the Strategic Plan for Equity, Diversity, and Inclusivity

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

[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC\\_APC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC)

Submitted by:

S Dew, Chair

GFC Academic Planning Committee





General Faculties Council Standing Committee Report

**GFC Programs Committee**

1. Since last reporting to GFC, the GFC Programs Committee met on May 19, 2022.
2. Items Approved with Delegated Authority from GFC
  - Course and Minor Program Changes
    - Arts
    - Medicine and Dentistry
    - Science
  - Indigenous Institutional Strategic Plan (IISP) (Endorsed)
  - Proposed Revisions to the English for Academic Purposes (EAP) Bridging Program, Faculty of Education
3. Items Recommended to APC, GFC and the Board of Governors
  - Proposed Suspension of the BSc Pharmacy and the Bridging Program for BSc Pharmacy Students, Faculty of Pharmacy and Pharmaceutical Sciences
4. Items Discussed
  - External Programs for Review and Programs in Progress on Campus: Standing Item

Terms of reference and records of meetings for this committee are available here:

[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC\\_PC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC)

Submitted by:

Janice Causgrove Dunn, Chair  
GFC Programs Committee



General Faculties Council Standing Committee Report

**GFC Committee on the Documentation of Indigeneity**

Since GFC approved the creation of the Committee on the Documentation of Indigeneity (CDI) in June 2021, the GFC CDI met on January 27, March 31, and May 19, 2022.

1. Items Approved With Delegated Authority

**January 27, 2022**

- Territorial Métis Representative Organization Update

2. Items Discussed

**January 27, 2022**

- Review of the CDI Documents
- Draft Principles for CDI

**March 31, 2022**

- Documenting the work of CDI
- Principles for CDI
- National Forum on Indigenous Identity
- Proposals for Documentation for First Nations, Métis and Inuit Awards and Bursaries

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

[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC\\_CDI](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_CDI)

Submitted by:

F Glanfield & M Padfield, Co-Chairs

GFC Committee on the Documentation of Indigeneity

[Distributed Electronically]

**APPROVED**
**GFC Nominating Committee Report to GFC**

Upon receipt and consideration of a GFC Nominating Committee (NC) Report, a GFC member has the opportunity to submit an additional nomination. For more information, please see the [NC Membership Replenishment Procedures](#).

**The current nomination period ends at 12:00 pm (noon) on June 3, 2022**

If no additional nominations are received by the end of the current nomination period, the GFC Nominating Committee Report to GFC is considered approved and recommended candidates are declared elected.

Please refer to the following list of **Membership Recommendations** as determined by the NC at their meeting of May 25, 2022:

<b>GFC Standing Committees</b>				
<b>Name</b>	<b>Faculty/Office</b>	<b>Membership Category</b>	<b>Term Start</b>	<b>Term End</b>
<b>GFC Academic Planning Committee (APC)</b>				
Kent Rondeau	Business	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	July 1, 2022	June 30, 2025
Chris Sprysak	Law	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	July 1, 2022	June 30, 2025
<b>GFC Committee on the Learning Environment (CLE)</b>				
Patrick von Hauff	Medicine and Dentistry	Staff from at-Large (S1.0, S2.0)	July 1, 2022	June 30, 2025
Chris Reyns-Chikuma	Arts	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	July 1, 2022	June 30, 2025
<b>GFC Executive Committee (Exec)</b>				
Christopher Lupke	Arts	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	July 1, 2022	June 30, 2025
Dan Romanyk	Engineering	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	July 1, 2022	June 30, 2024
Tracy Raivio	Science	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	July 1, 2022	June 30, 2025
<b>GFC Executive's Subcommittee on Governance and Procedural Oversight (EXEC GPO)</b>				
Mirko van der Baan	Science	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	July 1, 2022	June 30, 2025

<b>GFC Programs Committee (PC)</b>				
Sujata Persad	Medicine and Dentistry	GFC Member-A1.1, A1.6, A1.5, A1.7 *graduate program experience	July 1, 2022	June 30, 2023

<b>Judiciary Governance</b>				
<b>Name</b>	<b>Faculty/Office</b>	<b>Membership Category</b>	<b>Term Start</b>	<b>Term End</b>
<b>Academic Appeals Committee (AAC)</b>				
Tanya Park	Nursing	AAC Chair, Academic Staff (A1.1, A1.6, A1.5, A1.7) from at-Large	July 1, 2022	June 30, 2025
<b>University Appeal Board (UAB)</b>				
Harikrishna Rao Mohan Rao	Engineering	Panel of Students, Graduate	Immediately	May 30, 2024

<b>Other Committees</b>				
<b>Name</b>	<b>Faculty/Office</b>	<b>Membership Category</b>	<b>Term Start</b>	<b>Term End</b>
<b>University of Alberta Senate</b>				
Levi Flaman	Business	GFC Member	Immediately	Apr 30, 2023
<b>Department Chair Selection and Review Committees</b>				
Carla Peck	Education	Academic Staff (A1.1, A1.6, A1.5, A1.7) from at-Large	July 1, 2022	June 30, 2025
Mirko van der Baan	Science	Academic Staff (A1.1, A1.6, A1.5, A1.7) from at-Large	July 1, 2022	June 30, 2025
<b>University of Alberta Museums Policy and Planning Committee</b>				
Deanna Williamson	Ag, Life and Env Sciences	Continuing Academic or Non-Academic Staff	July 1, 2022	June 30, 2025
Robert William Smith	Arts	Continuing Academic or Non-Academic Staff	July 1, 2022	June 30, 2025

**Additional Information:**

For terms of references and current membership lists for GFC and GFC standing committees, please visit University Governance [Member Zone](#). For judiciary governance details, please visit: [University-level Appeal Bodies](#).

**Contact for GFC Nominations and Elections**

Heather Richholt (Assistant Secretary to General Faculties Council)  
Email: [heather.richholt@ualberta.ca](mailto:heather.richholt@ualberta.ca)





FOR THE GFC MEETING OF JUNE 6, 2022

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on May 13, 2022:

### **REPORT OF THE CHAIR**

At the request of the Chair, Yunwei (Ryan) Lei, Professor and Acting Chair, Department of Electrical and Computer Engineering, provided a learning moment on his research, entitled Modern Electric Grids Enabled by Power Electronics Technologies. With meetings returning to an in-person format, the Board Chair will reinstitute the previous practice of inviting such presentations from researchers around the university to enable the Board of Governors to more directly appreciate the scope and importance of the research being done at the University of Alberta.

### **REPORT OF THE PRESIDENT**

The President provided a written report on his activities since March 25, 2022, including updates on University of Alberta for Tomorrow initiatives and the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, President Flanagan provided verbal updates on a recent enrolment growth funding announcement from the Government of Alberta to increase student numbers over the next three years; internal engagement, including a tour of the Nanofabrication and Characterization Facility (nanoFAB), and his first State of the University address on May 3, 2022; a recent trip to London, England, which included meetings with donors, alumni, and university presidents; and the University of Alberta's improvement in a number of international university rankings.

### **BOARD OF GOVERNORS' MOTION SUMMARY**

In preparation for the following motions, the Board discussed:

- the University of Alberta's 2022/23 Capital Plan, a requirement of the Government of Alberta and the Post-Secondary Learning Act (PSLA), including historical context, goals and actions, capital requests, current and exploratory initiatives for buildings that no longer support the core mandates of teaching and research, and the capital budget. Discussion focused on risks related to deferred maintenance and infrastructure failure and potential mitigation strategies, and whether Maskwa House might be included in the university's capital requests; and
- an update on the 2022-23 Investment Management Agreement, including funding and transparency metrics; the weighting of and pro-rated nature of the metrics; and rationale for setting the domestic enrolment targets as an average of the last three years, accounting for a number of unfunded students.

On the recommendation of the Finance and Property Committee, the Board of Governors approved:

- the 2022/23 Capital Plan (Infrastructure); and
- the 2022-2025 Investment Management Agreement.

On the recommendation of the Board Governance Committee, the Board of Governors approved revisions to Section 6.0 of the Board of Governors Bylaws, to provide clarity and consistency of approach related to perceived conflicts of interest and tuition/fee matters; and

On the recommendation of the Board Governance Committee and the other Board Standing Committees, the Board of Governors approved proposed changes to the Standing Committees' Terms of Reference, to take effect July 1, 2022.

### **INFORMATION REPORTS**

- Report of the Finance and Property Committee
  - Collection of GSA Membership, GSA Health and Dental Plan, Graduate Student Assistance Program, and U-Pass
  - Collection of University of Alberta Students' Union 2022-23 Operating / Referendum Fees

- Budget Update
- University of Alberta Land Inventory Update
- Integrated Asset Management Strategy Dashboard
  
- Report of the Governance Committee
  - Board and Standing Committee Meeting Format
  - Ongoing Opportunities for Board Member Development and Engagement
  
- Report of the Reputation and Public Affairs Committee
  - Emerging Issues and Opportunities
  - Community Engagement Update
  - Senate Update

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, and General Faculties Council.

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Prepared for: Dilini Vethanayagam  
GFC Representative on the Board of Governors

By: Erin Plume  
Assistant Board Secretary

*Please note: official minutes from the open session of the May 13, 2022 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its June 17, 2022 meeting: <https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes>.*

Item No. 19A

**Governance Executive Summary**  
**Advice, Discussion, Information Item**

<b>Agenda Title</b>	Metrics Associated with Academic Restructuring (UAT/College Metrics) <ul style="list-style-type: none"> <li>• Financial</li> <li>• Quality of Shared Services</li> </ul>
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**Item**

Proposed by	Steven Dew, Provost and Vice-President (Academic) Todd Gilchrist, Vice-President (University Services and Finance)
Presenter	Deborah Williams, Associate Vice-President and Chief Analytics Officer Logan Mardhani-Bayne, Strategic Development Manager

**Details**

Responsibility	Office of the Provost and Vice-President (Academic) Office of the Vice-President (University Services and Finance)
The Purpose of the Proposal is (please be specific)	This report provides an update on the College Metrics that fall under the purview of BFPC: Financial Metrics and Quality of Shared Services.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>On December 11, 2020, the Board of Governors passed three motions that created the new College structure and its leadership model for the University. Subsequently, on June 18, 2021, the Board approved the following metrics in order to track implementation progress:</p> <ul style="list-style-type: none"> <li>• Financial Metrics</li> <li>• Quality of Shared Services</li> <li>• Interdisciplinarity</li> </ul> <p>College Metrics - Financial and Quality of Shared Services Metrics Report (Attachment 1) focuses on the first two metrics: Financial Metrics and Quality of Shared Services, which fall within the mandate of the BFPC. The third metric is tracked and reported to the Board Learning, Research and Student Experience Committee.</p> <p><b>Financial Metrics</b> The current report provides the baseline measures for the Financial Metrics:</p> <ul style="list-style-type: none"> <li>• Administrative Staff at Colleges relative to Faculties</li> <li>• Proportion of Academic Leaders within Colleges Compared to Faculties</li> <li>• Cost of Delivery by Colleges relative to Faculties</li> </ul> <p>The purpose of these metrics is to track progress towards achieving the University of Alberta for Tomorrow goal of cost reduction. For the first two metrics above, a quarterly update will be provided to BFPC at each meeting during the initial implementation phase of the Colleges, and will transition to annual reporting as position counts stabilize. The third metric, cost of delivery by Colleges relative to Faculties, will be updated annually as it is dependent on the UniForum cycle.</p> <p><b>Quality of Shared Services Metrics</b> The report also provides an update on the progress of the Quality of Shared Services Metrics:</p>

Item No. 19A

	<ul style="list-style-type: none"> <li>● Shared Services User Survey</li> <li>● UniForum Satisfaction Survey</li> <li>● Leadership Satisfaction Survey</li> </ul> <p>The Shared Services User Survey quarterly reports will be compiled to provide an update at each BFPC meeting with the FY 2023 Q1 report being brought forward at the September 26, 2022, meeting of BFPC. It is anticipated that the university's upcoming service management tool will provide more specific information on service delivery and allow just-in-time surveying, which should eventually replace the current survey.</p> <p>The UniForum Satisfaction Survey results based on the survey administered in November 2021 are presented in this report. Future reporting will depend on when the survey is administered again (typically every 2 years, but it could be between 1 and 3 years).</p> <p>The Leadership Satisfaction Survey is in development, with updates to be provided at each BFPC meeting until completed.</p>
Supplementary Notes / context	

**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <li>● Office of the Provost</li> <li>● Office of the Vice-President (University Services and Finance)</li> <li>● Shared Services Office</li> <li>● Office of Performance, Analytics and Institutional Research</li> <li>● University Initiatives Office</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>SUSTAIN. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p>			
Alignment with Core Risk Areas	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 1480 1524 1690"> <tr> <td data-bbox="570 1480 1084 1690"> <input type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input checked="" type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1084 1480 1524 1690"> <input type="checkbox"/> Relationship with Stakeholders  <input type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input type="checkbox"/> Student Success         </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA) BFPC Terms of Reference</p>			

**Attachments**

1. College Metrics - Financial and Quality of Shared Services Metrics (14 pages)

*Prepared by:*

Deborah Williams, Associate Vice-President and Chief Analytics Officer (deborah.williams@ualberta.ca)



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Item No. 19A

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# College Metrics

## Financial and Quality of Shared Services Metrics

Fiscal Year 2022 Q4

**Prepared by:**

**Date:**  
May 11, 2022

**PERFORMANCE, ANALYTICS AND  
INSTITUTIONAL RESEARCH (PAIR)**

**OFFICE OF THE PROVOST &  
VICE-PRESIDENT (ACADEMIC)**



# Table of Contents

- Background 3
- Current Period (FY 2022 Q4) 3
  - 1. Financial Metrics 4
    - Goals 4
      - Table 1. Financial Metrics Reporting Timeline 4
    - 1.1 Administrative staff at Colleges relative to Faculties 5
      - Table 2. Salaried Administrative FTE (operating funded, 2022-23 April 1) 5
      - Table 3. Administrative Expense Indicators 6
    - 1.2 Proportion of Academic Leaders within Colleges compared to Faculties 6
      - Table 4. Academic Leaders Headcount as of April 1, 2022 7
      - Table 5. Proportion of Academic Leaders within Colleges compared to Faculties 7
    - 1.3 Function Cost of Delivery by Colleges Relative to Faculties 7
      - Figure 1. Proportion of UniForum Costs Occurring in Faculties, By Function (2020-21 FY) 8
  - 2. Quality of Shared Services Metrics 9
    - Goals 9
      - Table 6. Quality of Shared Services Reporting Timeline 9
    - 2.1 Shared Services End-to-End User Satisfaction Survey 9
    - 2.2 UniForum Satisfaction Survey 10
      - Figure 2 - University of Alberta Overall Relative Net Satisfaction 11
    - 2.3 Leadership Satisfaction Survey 12
- Appendix A 14

# Background

On December 11, 2020, the Board of Governors passed three motions that created the new College structure and its leadership model for the University. Subsequently, on June 18, 2021, the Board approved the following metrics in order to track implementation progress:

- Financial Metrics
- Quality of Shared Services
- Interdisciplinarity

This report focuses on the first two: Financial Metrics and Quality of Shared Services, which fall within the mandate of the Board Finance and Property Committee (BFPC). The third metric is tracked and reported to the Board Learning, Research and Student Experience Committee.

## Current Period (FY 2022 Q4)

The current report provides the baseline measures for the **Financial Metrics**:

- Administrative staff at Colleges relative to Faculties
- Proportion of academic leaders within Colleges compared to Faculties
- Function cost of delivery by Colleges relative to Faculties

It also provides an update on the progress of the **Quality of Shared Services Metrics**:

- Shared Services<sup>1</sup> User Survey
- UniForum Satisfaction Survey
- Leadership Satisfaction Survey

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<sup>1</sup> This reflects the end-to-end services provided under the new administrative service model.



# 1. Financial Metrics

As part of the implementation of the College model, some academic administrative services are being consolidated at the College level. In conjunction with Service Excellence Transformation (SET), the consolidation of academic support functions within the Colleges is intended to achieve a reduction in administrative expenditures. Savings will result from improved administrative efficiency and from a reduction in academic leadership roles.

The setup and implementation of administrative functions within the Colleges is underway, with an initial focus on developing College-level supports for program development and administration, research, and student services. This work is highly interdependent with the implementation of relevant service streams under SET.

Beginning in June 2021, the Academic Leaders Task Group (ALTG) worked with the Provost to review academic leadership roles in the context of the university’s new academic structure and operating model – specifically, the number, location and responsibilities of academic leaders at the department, Faculty, College and institutional levels. The ALTG released its final report on November 4, 2021, identifying multiple implementation options. The Provost is currently working collaboratively with the College and Faculty deans to develop and implement specific plans for the allocation of academic leaders to each level of the organization, to support the new operating model for the coming academic year.

## Goals

The purpose of these metrics is to track progress towards achieving the University of Alberta for Tomorrow goal of cost reduction.

Table 1. Financial Metrics Reporting Timeline

	2022-23 BFPC Schedule			
	May 31, 2022	Sep 27, 2022	Nov 29, 2022	Mar 9, 2023
<b>Administrative staff at Colleges relative to Faculties</b>	Baseline Report (Apr 1, 2022)	Quarter 1 Report (Jul 1, 2022)	Quarter 2 Report (Oct 1, 2022)	Quarter 3 Report (Jan 1, 2023)
<b>Proportion of academic leaders within Colleges compared to Faculties</b>	Baseline Report (Apr 1, 2022)	Quarter 1 Report 1st year only (Jul 1, 2022)	Quarter 2 Report 1st year only (Oct 1, 2022)	Quarter 3 Report 1st year only (Jan 1, 2023)
<b>UniForum Function cost of delivery by Colleges relative to Faculties</b>	Baseline Report (2020-21)			Annual Report (2021-22)

## 1.1 Administrative staff at Colleges relative to Faculties

This measure will demonstrate overall administrative savings achieved through the College model by the reduction of administrative staff resources. Table 2 presents total salaried FTE by organizational level; this will be reported quarterly going forward and is supported by three indicators reported in Table 3. These indicators track total administrative expenditure in the colleges and faculties, the percentage of administrative staff spending that resides in the colleges, and administrative staff expense per student enrolment. Together, they allow the organization to monitor overall administrative spending and the degree of consolidation achieved through the college model, and to normalize results to account for enrolment growth.

Table 2. Salaried Administrative FTE (operating funded, 2022-23 April 1)

	Salary Administrative FTE
College Offices	10
VP Portfolio and President Offices	2,123
Faculties	1,269
Grand Total	3,402

**Note:** updated data will be reported quarterly. Data extracted as of April 25, 2022 and subject to (small) changes. Data reflects the proportion of salary paid from operating.

Table 3. Administrative Expense Indicators

Indicator Name	Baseline	Indicator Formula	Reporting Interval
<i>Indicator 1</i> Administrative Staff Cost in College and Faculties	\$101,027,850	Fiscal 2021-22 Salary expenditure from operating funds for salaried administrative staff in College offices and Faculties.	Quarterly and Annual
<i>Indicator 2</i> Percentage Administrative Staff Spending in College	1.15%	Percentage of Administrative Staff Spending in College <i>equals</i> Administrative staff salary expenditure in College <i>divided by</i> the total of Administrative Staff expenditure in College Offices and Faculties. This is from operating funds only.	Quarterly and Annual
<i>Indicator 3</i> Administrative Staff Cost per Enrolment	\$2,332	Administrative Cost per Enrolment <i>equals</i> Administrative Staff Cost in College Offices and Faculties <i>divided by</i> Student Enrolment. Student Enrolment is as of Dec 1, 2021, including Post-Graduate Medical/Dental Education (PGME).	Quarterly and Annual

### 1.2 Proportion of Academic Leaders within Colleges compared to Faculties

As the college model is implemented, the university will realize savings through a reduction in academic leader roles. Because these roles have not been uniform historically, this measure is best presented on a position count basis. Reporting will track both the number and distribution of these roles. Reporting can be normalized on the basis of enrolment and sponsored research to account for activity growth.

Table 4. Academic Leaders Headcount as of April 1, 2022

	Headcount
VP Portfolios and President Offices	13
College Offices	3
Faculties	289
<b>Total</b>	<b>305</b>
<b>Total per 1000 enrolment</b>	<b>7.21</b>
<b>Total per \$1M sponsored research</b>	<b>0.576</b>

**Note:** Results will be reported quarterly during the initial implementation phase of the colleges, and will transition to annual reporting as position counts stabilize. Normalizations are calculated on an institution-wide basis based on student headcount enrollment and total sponsored research revenue. Sponsored research includes grants & contracts from external sources, endowment spending allocations as well as sales & investment income generated from research activities.

Table 5. Proportion of Academic Leaders within Colleges compared to Faculties

Ratio of leaders in Colleges to Faculties	3 : 289
Percentage of leaders in Colleges (among total leaders within Colleges and Faculties)	1.03%

**Note:** Results will be reported quarterly during the initial implementation phase of the colleges, and will transition to annual reporting as position counts stabilize.

### 1.3 Function Cost of Delivery by Colleges Relative to Faculties

This measure is reported on an annual basis to the Committee. Illustrative reporting on the change in overall cost of service delivery by function and on the change in distribution of cost across organizational levels is reflected in the university’s annual UniForum data collection. This can also be supplemented with other measures throughout the year to help illustrate the degree of consolidation achieved.

Types of work within the UniForum program are defined as “Activities.” Groups of related Activities roll up into “Functions,” which are main administrative areas such as Information Technology (IT) and Human Resources (HR).

A distinction is made between Operations-based and Non-Operations-based Functions. Operations-based work includes Activities that support the day-to-day operations of the university. This includes Activities in areas such as finance, research administration, support services, and maintenance. Non-Operations Functions pertain to tasks that support the university’s core missions of teaching and research.



Figure 1. Proportion of UniForum Costs Occurring in Faculties, By Function (2020-21 FY)

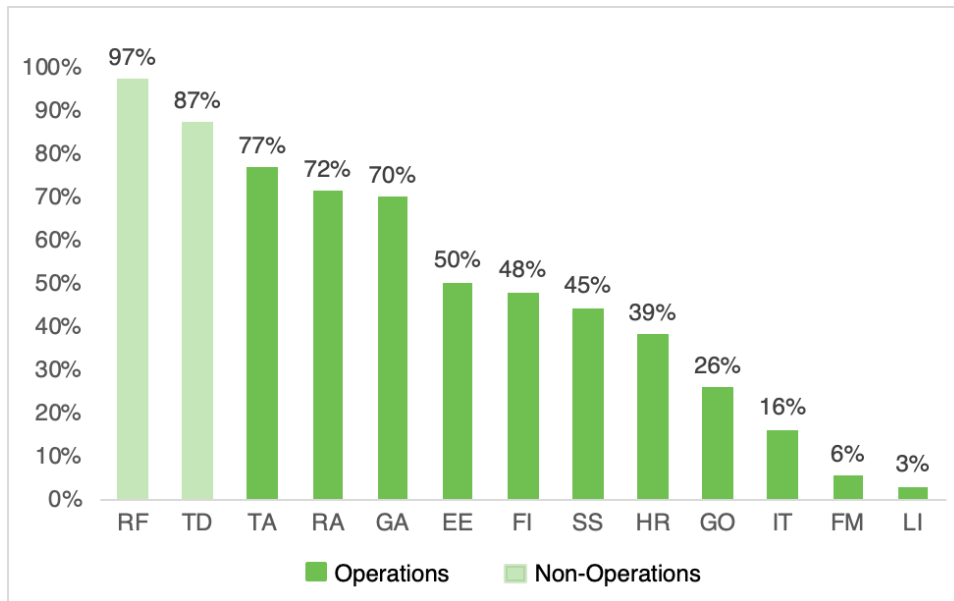


Figure 1 presents the distribution of costs by UniForum Function delivered by the Faculties. As expected, the two most prominent Functions conducted in the faculties are non-operational and support the core elements of teaching and research. They are Research Facilities & Support (RF) and Teaching Design, Development & Delivery (TD).

Approximately three quarters of the work associated with the next three Functions - Teaching Administration (TA), Research Administration (RA), and General Administration (GA) - occur in the faculties. These Functions include such Activities as academic program administration, ethics approvals, and personal/executive assistant services. At the time of this collection (fiscal year 2020-21), significant portions of the major administrative Functions - including External Engagement (EE), Finance (FI), and Human Resources (HR) - occurred in faculties. It is expected that the collection currently underway (fiscal year 2021-22) will show changes from this baseline<sup>2</sup>.

<sup>2</sup> As noted, there is a lag between the collection and dissemination of UniForum results. The staff activity collection occurs after the completion of a fiscal year, so UniForum results offer a retrospective view of the previous year. Since the establishment of the Colleges, implementation of service centralization initiatives, and process redesigns only just began in 2020-21, the impacts of those changes will emerge in future UniForum collections.

## 2. Quality of Shared Services Metrics

As part of the program to increase administrative efficiencies, services are being centralized at the institution and college levels. As services are further developed in the Centres of Expertise (also known as CoEs, which consist of teams of functional specialists under the new operating model), and brought into Shared Services and the Colleges, it is important to monitor satisfaction and use the results to inform subsequent improvements. To do this, three separate surveys are underway or in development, as outlined in Table 1 and subsequently explained.

### Goals

The user surveys and leadership interviews are anticipated to satisfy the following requirements:

- To obtain satisfaction levels with administrative functions across the University.
- To obtain feedback that can be used to inform service improvements (once services are fully transferred, questions and analytics will be quite detailed in order to support this goal).
- To assess satisfaction with the new service model from university leadership.

Table 6 outlines the timelines and key milestones for the three proposed surveys. All items are on schedule.

Table 6. Quality of Shared Services Reporting Timeline

	2022-23 BFPC Schedule			
	May 31, 2022	Sep 27, 2022	Nov 29, 2022	Mar 9, 2023
<b>Shared Services End-to-End User Satisfaction Survey</b>	Process Update (ongoing monthly administration from Apr 2022)	2023 Q1 Results (Apr-Jun, 2022)	2023 Q2 Results (Jul-Sep, 2022)	2023 Q3 Results (Oct-Dec, 2022)
<b>Uniforum Satisfaction Survey</b>	Results (Nov 2021 survey)			
<b>Leadership Satisfaction Survey</b>	Progress Update	Progress Update	Progress Update	Results Reported

### 2.1 Shared Services End-to-End User Satisfaction Survey

The end-to-end satisfaction survey for shared services is intended to collect user feedback and assess satisfaction with the recently transformed services. The population sample for the survey and the survey instrument have been defined and implemented.

The survey will be administered monthly to individuals who have interacted with the Staff Service Centre in Shared Services. Note that the services these individuals receive may have been provided by the Staff Service Centre, a CoE, College, etc; however, the contact will have been initiated through the Staff Service Centre, as the source of the survey sample. The survey itself will ask about end-to-end services provided through the new operating model.

Ultimately, the shared services user survey will become more extensive as services are added. It is anticipated that the university's upcoming service management tool will provide more specific information on service delivery and allow just-in-time surveying. Eventually, this should replace the current survey.

Data from user satisfaction surveys will be incorporated into the Acorn Institutional Data Warehouse to allow for easier analysis across employee groups, Faculties, and other attributes.

Monthly information from the survey will be provided to the appropriate administrative areas for continual improvement as appropriate.

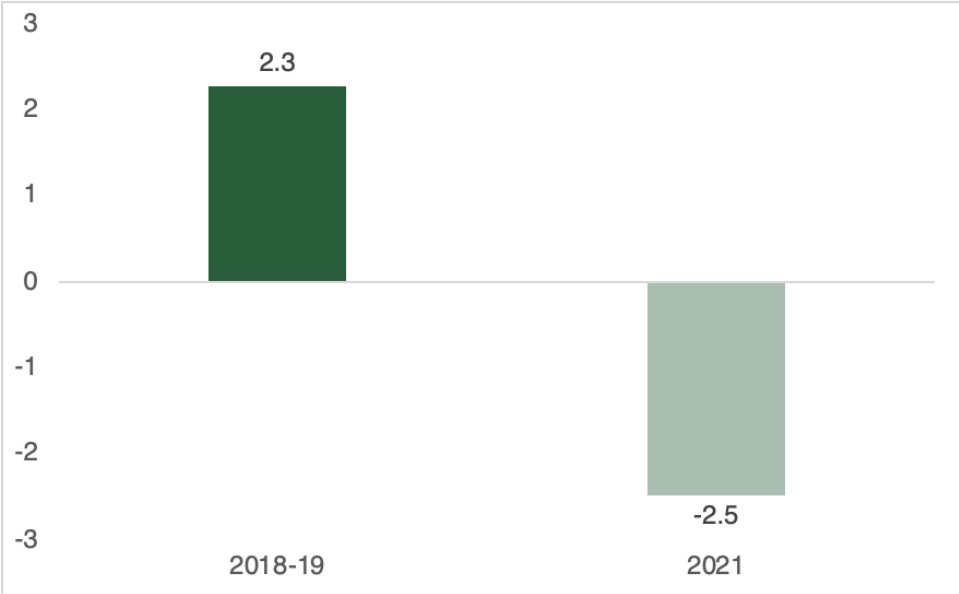
Satisfaction measures are planned to be reported quarterly to BFPC, starting with FY 2023 Q1 at the September 27, 2022, meeting.

## 2.2 UniForum Satisfaction Survey

The Service Effectiveness Survey provides a comprehensive picture of staff and faculty satisfaction with administrative services, as defined by the UniForum program. Results from the university's second administration of the survey, which occurred in November 2021, are compared to the November 2018 / May 2019 baseline results (the first administration was done in two parts). Depending on the pace of change and the need to monitor the impacts, this survey could potentially be administered again in fall 2022 (it is typically administered on 1-3 year intervals).

Results from the second iteration of the survey indicate that overall satisfaction at the university fell when compared to the first survey:

Figure 2 - University of Alberta Overall Relative Net Satisfaction (UniForum Service Effectiveness Survey)



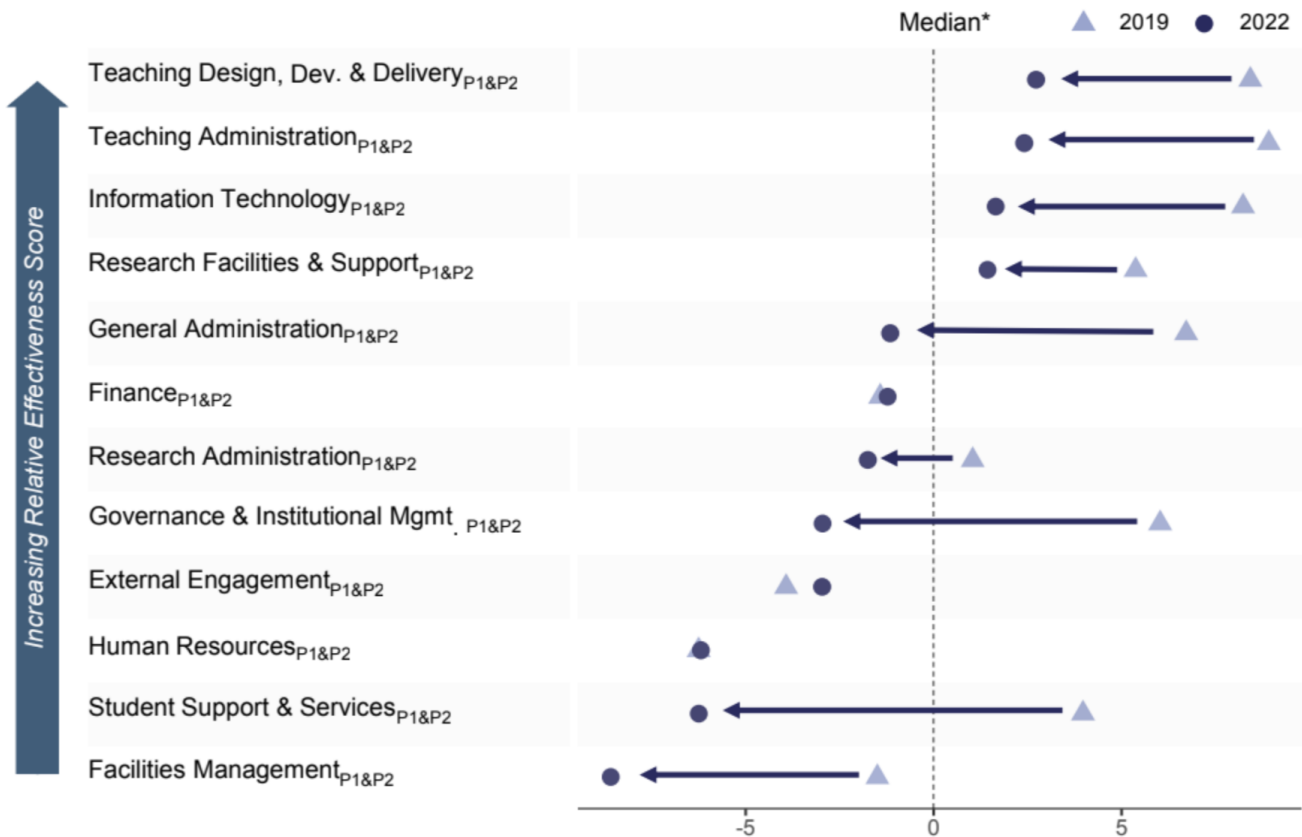
**Note:** The UniForum measurement for satisfaction displayed above (Relative Net Satisfaction) is based on five-year global medians. The higher the positive score, the more satisfied respondents are with university services. The more negative the score, the more dissatisfied survey respondents are.

While not welcome, the decrease in satisfaction was predicted due to the multiple prominent changes that occurred after the first iteration of the survey. These included significant budget restrictions, institutional transformation initiatives, academic and administrative restructuring, and the COVID-19 pandemic.

Next, satisfaction from both surveys are viewed by UniForum Function (see the Appendix for the full list of Functions):



Figure 3 - Relative Net Satisfaction By Function (higher scores indicate higher satisfaction with services)



Looking at rates of change, satisfaction with External Engagement (EE) Activities increased. Results for Finance (FI) and Human Resources (HR) essentially stayed constant. All other Functions saw declines, most notably: Student Services & Support (SS); Governance and Institutional Management (GO); General Administration (GA); and Facilities Management (FM). The areas with the greatest opportunities for improvement are GO, EE, HR, SS, and FM.

Satisfaction for Library (LI) was not measured in 2018-19, which is why it does not appear in Figure 3.

It should be noted that challenges caused by the COVID-19 pandemic (including campus restrictions and work from home directives) likely affected satisfaction with a number of Functions, particularly FM and SS.

### 2.3 Leadership Satisfaction Survey

The Leadership Satisfaction Survey will provide leadership feedback to service providers through a structured interview process. Faculty and College Deans and a representative group of college and faculty

general managers will be invited to a rolling interview every 6 months. The leadership group will be asked to provide a 1 to 5 rating on the following question:

1. On a scale of 1 - 5, what is your level of satisfaction with the new operating model? Are you:
  - Very satisfied (code as 1)
  - Satisfied (code as 2)
  - Neutral (code as 3)
  - Dissatisfied (code as 4)
  - Very dissatisfied (code as 5)

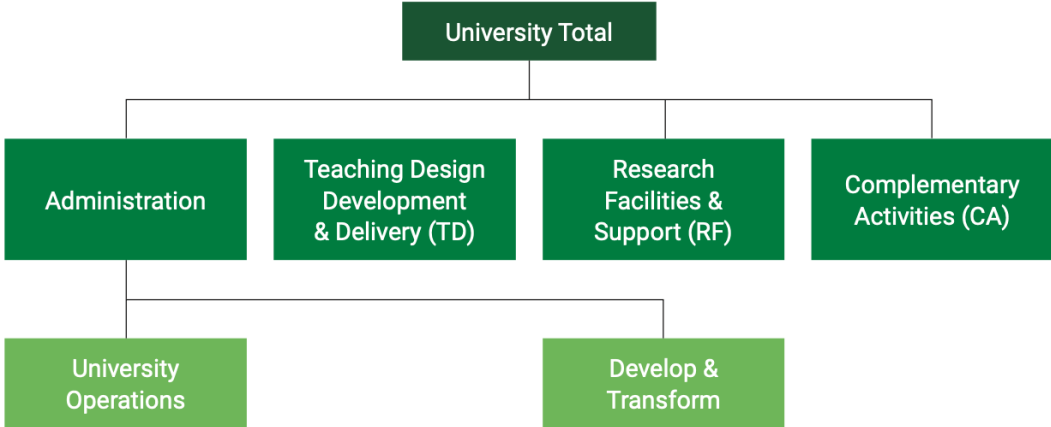
The leaders will also be asked a series of open-ended questions to provide specific examples of what is and is not working within the new operating model.

Summary information from the survey will be provided to the appropriate administrative areas for continual improvement as appropriate.

# Appendix A

## UniForum Functions

The UniForum program is underpinned by 163 Activity codes that define the tasks carried out by university employees and external suppliers. Activities are bundled together into 15 main groupings called “Functions.” Functions form the basis of all UniForum results and analysis, and are as follows (their two-letter abbreviations appear in parentheses):



**Operations** include all activities from the following functions:

- External Engagement (EE)
- Finance (FI)
- General Administration (GA)
- Human Resources (HR)
- Library (LI)
- Research Administration (RA)
- Student Support & Services (SS)
- Teaching Administration (TA)

Operations also includes *most* activities from the following three functions:

- Facilities Management (FM)
- Governance (GO)
- Information Technology (IT)

**Develop & Transform** includes select activities from the following three functions:

- Facilities Management (FM)
  - FM17: Capital Works mgmnt (all)
- Governance (GO)
  - GO13: Project & Program mgmnt
  - GO14: Bus Improvement & Change Projects
- Information Technology (IT)
  - IT01: IT Architecture, Planning & Strategy
  - IT02: Server Infrastructure
  - IT04: Storage, Bkup, DR
  - IT06: Db & mid-ware mgmnt
  - IT08: Network & Tel. Services
  - IT10: FE Apps – Bus Anal
  - IT15: Wkspc Comp. Staff & PGR
  - IT22: Corp Prim FE Apps
  - IT23: Uni Sector Prim FE Apps
  - IT24: Other FE Apps

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
1.	March 13, 2020	President and Vice Chancellor	S. 62 - <a href="#">Post-Secondary Learning Act (PSLA)</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended.</li> <li>On Monday, March 16, all in-person, online and alternate delivery classes and exams are suspended to allow time for preparation for all in-person instruction to move on-line.</li> <li>All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17.</li> <li>No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats.</li> </ul>	March 13, 2020	<ul style="list-style-type: none"> <li>Faculty</li> <li>Staff</li> <li>Employees</li> <li>Students</li> </ul>	Specific Delegation: Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances. :
2.	March 16, 2020	General Faculties Council Executive Committee	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>4.1 of <a href="#">Terms of Reference</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">See Agenda Item 5 Motions</a></li> </ul>		<ul style="list-style-type: none"> <li>Faculty</li> <li>Students</li> <li>Staff</li> </ul>	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>4.1 of <a href="#">Terms of Reference</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">See Agenda Item 3 Motions</a></li> </ul>	March 20, 2020	<ul style="list-style-type: none"> <li>Faculty</li> <li>Students</li> <li>Staff</li> </ul>	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide</li> </ul>	April 6, 2020	<ul style="list-style-type: none"> <li>Faculty</li> <li>Students</li> <li>Employees</li> </ul>	By Email - Discussed by email with Chair of BFPC and Board Chair on April 2 duo
5.	April 6, 2020	General Faculties Council Executive Committee	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>4.1 of <a href="#">Terms of Reference</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">See Agenda Item 4 Motions</a></li> </ul>	April 6, 2020	<ul style="list-style-type: none"> <li>Faculty</li> <li>Staff</li> <li>Employees</li> </ul>	Communication occurred following the passing of the relevant motion during the open session meeting of the General Faculties Council Executive Committee
6.	April 20, 2020	General Faculties Council	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">See Agenda Item 6 C Motions from the Floor</a></li> </ul>	April 22, 2020	<ul style="list-style-type: none"> <li>GFC Members/ GFC Members' Assistants.</li> </ul>	

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
7.	May 14, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Presidential Announcement on the Fall 2020 Term</a></li> </ul>	May 14, 2020	<ul style="list-style-type: none"> <li>• University Community through <a href="#">The Quad</a> on the U of A's initial plans for welcoming incoming and current students to the new academic year in September.</li> </ul>	Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the <a href="#">Covid-19 Fall 2020 Planning Website</a> )].
8.	May 25, 2020	General Faculties Council	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">See Agenda Item 11 C Motions from the Floor</a></li> </ul>	May 26, 2020	<ul style="list-style-type: none"> <li>• GFC Members/GFC Members' Assistants</li> </ul>	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term.</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Students</li> <li>• Employees</li> </ul>	<b>Consultations:</b> <ul style="list-style-type: none"> <li>• Joint University Student MNIF Oversight Committee</li> <li>• Representatives of Athletics and Recreation</li> </ul>
10.	July 30, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory use of masks on University Campuses.</li> </ul>	July 30 and 31, 2020	<ul style="list-style-type: none"> <li>• University Community through <a href="#">The Quad</a>.</li> <li>• <a href="#">COVID-19 Information</a></li> </ul>	Alignment with <a href="#">City of Edmonton bylaw</a>
11.	September 24, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>• The Winter 2021 semester will be a combination of in-person, remote and online instruction.</li> </ul>	September 24, 2020	<ul style="list-style-type: none"> <li>• University Community through <a href="#">The Quad</a>.</li> <li>• Email FYI: Announcement on the Winter 2021 Semester</li> </ul>	Subject to evolving public health guidelines
12.	November 19, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Executive Position Description</li> </ul>	<ul style="list-style-type: none"> <li>• The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA COVID-19 related policies, directives, orders and guidelines which are required to comply with the</li> </ul>	December 7, 2020	<ul style="list-style-type: none"> <li>• General Faculties Council, link to Tracker</li> </ul>	Subject to evolving public health guidelines



I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)	Government of Alberta Public Health Orders, Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders.		document on Agenda	
13.	November 26, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Delayed start of Winter 2021 term.</li> </ul>	November 26 and 27, 2020	<ul style="list-style-type: none"> <li>University Community through <a href="#">The Quad</a></li> <li><a href="#">COVID-19 Information</a></li> </ul>	
14.	November 26, 2020	Public Health Response Team	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Delegated per I.D. 12</li> </ul>	<ul style="list-style-type: none"> <li>Safety Measures General Directives Enforcement Procedure</li> </ul>	November 27, 2020	<ul style="list-style-type: none"> <li><a href="#">COVID-19 Information</a></li> </ul>	
15.	January 22, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Approval of Program Delivery Framework for the university's Spring/Summer 2021 terms.</li> </ul>	January 28, 2021	<ul style="list-style-type: none"> <li><a href="#">COVID-19 Information</a></li> </ul>	Subject to evolving public health guidelines
16.	February 11, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Approval of the Faculty of Extension's Fall 2021 communication of course delivery plans.</li> </ul>	mid-February	<ul style="list-style-type: none"> <li>Extension's Continuing and Professional Education (CPE) learners</li> </ul>	
17.	February 18, 2021	President and Vice-Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Fall Planning Update including delay of Fall 2021/Winter 2022 registration to mid-May.</li> </ul>	February 23, 2021	<ul style="list-style-type: none"> <li>University Community through <a href="#">The Quad</a></li> </ul>	
18.	March 11, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Approval of the recommendations of the COVID-19 Vaccination Working Group Report</a></li> </ul>	March 15, 2021	<ul style="list-style-type: none"> <li><a href="#">COVID-19 Information</a></li> </ul>	Subject to evolving public health guidelines
19.	May 4, 2021	Public Health Response Team	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Delegated per I.D. 12</li> </ul>	<ul style="list-style-type: none"> <li>Most on-campus activities paused for 24 hrs, effective midnight, May 4</li> </ul>	May 4, 2021	<ul style="list-style-type: none"> <li><a href="#">COVID-19 Information</a></li> </ul>	In response to Government of Alberta Public Health Orders, Directives or Guidelines
20.	August 25, 2021	Public Health Response Team	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Delegated per I.D. 12</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of a vaccination self-declaration process and a rapid testing program to support safety across our campuses this fall</li> </ul>	August 25, 2021	<ul style="list-style-type: none"> <li><a href="#">COVID-19 Information</a></li> </ul>	
21.	September 13, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description</li> </ul>	<ul style="list-style-type: none"> <li>Changes to the University vaccination mandate, required vaccination proof, and changes to rapid testing programs. The below protocols will come into effect at the U of A on November 1.</li> </ul>	September 13, 2021	<ul style="list-style-type: none"> <li><a href="#">COVID-19 Information</a></li> </ul>	In response to Government of Alberta Public Health Orders, Directives or Guidelines

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)				
22.	September 15, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Changes to the academic schedule to extend the add/drop deadline to September 20, 2021</li> </ul>	September 15, 2021	<a href="#">COVID-19 Information</a>	In response to Government of Alberta Public Health Orders, Directives or Guidelines
23.	September 16, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Changes to the academic schedule to reflect cancelled classes September 16, 2021 and changes to consolidated exams scheduled for December 9, 2021.</li> </ul>	September 16, 2021	<a href="#">COVID-19 Information</a>	In response to Government of Alberta Public Health Orders, Directives or Guidelines
24.	September 27, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>University Vaccination Directive</li> </ul>	September 28, 2021	<a href="#">COVID-19 Information</a>	
25.	October 21, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Winter 2022 Semester Planning Academic Programming Framework</li> </ul>	November 4, 2021	<ul style="list-style-type: none"> <li><a href="#">From the President's Desk - Quad</a></li> </ul>	Subject to evolving public health guidelines
26.	December 22, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Winter 2022 will start online and with enhanced campus safety measures.</li> </ul>	December 22, 2021	<ul style="list-style-type: none"> <li>Email from the Office of the President, and</li> <li><a href="#">From the President's Desk - Quad</a></li> </ul>	Subject to evolving public health guidelines
27.	January 13, 2022	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Changes to the academic schedule to extend the add/drop deadline to January 21, 2022</li> </ul>	January 14, 2022	<a href="#">COVID-19 Information</a> <a href="#">From the President's Desk - Quad</a>	
28.	January 21, 2022	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Changes to the University of Alberta University of Alberta COVID-19 Vaccination Directive</li> </ul>	January 21, 2022	<a href="#">COVID-19 Information</a>	January 21, 2022
29.	February 17, 2022	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description</li> </ul>	<ul style="list-style-type: none"> <li>Suspending the University of Alberta University of Alberta COVID-19 Vaccination Directive</li> </ul>	February 17, 2022	<a href="#">COVID-19 Information</a> Email from the Office of the President	



I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)			<a href="#">From the President's Desk - Quad</a>	
30.	March 14, 2022	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>• Move to a Level 2 emergency (an emergency with effects on the operations of the university that requires coordination between university departments to be managed)</li> </ul>	Effective March 16, 2022		

Item No. 19D

**Governance Executive Summary  
Information Item**

<b>Agenda Title</b>	<b>Centres and Institutes Committee (CIC) Annual Report for 2021</b>
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**Item**

Proposed by	Aminah Robinson Fayek, Vice-President (Research and Innovation)
Presenter(s)	Walter Dixon, Associate Vice-President (Research and Priority Initiatives)

**Details**

Office of Administrative Responsibility	Vice-President (Research and Innovation)
The Purpose of the Proposal is <i>(please be specific)</i>	To provide the Centres and Institutes Committee (CIC) Annual Report for 2021 to the GFC Academic Planning Committee (APC)
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The role of the CIC is to ensure the integrity and maintenance of the University’s rigorous processes for the establishment, operation, termination, oversight and accountability of academic centres and institutes, and maintains appropriate communication with Deans as well as with Directors responsible for the daily oversight of academic and affiliated centres and institutes at the University of Alberta.</p> <p>One academic centre was terminated, one academic institute was re-named, and two academic centres were re-named during 2021.</p> <p>Additionally, the administrative responsibility for the oversight of Centres and Institutes was transferred from the Office of the Provost and Vice-President (Academic) to the Office of the Vice-President (Research and Innovation) in April 2021.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <li>• Centres and Institutes Committee</li> <li>• Board Learning, Research and Student Experience Committee (BLRSEC)</li> <li>• Board Audit and Risk Committee (BARC)</li> <li>• GFC Academic Planning Committee (APC)</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>The activities of the Centres and Institutes Committee support:</p> <p>Goal: EXCEL</p> <p>Objective 11 - Advance the University of Alberta’s reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.</p>
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.

Item No. 19D

	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and Jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Centres and Institutes Policy UAPPOL Academic Centres and Institutes Establishment Procedure UAPPOL Academic Centres and Institutes Operation Procedure UAPPOL Academic Centres and Institutes Termination Procedure UAPPOL Affiliated Centres and Institutes Establishment Procedure UAPPOL Affiliated Centres and Institutes Operation Procedure UAPPOL Affiliated Centres and Institutes Termination Procedure GFC Academic Planning Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference Board Audit and Risk Committee Terms of Reference	

1. Attachment 1 (pages 1-2) – Centres and Institutes Committee 2021 Annual Report

Prepared by: Katharine Moore, Office of the Vice-President (Research and Innovation),  
[katharine.moore@ualberta.ca](mailto:katharine.moore@ualberta.ca)



**CENTRES AND INSTITUTES COMMITTEE (CIC)**
**2021 Annual Report**

<b>1. ACADEMIC CENTRES AND INSTITUTES</b>			
<b>APPROVED by GFC Academic Planning Committee (APC):</b>			
None			
<b>FIVE YEAR STRATEGIC REVIEW/AGREEMENT RENEWAL COMPLETED, UNDERWAY OR PENDING</b>			
None			
<b>TERMINATION OR IN THE PROCESS OF REVIEW/SUSPENSION (approved and submitted by Reporting Faculty Dean and/or Vice-President)</b>			
<b>Faculty of Education</b>	Canadian Centre for Research on Literacy (CCRL)		Suspended in 2020, and Faculty is planning termination in 2022
<b>Faculty of Education</b>	Centre for Global Citizenship Education and Research (CGCER)		Suspended in 2021, and Faculty is planning termination in 2022
<b>Faculty of Education</b>	Western Canadian Centre for Deaf Studies (WCCDS)		Suspended in 2020, no further developments reported in 2021
<b>Faculty of Kinesiology, Sport, and Recreation</b>	Alberta Centre for Active Living		Terminated at the request of the Interim Dean on 30 June 2021
<b>RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President)</b>			
<b>School of Business</b>	Technology Commercialization Centre (TCC) renamed eHUB at the request of the Acting Dean		Approved by Vice-President (Research and Innovation) 22/12/21
<b>School of Business</b>	School of Retailing renamed Centre for Cities and Communities at the request of the Acting Dean		Approved by Vice-President (Research and Innovation) 02/11/21
<b>Faculty of Medicine &amp; Dentistry</b>	Cardiovascular Translational Science Institute (CTSI) renamed Cardiovascular Research Institute (CRI) at the request of the Dean		Approved by Vice-President (Research and Innovation) 02/11/21
<b>PROPOSALS FOR NEW ACADEMIC CENTRES/INSTITUTES PENDING OR UNDER REVISION:</b>			
None			

<b>2.</b>	<b>AFFILIATED CENTRES AND INSTITUTES</b>
<b>APPROVED by the President's Executive Committee-Operations (PEC-O) AND/OR AGREEMENT SIGNED:</b>	
None	
<b>PROPOSALS FOR NEW AFFILIATED CENTRES/INSTITUTES PENDING OR UNDER REVISION:</b>	
None	
<b>STRATEGIC REVIEW AND/OR AGREEMENT RENEWAL (5 YEAR) (or as directed by contractual agreements and submitted by Reporting Faculty Dean and/or Vice-President):</b>	
None	
<b>TERMINATION OR IN THE PROCESS OF TERMINATION (approved by Reporting Faculty Dean and/or Vice-President):</b>	
None	
<b>RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President):</b>	
None	
<b>3.</b>	<b>UAPPOL CENTRES AND INSTITUTES POLICY AND PROCEDURE REVISIONS (as approved by GFC Executive Committee, or Board of Governors, or President's Executive Committee) AND FORM DOCUMENT UPDATES (as approved by the Centres and Institutes Committee):</b>
None	

**Governance Executive Summary  
Advice, Discussion, Information Item**

<b>Agenda Title</b>	<b>University Technology Strategy</b>
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**Item**

Proposed by	Mike MacGregor, Associate Vice-President & Chief Information Officer
Presenter	Mike MacGregor, Associate Vice-President & Chief Information Officer

**Details**

Office of Administrative Responsibility	Office of the Vice-President, University Services & Finance
The Purpose of the Proposal is (please be specific)	That APC receives the University Technology Strategy for review and discussion, prior to submission to the Board Finance and Property Committee.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>The project to develop a University Technology Strategy (the Strategy) is nearing completion. The Strategy is available for review (Attachment 1).</p> <p>The commitment statement, principles, and five-year goals are captured in the “strategy on a page” (Attachment 1, slide 8). The commitment statement serves as the vision for the strategy, and was developed during a very engaged series of II-EDI consultations.</p> <p>A summary of the six workstreams that lead to the five-year goals is presented on slide 9 of Attachment 1, along with a visual to show how each workstream relates back to one or more of the five-year goals.</p> <p>To assist with navigating the Strategy, the Technology Strategy Guide (Attachment 2) has been developed.</p> <p><b>Background and Current Situation:</b></p> <p>The foundational elements of vision, principles, goals and workstreams were presented to PEC-S on January 27, 2022. The additional work to elaborate the workstreams into outcomes, initiatives, approximate timing, and high-level estimates of resource requirements has now been completed.</p> <p>The Strategy is a living document, meant to be revised over its term. The first two years of the Strategy are currently the most detailed, with the activities, timing, and resourcing becoming increasingly uncertain over the subsequent years.</p>

## Item No. 19E

	<p>Of the six proposed workstreams (Attachment 1, slide 9), the following four can be characterized as foundational:</p> <ul style="list-style-type: none"> <li>● Technology Governance: A comprehensive and collaborative technology governance framework, integrated with the new budget model, is the proactive work needed to propel the university's strategic projects forward. This will move the university towards achieving our collective goals, rather than continually playing catch-up, on the technology front.</li> <li>● Service delivery and landscape optimization: This will build on the achievements of SET and begin to free resources for reinvestment into university priorities.</li> <li>● Data Strategy: This will power the initiatives that make high-quality data readily available to staff, faculty, and students.</li> <li>● Engaging the whole person: Proceeding from a standpoint of engaging the whole person has been discovered during consultations as extremely important to all members of the university community.</li> </ul>
Supplementary Notes and context	The Strategy is scheduled to be provided to the Board Finance and Property Committee at the May 31, 2022, meeting.

**Engagement and Routing (Include proposed plan)**

Consultation and Stakeholder Participation	Throughout the development of the Strategy, the Steering Committee and EY committed to stakeholder engagement and consultation. A record of those consultations is included in Appendix 2 of the attached slidedeck.
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>Goal: Excel. Objective: Enable University of Alberta researchers to succeed and excel.</p> <p>Goal: Sustain. Objective: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Goal: Sustain. Objective: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the University.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="571 1654 1524 1860"> <tr> <td data-bbox="571 1654 1084 1860"> <input checked="" type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input checked="" type="checkbox"/> IT Services, Software and Hardware  <input type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1091 1654 1524 1860"> <input type="checkbox"/> Relationship with Stakeholders  <input type="checkbox"/> Reputation  <input checked="" type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success         </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Academic Planning Committee Terms of Reference			

**Attachments**

1. Technology Strategy (2023-2027) *Draft* [Slidedeck] (74 pages) - [link](#)
2. Technology Strategy Guide (9 pages) - [link](#)

*Prepared by:* Mike MacGregor, Associate Vice-President & Chief Information Officer,  
mike.macgregor@ualberta.ca



# Technology Strategy

2023-2027



UNIVERSITY  
OF ALBERTA



# Treaty acknowledgement

The University of Alberta resides on Treaty 6 territory and the homeland of the Métis. This territory is a traditional gathering place for diverse Indigenous peoples whose histories, languages and cultures continue to influence our community. To acknowledge the territory is to recognize the longer history of these lands. The acknowledgement signifies our commitment to working in Good Relations with First Nations, Métis, and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the university for tomorrow.

# Preamble

*A preamble will be developed to define the context of the technology strategy, including the acknowledgment of the equity, diversity and inclusiveness and indigenous barriers that exist (e.g. colonization, prejudice and biases).*



# Contents

1. Treaty Acknowledgement & Preamble
2. Imagine if....
3. Executive summary
4. Our current context
5. Our five-year technology strategy
6. How we will deliver
7. Appendices
  1. Workstreams & initiatives
  2. Technology risks to the UofA
  3. Strategy development approach

# Imagine if...

## What could a technology enabled University of Alberta look like in 2028?



LEARNERS



INSTRUCTORS



STAFF



RESEARCHERS

- ✓ I am connected across the UofA and have continuous access to technology
- ✓ I have a personalized portal, allowing flexibility to build my profile and proactively see content that is relevant, useful and interesting to me in one place
- ✓ I have visibility into data to help me achieve my outcomes
- ✓ I have immersive learning experiences using emerging technologies
- ✓ I have access to career driven programs and course planning with flexibility for me to take the courses that will help me best achieve my goals
- ✓ I feel connected to the University of Alberta

- ✓ I have a deep understanding of my students and the support each individual needs
- ✓ I am supported by innovative technology in course planning and program delivery
- ✓ I am able to proactively find technology & services available to me
- ✓ I have a dynamic way of delivering & sharing supporting course content
- ✓ I understand how to effectively use the technology available to me
- ✓ The systems and tools I rely on are highly available and easy to use

- ✓ I am able to choose how I work, supported through technology
- ✓ I am able to provide seamless and integrated end-to-end service delivery
- ✓ I can focus on value added tasks because processes are automated and seamless
- ✓ My decisions are supported by using data in a more dynamic manner, and I understand how to appropriately use data to support my decisions
- ✓ The systems and data I work with are secure and interoperable to support seamless work
- ✓ I am easily able to provide and respond to internal and external reporting requirements

- ✓ I have access to innovative ways of conducting research
- ✓ I have a clear understanding of what technology and services are available to me
- ✓ There are virtual research environments to allow me to easily work with sensitive data
- ✓ Data is easily accessible and integrated across research operations
- ✓ I am supported and have a simple workflow from end-to-end in my research projects
- ✓ My research, information, and team members, are safeguarded





# Executive Summary

# Executive Summary



We, the University of Alberta, will never be satisfied with the “now.” We will always be seeking, always be challenging and, most of all, always be leading.

## The challenge ahead



The UofA community has told us we must do more, faster to dismantle/mitigate barriers to accessing services



Expectations have changed of the experiences we have through technology



Higher education is being disrupted by innovative education providers, which include non-traditional providers and new market entrants, threatening our relevancy



How universities are funded is changing, and new methods of reducing costs and generating revenues are needed.

## What this means for the UofA



The UofA must recognize that barriers exist, and seek to address them



The UofA must recognize technology supports our delivery of our core missions as One University, while acknowledging that technology is not neutral.



The UofA must accelerate its pursuit of accessible, equitable and innovative technological experiences



We must focus on prioritizing and delivering value for the University and its community, solving problems, not just delivering ‘tech’

## How we are addressing this challenge



The UofA will engage with the university communities to continually learn how we can deliver better, more equitable and accessible technology experiences



A new commitment for technology at the University of Alberta means that defined principles have been established to guide delivery of technology experiences



Goals and outcomes have been defined that we will pursue over the next five years



A roadmap has been established and workstreams defined to deliver our strategy

# Our technology strategy on a page

As One University, we commit to **striving for equitable and accessible experiences for all through innovative, seamless and transformative technologies**

## Strategic principles

- 01 UofA Technology is focused on supporting and enabling the broader University vision through innovative technology experiences
- 02 UofA will seek to dismantle/mitigate barriers to accessing services through implementation of principles such as UD and UDL frameworks
- 03 UofA will not assume that it has all the answers, and will engage with the community to learn, and adjust
- 04 Business processes will be reviewed end-to-end prior to evaluating and adopting any supporting technology solution
- 05 Technology decisions will be guided by an Enterprise Technology Architecture, enabling community driven solutions
- 06 UofA services will be rooted in a balanced, secure and protected technology foundation
- 07 UofA Institutional data will be high quality, accessible in a timely manner, and interoperable to support decision making

## Five-year goals



**Goal 1:** Enable data supported decision making



**Goal 2:** Simplify technology experiences



**Goal 3:** Commit to overcoming barriers



**Goal 4:** Establish collaborative and cohesive governance of technology at the University



**Goal 5:** Enable innovation across the University

# Delivery of goals through workstreams

## FIVE-YEAR GOALS

**Goal 1:** Enable data supported decision making



**Goal 2:** Simplify technology experiences



**Goal 3:** Commit to overcoming barriers



**Goal 4:** Establish collaborative and cohesive governance of technology at the University



**Goal 5:** Enable innovation across the University



## ROADMAP WORKSTREAMS

**WS1:** TECHNOLOGY GOVERNANCE ESTABLISHMENT

**WS2:** TECHNOLOGY SERVICE DELIVERY & LANDSCAPE OPTIMIZATION

**WS3:** DATA STRATEGY ACTIVATION

**WS4:** ENGAGING THE WHOLE PERSON

**WS5:** ENABLING INNOVATIVE RESEARCH

**WS6:** DISCIPLINED INNOVATION ENABLEMENT

4

1

2

3

1

2

3

2

5

5

Establishing a technology governance framework to guide key technology decisions across the university. This includes embedding and enabling the use of technology across the university as an overall mindset across the institution.

Simplification of the technology landscape including applications, networking, cloud strategy, and infrastructure to better support university services (teaching, learning, research, and administration).

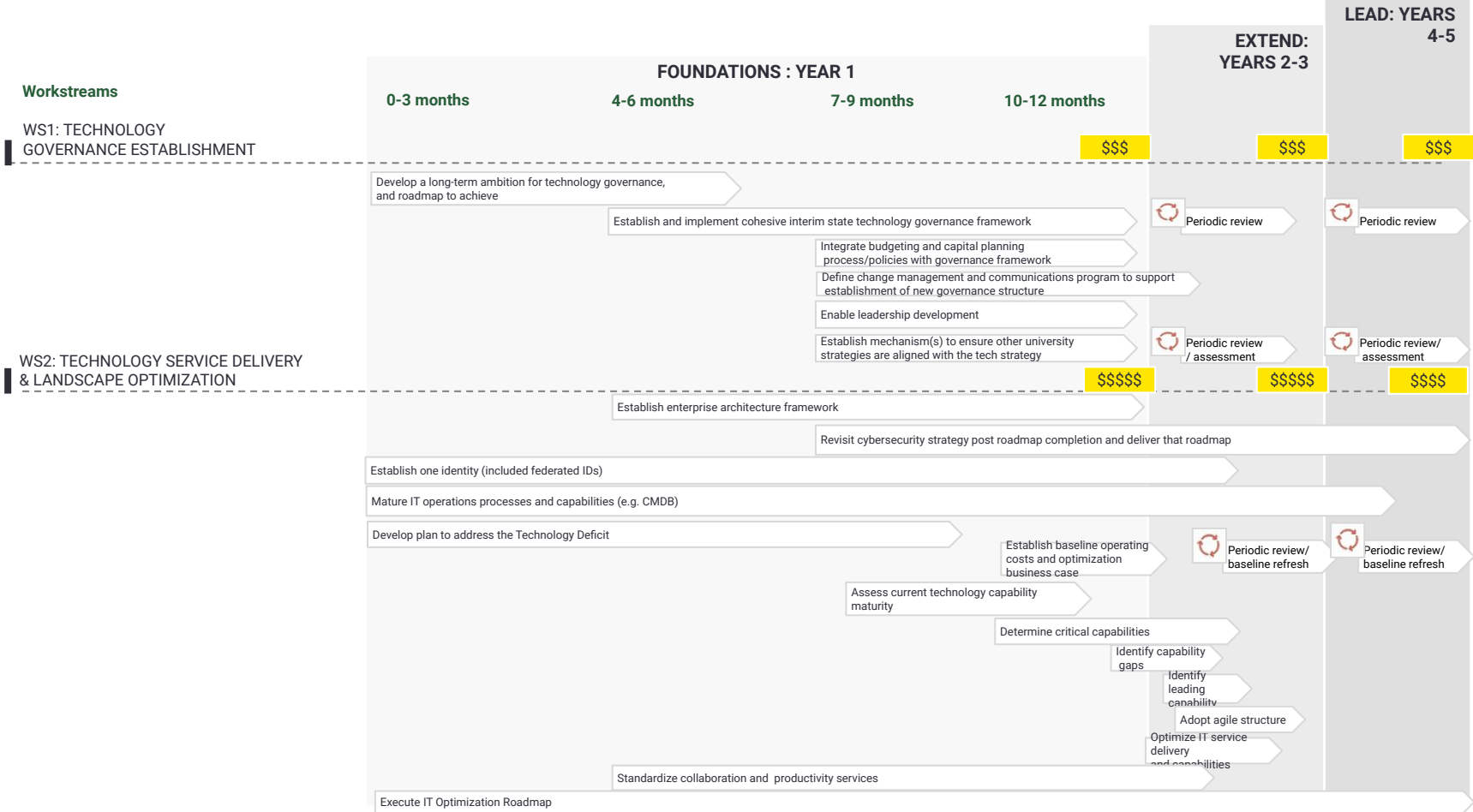
Establish a data framework (including data architecture) that brings together fragmented data sources to enable interoperability and timely access to high quality data.

Engaging the whole person to achieve their goals and objectives through equitable and accessible technology experiences.

Leverage technology to enhance and support the way research is organized and conducted.

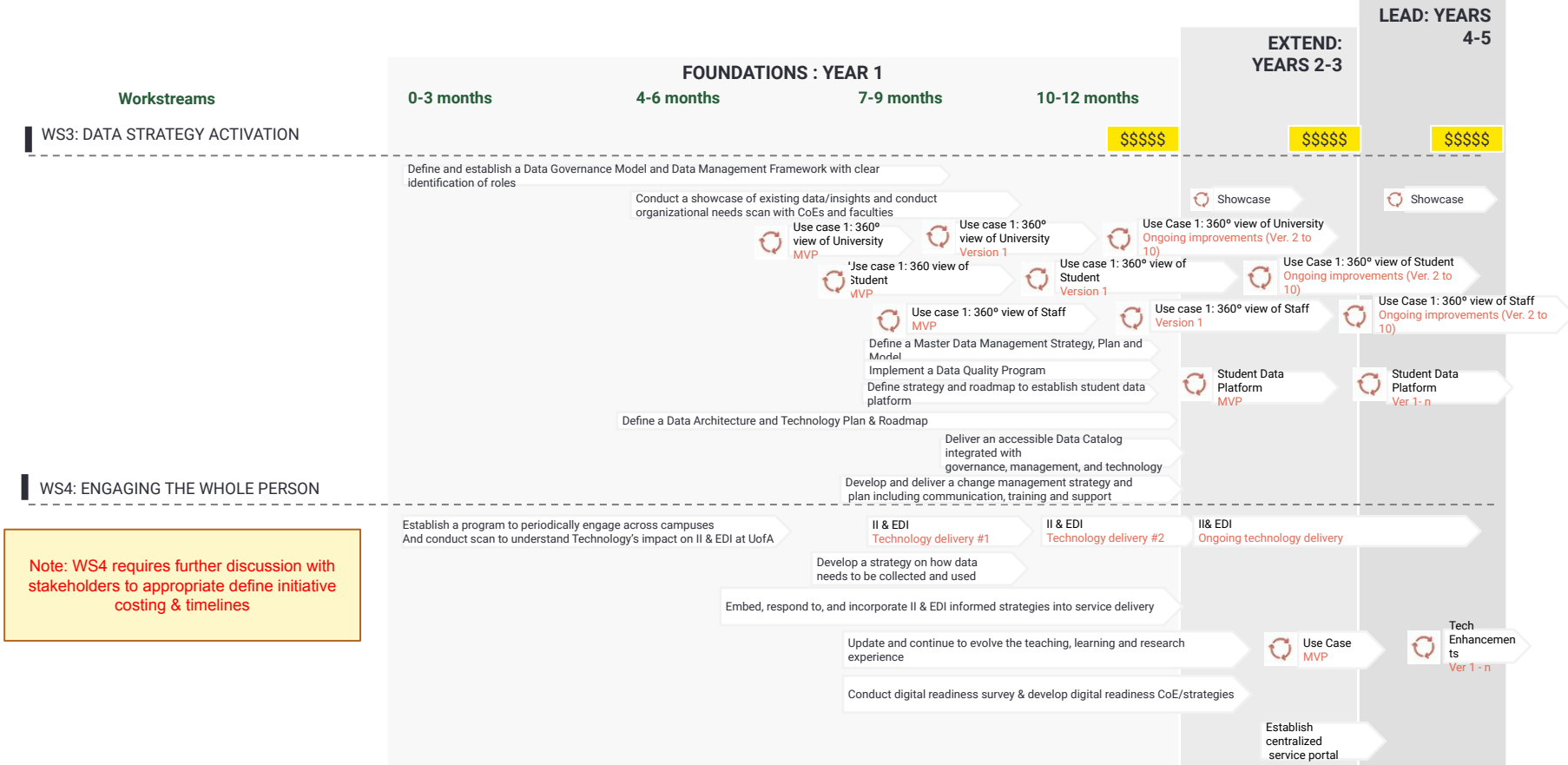
Establish a disciplined and coordinated approach to pursuing innovation across the UofA, identifying opportunities to leverage technology to create value for, and differentiate the university.

# Our roadmap to deliver

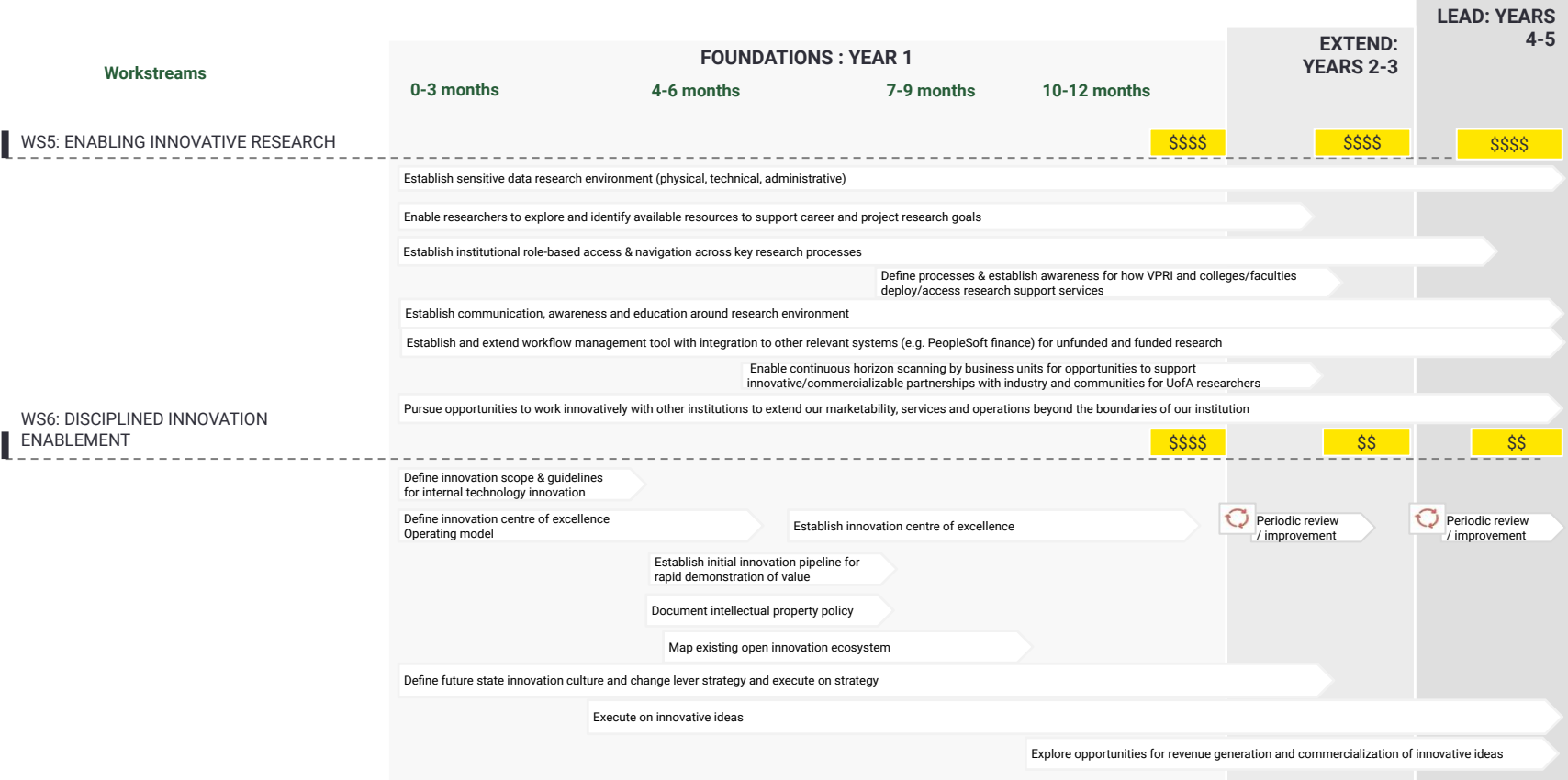




# Our roadmap to deliver



# Our roadmap to deliver



# Our current context



# The UofA's strategic context

This Technology Strategy will not exist in isolation, and is designed to support the UofA's Vision of Tomorrow and One University focus, as well as the other UofA strategies under development

**Alongside the UofA's Vision of Tomorrow, the University continues to develop and execute on a series of strategies and initiatives that will be supported by the technology strategy.**

For this reason, the technology strategy and roadmap will be a living document that will evolve as these strategies and initiatives are defined and developed.

Examples of other strategies and initiatives currently under development include:

- Indigenous Initiatives Strategy
- Equity, Diversity and Inclusion Strategy
- College governance definition
- Digital Learning Strategy
- Universal Design for Learning Strategy
- Institutional Climate Action Plan

Additional strategies may be developed, for example around furthering focus on other ESG/Sustainability elements or targets that the technology roadmap will need to support, and will adapt accordingly.

## The Vision of Tomorrow strategy



### **New levels of impact and engagement:**

UofA's research and teaching impact and community engagement has never been greater, advancing economic growth and building an inclusive, equitable, just, prosperous, and creative society with opportunity for all.

### **Expanded enrolment:**

Making the most of positive demographic trends and leading Alberta's growing participation rate, the UofA has expanded enrolment to over 50,000, increasing the diversity and inclusivity of our student community with growing numbers from Indigenous communities and other equity-deserving groups.

### **New investment in student programming:**

The UofA is a global leader in technology-enhanced teaching and learning, with a dramatically expanded range of work-integrated learning opportunities and new cutting edge online programs reaching students across Canada as well as around the world.

### **Rise in global rankings:**

The UofA has secured its rank within the top 100 global universities, with an unprecedented ability to attract and retain talented students and faculty from around the world.

### **Greater self-sufficiency:**

With new revenue streams, the U of A has dramatically reduced dependence on government grants from almost 60 percent of operating revenue in 2017/18 to less than 40 per cent in 2024/25.

# Five key drivers shaping the future of Universities

Universities are being disrupted and forced to modernize in a number of areas in order to meet changing student, employee, industry and community and government expectations.

**Internal & external drivers are creating disruption & increased pressure on the UofA to accelerate investment in providing equitable and innovative technology experiences.**

The confluence of external forces such as consumers of education services being more active in the use of technology in their day-to-day lives is placing greater expectations on educational institutions to provide innovative and equitable technology experiences.

Accelerated technology growth, Industry 4.0, and the impact of COVID-19 have reinforced the role that the UofA plays both in the higher education sector and the community. The UofA is being challenged to think differently through a time of reduced government funding, the rapid shift to online and blended learning, the rise of micro-credentials and new market entrants offering job ready accreditations and job seeker support at a fraction of the cost and time of traditional degrees.

As technology produces new opportunities for our students, researchers and staff, the UofA requires a flexible, targeted 'One University' approach to proactively respond to the needs of our community to fulfil our core missions.



## Student Expectations

*The role of students has shifted from a subordinate role to a consumer of services. They are now looking for seamless, personalised and convenient in experiences*

» Hyper-personalized learning experience

» Flexible and simplified learning experiences

» Data supported career and learning decision making

» Continuous learning & micro-credentialing aligned with industry needs



## Competitive disruption

*Education is facing profound disruptive pressures fuelled by industry convergence and new entrants challenging the way incumbents deliver value for students, instructors and the broader education ecosystem*

» Ed-tech start-ups

» Breakdown of geographical boundaries to access learning

» Organizations partnering with more nimble providers to provide upskilling



## Changing future of work & employee expectations

*Covid-19 has changed the way we approach work, with greater expectations on flexibility and innovative technology experiences that improve and simplify the ways we teach, research and work*

» Future of work, enabled by technology

» Upskilling workforce and leadership

» Enhancing service experiences through automation and self-service



## Digital revolution & transformation of universities

*Digital technologies are transforming the way we live, connect, learn and work. Leading universities around the world are accelerating their digital transformations. What they have in common is that they all aim at taking advantage of the disruption, rather than being disrupted*

» Product-centric agile delivery and governance

» Automation of repetitive tasks

» Zero-trust cybersecurity

» Unified data platforms, data management & governance to support decision making



## Changing landscape

*The UofA operates in a global environment that is evolving rapidly. The role of institutions continues to change, serving societal needs including addressing environmental, social and economic issues, while responding to operating changes such as access to funding. Universities are challenged to adapt in a number of ways to address these changes*

» Performance-based funding

» Increased focus on work-integrated learning

» Addressing barriers impacting equity denied groups

» Focus on frameworks such as Universal Design and Universal Design for Learning



# What we heard from the UofA Community



**Through a broad series of conversations with students, faculty, administrators, college and broader University leadership, these themes emerged:**



## Overcoming barriers

Underpinning the core themes is an appreciation for the diversity across the University community. There are opportunities to create more seamless and equitable technology experiences that seek to overcome existing and future barriers. This requires a commitment to constantly learn and adapt.



## Data management

There is an opportunity and strong interest to improve the management, use and interoperability of data to enable data supported decision making and support the delivery of outcomes while respecting data ownership, management and security and recognizing that data is not without context and can introduce bias.



## Technology experiences

Technology experiences for students, instructors, staff, and researchers need to be better supported through seamless and simpler interactions; including intuitive and user friendly applications and digitized learning support.



## Simplification/standardization/process

There is an opportunity to optimize/rationalize, simplify and standardize systems, infrastructure, and processes across the university, but this must be done with an appreciation of diversity. Decisions regarding simplification/standardization should be made by a diverse group.



## Program delivery

There needs to be a strong focus on enhancing the technology & tools that support the teaching and learning experience and ensuring the university has the digital literacy to make effective use of the available tools to drive student outcomes.



## Technology governance

There is limited awareness of current technology governance, and the outcomes that governance drives, though there is recognition of its importance and the opportunity to address it under the new structure, ensuring that decisions are made by a diverse group of people quickly, transparently and at the right level.



## Research

There need to be centrally provided, integrated and supported platforms to encourage interdisciplinarity and to ensure critical needs are met (e.g. storage of sensitive data). The research project lifecycle and the overall research lifecycle for funded and unfunded research needs to be better supported through interoperable systems, quality data, and support services.



## Supporting the institution through the evolution of technology

As technology continues to evolve, the institution needs to be supported to better align with this change. The overall digital literacy and technology skillset can be bolstered through change management, training/skills development, and better communication and awareness of technology services / service support.

# What we heard...



We need to think about how we can build capacity, and infuse diverse ways of thinking within the institution at the same time



Technology elements have resourcing requirements and pedagogical implications. We need to continue to reimagine and understand these multiple avenues of transformation



We need systems that are more reliable, more stable, and that provide more accessibility for all students now and transitioning back to in-person



How do we leverage technology, acknowledging up-front, that there is inequity in access?



We must make sure that there are people in place to support the learning curve that will come with the change



We need researchers to action great ideas with fewer barriers



We often assume that systems are set up in a neutral way, or that there are not barriers that are meant to exclude people in the first place



Issues inevitably arise when there are decisions to be made and a lack of clarity of who needs to be making them



When do we need to change? **About 10 years ago.** We are so far behind our peers, that now, we must move with due diligence but speed. This may mean we can't consult with everyone like we have in the past before we make a decision.



We want to be known for our **ability to be nimble, flexible and adaptive** in our thinking and in our behaviour



Technology investments and decisions need to be made by the university and not in a back room



How do we bridge communities with access and bandwidth?



We must build platforms that recognize the diversity of human beings



We want to stop the hunting and gathering for data and information. We want to see systems tie together and data integrated across the UofA



Anywhere.  
Anytime.  
Anyone.  
Any device.



# Our five-year technology strategy



As One University, we commit to striving for ***equitable and accessible experiences for all*** through innovative, seamless and transformative technologies

# Our strategic principles

The following principles informed the development of the Technology Strategy, and will continue to guide us as we execute the strategy.

01

UofA Technology is focused on supporting and enabling the broader University vision through innovative technology experiences

- ▶ UofA Technology solutions are to be aligned to the broader university vision & goals – any technology solution or goal that is not aligned, should be assessed further

02

UofA will seek to dismantle/mitigate barriers to accessing services through implementation of principles such as UD and UDL frameworks

- ▶ Commit to performing regular sweeps in order to understand barriers

03

We will not assume that we have all the answers, and will engage with the community to learn, and adjust

- ▶ The university will commit to discovering and learning from the diverse perspectives from across the UofA community
- ▶ We will approach technology solutions with agility and flexibility

04

Business processes will be reviewed end-to-end prior to evaluating and adopting any supporting technology solution

- ▶ Business processes are reviewed and established first before technology is adopted
- ▶ Minimize point solutions that are not driven by business process

05

Technology decisions will be guided by an Enterprise Technology Architecture, enabling community driven solutions

- ▶ Technology service decisions aligned to the architectural standards defined by the UofA
- ▶ Technology decisions should gear towards leveraging and implementing solutions that benefit the broader community while minimizing bespoke point solutions

06

UofA services will be rooted in a balanced, secure and protected technology foundation

- ▶ Ensure cybersecurity capability is mature across all service areas
- ▶ Assess cyber posture and address exposure points
- ▶ The university community has a strong understanding of cybersecurity risks
- ▶ Cybersecurity is mature but does not hinder the effectiveness and continuity of collaboration

07

UofA Institutional data will be high quality, accessible in a timely manner, and comprehensively support decision making

- ▶ Users of data will understand that data is not neutral and there are limitations and context to data that can introduce bias and prejudice
- ▶ Institutional data is collaboratively managed through established data governance
- ▶ Integration and interoperability is established across data sources



# Our goals

The following goals guide the technology strategy in supporting the UofA's vision of tomorrow

01

Enable data supported decision making



Goal 1 strives towards building a robust data governance and management capability that will enable people to have access to high quality data at the right time to support decision making.

02

Simplify technology experiences



Goal 2 aims to improve how users interact with technology to achieve their outcomes. This goal also aims to streamline and simplify key technology processes and capabilities to improve user experiences.

03

Commit to overcoming barriers



Goal 3 acknowledges that barriers exist in engaging with technology. This goal strives to establish and provision technology in a manner that seeks to overcome barriers and create equitable experiences for all.

04

Establish collaborative and cohesive governance of technology at the University



Goal 4 aims to establish effective and efficient governance practices to ensure that technology decisions and investments are made in a timely, value-driven and transparent manner.

05

Enable innovation across the University



Goal 5 reflects the University's commitment to seeking and challenging the UofA of tomorrow, by setting up the structure and support to enable & foster innovation across the institution.



Alignment to Vision of Tomorrow



- Support decision making across all goals



- Create an improved technology-enabled operating, teaching, research and learning experience to support achievement of all goals



- New levels of impact and engagement
- Expanded enrolment
- New investment in student programming
- Rise in global rankings



- Support investment decisions, balancing priorities across all goals



- Invest in innovation to support the achievement of all goals

How we will  
deliver



# Waves of delivery

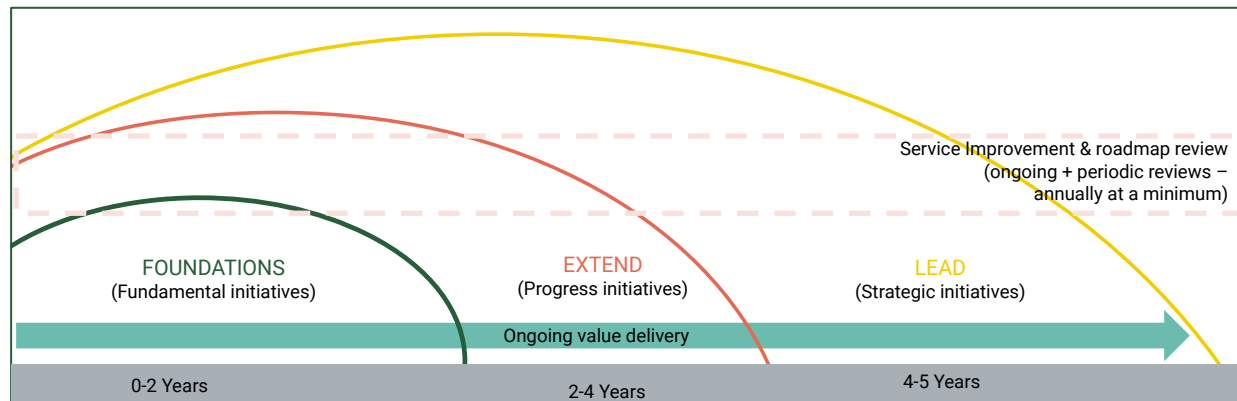
We will execute our strategy in a series of waves, each one building off and being defined and informed by the prior, as we seek to deliver value while learning as we go.

This five-year strategy will be implemented across three horizons, each laying the base for the next, while looking to deliver value to the University as we go.

Key to the success of the strategy is the first wave, which will focus on setting the foundations for the remainder of the strategy, optimizing the application landscape to create capacity and generate savings to pay for the remainder of the roadmap. During this stage underlying strategies and associated business cases for identified initiatives/outcomes (e.g. cybersecurity strategy) will be defined which will require prioritized roadmaps once post-rationalization run capacity and available budget have been understood.

Throughout each wave, value delivery will be important. Rather than getting caught up in having everything defined before executing, roadmaps will be constructed around iterative value delivery.

To ensure the five-year roadmap remains contemporary, the roadmap will be monitored, evaluated and updated on a regular or as-needs basis. The regular updates will serve to ensure digital objectives are met using the most current digital technology and innovations at that time.



## Foundations

- Optimize technology and understand the 'run' baseline of cost and capacity to maintain technology at the university.
- Conduct scans to understand the current context of the University for specific areas, and establish the underlying strategies and prioritized roadmaps for the workstream initiatives
- Define the business case for change post-rationalization of the application landscape, as well as business cases for initiatives identified during planning and strategy development in year 1

## Extend

- Take advantage of the improved and simplified underlying technology structure and landscape to progress the initiatives and developed underlying strategies in the technology strategy
- Learn from, continue to improve and demonstrate progress through improvements to the equity and accessibility of technology experiences

## Lead

- In alignment with the underlying work streams, as well as the broader university strategy, exploit the work done during the prior two waves to pursue technology experiences that truly begin to differentiate the UofA.
- Continued learning and adjustment based on the impact of changes made during Extend and their impact on the pursuit of equity and accessibility.

# Workstream Summary

We will deliver the strategy through workstreams, each with defined outcomes that will address multiple goals, and with defined owners who will be responsible for ensuring progress.

Workstream	Description	Outcomes	Goals addressed	Workstream Sponsor(s)	Owner(s)
<b>WS1: Technology Governance Establishment</b>	Establishing technology governance framework to guide key technology decisions across the university. This also includes embedding and enabling the use of technology across the university as an overall mindset across the institution.	<ul style="list-style-type: none"> <li>Define a long term direction for technology governance at the UofA, and take steps to move towards that vision.</li> <li>Establish a technology governance framework to guide key technology decisions across the university that will begin to move the UofA towards the long term direction.</li> <li>Embed coordinated technology governance across the university as an overall mindset at the institution</li> <li>Coordinate allocation and distribution of funding defined to meet the strategic goals of the university and in alignment with the direction of the long term direction.</li> <li>Has established a framework or governance structure to ensure that the technology implemented is affordable and sustainable</li> <li>The decision framework appropriately evaluates and captures the impact to the university as a whole</li> <li>Outline and help establish faculty-level technology investment processes for sub capital threshold investments, aligned to the broader technology governance framework</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 4:</b> Establish collaborative and cohesive governance of technology at the University</li> </ul>	<ul style="list-style-type: none"> <li>College Deans</li> <li>VP-USF</li> </ul>	Brian Stewart Mike MacGregor
<b>WS2: Technology Service Delivery and Landscape Optimization</b>	Simplification of the technology landscape including applications, networking, cloud strategy, infrastructure to better support university services (teaching, learning, research, admin etc.)	<ul style="list-style-type: none"> <li>Users are able to find and access technology for their roles through effective communication, provisioning &amp; awareness of available technology</li> <li>Define and evolve the technology operating model, in relation to the governance vision</li> <li>Platforms and services are adequately / appropriately instrumented</li> <li>Technology is standardized &amp; optimized (application, network, data centres, wireless) to enable a common user experience and to minimize the administrative burden of supporting multiple/duplicative elements</li> <li>Enterprise Architecture (from Application through to Infrastructure) is defined to guide key technology decisions</li> <li>Self service support is simplified, easily accessible and is enabled through AI technologies</li> <li>Leading practice IT service management practices are established</li> <li>Roadmap to address deferred maintenance &amp; technology debt is documented</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 1:</b> Enable data supported decision making</li> <li><b>Goal 2:</b> Simplify technology experiences</li> <li><b>Goal 3:</b> Commit to overcoming barriers</li> </ul>	<ul style="list-style-type: none"> <li>College Deans</li> <li>VPA &amp; Provost</li> <li>VP-USF</li> </ul>	David Dittaro Tim Jenkins Mike MacGregor
<b>WS3: Data Strategy Activation</b>	Establish a data framework (including data architecture) that brings together fragmented data sources to enable interoperability and timely	<ul style="list-style-type: none"> <li>Define strong data governance and framework to ensure that high quality data is easily accessible in a timely manner, and is integrated into key operations</li> <li>Establish a unified data platform that brings together fragmented data sources to enable interoperability and timely access to high quality data</li> <li>Enable key user groups (e.g. admin, faculty, researchers) are able to access and use data to enable decision making</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 1:</b> Enable data supported decision making</li> </ul>	<ul style="list-style-type: none"> <li>College Deans</li> <li>VP-USF</li> </ul>	Deb Williams David Dittaro

# Workstream Summary

We will deliver the strategy through workstreams, each with defined outcomes that will address multiple goals, and with defined owners who will be responsible for ensuring progress.

Workstream	Description	Outcomes	Goals addressed	Workstream Sponsor(s)	Owner(s)
<b>WS4:</b> Engaging the whole person	Engaging the whole person to achieve their goals and objectives through a positive technology experience. This can include the application of new technology, enhancement of existing technology or re-designing services.	<ul style="list-style-type: none"> <li>Understanding and addressing the ways technology are impacting the way the whole person is empowered and disempowered and/or engaged and disengaged at the University of Alberta</li> <li>Be responsive to the context of how users are using technology and their experience with technology</li> <li>Improve the interfaces &amp; interactions that users (e.g. students, staff, instructors) have with technology on a day to day basis</li> <li>Provide users with the digital literacy they need to make full use of the technology available to them.</li> <li>Enable consistent and continuous access to UofA technology, no matter the location of the user, or the device the user chooses to use.</li> <li>Technology available is fit for users' purpose &amp; needs in a multimodal way</li> <li>Users are supported and guided across their lifecycle in navigating the university ecosystem in a simple manner through different modes of support</li> <li>Physical spaces and digital technologies are modernized</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 2:</b> Simplify technology experiences</li> <li><b>Goal 3:</b> Commit to overcoming barriers</li> </ul>	<ul style="list-style-type: none"> <li>College Deans</li> <li>VPA &amp; Provost</li> <li>VP-USF</li> </ul>	Rob Washburn
<b>WS5:</b> Enabling innovative research	Leverage technology to enhance and support the way research is organized and conducted	<ul style="list-style-type: none"> <li>Technology enabled workflow for unfunded/funded research project lifecycle and administration from end to end</li> <li>Develop interface that allows researchers to explore available national and university resources to support research goals</li> <li>Individual researchers have just-in-time access to information to support navigation of research environments and are aware of /are able to find the technology &amp; resources they need throughout their employment with the university</li> <li>Digital research enabled through technology and research data management (including research data management planning, advanced research computing, research repository)</li> <li>University researchers are enabled to appropriately perform research that involves sensitive data</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 2:</b> Simplify technology experiences</li> <li><b>Goal 5:</b> Enable innovation across the university</li> </ul>	<ul style="list-style-type: none"> <li>College Deans</li> <li>VPRI</li> </ul>	Scott Delinger
<b>WS6:</b> Disciplined Innovation Enablement	Establish a disciplined and coordinated approach to pursuing innovation across the UofA, identifying opportunities to leverage technology to create value for, and differentiate the university	<ul style="list-style-type: none"> <li>Disciplined approach to enabling, governing and funding technology innovation is established</li> <li>Technology innovation ideas that deliver value to the UofA have a clear path to grow from idea to scale</li> <li>Innovation program is aligned to the 5 year UofA roadmap and the strategic direction of the executive team</li> <li>Innovation is driven through established accountability &amp; awareness to create &amp; capture value</li> <li>Innovation is accelerated through structured but balanced approach to generate value in a timely manner</li> <li>Innovation is a strategic priority on the executive agenda to gain continued sponsorship and maintain momentum</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal 5:</b> Enable innovation across the university</li> </ul>	<ul style="list-style-type: none"> <li>College Deans</li> <li>VPRI</li> <li>VP-USF</li> </ul>	Brian Stewart Mike MacGregor



# Roadmap assumptions & key considerations

The roadmap is a living document and will need to be interpreted as such. A number of assumptions have been made to aid in development of the roadmap.

## Key considerations when reading the roadmap

1. The roadmap represents the technology roadmap of the UofA, and will require collaboration across the institution. It is not just the 'IST Roadmap'.
2. The roadmap is a living document. Ongoing planning and definition of workstreams will continue in the lead up to commencement of FY23/24 (Year 1) and to inform budget requirements for the FY23/24 (Year 1) budgeting cycle.
3. As a minimum, an annual review will be established to update the roadmap for the following financial year. As additional strategies or initiatives are completed that will require technology support/adjustment the roadmap may need to be updated to reflect (for example, Indigenous Initiatives, EDI Strategy, institutional climate action plan).
4. The current view of the roadmap primarily reflects the 'plan to build a plan'. Prioritization and business case development will be required across the portfolio of workstreams when further clarity has been provided based on the results of sub-strategy development (e.g. cybersecurity) and scans (e.g. barriers to technology).
5. Priority will be given to delivering value via 'minimum viable products' (MVPs) as quickly as possible
6. Workstreams are integrated, and are not to be treated as silos. Close working relationships will need to be established across streams due to multiple dependencies.
7. Capacity balancing and augmentation may be required, pending the priorities of the institution, the results of application rationalization, and the identification of services that can be stopped.

## Assumptions

1. Roadmap years are based on UofA's fiscal years, commencing Q1 2023/24 (Year 1)
2. Year 1 capital expenditures to be incorporated into the broader institution capital planning process when identified
3. Estimated costs reflect operating to implement only at this stage, and are not reflective of Total Cost to Operate (TCO). Capital costs will be identified as they are understood and prioritized, when further clarity has been provided based on the results of sub-strategy development and scans.
4. Estimated operating costs are +/- 50%
5. Initiatives have been estimated based on the following range scale provided by IST PMO:

\$	<\$100,000
\$\$	<\$250,000
\$\$\$	<\$500,000
\$\$\$\$	<\$1M
\$\$\$\$\$	>\$1M
6. The technology strategy does not identify specific applications that should be implemented, rationalized or improved. These will be identified throughout the course of the strategy delivery.
7. Timelines are estimates only, and may be impacted by the evolving priorities of the institution
8. FTE Count remains capped. External resourcing may be required to support some initiatives.

# Cross-Strategy foundational workstreams

While all workstreams and associated outcomes have been identified as important through consultation and by owners, four workstreams have been identified as foundational enablers to be delivered in year 1 as they are critical to supporting delivery across all other streams.

Workstream	Rationale
<b>WS1:</b> Technology Governance Establishment	Establishing the interim governance model and associated budgeting mechanism is critical early in year 1 to enable appropriate cross-institution decision making, prioritization and budget allocation for remaining years of the roadmap.
<b>WS2:</b> Technology Service Delivery and Landscape Optimization	Undertaking optimization of the existing technology landscape is a foundational activity to create capacity, reduce potential operating and future capital outlay to sustain the existing landscape. Determining the resulting savings, creation of capacity, and understanding of the baseline operating cost 'run rate' will enable appropriate forecasting for the remaining years of the roadmap.
<b>WS3:</b> Data Strategy Activation	Definition of strong data governance and framework will act as a critical enabler to support decision making across the UofA.
<b>WS4:</b> Engaging the whole person	Engaging with the UofA community to understand the barriers that exist to equity denied groups, and seeking to address those barriers is a core commitment of this technology strategy.

# How we will succeed

In order to succeed in our delivery, while doing so with limited resources, we will need to shift our approach and mentality to how we deliver technology and value at the UofA.

What got us here, will not get us there. Covid-19 has shown we can accomplish a lot of change with technology in a rapid amount of time, but has also shown us we need to think differently about how we engage with technology.

We will succeed by embedding the behaviours and approaches outlined. Core to success fundamentally though is to stop simply 'doing' technology projects as point solutions, and to start 'being' a technology enabled university.

In order to stay relevant in this fast changing digital world, while in a resource constrained environment, agility and speed to deliver value is key. This means listening and learning while acting on the areas that will deliver impactful value to the institution, and its community, as a whole.

This means being open to evaluating the way we work, the way we teach, the way we research, the way we learn and the way we operate the University, acknowledging that in doing so might be uncomfortable, but that the university community will be supported through change.



## Agility through learning

We will not assume we have the answers. Instead we will approach execution with an iterative mindset, encouraging testing, learning and adapting.



## Disciplined prioritized delivery

We cannot do everything. We will have to ruthlessly prioritize, and identify low value-add activities to stop doing that do not progress the purposes of the UofA.



## Collaboration, consultation & co-design

We will not execute in isolation or in silos. We need to partner as One University to deliver the outcomes and deliver our technology purpose, however in order to enable speed, we will not be able to consult as much as we have done in the past.



## Solve problems, not chase solutions

We will approach technology with a mindset of how we can solve the problems of the institution. We will not chase solutions that simply seem interesting. We will investigate potential solutions from a place of asking how this will deliver impactful value to the University and its community.



## Supported through change

We will provide the UofA community with the necessary structured support to prepare for, and experience change in a positive way.



## Ongoing value delivery

We will structure our roadmaps to regularly deliver and demonstrate value. An incremental but frequent value delivery approach will be prioritized over less-frequent big-bang value delivery.



## Connected governance

We will establish and communicate governance that makes transparent decisions rapidly at the right levels of the UofA. Governance will be connected to and listen to the broader university, and the community will need to trust it's representatives to make rapid decisions.



## Embrace discomfort

We will be get comfortable with being uncomfortable. This may mean having difficult conversations and saying no at times we would normally have said yes, approaching from a place of learning rather than assuming we have all the answers, pursuing value in different ways, and raising our risk appetite.

# Delivery risks to be managed

Below are core risks to the execution of the strategy itself that will need to be monitored and mitigated to ensure we are able to achieve the goals and outcomes identified.

Risk	Mitigations
<p>There is a risk that limitations on capacity and budget will impede roadmap delivery due to exacerbated challenges surrounding competing interests, rising costs and retention of critical skills.</p>	<ul style="list-style-type: none"><li>• Strong direction from the governance framework built alongside the Technology Strategy will be imperative. This includes addressing insufficient investment capacity using a framework for initiative and work prioritization that can be leveraged to proactively plan resource capacity needs and stagger initiatives as required to manage funding and resource constraints</li><li>• With skills retention, the University must build a workforce management capability that both manages resource demand and supply, but also ongoing resource skills development, building internal skills and knowledge needed for initiative implementation and system maintenance</li></ul>
<p>There is a risk that proposed roadmap initiatives and governance recommendations, will be met with resistance due to change fatigue and opposition to conformity across the institution.</p>	<ul style="list-style-type: none"><li>• Development of a robust change management plan that itself, has the active involvement of impacted stakeholder groups.</li><li>• Co-development of detailed strategic plans highlighted within the Technology Roadmap to establish a sense of ownership and build ambassadors</li><li>• Use of regular communications and varied avenues to keep stakeholders informed and up to date on proposed changes and associated timelines</li></ul>
<p>There is a risk that the current lack of clarity on College governance and the college-specific operating model, may lead to a lack of buy-in to the strategy, and difficulty in making changes in an evolving environment.</p>	<ul style="list-style-type: none"><li>• The technology strategy must remain diligent in monitoring and adapting to the College governance and operating model as it evolves</li><li>• As a live document, the technology strategy will be reviewed to assess relevancy and required stakeholder involvement on an ongoing basis to account for changes within the institution</li></ul>
<p>There is a risk that the UofA's aging infrastructure may require a significant investment of funds, resources and time, to replace or adapt in a way that effectively enables the delivery of the roadmap.</p>	<ul style="list-style-type: none"><li>• Develop a plan to address and prioritize resolution of the technology debt</li><li>• Identify services and infrastructure/application/system support that can be stopped or rationalized to allow for prioritized focus on high-value areas</li></ul>
<p>There is a risk that the ongoing financial sustainment of existing systems paired with resistance to disinvesting or turning off existing applications/infrastructure/ technology solutions that aren't generating impactful value, may lead to further capacity and budget constraints. This may further strain already limited capacity available to deliver the roadmap.</p>	<ul style="list-style-type: none"><li>• Alignment of budget allocation to updated technology governance and setting of priority technology budget allocation/investments at the University by the refreshed governance committees</li></ul>



# Appendix 1: Workstreams



# Workstream 1 Overview: Technology Governance Establishment

## Foundations Workstream

### Description:

Establishing technology governance framework to guide key technology decisions across the university. This also includes embedding and enabling the use of technology across the university as an overall mindset across the institution.

### Outcomes

01 Define a long term direction for technology governance at the UofA, and take steps to move towards that vision.

02 Establish a technology governance framework to guide key technology decisions across the university that will begin to move the UofA towards the long term direction.

03 Embed coordinated technology governance across the university as an overall mindset at the institution

04 Coordinate allocation and distribution of funding defined to meet the strategic goals of the university and in alignment with the direction of the long term direction.

05 Has established a framework or governance structure to ensure that the technology implemented is affordable and sustainable

06 The decision framework appropriately evaluates and captures the impact to the university as a whole

07 Outline and help establish faculty-level technology investment processes for sub capital threshold investments, aligned to the broader technology governance framework

### Implementation Considerations

Time to implement

Years 1-2

Year 1 implementation operating cost

\$\$\$

### Alignment to Vision of Tomorrow

- New levels of impact and engagement
- New investment in student programming
- Greater self-sufficiency

### Core Technology Risks Addressed

- **Risk 5:** Low compliance and lack of enforcement of security policies
- **Risk 8:** Absence of ownership surrounding technology initiatives
- **Risk 9:** Lack of clear linkage between governance, budgeting and risk
- **Risk 10:** Minimal representation of IT during strategic planning

### Strategy Goals Enabled



4.0

Establish collaborative and cohesive governance of technology at the University

### Benefits

Right-sized, reduced cost and greater management of overall budget

Better transparency and management over strategic priorities

Simplified and dedicated business engagement

Faster speed to value and efficient delivery of new products

# Workstream 1 Overview: Technology Governance Establishment

Initiative	Activities	Timeline of costs incurred					Timeline to implement
		YR1	YR2	YR3	YR4	YR5	
<b>W1.1: Develop a long-term ambition for technology governance, and roadmap to achieve</b>	Define, align on and socialize long-term ambition governance model (5+ year target)						Q1 2023 – Q2 2023
	Develop transition plan/journey to transform from interim to ambition state governance model; including interim governance models						Q1 2023 – Q2 2023
	<b>Overall initiative estimate</b>	\$					<b>Q1 2023 – Q2 2023</b>
<b>W1.2: Establish and implement cohesive interim state technology governance framework</b>	Define interim governance framework including ToR, key roles, accountabilities, champions, intake and evaluation process, decision rights etc.						Q2 2023 – Q3 2023
	Implement interim state governance model						Q2 2023 – Q4 2023
	Conduct periodic reviews to evaluate, iterate and enhance the interim governance model towards long-term ambition state						Every second quarter commencing Q1 2024 – ongoing
	<b>Overall initiative estimate</b>	\$\$	\$	\$	\$	\$	<b>Q2 2023 - Ongoing</b>
<b>W1.3: Integrate budgeting and capital planning process/policies with governance framework</b>	Define budgeting strategy and funding lifecycle strategy and necessary updates to Capital Planning policy in alignment with governance framework						Q3 2023 – Q4 2023
	Establish budgetary authority for the appropriate committees (for the interim and target governance model)						Q3 2023 – Q4 2023
	<b>Overall initiative estimate</b>	\$					<b>Q3 2023 – Q4 2023</b>
<b>W1.4: Define change management/communication program to support establishment of new governance structure</b>	'Define change management and communication strategy (process, change drivers/champions) to implement governance model						Q3 2023 – Q4 2023
	Implement change management and communications strategy						Q3 2023 – Q1 2024
	<b>Overall initiative estimate</b>	\$	\$				
<b>W1.5: Enable leadership development</b>	Define leadership development plan to define key skillsets and capabilities needed to support the target governance model	\$					Q3 2023 – Q4 2023

# Workstream 1 Overview: Technology Governance Establishment

Initiative	Activities	Supporting Information	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W1.6: Enable leadership development</b>	Define leadership development plan to define key skillsets and capabilities needed to support the target governance model		\$					Q3 2023 – Q4 2023
<b>W1.7: Establish mechanism(s) to ensure other university strategies (e.g. II &amp; EDI informed strategies, college governance etc., Enrollment growth strategies.) are aligned with the tech strategy</b>	Develop process to identify and incorporate university strategies in technology governance model	Cost included in periodic reviews and evolution of interim governance towards long-term ambition state						Every second quarter commencing Q3 2023 – ongoing
	Identify and develop process to integrate Technology governance with broader university governance mechanisms and committee's (existing and future)							Q3 2023
	<b>Overall initiative estimate</b>		\$					<b>Q3 2023 - Ongoing</b>

# Workstream 2 Overview: Technology Service Delivery and Landscape Optimization

## Foundations Workstream

### Description:

Simplification of the technology landscape including applications, networking, cloud strategy, infrastructure to better support university services (teaching, learning, research, admin etc.)

### Outcomes

01 Users are able to find and access technology for their roles through effective communication, provisioning & awareness of available technology

02 Define and evolve the technology operating model, in relation to the governance vision

03 Platforms and services are adequately / appropriately instrumented

04 Technology is standardized & optimized to enable an improved user experience and to minimize the administrative burden of supporting multiple/duplicative elements

05 Enterprise Architecture (from Application through to Infrastructure) is defined to guide key technology decisions

06 Self service support is simplified, easily accessible and is enabled through AI technologies

07 Leading practice IT service management practices are established

08 Roadmap to address deferred maintenance & technology debt is documented

### Implementation Considerations

Time to implement

Years 1-5

Year 1 implementation operating cost

\$\$\$\$\$

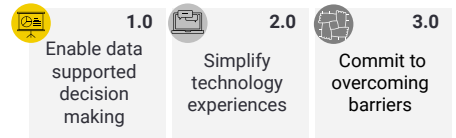
### Alignment to Vision of Tomorrow

- New levels of impact and engagement
- Expanded enrolment
- New investment in student programming
- Rise in global rankings
- Greater self-sufficiency

### Core Technology Risks Addressed

- **Risk 3:** Inconsistent identify management practices
- **Risk 4:** Insufficient cyber hygiene practices
- **Risk 6:** Impact of evolving external factors on supply chain operations
- **Risk 7:** Absence of communication on application availability, age and fit for purpose

### Strategy Goals Enabled



### Benefits

End-to-end business processes enhanced through technology

Improved user and employee experience

Cost savings and benefit realization through optimization

Improved operational effectiveness, responsiveness and agility

# Workstream 2 Overview: Technology Service Delivery and Landscape Optimization

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W2.1: Establish enterprise architecture framework</b>	Define the guiding principles and future state goals & objectives of an enterprise architecture framework	Crosses all IST Portfolios	\$					Q2 2023
	Define governance, processes and standards to support the enterprise architecture framework	Crosses all IST Portfolios	\$					Q2 2023 – Q3 2023
	Develop strategies for aligning services to the enterprise architecture framework across IST portfolios	Crosses all IST Portfolios, examples of strategies include, but not limited to: <ul style="list-style-type: none"> <li>Digital Infrastructure - Cloud Services (AWS/ Azure/ Google), Wireless First, Data Centre, Call Centre, Telephony, Active Directory</li> <li>Enterprise Applications - ERP, SIS, ESM, MyUALberta, Automation, Business Process Services, Integration Services, Data Management, Digitization</li> </ul>	\$\$					Q2 2023 – Q3 2023
	Prioritize, plan and schedule projects and activities for achieving developed strategies	Crosses all IST Portfolios	\$					Q2 2023 – Q4 2023
	<b>Overall Initiative cost</b>		\$\$					<b>Q2 2023 – Q4 2023</b>
<b>W2.2: Revisit cybersecurity strategy post roadmap completion and deliver that roadmap</b>	Execute initiatives on cyber strategy roadmap	CISO will restart the governance process to formally approve the cybersecurity strategy (that has been tabled pending the completion of the University Technology Strategy (to ensure alignment with the Technology Strategy)). CISO, CIO, and IAS will present the cybersecurity strategy to PEC-S and BARC. It will be determined through IT Governance if approval is required from PEC-S and/or BARC or if this will be for informational purposes to identify any issues before formal ascension.	\$	\$	\$	\$	\$	Q3 2023 - Q4 2027



# Workstream 2 Overview: Technology Service Delivery and Landscape Optimization

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W2.3: Optimize IT service delivery and capabilities</b>	Formalize the requirements for service instrumentation as part of project planning,	Service Excellence		\$				Q3 2024 – Q4 2024
	Establish practices around adopting the instrumentation definition requirements	Service Excellence		\$				Q3 2024 – Q4 2024
	Establish a reporting framework and support practices	Service Excellence : Two streams - one internally focused on service delivery performance the other externally focused on service value		\$	\$			Q1 2024– Q4 2024
	Establish Continual Service Improvement framework	Service Excellence		\$	\$			Q4 2024 – Q1 2025
	Establish ITSM capabilities for Portfolio Management and Service Design	Service Excellence		\$	\$\$			Q2 2024 – Q2 2025
	<b>Overall Initiative cost</b>			\$	\$			<b>Q1 2024 – Q2 2025</b>

# Workstream 2 Overview: Technology Service Delivery and Landscape Optimization

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W2.4: Establish one identity (included federated IDs)</b>	Standardize IDs	Digital Infrastructure. Aware of additional ID's in FoMD and Engineering. Not sure of how much we will find, but it will be over time.  We have a number of activities in flight now. AD integration with our Identity Management System. Microsoft Azure Integration for AD. CSID Decommissioning. Not sure if we want to identify these here.	\$\$	\$\$				Q1 2023 – Q4 2024
<b>W2.5: Mature IT operations processes and capabilities (e.g. CMDB)</b>	Apply infrastructure automation processes to SET transitioned infrastructure	Digital Infrastructure	\$\$	\$\$	\$\$	\$\$		Q1 2023 – Q4 2026
	Develop Continuity Management Framework(\$)	Service Excellence	\$					Q2 2023 – Q4 2023
	Implement new ITSM capabilities: ex. Asset(\$\$), CMDB(\$\$\$), Supplier Management(\$)	Service Excellence	\$	\$\$\$				Q3 2023 – Q4 2023
	<b>Overall Initiative cost</b>		\$\$	\$\$\$	\$\$	\$\$		<b>Q1 2023 – Q4 2026</b>
<b>W2.6: Assess current maturity in core technology capabilities</b>	Conduct assessment to define maturity of current technology capabilities	Mike, IST Directors	\$					Q3 2023 – Q4 2023
<b>W2.7: Determine the capabilities that will be critical to the technology strategy</b> *these may change with horizon (0 to 2 years, 2 to 4, etc.)		Mike, external resources	\$	\$				Q4 2023 – Q1 2024
<b>W2.8: Identify technology capability gaps</b>	Based on target capabilities required and capability maturity, identify capability maturity gaps Define decision framework to make decision on build, buy, upgrade or contract	Mike, external resources		\$				Q1 2024

# Workstream 2 Overview: Technology Service Delivery and Landscape Optimization

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W2.9: Identify the leading capability for delivering value</b>	Based on target capabilities and value, identify critical/leading capabilities	Mike, IST Directors		\$				Q2 2024 – Q3 2024
<b>W2.10: Adopt an agile organization structure for that capability, and couple it to agile governance</b>		Mike, external resources		\$				Q3 2024 – Q4 2024
<b>W2.11: Establish run baseline operating cost, and optimization savings/business case</b>	Establish initial run baseline for optimization savings based on technology optimization plan							Q4 2023
	Conduct periodic review and validate benefits realization and baseline run operating cost							Q4, yearly
	<b>Overall Initiative cost</b>		\$					<b>Q4 2023 – Ongoing</b>
<b>W2.12: Develop plan to address the Technology Deficit</b>	- Identify the TD and risk	IST Directors	\$					Q1 2023 – Q3 2023
	- Develop plan to address and prioritize addressing the TD	IST Directors	\$					Q1 2023 – Q3 2023
	<b>Overall Initiative cost</b>		\$					<b>Q1 2023 – Q3 2023</b>
<b>W2.13: Define and standardize collaboration and productivity services across the university</b>	- Develop an inventory of available tools and most prominent features in support of business needs	Enterprise Applications	\$					Q2 2023 – Q3 2023, Q1 2024 – Q2 2024
	- Conduct an assessment to align services and technology needs including the identification of gaps in meeting end user needs	Enterprise Applications	\$					Q3 2023 – Q4 2023
	- Develop a process for communicating, sharing, introducing and evolving the provision of available services and supported tools in support changing business needs	Enterprise Applications	\$	\$				Q3 2023 – Q4 2023
	- Deliver a simple, informative and accessible means for engaging services and accessing tools	Enterprise Applications		\$				Q4 2023 – Q2 2024
	- Provide a sustainable Google storage management plan, process and supporting tools that is easily accessible	Enterprise Applications	\$					Q2 2023 – Q3 2023
	<b>Overall Initiative cost</b>		\$	\$				<b>Q2 2023 – Q2 2024</b>

# Workstream 2 Overview: Technology Service Delivery and Landscape Optimization

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W2.14: Execute IT optimization roadmap</b>	Develop business case showcasing potential benefits realized through optimization/rationalization							
	Endpoint evergreening initiatives	IT Service Excellence	\$	\$	\$	\$	\$	Q1 2023 – Q4 2027
	Application Transition	Enterprise Applications	\$\$					Q1 2023 – Q3 2023
	Application Assessment	Enterprise Applications	\$\$	\$\$				Q1 2023 – Q4 2024
	Application Optimization	Enterprise Applications	\$\$	\$\$	\$\$			Q3 2023 – Q4 2025
	Server consolidation: consolidation	Digital Infrastructure	\$\$	\$\$				Q1 2023 – Q4 2024
	Server consolidation: Domain/Server Rationalization	Digital Infrastructure			\$\$	\$\$		Q3 2024 – Q4 2025
	CMS Rationalization: Assess, plan & rationalization	Enterprise Applications	\$					Q1 2023 – Q2 2024
	VDI: Service implementation	IT Service Excellence	\$\$					Q3 2023 – Q2 2024
	Learning Spaces: technology optimization	Digital Learning Environment	\$	\$	\$	\$	\$	Q1 2023 – Q4 2027
	Network Optimization Assess and Plan	Digital Infrastructure	\$					Q1 2023 – Q4 2023
	Network Optimization Implementation	Digital Infrastructure		\$\$	\$\$	\$\$	\$\$	Q1 2024 – Q4 2027
	Data Center Optimization Assess and Plan	Digital Infrastructure	\$					Q1 2023 – Q4 2023
	Data Center Optimization Implementation	Digital Infrastructure	\$\$	\$\$				Q3 2023 – Q4 2024
	Security Optimization: Assess and Plan	CISO	\$	\$				Q1 2023 – Q2 2023
	Security Optimization: Implementation	CISO		\$	\$	\$	\$	Q3 2023 – Q4 2024
	Enterprise Service Management	Enterprise Applications / IT Service Excellence	\$\$\$\$	\$\$\$\$				Q1 2023 – Q3 2025
<b>Overall Initiative cost</b>			\$\$\$\$	\$\$\$\$	\$\$	\$\$	\$\$	<b>Q1 2023 – Q4 2027</b>

# Workstream 3 Overview: Data Strategy Activation

## Foundations Workstream

### Description:

Establish a data framework (including data architecture) that brings together fragmented data sources to enable interoperability and timely access to high quality data

### Outcomes

01 Define strong data governance and framework to ensure that high quality data is easily accessible in a timely manner, and is integrated into key operations

02 Establish a unified data platform that brings together fragmented data sources to enable interoperability and timely access to high quality data

03 Ensure key user groups (e.g. admin, faculty, researchers) are able to access and use data to enable decision making

04 Provide learners with actionable advice to make informed decisions to achieve their desired outcomes

05 Make analytics available, transparent and open to the broader university community

### Implementation Considerations

Time to implement

Years 1-3+

Year 1 implementation operating cost

\$\$\$\$\$

### Core Technology Risks Addressed

- **Risk 1:** Lack of collaboration on data platforms
- **Risk 2:** Absence of security solutions

### Alignment to Vision of Tomorrow

- New levels of impact and engagement
- Expanded enrolment
- New investment in student programming
- Rise in global rankings
- Greater self-sufficiency

### Strategy Goals Enabled

1.0  
Enable data supported decision making

### Benefits

Evidence-supported decision making with timely insights

Learner/instructor/staff/researcher lifecycle supported through data & information

Higher demonstration of value through seamless reporting

Errors minimized and increased trust in data and systems



# Workstream 3 Overview: Data Strategy Activation

Initiative	Activities	Supporting information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W3.1: Define and establish a Data Governance Model and Data Management Framework with clear identification of roles</b>	Establish an Integrated information management policy / governance model that spans the institution and covers the full lifecycle of information management	As defined by DAMA (the exercise of authority and control (planning, monitoring and enforcement) over the management of data assets)						Q1 2023 – Q3 2023
	Develop Institutional taxonomy / data dictionary / common vocabulary							Q1 2023 – Q3 2023
	Implement a agile delivery methodology (how to deliver projects, sustain solution components, etc.)	Data Governance Owner (CIO) Data Stewards (RO, F&O, HRHSE, FPP, Advancement, etc.) Data Custodian (IST, PAIR, Library, etc.)						Q1 2023 – Q3 2023
	Educate and communicate for awareness and understanding	Data Advisors (CISO, Privacy, Records Mgmt. Office) and, Data Consumers (Faculty, Staff, Students, Researchers, Alumni. etc.)						Q1 2023 – Q3 2023
	Establish an integrated Data Governance and Management discipline	Leverage CAUDIT as a foundation and support for the evolving needs of the Data Management Framework						Q1 2023 – Q3 2023
	Adopt a reputable and proven Business Reference and Data Reference Model (e.g. CAUDIT)							Q1 2023 – Q3 2023
	<b>Overall initiative estimate</b>			\$	\$	\$		
<b>W3.2: Conduct a showcase of existing data/insights and conduct organizational needs scan with CoEs and faculties</b>	Understand current state challenges	Include a Business Maturity and Technology Maturity Assessment as it relates to Data Governance and Management by core business reference as identified in CAUDIT						Q2 2023 – Q3 2023
	Understand business maturity and technology maturity as it relates to data governance and data management							Q2 2023 – Q3 2023
	Establish information management priorities by core discipline							Q2 2023 – Q3 2023
	Identify quick win initiatives							Q2 2023 – Q3 2023
	Showcase initiatives							Q2 2023 – Q3 2023
	<b>Overall initiative estimate</b>				\$	\$	\$	

\*Ongoing iteration in future years

# Workstream 3 Overview: Data Strategy Activation

Initiative	Activities	Timeline of costs incurred					Timeline to implement
		YR1	YR2	YR3	YR4	YR5	
<b>W3.3: Define a Master Data Management Strategy, Plan and Model</b>	Identify master data elements in alignment with institutional taxonomy						Q3 2023 – Q4 2023
	Define the master data management governance process						Q3 2023 – Q4 2023
	Identify supporting technology and operations needs						Q3 2023 – Q4 2023
	Reference Data Architecture Initiatives						Q3 2023 – Q4 2023
	<b>Overall initiative estimate</b>	<b>\$\$\$</b>	<b>\$\$</b>	<b>\$\$</b>	<b>\$</b>	<b>\$</b>	<b>Q3 2023 – Q4 2023*</b>
<b>W3.4: Implement a Data Quality Program</b>	Define data quality processes (data improvement within source systems)						Q2 2023 – Q3 2023
	Design data quality reports and processes for actioning errors						Q2 2023 – Q3 2023
	Establish data steward/stakeholder commitment to their the role in data quality standards and integrity						Q2 2023 – Q3 2023
	<b>Overall initiative estimate</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>Q2 2023 - Ongoing</b>
<b>W3.5: Define strategy and roadmap to establish student data platform</b>	Engage with various stakeholder groups to understand potential student data needs						Q2 2023
	Define strategy to deploy (buy vs. build) and evaluate student data options						Q3 2023– Q4 2023
	Build roadmap to roll out student data platform						Q4 2023
	<b>Overall initiative estimate</b>	<b>\$\$</b>					<b>Q2 2023 – Q4 2023**</b>

\*Ongoing iteration in future years

\*\*Roadmap implementation costs TBD

# Workstream 3 Overview: Data Strategy Activation

Initiative	Activities	Timeline of costs incurred					Timeline to implement
		YR1	YR2	YR3	YR4	YR5	
<b>W3.6: 360 degree view of University: Use case 1 (plus additional use case rollout)</b>	Minimum Viable Product (MVP)						Q3 2023
	Version 1						Q4 2023 – Q1 2024
	Ongoing use case development and improvements						Q2 2024 - Ongoing
	<b>Overall initiative estimate</b>	\$	\$	\$	\$	\$	<b>Q3 2023 – Ongoing*</b>
<b>W3.7: 360 degree view of Student: Use case 1 (plus additional use case rollout)</b>	Minimum Viable Product (MVP)						Q4 2023
	Version 1						Q1 2024 – Q2 2024
	Ongoing use case development and improvements						Q3 2024 - Ongoing
	<b>Overall initiative estimate</b>	\$	\$	\$	\$	\$	<b>Q4 2023 – Ongoing*</b>
<b>W3.8: 360 degree view of Staff: Use case 1 (plus additional use case rollout)</b>	Minimum Viable Product (MVP)						Q1 2024
	Version 1						Q2 2024 – Q3 2024
	Ongoing use case development and improvements						Q4 2024 - Ongoing
	<b>Overall initiative estimate</b>		\$	\$	\$	\$	<b>Q4 2023 – Ongoing*</b>

\*Ongoing iteration in year 3 onward

# Workstream 3 Overview: Data Strategy Activation

\*Ongoing iteration in year 3 onward

Initiative	Activities	Supporting information	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W3.9: Define a Data Architecture and Technology Plan &amp; Roadmap</b>	Part 1: Establish foundational architecture (Data Lake(s), Mart(s) and Warehouse(s))	Includes understanding current state, design of future state and delivery of infrastructure, tools and technology to support business and data reference.  Consideration given to identity mgmt., security, data, information, integration, infrastructure, services, cloud						Q2 2023 – Ongoing
	Part 2: Enabling Integration Platform – Technology and API Design	Includes understanding the current state, designing the future state, planning and delivering API standards, design and guiding principles, and execution of a series of mini projects to begin to build an API inventory including instructions for access and use in correlation with the Data Catalogue.  Consideration given to identity mgmt., security, data, information, integration, infrastructure, services, cloud						Q2 2023 - Ongoing
	Part 3: Accessible Reporting Tools and Data Analytics	Includes understanding the current state, designing the future state, delivering the infrastructure, tools and technology to support the business and data reference model, and identification of projects for data analytics (incl. machine learning) and institutional data mining in support of strategic and operational decision making.  Consideration given to identity mgmt., security, data, information, integration, infrastructure, services, cloud						Q3 2023 - Ongoing
	<b>Overall initiative estimate</b>		\$\$\$\$	\$\$\$\$\$	\$\$\$\$\$			<b>Q2 2023 – Ongoing</b>
<b>W3.10: Deliver an accessible Data Catalogue integrated with governance, management and technology</b>	Understand the current state							Q4 2023
	Design the future state							Q1 2024 – Q2 2024
	Implement an inventory of APIs, data marts and reporting capabilities including orchestration, self-service access and registry							Q3 2024 - Ongoing
	<b>Overall initiative estimate</b>		\$	\$	\$	\$	\$	<b>Q4 2023 – Ongoing*</b>

# Workstream 3 Overview: Data Strategy Activation

Initiative	Activities	Timeline of costs incurred					Timeline to implement
		YR1	YR2	YR3	YR4	YR5	
<b>W3.11: Develop and deliver a change management strategy and plan including communication, training and support</b>	Define a communication and change management strategy						Q3 2023 – Q4 2024
	Establish a strong community of practice						Q3 2023 – Q4 2024
	Develop and implement a training program						Q3 2023 – Q4 2024
	Provide a user friendly means for accessing information, processes and training resources						Q3 2023 – Q4 2024
	<b>Overall initiative estimate</b>	\$	\$	\$	\$	\$	<b>Q3 2023 – Q4 2024*</b>



# Workstream 4 Overview: Engaging the whole person

## Foundations Workstream

### Description:

Enabling the whole person to achieve their goals and objectives through a positive technology experience. This can include the application of new technology, enhancement of existing technology or re-designing services

### Outcomes

01 Understanding and addressing the ways technology is impacting the way the whole person is empowered and disempowered and/or engaged and disengaged at the UofA

02 Be responsive to the context of how users are using technology and their experience with technology

03 Improve the interfaces & interactions that users (e.g. students, staff, instructors) have with technology on a day to day basis

04 Provide users with the digital literacy they need to make full use of the technology available to them.

05 Enable consistent and continuous access to UofA technology, no matter the location of the user, or the device used

06 Technology available is fit for users' purpose & needs in a multimodal way

07 Users are supported and guided across their lifecycle in navigating the university ecosystem in a simple manner through different modes of support

08 Physical spaces and digital technologies are modernized

### Implementation Considerations

Time to implement

TBD

Implementation operating cost

TBD

### Core Technology Risks Addressed

- **Risk 2:** Absence of security solutions
- **Risk 3:** Inconsistent identify management practices

### Benefits

Improved technology experiences for all users

Unique user needs considered to deliver personalized experiences

Acknowledgement and action towards reducing barriers for all

Higher levels of digital competency and confidence establish in the institution

### Alignment to Vision of Tomorrow

- New levels of impact & engagement
- Expanded enrolment
- New investment in student programming
- Rise in global rankings
- Greater self-sufficiency

### Strategy Goals Enabled



2.0

Simplify technology experiences



3.0

Commit to overcoming barriers



# Workstream 4 Overview: Engaging the whole person

Pending Further  
Conversation &  
Definition

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W4.3: Embed, respond to, and incorporate II &amp; EDI informed strategies into service delivery</b>	Ensure / enlist the service delivery committees collaborate with technology committees to embed II and EDI informed strategies into the technology service delivery plan	Centre for Teaching and Learning (CTL) Digital Learning Environment (DLE) Office of the Provost and Vice-President (Academic) HRHSE						Q1 2023
	Consult and collaborate with faculty, department, central admin units and CoEs II and EDI committees to gather information to inform meetings with IT developers	Centre for Teaching and Learning (CTL) Digital Learning Environment (DLE) Office of the Provost and Vice-President (Academic) Information Services & Technology (IST)						Q3 2023 – Q4 2023
	Conduct scan to identify gaps and "good examples" of modern experiences across the institution							Q3 2023 – Q4 2023
	<b>Overall initiative estimate</b>							<b>Q1 2023 – Q4 2023</b>
<b>W4.4: Update and continue to evolve the teaching, learning and research experience (e.g. toolsets, service design)</b>	Set up ongoing processes /practices to allow technology to be flexible and adaptable to enable the Universal Design	Centre for Teaching and Learning (CTL) Digital Learning Environment (DLE) Office of the Provost and Vice-President (Academic) Information Services & Technology (IST)						
	Develop resources to support the digitization and enhancement of current technology to provide a better teaching, learning and research experience	Centre for Teaching and Learning (CTL) Digital Learning Environment (DLE) Office of the Provost and Vice-President (Academic) Information Services & Technology (IST)						Q3 2023 – Q1 2024
	<b>Overall initiative estimate</b>							<b>Q3 2023 – Q1 2024</b>

# Workstream 4 Overview: Engaging the whole person

Pending Further  
Conversation &  
Definition

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W4.5: Conduct digital readiness survey, and assess current digital literacy levels, develop change interventions, and target focus areas to uplift digital competency, and establish digital literacy Center of Excellence (CoE) to deliver skills</b>	Develop and deliver digital readiness survey to gauge the current digital literacy levels to inform the development of change interventions and digital literacy skill enhancement plan	Centre for Teaching and Learning (CTL) Digital Learning Environment (DLE) Office of the Provost and Vice-President (Academic) External Relations, Strategic Communications Faculties, colleges, central service CoEs						Q3 2023 – Q4 2023
	Coordinate and enhance existing resources to analyze survey data and develop and implement targeted digital literacy training programs	Centre for Teaching and Learning (CTL) Digital Learning Environment (DLE) Office of the Provost and Vice-President (Academic) External Relations, Strategic Communications Faculties, colleges, central service CoEs						Q1 2024
	<b>Overall initiative estimate</b>							<b>Q3 2023 – Q1 2024</b>
<b>W4.6: Define omnichannel strategy</b>	Find appropriate group/network to conduct a scan of current methods used for disseminating information to campus	Centre for Teaching and Learning (CTL) Digital Learning Environment (DLE) Office of the Provost and Vice-President (Academic) Student Service Centre Staff Service Centre External Relations, Strategic Communications Faculties, colleges, central service CoEs						
	Analyze data and information from scans and surveys to define an omnichannel strategy, plan and road map	Centre for Teaching and Learning (CTL) Digital Learning Environment (DLE) Office of the Provost and Vice-President (Academic) Student Service Centre Staff Service Centre External Relations, Strategic Communications Faculties, colleges, central service CoEs						
	<b>Overall initiative estimate</b>							

# Workstream 4 Overview: Engaging the whole person

Pending Further  
Conversation &  
Definition

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W4.7: Examine the student/learner/staff/instructor/faculty member lifecycle (at the cohort level and for more unique learning/touchpoint journeys) and identify opportunities to improve their experiences</b>	Examine collected data to better understand current cohort and incoming student cohort learning needs and expectations	Student Service Centre Dean of Students Registrars Office Faculties Colleges Student Lifecycle Advisory Committee (SLAC)						
	Analyze data to develop student learner/lifecycle roadmap for current and incoming cohorts	Student Service Centre Dean of Students Registrars Office Faculties Colleges Student Lifecycle Advisory Committee (SLAC)						
	<b>Overall initiative estimate</b>							
<b>W4.8: Establish a centralized services portal to support users as they navigate through university ecosystem</b>	Collaborate with campus stakeholders to support the development or enhancement of a central services portal	Student Service Centre Staff Service Centre External Relations, Strategic Communications Faculties, colleges, central service CoEs Information Services & Technology (IST)						
	Establish committee/working group to gather data and develop recommendations for enhancement of service portal (or leverage existing groups)	Student Service Centre Staff Service Centre External Relations, Strategic Communications Faculties, colleges, central service CoEs Information Services & Technology (IST)						
	<b>Overall initiative estimate</b>							
<b>W4.9: Establish seamless shared methods of collecting information related to accommodation requests and accessibility needs for assessments</b>	Re-establish a campus accommodation/accessibility steering committee gather information and leverage existing information (i.e. University of Alberta Student Accessibility Assessment Survey) to support and recommend structures and supports	Dean of Students RO Faculties Colleges Office of the Provost and Vice-President (Academic)						
	Develop streamlined method to gather information to support accommodation and accessibility needs through a central portal	Student Service Centre Dean of Students Registrars Office Colleges Information Services & Technology (IST)						
	<b>Overall initiative estimate</b>							



# Workstream 5 Overview: Enabling innovative research

## Description:

Leverage technology to enhance and support the way research is organized and conducted

## Outcomes

01 Technology enabled workflow for unfunded and funded research project lifecycle and administration from end to end

02 Develop interface that allows researchers to explore available national and university resources to support research goals

03 Individual researchers have just in time access to information to support navigation of the research environment and are aware of /are able to find the technology & resources they need throughout their employment with the university

04 Digital research enabled through technology and research data management (including research data management planning, advanced research computing, research repository)

05 University researchers are enabled to appropriately perform research that involves sensitive data

## Implementation Considerations

Time to implement

Years 1-5

Year 1 implementation operating cost

\$\$\$\$\$

## Alignment to Vision of Tomorrow

- New levels of impact and engagement
- Rise in global rankings
- Greater self-sufficiency

## Core Technology Risks Addressed

- **Risk 1:** Lack of collaboration on data platforms

## Strategy Goals Enabled

 2.0	 5.0
Simplify technology experiences	Enable innovation across the university

## Benefits

Increased value-driven research outcomes

Improved internal and external collaboration on research goals

Improved researcher lifecycle experiences

Increased access to timely, secure and accurate information

# Workstream 5 Overview: Enabling innovative research

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W5.1 Establish sensitive data research environment (physical, technical, administrative)</b>	Define / unpack the definition and framework of "Sensitive Data"	"Sensitive Data" research involves data for which legislative or regulatory controls are in place. Examples include but are not limited to biomedical patient data, defence research data, and sociological data not processed through the StatsCan Research Data Centre. <i>Intellectual Property concerns are not sufficient for inclusion.</i> This also includes clinical data.						Q1 2023
	Establish governance framework to support the SDRE, awareness around this	<ul style="list-style-type: none"> <li>Governance: research admins and technical admins as a panel</li> <li>Awareness: marketing campaign to researchers, ADRs, CFI panellists, include info in CFI info sessions</li> </ul>						Q12024
	Align SDRE with UofA security and ethical practices	<ul style="list-style-type: none"> <li>Panel to review projects for placement on environment, made up of research admins and technical admins</li> <li>Framework of why projects would qualify. Important this is <b>not</b> a prescriptive list of permitted projects, but a flexible but clear set of guidelines</li> </ul>						Q1 2024, Q1 2025 – Q4 2027
	<b>Overall Initiative cost</b>	<ul style="list-style-type: none"> <li>Critically important is that appropriate security reviews are in place and researchers are able to cite these in grant applications, REB submissions, project reports to funders</li> </ul>	\$	\$	\$	\$	\$	<b>Q1 2023 – Q4 2027</b>

# Workstream 5 Overview: Enabling innovative research

Initiative	Activities	Supporting Information (Involved groups)	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W5.2: Enable researchers to explore and identify available resources to support career and project research goals</b>	Identify opportunities for integrating internal business processes, services and resources to support interoperability and just in time supports to researchers							Q1 2023 – Q2 2023
	Develop inventory of the types of research and scholarly activities at the university leveraging the available sources							Q2 2023
	Describe what data elements regarding research and researchers are required and what elements are currently available in order to facilitate research and scholarly activities <b>and the meta-activities supporting that scholarly/research activity</b>	Researcher CVs identify research focus/needs and research outputs/impact (trainees, collaboration, publications, funding, patents, community engagement, service, etc.) over a PI's lifecycle. Data contained in faculty annual reports (FAR). Funding applications identify resource/support needs for discrete research project life cycles (Grants 3.0).						Q3 2023 – Q2 2024
	Determine APIs or other interoperability approaches that would enable services supporting research and researchers. <i>Leverage what is already possible, don't "code an ocean".</i>	Dependency/coordination with WS2 - Define enterprise application roadmaps to identify internal & external connection points.						Q3 2023 – Q4 2024
	<b>Overall initiative estimate</b>		\$	\$	\$			<b>Q1 2023 – Q4 2024</b>
<b>W5.3: Establish institutional role-based access &amp; navigation across key research processes</b>	Identify roles & role access for university members related to their research and scholarly activities to support institutional responsibilities and personal objectives	Institutional affiliation (faculty, student, staff) determines core research support access (HCM, IMS).						Q1 2023 – Q2 2023
	Leverage defined roles to enhance communication channels, e.g. website direction, panel discussions or facilitated information sessions	Onboarding, orientation activities are key for informing new university researchers  Requires engagement of Communications Partners						Q3 2023 – Q4 2023
	Provide a high quality, dynamic and consistent user experience for accessing research services, available resources, supporting applications and tools when they need them	Has a correlation with enterprise service management, enterprise core applications, MyUAlberta, AI, etc.						Q1 2024 – Q3 2026
	<b>Overall initiative estimate</b>		\$	\$	\$	\$		<b>Q1 2023 – Q3 2026</b>

# Workstream 5 Overview: Enabling innovative research

Initiative	Activities	Timeline of costs incurred					Timeline to implement
		YR1	YR2	YR3	YR4	YR5	
<b>W5.4: Establish communication, awareness and education around research environment / technology resources available to support research and innovation outcomes, starting with onboarding/orientation for new faculty</b>	Map research resources relevant to new hires and how those data might be collected in HCM/exposed to other business units (See Harvard Med School onboarding document).						Q3 2023 – Q4 2023
	Collaborate and support researchers/inventors to trial/refine new university-developed technologies (e.g., to support innovation), including on campus (UA Living Lab)						Q4 2023 – Q4 2024
	Establish and maintain a library of services and technology available and supported to the research community						Q4 2023 – Q4 2027
	<b>Overall initiative estimate</b>	\$	\$	\$	\$	\$	<b>Q3 2023 – Q4 2027</b>
<b>W5.5: Define processes &amp; establish awareness for how university business units deploy/access research support services</b>	Identify the types of information that researchers require. Choose roles to support & provide support on systems and data						Q3 2023 – Q4 2023
	Define system architecture for research advising and research information						Q3 2023 – Q4 2023
	Formalize/identify a suite of research data collection tools endorsed by the university appropriate for different types of research/ characterized by privacy, security, cost etc., e.g. Survey Monkey, Qualtrics, Mechanical Turk						Q4 2023 – Q3 2024
	Identify appropriate groups/teams (VPRI, IST, HRHSE, F&O, etc.) to collaborate with to enable this initiative.						Q1 2024 – Q4 2024
<b>Overall initiative estimate</b>	\$	\$				<b>Q3 2023 – Q4 2027</b>	

# Workstream 5 Overview: Enabling innovative research

Initiative	Activities	Timeline of costs incurred					Timeline to implement
		YR1	YR2	YR3	YR4	YR5	
<b>W5.6: Establish and extend workflow management tool with integration to other relevant systems for unfunded and funded research</b>	Review and assess business process and associated technologies in support of changing research support needs and external accountabilities, e.g. EDI or TTS reporting						Q1 2023 – Q2 2023
	Engage in initiatives that integrate services, enable automation, evolve services, streamline processes across organizational lines and enable a collaborative approach to research management						Q2 2023 – Q4 2027
	<b>Overall initiative estimate</b>	\$	\$	\$	\$	\$	<b>Q1 2023 – Q4 2027</b>
<b>W5.7: Enable continuous horizon scanning by business units for opportunities (e.g. UofA/TELUS Living Lab initiative) to support innovative/commercialized partnerships with industry and communities for UofA researchers)</b>	Capture social innovation, community impact, KM, Supplemental Professional Activity (SPA) and tech transfer/innovation metrics/accomplishments that are not otherwise captured at an institutional level to support reporting to government, funders and others re: the full range of UofA's commercial and innovation activity. Another area would be to capture knowledge mobilization (KM) activities, plus for instance, Supplemental Professional Activity (SPA) activities.						Q3 2023 – Q2 2024
<b>W5.8: Pursue opportunities to work innovatively with other institutions to extend our marketability, services and operations beyond the boundaries of our institution (e.g. REB Exchange, CTMS, Shared Business Services) to support major funding initiatives (GOA MIF, federal CFREF, CBRF), Campus Alberta, Western Diversification, SDRE</b>	Conduct continuous horizon scanning for technology and innovative opportunities (e.g. UofA/TELUS Living Lab initiative supporting innovation/commercialization/industry partnerships for UofA researchers)						Q1 2023 – Q4 2027
	Assess, prioritize and deliver opportunities to collaborate in business and technology advancements to the betterment of research collaboration (individual and institutional) and progress						Q2 2023 – Q4 2027
	<b>Overall initiative estimate</b>	\$	\$	\$	\$	\$	<b>Q1 2023 – Q4 2027</b>



# Workstream 6 Overview: Disciplined Innovation Enablement

## Description:

Establish a disciplined and coordinated approach to pursuing innovation across the UofA, identifying opportunities to leverage technology to create value for, and differentiate the university (e.g. by moving concepts from student groups into early adoption)

## Outcomes

- 01 Disciplined approach to enabling, governing and funding technology innovation is established
- 02 Technology innovation ideas that deliver value to the UofA have a clear path to grow from idea to scale
- 03 Innovation program is aligned to the 5 year UofA roadmap and the strategic direction of the executive team
- 04 Innovation is driven through established accountability & awareness to create & capture value
- 05 Innovation is accelerated through structured but balanced approach to generate value in a timely manner
- 05 Innovation is a strategic priority on the executive agenda to gain continued sponsorship and maintain momentum

## Implementation Considerations

Time to implement

Year 1-2+

Year 1 implementation operating cost

\$\$\$\$

## Core Technology Risks Addressed

- No risks identified at this time

## Benefits

Open, collaborative and experimental culture promoted in the institution

Platform established to prioritize and invest in innovative solutions to University problems and opportunities

Embed innovative thinking and mindset

## Alignment to Vision of Tomorrow

- New levels of impact and engagement
- New investment in student programming
- Rise in global rankings
- Greater self-sufficiency

## Strategy Goals Enabled

5.0  
Enable innovation across the university

# Workstream 6 Overview: Disciplined Innovation Enablement

Initiative	Activities	Timeline of costs incurred					Timeline to implement
		YR1	YR2	YR3	YR4	YR5	
<b>W6.1: Define innovation scope &amp; guidelines for internal technology innovation at the UofA (non-research)</b>	Review core mission and align scope/guidelines to mission						Q1 2023
	Develop UofA's innovation definition and vision in alignment with UofA strategy, and with VPRI Research & Innovation strategy						Q1 2023
	Define breadth & depth of technology innovation scope incl. portfolio innovation strategic focus areas & the lifecycle of innovation in alignment with the UofA strategy and VPRI strategy						Q1 2023
	Define and align on what 'value' entails from an innovation perspective						Q1 2023
	Define the role of student innovation and start-ups relative to enterprise platforms and needs						Q1 2023
	Incorporate EDI strategies and considerations as part of Technology Innovation Roadmap						Q1 2023
	<b>Overall initiative estimate</b>	\$					<b>Q1 2023</b>
<b>W6.2: Define Innovation Center of Excellence operating model incl. governance, services, performance measures, funding mechanism and processes, and integration with existing UofA landscape (with clearly defined roles and responsibilities)</b>	Review leading practice examples of innovation funding programs						Q1 2023
	Define Innovation governance and processes to minimize administrative blockages/ bureaucracy to enable accelerated value delivery						Q1 2023
	Define pathway(s) from proof of concept to scaling for university deployment						Q1 2023
	Define funding model/innovation portfolio investment strategy						Q1 2023
	Define innovation performance measurement model, and integration of innovation measures into relevant existing reporting and performance management mechanisms (e.g. OKRs)						Q1 2023 – Q2 2023
	Conduct scan to identify potential quick wins and accelerate adoption of new "good" ideas to rapidly demonstrate value						Q1 2023
	Determine resources required to enable innovation goals						Q1 2023
	Define strategy to build innovation capabilities and skillset (internal vs. external capabilities)						Q1 2023
	<b>Overall initiative estimate</b>	\$					<b>Q1 2023 – Q2 2023</b>

# Workstream 6 Overview: Disciplined Innovation Enablement

Initiative	Activities	Supporting Information	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
<b>W6.3: Establish initial innovation pipeline to begin rapid demonstration of value</b>	Conduct scan to identify potential quick wins and accelerate adoption of new "good" ideas to rapidly demonstrate value							Q2 2023
	Develop innovation roadmap incl. MVPs and plan for scalability (establish initial innovation backlog)							Q2 2023
	<b>Overall initiative estimate</b>		\$					<b>Q2 2023</b>
<b>W6.4: Document intellectual property policy</b>	Collaborate with legal to document current intellectual property management for innovations developed by staff and students		\$					Q2 2023
<b>W6.5: Map existing open innovation ecosystem</b>	Work with VPRI and procurement to explore commercialization strategies (e.g. make university the first customer)							Q2 2023
	Explore opportunities to partner with smaller/larger 3rd party innovation programs (taking a balanced approach considering core mission)							Q3 2023
	Document existing partnerships that can be leveraged to pursue innovative ideas - adjust on an ongoing basis							Q2 2023 – Q3 2023
	<b>Overall initiative estimate</b>		\$					<b>Q2 2023 – Q3 2023</b>
<b>W6.6: Define future state innovation culture and change lever strategy, and execute on strategy</b>	Establish practices/approaches to drive mindset towards tolerance of accepting "failures" / open up risk culture to allow more innovation							Q1 2023 – Q2 2023
	Execute on change lever strategy	Ongoing activity - cost and timeline dependant on nature of change lever strategy.						Q2 2023 – Q2 2024
	<b>Overall initiative estimate</b>		\$	\$				<b>Q1 2023 – Q2 2024</b>
<b>W6.7: Establish innovation center of excellence</b>	Implement defined operating model to establish center of excellence	Innovation CoE cost dependant on defined operating model						Q2 2023 – Q1 2024
	Establish innovation operating model review and improvement cycle							Every second quarter commencing Q2 2024 – ongoing
	<b>Overall initiative estimate</b>		\$\$	\$	\$	\$	\$	<b>Q2 2023 - Ongoing</b>

# Workstream 6 Overview: Disciplined Innovation Enablement

Initiative	Activities	Supporting Information	Timeline of costs incurred					Timeline to implement
			YR1	YR2	YR3	YR4	YR5	
W6.8: Execute on innovative ideas	Begin innovation sprints based on quick wins roadmap	Cost estimates dependent on nature and volume and available budget for idea development, as well as associated business case for ideas.						Quarterly commencing Q2 2023 - Ongoing
	Define problems to be solved or opportunities that exist, engage with University Community or broader partners to identify solutions to problems, and conduct design sprints and piloting to develop innovation solutions prior to scaling.							
	<b>Overall initiative estimate</b>		<b>TBD</b>					
W6.9: Explore opportunities for revenue generation and commercialization of innovative ideas	Collaborate with VPRI office on marketing efforts and IP strategies to enable commercialization of innovative ideas	Ongoing activity based on nature of ideas - cost estimates dependant on nature and volume, as well as available budget for idea development	TBD					Quarterly commencing Q2 2023 - Ongoing



## Appendix 2: Technology risks to the UofA



# Top technology risks and mitigations

Risk Title	Risk Description	Mitigation	Owner
<p><b>Risk 1:</b> Lack of collaboration on data platforms</p>	<p>A lack of collaboration across the University to define and fund shared data platforms for research may lead to limitations in the UofA's ability to pursue key opportunities</p>	<ul style="list-style-type: none"> <li>• Consultation with VPRI in order for the SDRE to be a research priority</li> <li>• Writing grant proposal for large-scale SDRE, such that appropriate PIs (VPRI, VDR-FoMD, etc.) can submit to appropriate funding partners (e.g., CFI, WED/PrairiesCan, CBRF) can submit it by just reformatting information to suit proposal requirements)</li> <li>• IST to fund 4.0 FTE for SDRE operations and researcher support, provided SDRE funding is obtained and the environment "is a go"</li> </ul>	<p>Scott Delinger</p>
<p><b>Risk 2:</b> Absence of security solutions</p>	<p>The absence of robust security solutions to protect student, institution and research data may lead to cybersecurity incidents and result in reputational damage, privacy breach, financial losses, regulatory penalties, contractual penalties, etc.</p>	<ul style="list-style-type: none"> <li>• Information security governance will be redeveloped as part of the new Technology Strategy</li> <li>• Security data classification is currently being updated</li> <li>• Federated ID's (internal and external) will be leveraged to increase transparent and seamless authentication while increasing trust and security of the authentication process</li> <li>• Cyber audit remediation project ongoing and status updates are provided quarterly to PEC-S and BARC</li> <li>• Existing and ongoing controls include:             <ul style="list-style-type: none"> <li>• Information Security Program and Practice, accounting for the entire lifecycle of information security risk management that includes asset identification, criticality, and prioritization; threat and risk analysis; mitigating controls design and deployment; ongoing review and monitoring; and the NIST CSF domains of Identity, Protect, Detect, Respond, and Recover</li> </ul> </li> <li>• Ongoing information security audits by Internal Audit Services (IAS) and periodically by an arms-length external security firm are conducted to validate and attest that the University's security program and practice are adequate and appropriate</li> <li>• The university has now consolidated its information security through the SET IT transitions as previously decentralized units information security analysts, platforms, and services are now transitioned into the CISO portfolio. Consistency, standardization, quality control, removal of silos/blind spots, and cost effectiveness are realized from this security consolidation.</li> <li>• The university has cybersecurity insurance coverage.</li> <li>• The university actively participates in PSI and government information security collaborations where invaluable threat intelligence and information security lessons learned from others are gained. Examples include the Alberta PSI SecureIT, Alberta Government led SecureAlberta, and federal Canadian Universities Council of CIOs (CUCCIO) Information Security Group.</li> <li>• Other work pending/ongoing:             <ul style="list-style-type: none"> <li>• Execute the information security program &amp; practice, encompassing the whole lifecycle - starting from effective risk management;</li> <li>• Maintain and continuously improve the security program / practice to ensure it is appropriate and effective (for instance review at least annually the cyber security strategy);</li> <li>• Approving the cybersecurity strategy that accounts for the crown jewels, risks, and planned mitigations and controls;</li> </ul> </li> <li>• Align with:             <ul style="list-style-type: none"> <li>○ data governance</li> <li>○ information management, privacy and security Governance</li> <li>○ UAT and core mission</li> <li>○ The Technology Strategy</li> </ul> </li> </ul>	<p>Gordie Mah</p>

# Top technology risks and mitigations

Risk Title	Risk Description	Mitigation	Owner
<p><b>Risk 3:</b> Inconsistent identity management practices</p>	<p>Inconsistent identity management practices could lead to potential increases in (remove - penetration) compromised systems, account compromises, unauthorized access, security incidents, and privacy breaches.</p>	<ul style="list-style-type: none"> <li>• Through SET IT transitions, the rogue and shadow authenticating systems will be rationalized and the University's standard Identity and Access Management (IAM) system consistently used across the University</li> <li>• Multi Factor Authentication (MFA) has started in a smaller scale first phase and deployments will continue to cover all faculty and staff and all critical/sensitive applications, over the next couple of years. MFA is one of the most effective controls against account compromise</li> <li>• Training and Awareness is currently in place and will continue and evolve to account for awareness of account compromise threats and techniques to avoid and mitigate them.</li> <li>• The University's IAM was completely redeveloped three years ago and further IAM controls around credential and account management are being deployed (such as a separate lesser privileged credential for alumni).</li> <li>• The University's VPN service is being redeveloped in the summer of 2022 and secure remote access, including for approved third-party suppliers, partners, and vendors, will be enhanced and improved to mitigate against abuses and breaches.</li> <li>• Training &amp; Awareness of the university's IAM (user level, administrator level)             <ul style="list-style-type: none"> <li>• As a result of SET IT transition, there is a standard IAM (newer platform), this was completed a couple of years ago. Working to ensure that all applications and authentications use the university standard authenticating source (IAM) and not a rogue/silo system</li> </ul> </li> <li>• Transition all applications to the standard single-sign on with completion estimated around 2 years. Currently at 80-20</li> <li>• Alignment with IT Optimization &amp; Rationalization</li> <li>• Use of inhouse developed tool: Password Sniffer - University network is scanned for university credentials in clear-text</li> <li>• Developing a Password Manager service for IT administrators and systems</li> <li>• Enforcing authentication gateways for administrative accounts and IT analysts</li> <li>• Consistent audits of active PeopleSoft accounts against roles etc. to ensure appropriate permission levels are granted</li> </ul>	<p>Gordie Mah</p>
<p><b>Risk 4:</b> Insufficient cyber hygiene practices</p>	<p>Insufficient investment in cyber hygiene practices may result in emerging and persistent threats that could compromise the institution's cybersecurity posture</p>	<ul style="list-style-type: none"> <li>• Training and awareness for university affiliates on best practice cyber hygiene will continue and evolve. For instance, secure work from home cyber hygiene guidance is provided through HRS, IST, and work from home program resources, and there are mandatory work from home controls such as the Cisco Secure Endpoint must be installed on all computers used for university work.</li> <li>• Enterprise level and IT administration cyber hygiene best practices are part of the university's information security plan and shared by the respective IST units (such as the server, networks, and application teams). Examples include effective and timely security patch and fix management; security hardening and configuration standards; and ongoing security scanning and monitoring.</li> <li>• The university currently and will continue to leverage from external service providers for threat intelligence and feed services. Examples include national PSI collaborations such as CanSSOC and vendors such as Cisco for threat intelligence services.</li> <li>• Collaborations with peer Universities may include:             <ul style="list-style-type: none"> <li>• Sharing materials for enhanced training &amp; awareness around good computer hygiene</li> <li>• Benchmarking against the national PSI sector on security posture and/or cyber investments</li> </ul> </li> </ul>	<p>Gordie Mah</p>

# Top technology risks and mitigations

Risk Title	Risk Description	Mitigation	Owner
<p><b>Risk 5:</b> Low compliance and lack of enforcement of security policies</p>	<p>Low compliance and a lack of enforcement of security policies may expose the University to increased threats</p>	<p>Part of the EY cybersecurity audit findings include assessing current policies, mandates, and requirements, and gaps in compliance. Plans will be developed for OCM, training and awareness, monitoring, and sanctions to enhance compliance levels.</p> <p>Other solutions include:</p> <ul style="list-style-type: none"> <li>• Training, awareness redevelopment</li> <li>• HR is developing a new onboarding process, and information security requirements will be a part of this onboarding. New hires will have to complete training (including EDI, health &amp; safety, privacy, security)</li> <li>• There is currently an annual acknowledgement for privacy &amp; security training for all faculty and staff</li> <li>• There is additional awareness training provided by several offices that include Privacy, Archives, Records, and CISO. This training and awareness program is PARIS (privacy, archives, records, and information security) and is mandatory as part of the work from home program.</li> </ul>	<p>Gordie Mah</p>
<p><b>Risk 6:</b> Impact of evolving external factors on supply chain operations</p>	<p>Ever changing external factors (e.g. economic, environmental, political) may pose a risk to effective supply chain operations</p>	<ul style="list-style-type: none"> <li>• Proactively and routinely review contracts to ensure guaranteed minimum levels of stock on hand (if appropriate)</li> <li>• Review contracts to ensure there are provisions to replace defective hardware within defined SLA's (and evaluate performance)</li> <li>• Seek business continuity plans from vendors to ensure they have controls in place to ensure delivery of product / service</li> <li>• Review critical infrastructure and determine if there is a need to purchase spares and store on site</li> <li>• Proactively evaluate alternative offerings (different product lines from current vendors / alternative options from new vendors). POC work may be required to demonstrate coexistence, integrations, etc.</li> <li>• Pre Purchase stock anticipating long delays; may need to order for subsequent years well in advance</li> <li>• Schedule recurring vendor discussions on state of supply chain even if no ordering expected</li> <li>• Decrease evergreen frequencies and reserve stock for critical failure</li> <li>• Change certain offerings to accommodate what is available</li> <li>• Consider transitioning certain on-premise / local offerings to qualified vendors for XaaS</li> </ul>	<p>Tim Jenkins</p>
<p><b>Risk 7:</b> Absence of communication on application availability, age and fit for purpose</p>	<p>Without consistent and ongoing communication on which applications are tested and available for use, teams may purchase discrete applications, increasing IT's administrative overhead</p>	<ul style="list-style-type: none"> <li>• Deliver a maintained and searchable Application Inventory of supported applications including functional purpose, primary business service owner and contact information for service engagement and support.</li> <li>• Additional Considerations: The inventory will remain fluid as IST executes the Application Rationalization and Optimization Initiative over the next few years and the University defines roadmaps for the future."</li> </ul>	<p>David Dittaro</p>

# Top technology risks and mitigations

Risk Title	Risk Description	Mitigation	Owner
<b>Risk 8:</b> Absence of ownership surrounding technology initiatives	Without clear and established ownership to drive key initiatives, there is a risk of misalignment of outcomes	<ul style="list-style-type: none"> <li>• Assign responsibility and accountability at the VP level for core mission and key administrative functions, including but not limited to: teaching &amp; learning, research administration, research inquiry, Indigenous initiatives, EDI, data governance, IT governance and budgeting, administrative processes, academic processes, university change management, community &amp; partners, physical facilities</li> <li>• Identify one existing committee in which many or most of the key stakeholders for each of the above areas participate. That committee will be the venue for stakeholder consultation on technology or process changes</li> <li>• Choose one communication channel for distributing information about technology or process changes to the university community</li> </ul>	Mike MacGregor
<b>Risk 9:</b> Lack of clear linkage between governance, budgeting and risk	The lack of clear linkages between governance, budgeting and risk can lead to fragmented service levels and user experience across the institution	<ul style="list-style-type: none"> <li>• Document the progressive budgetary levels of decision authority for technology or processes at (a) the department, centre or institute level, (b) within a single faculty or administrative unit, and (c) a College or VP portfolio. Also document the role or office responsible at each level, and note the senior IT governance committee as the authority for decisions above the limit of a College or VP portfolio</li> <li>• Require consultation with central IT and Enterprise Risk Management for decisions within faculties or administrative units, and within Colleges or VP portfolios</li> <li>• Require centres, institutes, and academic and administrative departments to inform central IT and Enterprise Risk Management of technology and process initiatives</li> </ul>	Mike MacGregor
<b>Risk 10:</b> Minimal representation of IT during strategic planning,	The absence of IT representation during strategic planning discussions may result in a lack of technology considerations and integration in support of the institutions strategic goals	<ul style="list-style-type: none"> <li>• Add the CIO to PEC-O and GFC APC as a regular member, and invite the CIO to participate in technology and process discussions at PEC-S and at GFC Executive</li> <li>• Ensure the designated IT Partner is a member of the senior governance committee in each College and VP portfolio</li> <li>• Invite the designated IT Partner to technology and process discussions in Faculties and administrative units</li> </ul>	PEC-S



# Appendix 2: Strategy Development Approach



# Our approach to developing the strategy

In developing the strategy, we focussed on the following areas

-  Higher education & environment scan
-  Understand current technology landscape
-  Establish Technology Vision, Principles and Goals
-  Develop a 5-year Technology Roadmap and Key initiatives
-  Develop an Technology Governance Model

... by applying the following project approach...

- 01** | Discovery, Interviews & Artifact Review
- 02** | Vision & Goals Development
- 03** | Identification of technology risks and mitigations
- 04** | Workstream outcome and initiative identification by workstream owners
- 05** | Validation with core stakeholder groups

Supported by the Technology Strategy Steering Committee

- Todd Gilchrist, VP University Services & Finance
- Mike MacGregor, AVP & CIO
- Brian Stewart, SET Program Director
- Gordie Mah, CISO
- Allen Amyotte, Director Internal Audit
- Ria Ames, AVP Shared Services
- Lynn McGarvey, Vice Dean and Professor, Faculty of Education
- Janice Causgrove Dunn, Vice-Provost (Programs), Provost & Vice-President Academic - Admin

The project team conducted over 15 interviews with a variety of stakeholder groups to understand their perspectives on technology. These stakeholder groups included:

College and Faculty Deans  
(including standalone faculties)

Faculty representation

Student focus group  
(international, grad, undergrad)

Administrative staff

Provost, Registrar and  
leadership

# Who we engaged

\*The following list includes the names of individuals who were contacted for engagement. Attendance per session varied based on stakeholder availability.

	Session Title	Attendees	Occurrences
Recurring	Weekly Status Update	Mike MacGregor	~ 18
	IT Steering Committee Meetings	<b>IT Steering Committee</b> Todd Gilchrist, Mike MacGregor, Brian Stewart, Gordie Mah, Allen Amyotte, Ria Ames, Lynn McGarvey, Janice Causgrove Dunn	~10
Current State	Provost & Deputy Provost	Provost & VP Academic - Steven Dew Deputy Provost - Wendy Rodgers (Did not attend)	1
	IT Leadership Team and Core Staff	<b>IT Leadership &amp; IT Core Staff:</b> Gordie Mah, David Dittaro, Rick Fix, Tim Jenkins, Jeff Rawlings, Scott Delinger <b>IT partners:</b> Adam Giraldeau, Nathan Skretting, Rob Washburn, Sherri Honeychurch	1
	IT Current State - 1:1 / Office of the Registrar	Melissa Padfield, Lynelle Watt	1
	IT Current State - 1:1 / VP Research	Aminah Robinson Faye	1
	IT Current State - 1:1 / VP University Services & Finance	Todd Gilchrist	1
	IT Current State - 1:1 / Dean of College of Health Sciences	Greta Cummings	1
	IT Current State - 1:1 / Dean of College of Natural & Applied Sciences	Matina Kalcounis-Rueppell	1
	IT Current State - 1:1 / College of Social Sciences & Humanities	Joseph Doucet	1
	IT Current State - Workshop / 3 Stand Alone Faculties	Chris Andersen, Pierre-Yves Mocquais, Demetres P. Tryphonopoulos, Karsten Mundel	1
	Indiana University and University of Alberta - Student Analytics	Mike MacGregor, Linda Shepard (Indiana), George John Rehrey (Indiana)	1
	Faculty Dean session / Health Sciences	Faculty deans	1
	Faculty Dean Session / Natural and applied sciences	Faculty deans	1
	Faculty Dean session / Social sciences	Faculty deans	1
Vice-Provost (Indigenous Programming and Research)	Florence Glanfield, Nella Sajlovic	1	

# Who we engaged

\*The following list includes the names of individuals who were contacted for engagement. Attendance per session varied based on stakeholder availability.

	Session Title	Attendees	Occurrences
Study Tour	<b>Study Tour 1:</b> Digital strategies for the universities of the future	Open invitation for University of Alberta stakeholders, however sent directly to core University leadership	1
	<b>Study Tour 2:</b> How data drives connections and outcomes	Open invitation for University of Alberta stakeholders, however sent directly to core University leadership	1
	<b>Study Tour 3:</b> How the future of work will impact UofA staff	Open invitation for University of Alberta stakeholders, however sent directly to core University leadership	1
Community Engagement	Community Engagement Focus Group 1 / Student Representatives	International Students Association Graduate Students Association International Students Association Students Union (Counsellor)	1
	Community Engagement Focus Group 2 / Administrators	Trevor Lumley, Rob Pawliuk, Phil Webb, Lara McClelland, Deb Williams, Tim Schneider	1
	Community Engagement Focus Group 3: Faculty & Researches	Susan Lynch, Jacques Romney, Bernadette Martin, Bruce Cockburn, Paul Lu, Kamal Ranaweera, Martine Pellerin, Karsten Mundel	1
Strategy vision/ Technology Opportunities	Strategic Commitment Workshop 1 with Steer Co	IT SteerCo	1
	Strategic Commitment Workshop 2 with Steer Co	IT Steer Co	1
	Strategic Commitment and Objectives Workshop with Core IT Team	<b>IT Leadership &amp; IT Core Staff:</b> Gordie Mah, David Dittaro, Rick Fix, Tim Jenkins, Jeff Rawlings, Scott Delinger <b>IT partners:</b> Adam Giraldeau, Nathan Skretting, Rob Washburn, Sherri Honeychurch	1
	Future State Workshop / Office of the Registrar	Melissa Padfield, Lynelle Watt	1
Risk & Mitigation Development	IT Risk Identification Workshop	IT Leadership and core team, IT partners	1
	Risk Mitigation Discussion: Security	Gordie Mah	1
PMO	Initiative Prioritization & Costing	Terry Harris, Jeff Rawlings, David Dittaro	2

# Who we engaged

Session Title	Purpose	Meeting Date
Board Member meeting	Meeting with Shenaz Jeraj	• March 30, 2022
Deans Only Deans Council	Presentation of Draft Technology Strategy Report and engagement progress	• April 20, 2022 (status update) • May 4, 2022 (summary of final report)
GFC CLE	Presentation of status update and project progress	• April 27, 2022
Stat Deans Council	Summary of final report	• May 4, 2022
PECS – Final Roadmap Review	Presentation of the Technology Strategy Report to PEC-S (Presidents Executive Committee)	• May 4, 2022 (update on draft report) • May 12, 2022 (summary of final report)
Academic Planning Committee (APC)	Presentation of Draft Technology Strategy Report and engagement progress	• April 13, 2022 (status update) • May 4, 2022 (summary of final report)
Board Finance (BFPC)	Presentation of the final Technology Strategy Report to the Board Finance and Property Committee	• May 31, 2022
Board Meeting	TBD	• June 16, 2022
Board Member meeting	Meeting with Shenaz Jeraj	• March 30, 2022
Deans Only Deans Council	Presentation of Draft Technology Strategy Report and engagement progress	• April 20, 2022 (status update) • May 4, 2022 (Summary of final report)
GFC CLE	Presentation of status update and project progress	• April 27, 2022
Stat Deans Council	Summary of final report	• May 4, 2022

# Workstream engagement

	Session Title	Attendees
WS1: Technology Governance Establishment	Key Outcomes & Initiatives	Todd Gilchrist, Melissa Padfield, Brian Stewart, Trevor Lumley, Sherri Honeychurch
	Key Outcomes & Initiatives	Todd Gilchrist (optional) Melissa Padfield, Brian Stewart, Trevor Lumley, Sherri Honeychurch, Susan Lynch, Kerrie Johnston, Julie Naylor
	Review governance recommendations	Todd Gilchrist (optional) Melissa Padfield, Brian Stewart, Trevor Lumley, Sherri Honeychurch, Susan Lynch, Kerrie Johnston, Julie Naylor, Adam Giraldeau, Nathan Skretting, Rob Washburn
WS2: Technology Service Delivery and Landscape Optimization	Key Outcomes & Initiatives / Session 1	Rick Fix, Adam Giraldeau, Trevor Lumley
	Key Outcomes & Initiatives / Session 2	Rick Fix, Adam Giraldeau
WS3: Data Strategy Activation	Key Outcomes & Initiatives	Deborah Williams, Gordie Mah, David Dittaro, Damian Hollow, Mary Golab
	Key Outcomes & Initiatives	Deborah Williams, Gordie Mah, David Dittaro, Jason Michael (stand-in)



# Workstream engagement

	Session Title	Attendees
WS4: Engaging the whole person	Key Outcomes & Initiatives / Session 1	Jeff Rawlings, Rob Washburn, Tommy Mayberry, David Dittaro
	Key Outcomes & Initiatives / Session 2	Jeff Rawlings, Rob Washburn, Tommy Mayberry, David Dittaro, Mebbie Bell, Sharon Stearn, Trevor Lumley, Karsten Mundel, Nella Callihoo, Tanya Wick, Stacey Brennan (stand-in), Laura Beard
	Workstream Validation	Same attendees as listed above
	<b>II &amp; EDI</b> / Workshop 1	Danielle Peers, Tommy Mayberry, Carrie Smith, John Nychka, Mandy George, Evelyn Hamdon, Florence Glanfield, Everett Igobwa
	<b>II &amp; EDI</b> / Workshop 2	Same attendees as listed above
	<b>II-EDI</b> / 1:1 Engagement	Florence Glanfield
WS5: Enabling Research Innovation	Key Outcomes & Initiatives / Session 1	Scott Delinger
	Key Outcomes & Initiatives / Session 2	Scott Delinger, Deborah James, David Dittaro, Susan Babcock, James Doiron
	Workstream Validation	Scott Delinger, Deborah James, David Dittaro, Susan Babcock, James Doiron, Deborah James
WS6: Disciplined innovation enablement	Key Outcomes & Initiatives / Session 1	Brian Stewart, Mike MacGregor
	Key Outcomes & Initiatives / Session 2	Brian Stewart, Mike MacGregor, Catherine Swindlehurst



## Appendix 3: Glossary

# Glossary

A glossary will be developed in collaboration with II-EDI leaders across the UofA to appropriately define terms within the strategy.

# Leading with Purpose.



UNIVERSITY  
OF ALBERTA

# Technology Strategy Guide

2023-2027



UNIVERSITY  
OF ALBERTA





# Imagine if...

## What could a technology enabled University of Alberta look like in 2028?



LEARNERS

- ✓ I am connected across the UofA and have continuous access to technology
- ✓ I have a personalized portal, allowing flexibility to build my profile and proactively see content that is relevant, useful and interesting to me in one place
- ✓ I have visibility into data to help me achieve my outcomes
- ✓ I have immersive learning experiences using emerging technologies
- ✓ I have access to career driven programs and course planning with flexibility for me to take the courses that will help me best achieve my goals
- ✓ I feel connected to the University of Alberta



INSTRUCTORS

- ✓ I have a deep understanding of my students and the support each individual needs
- ✓ I am supported by innovative technology in course planning and program delivery
- ✓ I am able to proactively find technology & services available to me
- ✓ I have a dynamic way of delivering & sharing supporting course content
- ✓ I understand how to effectively use the technology available to me
- ✓ The systems and tools I rely on are highly available and easy to use



STAFF

- ✓ I am able to choose how I work, supported through technology
- ✓ I am able to provide seamless and integrated end-to-end service delivery
- ✓ I can focus on value added tasks because processes are automated and seamless
- ✓ My decisions are supported by using data in a more dynamic manner, and I understand how to appropriately use data to support my decisions
- ✓ The systems and data I work with are secure and interoperable to support seamless work
- ✓ I am easily able to provide and respond to internal and external reporting requirements



RESEARCHERS

- ✓ I have access to innovative ways of conducting research
- ✓ I have a clear understanding of what technology and services are available to me
- ✓ There are virtual research environments to allow me to easily work with sensitive data
- ✓ Data is easily accessible and integrated across research operations
- ✓ I am supported and have a simple workflow from end-to-end in my research projects
- ✓ My research, information, and team members, are safeguarded

# Our approach to developing the strategy

## In developing the strategy, we focussed on the following activities...



Higher education & environment scan



Understand current technology landscape



Establish Technology Commitment, Principles and Goals



Develop a 5-year Technology Roadmap and Key initiatives



Develop an Technology Governance Model

## ...Engaged broadly with the UofA community...

>80

Over 80 people from across the university have had the opportunity to provide input

18

18 current state interviews and workshops and focus groups, incl. students, college & faculty deans stand-alone faculties, CTL, PAIR, administrators and researchers

4

Meetings and workshops with II-EDI leaders from across the University

15

Workstream workshops with cross-UofA representation to define outcomes and initiatives

3

'Study tour' presentations from EY Higher Education Australia specialists with invites across the University to provoke thinking

## ...Supported by the Technology Strategy Steering Committee

- Todd Gilchrist, VP University Services & Finance
- Mike MacGregor, AVP & CIO
- Brian Stewart, SET Program Director
- Gordie Mah, CISO
- Allen Amyotte, Director Internal Audit
- Ria Ames, AVP Shared Services
- Lynn McGarvey, Vice Dean and Professor, Faculty of Education
- Janice Causgrove Dunn, Vice-Provost (Programs), Provost & Vice-President Academic - Admin

# Our technology strategy on a page

As One University, we commit to **striving for equitable and accessible experiences** for all through **innovative, seamless and transformative technologies**

## Strategic principles

- 01 UofA Technology is focused on supporting and enabling the broader University vision through innovative technology experiences
- 02 UofA will seek to dismantle/mitigate barriers to accessing services through implementation of principles such as UD and UDL frameworks
- 03 UofA will not assume that it has all the answers, and will engage with the community to learn, and adjust
- 04 Business processes will be reviewed end-to-end prior to evaluating and adopting any supporting technology solution
- 05 Technology decisions will be guided by an Enterprise Technology Architecture, enabling community driven solutions
- 06 UofA services will be rooted in a usability balanced, secure and protected technology foundation
- 07 UofA Institutional data will be high quality, accessible in a timely manner, and interoperable to support decision making

## Five-year goals



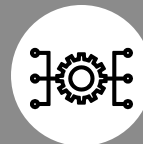
**Goal 1:** Enable data supported decision making



**Goal 2:** Simplify technology experiences



**Goal 3:** Commit to overcoming barriers



**Goal 4:** Establish collaborative and cohesive governance of technology at the University



**Goal 5:** Enable innovation across the University

# Delivery of goals through workstreams

## FIVE-YEAR GOALS

**Goal 1:** Enable data supported decision making



**Goal 2:** Simplify technology experiences



**Goal 3:** Commit to overcoming barriers



**Goal 4:** Establish collaborative and cohesive governance of technology at the University



**Goal 5:** Enable innovation across the University



## ROADMAP WORKSTREAMS

**WS1:** TECHNOLOGY GOVERNANCE ESTABLISHMENT



Establishing technology governance framework to guide key technology decisions across the university. This also includes embedding and enabling the use of technology across the university as an overall mindset across the institution.

**WS2:** TECHNOLOGY SERVICE DELIVERY & LANDSCAPE OPTIMIZATION



Simplification of the technology landscape including applications, networking, cloud strategy, infrastructure to better support university services (teaching, learning, research, admin etc.)

**WS3:** DATA STRATEGY ACTIVATION



Establish a data framework (including data architecture) that brings together fragmented data sources to enable interoperability and timely access to high quality data

**WS4:** ENGAGING THE WHOLE PERSON



Engaging the whole person to achieve their goals and objectives through a positive technology experience. This can include the application of new technology, enhancement of existing technology or re-designing services.

**WS5:** ENABLING INNOVATIVE RESEARCH



Leverage technology to enhance and support the way research is organized and conducted

**WS6:** DISCIPLINED INNOVATION ENABLEMENT

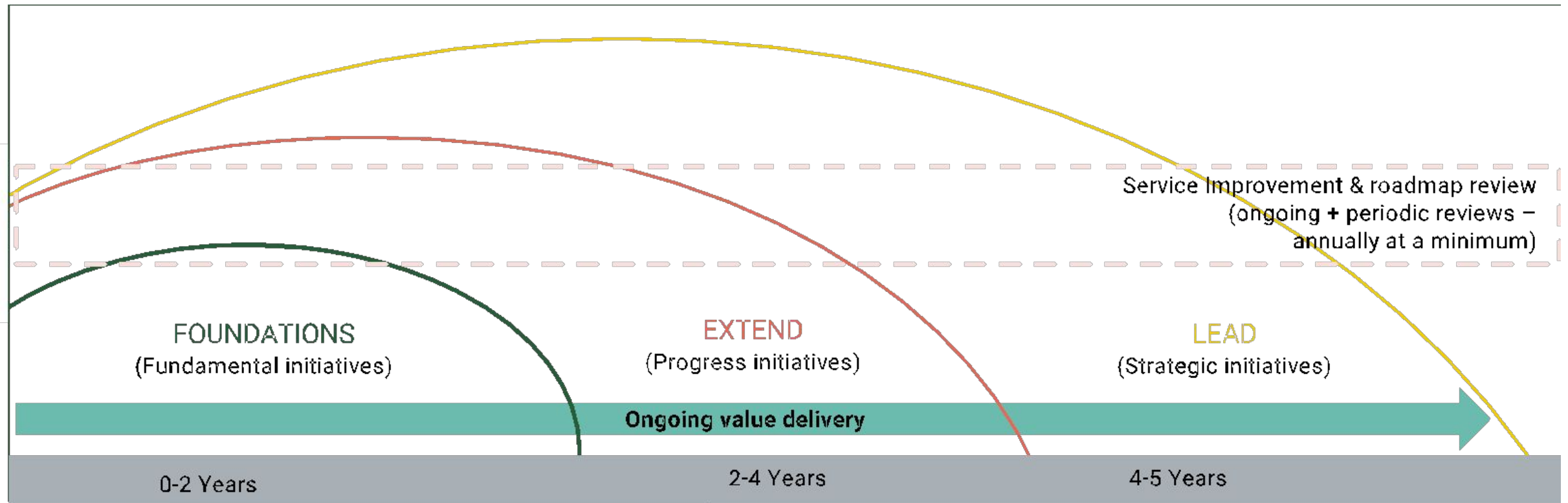


Establish a disciplined and coordinated approach to pursuing innovation across the UofA, identifying opportunities to leverage technology to create value for, and differentiate the university



# Waves of delivery

We will execute our strategy in a series of waves, each one building off and being defined and informed by the prior, as we seek to deliver value while learning as we go.





# Top 5 technology risks to address

The technology strategy steering committee and IT leadership identified and voted the below as the top 5 technology risks to the University. Mitigations have been developed for each.

Risk title	Risk Description
<b>Risk 1:</b> Lack of collaboration on data platforms	A lack of collaboration across the University to define and fund shared data platforms for research may lead to limitations in the UofA's ability to pursue key opportunities
<b>Risk 2:</b> Absence of security solutions	The absence of robust security solutions to protect student, institution and research data may lead to cybersecurity incidents and result in reputational damage, privacy breach, financial losses, regulatory penalties, contractual penalties, etc.
<b>Risk 3:</b> Inconsistent identity management practices	Inconsistent identity management practices could lead to potential increases in (remove - penetration) compromised systems, account compromises, unauthorized access, security incidents, and privacy breaches.
<b>Risk 4:</b> Insufficient cyber hygiene practices	Insufficient investment in cyber hygiene practices may result in emerging and persistent threats that could compromise the institution's cybersecurity posture
<b>Risk 5:</b> Low compliance and lack of enforcement of security policies	Low compliance and a lack of enforcement of security policies may expose the University to increased threats

# Top 5 risks to delivering the strategy

The technology strategy steering committee identified the below as the top 5 risks to delivering the strategy. Mitigations have been developed for each.

Risk title	Risk Description
<b>Risk 1:</b> Capacity and budget limitations	There is a risk that limitations on capacity and budget will impede roadmap delivery due to exacerbated challenges surrounding competing interests, rising costs and retention of critical skills.
<b>Risk 2:</b> Change fatigue and opposition to conformity	There is a risk that proposed roadmap initiatives and governance recommendations, will be met with resistance due to change fatigue and opposition to conformity across the institution.
<b>Risk 3:</b> Lack of clarity on college governance and college-specific operating model	There is a risk that the current lack of clarity on College governance and the college-specific operating model, may lead to a lack of buy-in to the strategy, and difficulty in making changes in an evolving environment.
<b>Risk 4:</b> Aging infrastructure	There is a risk that the UofA's aging infrastructure may require a significant investment of funds, resources and time, to replace or adapt in a way that effectively enables the delivery of the roadmap.
<b>Risk 5:</b> Resistance to disinvesting or turning off low value technology	There is a risk that the ongoing financial sustainment of existing systems paired with resistance to disinvesting or turning off existing applications/infrastructure/ technology solutions that aren't generating impactful value, may lead to further capacity and budget constraints. This may further strain already limited capacity available to deliver the roadmap.

# Next steps

The technology strategy is a living document, and will continue to be developed and refined as we head into year 1, commencing Q1 FY23/24.

- 1 At this stage, we are **seeking your review and approval** of the strategy, conditional on any updates required by BFPC
- 2 **Continued input from II-EDI leaders** at the University will be sought for definition of a context-setting preamble (acknowledging colonization, prejudice and biases), as well as reviewing the broader language of the strategy
- 3 We will continue work to **refine a refreshed Technology Governance and aligned technology budgeting model** to guide development and prioritization of the Technology Strategy
- 4 **Detailed planning for year 1** will continue to confirm activities and timelines, validate resource capacity to deliver, and develop refined budgeting estimates for input into the FY23/24 budget cycle
- 5 **A communications plan** and communications materials are being developed to launch the strategy

*Report of the*

# **Equity, Diversity, & Inclusivity Review of Teaching Awards Working Group**

MAY 2022

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# TABLE OF CONTENTS

<b>Introduction</b>	<b>3</b>
Purpose	3
Mandate	4
<b>Desired Outcomes</b>	<b>4</b>
Gaps	6
Awards Procedures	7
<b>Barriers</b>	<b>7</b>
Structural Barriers	7
Nomination Procedure	7
Administration of Award (Adjudication Process)	8
Additional Structural Barriers	8
Cultural Barriers	9
Political Barriers	9
<b>Recommendations</b>	<b>10</b>
Revision to Nomination Process	10
Revision to Nomination Package	10
Revision to Adjudication Process	10
Other Recommendations	11
<b>Conclusions</b>	<b>12</b>
Minor Suggested Changes	12
Major Suggested Changes	12
Communications	13
<b>Appendix A: Membership</b>	<b>14</b>
<b>Appendix B: Awards Grid (2019)</b>	<b>16</b>
<b>Appendix C: Historical Diversity Data: Sex (2019)</b>	<b>16</b>
<b>Appendix D: Historical Diversity Data: Awardees' Faculty (2019)</b>	<b>17</b>



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## Introduction

The University of Alberta values the contributions of its staff, faculty, instructors, students, and community partners. As stated in the mission within the [2019 Strategic Plan for Equity, Diversity, and Inclusivity](#):

*“We envision—and will cultivate—a community that recognizes equity and diversity as fundamental to achieving inclusive excellence in learning, teaching, research, service, and community engagement.” [p.4]*

One important way the University demonstrates this commitment is through formal recognition such as internal awards. The University of Alberta offers a multitude of internal awards in teaching research and service. Such awards are available to different ranks of academic staff and different employment categories (see the Awards Grid table in the Appendix).

In addition to historical awards statistics collected by the Office of the Provost and Vice-President (Academic), an equity audit conducted by the University of Alberta Academic Women’s Association examining award recipients from 1968-2016 revealed the full extent of the systemic inequities inherent throughout the suite of awards at the University of Alberta including a stark lack of diversity in genders and race of nominees and recipients, and a lack of diversity in the Faculty (or Unit) of the nominees and recipients (see Historical Diversity Data tables in the Appendix). To examine this more closely, the Provost initiated a formal review of awards.

### Purpose

Following an open call for members, a Working Group was established to perform a review of the awards that fall under the purview of the Provost and Vice-President (Academic) (the Faculty Excellence and University Teaching Awards) through the lenses of equity, diversity, and inclusivity. The diverse Working Group included fulsome representation of various perspectives, beliefs, genders, and values held by members of University of Alberta campuses.

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## Mandate

The Working Group's mandate was to:

- 1) Identify **Desired Outcomes** of the awards review;
- 2) Identify **Barriers** within the *nomination* and *adjudication* processes;
- 3) Provide **Recommendations to ameliorate pervasive systemic barriers within the Faculty Excellence Awards and the University Teaching Awards**

## Desired Outcomes

After much discussion and reflection, the Working Group identified the following desired goals and considerations:

- ***The University of Alberta's Awards and Recognition Culture will strive to:***
    - ensure consideration for Indigenous initiatives (such as languages, values, ways of knowing and being) and equity, diversity, and inclusion;
    - Engage thoughtfully with change, and listen to how our community is willing to experience the discomfort of change;
    - use awards to help dismantle barriers to inclusion;
    - highlight ways to share varied knowledges, skills, values, and dispel stereotypes, biases, and assumptions.
  - ***We will attend to Excellence by:***
    - demonstrating and celebrating "excellence" (with or without awards);
    - demonstrating learning, unlearning, and relearning around interpretations about "excellence";
    - thinking of ways to reimagine, redefine, expand our understandings of *excellences* (what, who, why);
    - shifting to inclusive excellence: move forward on opening up the awards to allow for a narrative about different forms of "excellence."
  - ***Our Values and Intentions with Awards and Recognition are:***
    - to uphold the institutional values as stated in the strategic plan [For the Public Good](#):
      - Above all, we value **intellectual integrity, freedom of inquiry and expression**, and the **equality and dignity of all persons** as the foundation of ethical conduct in research, teaching, learning, and service.
      - We value **excellence** in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.
-

- 
- We value **learners** at all stages of life and strive to provide an intellectually rewarding educational environment for all.
  - We value **academic freedom** and institutional autonomy as fundamental to open inquiry and the pursuit of truth.
  - We value **diversity, inclusivity, and equity** across and among our people, campuses, and disciplines.
  - We value **creativity and innovation** from the genesis of ideas through to the dissemination of knowledge.
  - We value the **history and traditions** of our university, celebrating with pride our people, achievements, and contributions to society.
- respect for reconciliation with Indigenous peoples;
  - to clarify the values we wish people to embody as the institutional values, and to recognize such embodiment with associated awards and recognitions;
    - in such a way our values will be showcased through people in the ways that are meaningful to them;
  - to show/message our values (all of them; teaching and beyond, beyond classroom teaching; service);
  - to be intentional about what we are celebrating and reflect our values;
  - to honor the work we do (showing appreciation and valuing);
  - to demonstrate expertise we have as an institution; and
  - to support institutional principles (as stated in the [2019 Strategic Plan for Equity, Diversity, and Inclusivity](#), pg. 5):
    - Diversity,
    - Equity,
    - Inclusion,
    - Human Rights,
    - Equality (substantive),
    - Intersectionality, and
    - Accessibility.
- **Recognition is an important aspect of:**
    - welcoming people to: feel seen, and be seen; to feel heard, and be heard; to feel understood (esp. Junior colleagues), and be understood; to feel recognized, and be recognized; and
    - publicly recognizing the value of teaching, service, and research.
  - **Reflection and Growth are important processes in professional development to:**
    - encourage reflection on teaching (reflective and reflexive);
    - demonstrate growth in our teaching and service; and
    - serve an opportunity to strengthen CVs.
-

- 
- **Collaboration is often a part of our work, and we need to:**
    - acknowledge the collective and shared nature of teaching and research;
    - acknowledge that awards have the capability to ‘uplift the whole people’; and
    - recognize collaborations in teaching, learning, research, and service.
  
  - **Community should be represented through:**
    - awards, and the notion of excellence should be tied to how it uplifts, enables robust and rich research and learning within our communities;
    - formal and public recognition of the communities who partner with the University;
    - better consideration of citizenship and community-based activities; and
    - consideration of the impact to communities—why does it matter?
  
  - **Administrative Process Revisions:**
    - review self-nominations—allow or disallow?
    - modify nomination process to reduce barriers; and
    - staged application process (e.g., expression of interest then submission of a full application).

## Gaps

The Working Group identified the following as **types of work, teaching, service, and research that are not currently being recognized, or are not as prevalent as they should be:**

- emotional labor;
- community work;
- educational leadership for the senior awards;
- the impact nominees have had on others to inspire and improve others’ teaching;
- teaching (educational) innovations that have impacted the applicant and others at the university and beyond where applicable; and
- community engaged and Indigenous approaches to research and teaching.

The Working Group also identified **gaps in representation throughout awards:**

- members of equity-denied groups (e.g., Indigenous, BPOC, members of disability communities, members of 2SLGBTQI communities, women);
- those on leave (e.g., parental, medical, disability, compassionate)
- Indigenous Elders;
- community;
- graduate students; and
- individuals where English is not their first language (e.g., Francophone).

---

## Awards Procedures

The Working Group was tasked with reviewing the teaching awards under the [Awards for Faculty Excellence](#) and [Awards for Teaching Excellence](#). After careful review, the following considerations were identified:

- Should the award be continued??
  - Why or why not?
- What should change in the various sections of the descriptions?
  - Language (to be more inclusive),
  - Eligibility,
  - Nomination process,
  - Application process:
    - Are all the elements required?
    - Can other forms of evidence be submitted?
  - Deadline and submission, and
  - Selection process.
- Should new awards be established??
  - Why or why not?
  - What would the award recognize, and what would be the eligibility criteria?

## Barriers

During their review, the Working Group closely examined how the current nomination processes (procedures and criteria) and administration of the awards suites create barriers to members of the academy, Departments, and Faculties. The identified barriers are outlined below.

### Structural Barriers

#### Nomination Procedure

- Nomination processes can be arduous and requires support to complete:
  - Ask for letters of reference (multiple touch points to get them on time);
  - Student evaluations (search, find, engage someone to analyze, present data<sup>1</sup>);
  - Need to work closely with nominee to get their pieces;

---

<sup>1</sup> Ratings of instruction can contain embedded inequities in student evaluation and perception, which can disproportionately affect people in equity-denied groups, and in recognition of this aspect to data, there is mandated need for multifaceted evaluation of teaching though various employment agreements.

---



- 
- Formatting and integrating (time intensive; staff person available in some cases); and
  - Constrained by limited resources (manpower, knowledge, and/or time).
  - Lack of available support, and resources, potential nominees do not perceive themselves as being eligible or qualified (e.g., Chairs are in a good position to know faculty members' work).
  - Service work is not recognized - how can we ensure the work of nominators is seen as valuable work and a contribution to the institution?
    - Many equity-denied groups lack recognition for their:
      - Additional informal mentorship to students who are also members of equity-denied groups, as part of their teaching and research roles; and
      - Additional community service.
  - Rhetorical aspect to applications - take a certain kind of experience to know how to create a successful nomination package.

### **Administration of Award** (*Adjudication Process*)

- Who is adjudicating the awards? Have they considered and applied evidence-based equity, diversity, and inclusivity and anti-bias best practices before and during the adjudication process?
- Adjudication committees are not reflective of the community.
- Some members of the academy are asked to sit on several committees, multiple times, and are burned out.
- Lack of feedback about nomination packages for nominators.
- Biases held by nominators and reviewers.

### **Additional Structural Barriers**

- Faculty and instructors who are Black, or people of color, are more likely to have precarious employment (short term contracts) and this limits career progress and also eligibility for awards. Historical racism results in the advantaging of faculty who are white and disadvantaging faculty who are Indigenous, Black, or people of colour.
- Other structural barriers result in other forms of exclusion, for example ableism and sanism can disproportionately affect queer/gender non-binary faculty and instructors.
- Concept of 'visible minority' contributes to stereotypes and racism—there needs to be a shift, and some education, in how we talk about one another in respectful ways.
- Access to teaching opportunities can limit access to awards (e.g., graduate students who don't have access to TAs).
- Not all the institutional values seem to be EDI focused.
- There are inequities in course allocations, big vs. small classrooms. Also some courses receive more attention than others.
- How awards are communicated out; who gets to hear about them, access to information

- 
- as a kind of privilege.
- Homogenizing equity seeking groups in ways that erases embedded inequalities within and across groups.
  - Exclusionary practices and minimal mentorship of equity seeking groups.
  - How we recognize different teaching contributions is often not accounted for in the qualifying criteria (e.g., course development).
  - Perceived value to awards; for some, awards are not considered “newsworthy” on an institutional level, or they are perceived to be unattainable so they self-select out of the processes.

### **Cultural Barriers**

- Over time, because ‘major’ award winners tend to win IN faculty first, lack of structural capacity doubly impacts our ability to see Indigenous studies award winners.
- Service and mentorship not considered or valued as highly as teaching and researching in awards.
- “Excellence” is defined differently in different contexts.
- Some people in the BPOC community have experienced so much racism that it can become internalized and they are less likely to self-promote, approach people to assist with nominations, or it weakens their confidence in applying for awards (negative perceptions of self-promotion for certain groups, Imposter syndrome and/or humility in relation to self-nomination).
- Procedural unfairness - perceived and actual.

### **Political Barriers**

- Larger Faculties have more members to sit on the committees and have ‘played the game’ for longer, better ensuring favorable outcomes.
- Precarious employment - contract instructors and graduate students engaged in teaching often don’t have the time to spend on processes with no guarantees of compensation.
- Impact on hiring and promotions for future positions.
- Political and social capital are often required to receive nominations.
- Inequity of who is recognized (some have to prove their worth more than others).
- Power relations (e.g., within ranks of Faculty).
- Internal department politics that privileges individuals from certain cliques—oftentimes to which equity-seeking groups do not belong.
- Social capital begets more social capital, how can we provide ‘incubator’ environments/resources for new faculty or faculty who work in disciplines that are less visible and powerful?

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## Recommendations

After careful consideration and deliberation, the Working Group identified the following recommendations.

### Revision to Nomination Process

- Establish guidelines for self-nomination.
- Develop a method/process for nominators to account for their labour/mentorship/sponsorship (especially where members of equity deserving/denied communities are involved).
- Provide mentorship to novice applicants, nominees, and nominators.
- Revise calls for nominations to reflect the new vision for inclusive excellence.
- Self-nominations - should they be disallowed? / Implement an initial self-nomination process to increase the applicant pool.
- Broaden thinking about the "ideal" nominee.
- Revise to reduce the burden of applying to some awards.
- Include clarifying language and provisions around awards and leaves of absence.

### Revision to Nomination Package

- Ask for letters of reference (anonymize letter writers).
- Reflections on student evaluations.
- Application process: checkbox for applying "as a team" or "alone".
- Applicants should demonstrate EDI practices in the classrooms for all the awards; require attention to EDI in the nomination process and package.
- Invite applications in languages other than English (e.g., French, Indigenous languages).
  - Translation costs should be provided by the institution.
- Create space for reflections on teaching / reflexive practice as part of the submission.

### Revision to Adjudication Process

- Streamlining the nomination procedure at the faculty level to make sure all eligible applicants are considered.
- Ensuring that adjudicating committees are diverse and trained on best adjudicating practices.
- Consider how to better assess the work of faculty and instructors from equity-denied groups.
- Maternity leave provisions and provision for other leaves.

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## **Other Recommendations**

### **1. Reflecting on the Current Portfolio of Awards**

For example, consider increasing the number of awards given that they have not kept pace with the growth of faculty over the years; consider creating new awards to reflect changing institutional priorities and identify 'missing' areas (e.g., community award, Indigenous Education and Research Award); consider how awards cover various career stages (e.g., early-stage career, graduate student awards).

- Identify missing awards and develop necessary criteria and procedures.
- Increase the number of awards where applicable, in particular, the Provost's Award for Early Achievement (e.g., increase possibility for more awards at all ranks).
- Consider creating specific awards for equity-denied groups.

### **2. Recognizing Concrete Ways to Mentor, Sponsor, and Support Award Nominees**

For example, what can Chairs / Deans do to: sponsor /mentor faculty; recognize diverse forms of excellence; what types of networks of support and mentorship need to be and can be created.

- Chair or Dean School sessions - sponsoring faculty, recognizing different forms of excellence, making way for a different way of thinking, forestall the reproduction of old ways of thinking, value difference instead of sameness.
- Networks of support / mentors: encouragers.
- Develop support for nominees, especially in instances where self-nominations will be permitted.

### **3. Raising Awareness of Awards and What / Who We are Celebrating**

For example, holding a symposium on teaching awards; being intentional about what is being celebrated and values reflected in our awards; learning about who awards are named for / or consider renaming; define and think intentionally about what the university is trying to accomplish with an awards culture.

- Define what the University community is collectively trying to accomplish in creating an awards culture.
- Develop a 'handbook' based on this work for other units to use as they re-evaluate their own awards.

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## Conclusions

The Working Group identified numerous **Desired Outcomes** and **Barriers** within the *nomination* and *adjudication* processes, and created a number of **Recommendations**.

- The range and variety of challenges associated with barriers is of critical importance in rethinking the re-design of awards—in order for University members and community partners to feel like they belong, and are celebrated, considerable changes are required.

## Minor Suggested Changes

In some cases, there emerged tangible (and immediately implementable) ideas for how to revise the awards and processes:

1. The language in the award descriptions needs to be changed to be gender neutral and more inclusive.
2. It is evident that accountability for who is, and how they are nominated, should be included in the awards nomination process (the exemplar is what has been incorporated into the Vice-President (Research and Innovation) Internal Awards and Recognitions Procedures—and such changes will be applied to all awards reviewed herein).
3. Changes related to Governance, requiring General Faculties Council approval, such as:
  - a. Updating the policies to reflect inclusive excellence:
    - i. [Awards for Teaching Excellence Policy](#)
    - ii. [Awards for Faculty Excellence Policy](#)

## Major Suggested Changes

1. Some major changes will need to be undertaken with respect to the UAPPOL Procedures for the award descriptions, to be approved by the Provost & Vice-President Academic:
  - a. Faculty Excellence Awards
  - b. Teaching Excellence Awards
2. In many other cases, potential changes will need to be built from the ground up:
  - a. There should be additional awards for:
    - i. Indigenous Teaching and Research;
    - ii. Communities;
    - iii. Early career faculty and staff.



- 
- b. A new, two-stage nomination process should be explored to reduce the burden of nomination package creation.
            - i. Provide support (either a website, or personnel) to potential nominees, or nominators.
  3. The idea of creating one adjudication committee for all the awards in each award suite should be explored. The training of the adjudication committee members should include:
    - a. Bias awareness training;
    - b. Assessing work of individuals, or teams, in diverse contexts (e.g., Math, Music, Community Research, and Clinical Education).

## **Communications**

Planned changes should be widely and clearly identified and communicated (e.g., UAPPOL Policies and Procedures, award descriptions, nomination procedures, nomination process, and adjudication process).

There should be awareness, and dedication, to having an open mind and asking for feedback prior to going live, and for making adjustments on a regular basis (concomitant with communications indicating any changes in awards or associated processes).

A communication plan should be developed in consultation with the Office of the Vice-President (External Relations).

In consideration of other work being done across the institution, for example within UAPPOL Policies and Procedures, the changes in awards related to teaching should better align with the [Effective Teaching Framework](#), which is embedded in the Teaching, Learning and Evaluation (TLE) Policy Suite. Communication of the alignment of awards and new UAPPOL Policies and Procedures should be alongside support provided, for example, Centre for Teaching and Learning (CTL) resources on multifaceted-evaluation of teaching (which will be mapped to the Effective Teaching Framework in time).

## Appendix A: Membership

Members	
<b>John Nychka</b> Vice-Provost (Learning Initiatives) Office of the Provost and Vice-President (Academic)	Chair
<b>Evelyn Hamdon</b> Senior Advisor, Equity and Human Rights Office of the Provost and Vice-President (Academic)	EDI Scholar
<b>Chris Andersen</b> Dean, Faculty of Native Studies	Dean
<b>David Draper</b> Vice-President (Academic), Students' Union (SU)	2020 - 21 Vice-President (Academic), SU
<b>Abner Monteiro</b> Vice-President (Academic), Students' Union (SU)	2021 - 22 Vice-President (Academic), SU
<b>Sachiketha Reddy</b> Vice-President (Academic), Graduate Students' Association (GSA)	2020 - 21 Vice-President (Academic), GSA
<b>Kathy Haddadkar</b> Vice-President (Academic), Graduate Students' Association (GSA)	2021 - 22 Vice-President (Academic), GSA
<b>Bukola Salami</b> Associate Professor, Faculty of Nursing	Academic Staff Member
<b>Andy Knight</b> Professor, Faculty of Arts	Academic Staff Member
<b>Parker Lieb (Leflar)</b> Education Facilitator Office of Safe Disclosure and Human Rights	Support Staff Member
<b>Jennifer Tupper</b> Dean, Faculty of Education	Dean
<b>Karen D. Hughes</b> Professor, Faculty of Arts and Alberta School of Business	Academic Staff Member; EDI scholar

Members	
<b>Carol S. Hodgson</b> Associate Professor, Faculty of Medicine and Dentistry	Academic Staff Member
<b>Crystal Gail Fraser</b> Assistant Professor, Faculties of Arts and Native Studies	Academic Staff Member
<b>James Kariuki</b> Associate Dean (Teaching) & Professor, Augustana	Associate Dean (Teaching); Academic Staff Member
<b>Deanna Davis</b> Senior Lead, Educational Curriculum Developer Faculty of Graduate Studies and Research (FGSR)	Resource Member
<b>Tommy Mayberry</b> ( <i>he/she/they</i> ) Executive Director, Centre for Teaching and Learning	Senior Administrative Member; EDI Scholar
<b>Theresa Curry</b> Financial Officer Office of the Provost and Vice-President (Academic)	Resource Member
<b>Andrea Patrick</b> Selection and Reviews Initiatives Manager Office of the Provost and Vice-President (Academic)	Resource Member
<b>Suzanne French</b> Portfolio Initiatives Coordinator Office of the Provost and Vice-President (Academic)	Resource Member
<b>Carley Roth</b> Portfolio Initiatives Manager Office of the Provost and Vice-President (Academic)	Resource Member

## Appendix B: Awards Grid (2019)

#	AWARD	Since appointment @ UofA	RANK*			ARFA			ADMIN	
			Assistant	Associate	Full	Teaching	Research	Leadership	Fund	Adjudication Coordination
1	Provost's Award for Achievement of Excellence in Undergraduate Teaching	< 5 yr							Endowment--Special Teaching Fund	UTAC
2	Rutherford Award for Excellence in Undergraduate Teaching	> 5 yr							Endowment--Special Teaching Fund	UTAC
3	Excellence in Graduate Teaching Award								Endowment--Special Teaching Fund	UTAC
4	Vargo Teaching Chair								Endowment Fund for the Future (EFF)	Office of the Provost
5	McCalla Professorship								Endowment Fund for the Future (EFF)	Office of the Provost
6	Martha Cook Piper Prize	< 10 yr							Martha Cook Piper Endowment Fund	Office of the Vice President Research
7	CRC Tier II								External	External (NSERC)
8	Petro-Canada Young Investigator Award	< 8 yr							Petro-Canada Endowment	Office of the Vice President Research
9	CRC Tier I								External	External (NSERC)
10	NSERC Industrial Research Chair								External	External (NSERC)
11	Henry Marshall Tory Chair								EFF: HM Tory Chairs	Office of the Provost
12	Killam Annual Professorship								Killam Endowment	Office of the Vice President Research
13	CERC								External	External (NSERC)
14	J. Gordin Kaplan Award								Research Initiative Fund	Office of the Vice President Research
15	UofA Distinguished Professor	> 10							Base Operating Funds	Office of the Provost
16	University Cup	> 10 (20 total)							Base Operating Funds	Office of the Provost
17	Killam Memorial Chair (Engineering and/or Science)								Killam Endowment--VPA	Office of the Vice President Research

\* All appointments must be full-time academic; multiple ranks show eligibility

J.A. Nychka  
Sept. 17, 2019  
version 1.0

## Appendix C: Historical Diversity Data: Sex<sup>2</sup> (2019)

Award	Males	Females
UofA Distinguished Professors (UADP)	-	2
Centennial Professors		
Previous	1	1
Current	5	5
Henry Marshall Tory Chairs (HMT)		
Previous	3	1
Current	7	5
University Cup	17	8
Vargo Teaching Chairs	10	5

<sup>2</sup> The category for "sex" was used because that was the demographic information available at the time of data collection, and that the working group is aware it does not reflect the gender diversity.

## Appendix D: Historical Diversity Data: Awardees' Faculty (2019)

Award	Faculty/Unit	Count
UofA Distinguished Professors	Engineering	1
	School of Public Health	1
Centennial Professors (current)	Arts	1
	Education	1
	Faculty of Medicine and Dentistry	2
	Nursing	1
	Science	4
School of Public Health	1	
Henry Marshall Tory Chairs (HMT) (current)	Arts	9
	Engineering	1
	Extension	1
	Science	1
University Cup	Arts	7
	Agricultural, Life & Environmental Sciences	3
	Campus Saint-Jean	1
	Engineering	2
	Faculty of Medicine and Dentistry	6
	Law	1
	Science	5
Vargo Teaching Chair	Arts	2
	Agricultural, Life & Environmental Sciences	1
	Augustana	1
	Business	1
	Education	1
	Engineering	3
	Faculty of Medicine and Dentistry	1
	Nursing	1
	Science	4





Heather Richholt &lt;richholt@ualberta.ca&gt;

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## Fwd: Travel Policy Update and Review Session for GFC Members

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**Kate Peters** <peters3@ualberta.ca>

Fri, Jun 3, 2022 at 12:47 PM

Cc: Brad Hamdon &lt;bhamdon@ualberta.ca&gt;, Heather Richholt &lt;richholt@ualberta.ca&gt;

Dear Members of GFC and subscribers to the FYI,  
Please see the message below from GFC Member Todd Gilchrist,  
Thank you,  
Kate

**Kate Peters** | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

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

From: **Todd Gilchrist** <todd.gilchrist@ualberta.ca>

Date: Fri, 3 Jun 2022 at 12:09

Subject: Travel Policy Update and Review Session for GFC Members

To: Kate Peters &lt;peters3@ualberta.ca&gt;

Cc: Phil Webb &lt;pwebb@ualberta.ca&gt;, Martin Coutts &lt;martin.coutts@ualberta.ca&gt;, Charleen Schmidt &lt;clschmid@ualberta.ca&gt;, Julienne Cancio &lt;jcancio@ualberta.ca&gt;, Karen Buchholtz &lt;karen.buchholtz@ualberta.ca&gt;, Deb Kershaw &lt;dkershaw@ualberta.ca&gt;

Hello Kate,

At the May 2, 2022 meeting of GFC I committed to ensuring an information session be set up to answer questions about the travel bookings process. On June 21, 2022 from 9:00 -10:00 am, Phil Webb, Director - Procurement & Logistics, will be presenting a Travel Policy Update and Review session, which will include time for a Q&A, to our GFC colleagues.

Please share the following event details, including the Zoom link, with members of GFC:

**Travel Policy Update and Review****June 21, 2022 from 9:00 am – 10:00 am****Join Zoom Meeting**<https://ualberta-ca.zoom.us/j/98132538191?pwd=d003ZXhGb2RQVzJ4Ry84NHNNTEQxdz09>**Meeting ID: 981 3253 8191****Passcode: 996142**

Thank you Kate.

Regards,  
Todd**TODD GILCHRIST, MBA, CEC, ICD.D, CPHR**  
Vice-President, University Services and Finance**UNIVERSITY OF ALBERTA**  
University Services and Finance2-04 South Academic Building (SAB)  
[11328 89 Ave NW](#)

6/6/22, 9:56 AM

University of Alberta Mail - Fwd: Travel Policy Update and Review Session for GFC Members

Edmonton, AB Canada T6G 2G7

T 780.718.5489



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