The following Motions and Documents were considered by the Board of Governors during the open session of its Friday, December 12, 2025 meeting:

Agenda Title: **Organizational Values**

Approved MOTION: THAT the Board of Governors (the "Board"), on the recommendation of the Board Audit and Risk Committee:

(a) approve the revised Information Technology Security Policy in the form disseminated to the Board (the "Revised IT Security Policy"), and as recommended by the General Faculties Council;

(b) approve the rescission of the University Campus Network Policy, such rescission to take effect concurrently with the approval of the Revised IT Security Policy; and

(c) designate the Vice-President (University Services, Operations and Finance) as the Approving Authority for the Information Technology Use and Management Policy to take effect concurrently with the approval of the Revised IT Security Policy.

Agenda Title: **IT Security Policy**

Approved MOTION: THAT that the Governors of the University of Alberta (the "Board"), on the recommendation of General Faculties Council, approve the proposed University Values Statement, in the form disseminated to the Board.

Agenda Title: **Key Budget Drivers**

Approved MOTION: THAT the Board of Governors (the "Board"), on the recommendation of the Board Finance and Property Committee, approve the proposed budget drivers that will be used to develop the University of Alberta's 2026-27 consolidated budget, in the form disseminated to the Board.

Agenda Title: **Exceptional Tuition Increases**

Approved MOTION: THAT that the Governors of the University of Alberta (the "Board"), on the recommendation of the Finance and Property Committee, approve the following proposed exceptional tuition increases, to take effect in Fall 2026 for incoming students only, pending approval from the Minister of Advanced Education:

Faculty	**Program**	**Current Tuition (2025-26)**	**Proposed Increase (%)**	**Proposed New Tuition (Fall 2026)**
Faculty of Education	Masters of School and Clinical Child Psychology	$9,848	50%	$14,772
Faculty of Nursing	Masters of Nursing Programs (course-based)	$10,067	75%	$17,617
Faculty of Nursing	Masters of Nursing Programs (thesis-based)	$9,848	75%	$17,233
Faculty of Nursing	PhD Program	$19,695	20%	$23,634

Agenda Title: **Investment Management Agreements**

Approved MOTION: THAT the Board of Governors (the "Board"), on the recommendation of the Board Finance and Property Committee and the Board Learning, Research and Student Experience Committee, approve the 2025-28 Investment Management Agreement, including the revised Institutional Mandate, in the form disseminated to the Board and for final signature by the Board Chair.

Agenda Title: **Space Management Policy**

Approved MOTION: THAT The Governors of the University of Alberta (the "Board"), on the recommendation of the Board Finance and Property Committee:

a) approve the revised Space Management Policy ("The Policy"), in the form disseminated to the Board and as recommended by General Faculties Council;
b) rescind the Preservation of University Facilities and Grounds Policy, effective upon final approval of The Policy, and as recommended by General Faculties Council; and
c) rescind the Real Property Compliance Policy, effective upon final approval of The Policy.

Agenda Title: **Tuition for New Programs**

Approved MOTION 1: THAT the Governors of the University of Alberta (the "Board"), on the recommendation of Board Finance and Property Committee, approve a domestic and international tuition rate of $2,479.08 per 3 credit course for the following new programs:

- Graduate Certificate in Population Health
- Graduate Certificate in AI and Health
- Graduate Certificate in Indigenous Law
- Graduate Certificate in Data Science and AI

Approved MOTION 2: THAT the Governors of the University of Alberta (the "Board"), on the recommendation of Board Finance and Property Committee, approve a domestic and international tuition rate of $2,649.58 per 3 credit course for the Graduate Certificate in Business Administration.

Agenda Title: **Annual Resolutions of a Subsidiary Corporation**

Approved MOTION: THAT The Governors of The University of Alberta (the "Board"), in its capacity as the sole shareholder of University of Alberta Innovation Fund Ltd. (the "Corporation"), hereby:

(a) approves and adopts the resolutions in lieu of an annual meeting for the Corporation in the form disseminated to the Board for its review; and

(b) authorizes the Vice Chair of the Board to execute the said resolutions on behalf of the Board and to take all such further actions and execute all such further agreements, instruments, and documents as such officer, in their discretion, may consider necessary, advisable, or useful for the purpose of giving full effect to these resolutions.

☑ **Decision** ☐ **Discussion** ☐ **Information**

ITEM OBJECTIVE: That the Board of Governors receive the proposed University Values Statement for approval.

DATE	December 12, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic) Vice-President (University Services, Operations & Finance)

MOTION: THAT that the Governors of the University of Alberta (the "**Board**"), on the recommendation of General Faculties Council, approve the proposed University Values Statement, in the form disseminated to the Board.

EXECUTIVE SUMMARY:

<u>Background</u>

In early 2025, the University of Alberta launched a process to develop its organizational values. This process is a major early commitment in *Forward Together: The University of Alberta People Strategy*, which was launched in fall 2024.

An organization's values are the principles and beliefs that guide its actions, decisions, and culture. Values reflect what an organization stands for and how it aspires to interact with its community, stakeholders and the world. The values are intended to sit alongside the university's mission and vision as long-term guideposts for the whole organization.

Goals and expected impacts of values development

Responding to feedback heard during the development of the People Strategy, the development and adoption of organizational values is intended to support the following outcomes:

- Support a sense of belonging and connection within the university community
- Provide a lens to inform institutional planning and decision making over the long term
- Communicate core elements of the university's identity to the external community (including prospective partners, employees, and students)
- Contribute to an increased sense of integrity and trust within the university by providing a shared basis for accountability

Why develop values now?

The need for a single set of organizational values was highlighted strongly in the consultations to develop the People Strategy, in 2023/24. These discussions emphasized the need to affirm our core values in the aftermath of the challenges of the past several years, both for longtime employees and for newer members of the university. Values were seen as critical for creating and restoring a sense of belonging, and as a basis for rebuilding trust. The People Strategy Steering Committee judged that it would be most effective to launch this work shortly after the adoption of the People Strategy.

Overview of the development process

The process to develop organizational values has been overseen by the People Strategy Steering Committee, a broad group of faculty, staff, students and leaders, co-chaired by the Provost & Vice-President (Academic) and the Vice-President (University Services, Operations & Finance). Membership is listed in Schedule A.

The university community has offered extensive input on its values through a number of consultation processes, and a number of our institutional plans include principles and values. The values process builds on this work.

The development process has had three phases:

- The first phase consisted of broad consultations focused on identifying major themes, informed by the university's existing values-type language (e.g. in various plans and official statements). Mechanisms:
    - Board-GFC-Senate Summit: all three governance bodies were engaged in a joint session to reflect on existing university documents and explore which ideas resonated the most and least strongly from the standpoint of long-term values.
    - "Values lab" workshops: five workshops were held in April 2025, including one in French. Participants were asked to reflect on the university's past, present, and future to identify the values and characteristics at the core of our identity and success.
    - Online survey: available in March-April 2025 for those unable to attend a values lab.
- In the second phase, the Steering Committee released a What We Heard report as well as several sets of hypothetical organizational values. The purpose of this phase was to validate the major themes and to seek feedback on emerging values terms.
    - As part of this phase, the Steering Committee conducted virtual roundtable sessions, an online survey, as well as more focused engagement with groups that did not participate as fully in the initial consultations, including alumni and students. Key themes from these engagements include:
        - Strong support for the concepts of curiosity and community and their multiple connotations within and outside the university;

- The enduring resonance of the university's historical language ("uplifting of the whole people" and *Quaecumque vera*) as touchstones for the community;
- A strong emphasis on the impact of the university's work and on the commitment to excellence;
- A desire for the values in general to be action-oriented and the language direct; and
- Emphasis on the importance of the concept of stewardship/sustainability being expressed through the values or their supporting language.

- In the third phase, launched in October 2025, the Steering Committee released a proposed values statement for validation. This process included discussion with the Board of Governors, circulation to GFC, and direct outreach to individuals and groups that had participated in the process at an earlier stage.

Proposed Values Statement

The proposed Values Statement is provided in Attachment One.

The Values Statement is intended to be read as a whole. Attachment One presents each element of the statement one by one, and the final slide shows the Values Statement in its entirety.

The anchor for the Values Statement is the Henry Marshall Tory quotation on uplifting the whole people, which the university community has affirmed as a touchstone for how people see themselves and the purpose of their work with the U of A. This reflects a point of pride and identity, and something that bridges the university's past and future. The remainder of the Values Statement sets out what it looks like for the university to live this credo.

The visuals included are intended as a sample only; final visuals will be developed following approval. The values will be officially launched in early 2026, following approval.

Risk Discussion / Mitigation of the Risk

Under *Shape*, the university identifies its people as its greatest strength. Delivering on the commitments in the People Strategy is essential to realizing the university's strategic opportunities, as well as to mitigating risks to achieving its strategic objectives. The People Strategy as a whole – and the values exercise in particular – supports creating a positive culture and work environment and fostering a sense of belonging and connection, which in turn supports the effectiveness of the university's faculty, staff, and students.

SUPPORTING MATERIALS:

1. Proposed Values Statement - for approval
2. *What We Heard* report

SCHEDULE A:

Engagement and Routing
Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

Those who are actively **participating**: ● People Strategy Steering Committee: ○ Verna Yiu, Provost & Vice-President (Academic) - co-chair ○ Todd Gilchrist, Vice-President (University Services, Operations & Finance) - co-chair ○ Carrie Smith, Vice-Provost, Access, Community & Belonging ○ Florence Glanfield, Vice-Provost, Indigenous Programming & Research ○ Marvin Washington, College Dean & Vice-Provost, Social Sciences & Humanities ○ Jason Carey, Dean, Campus Saint-Jean ○ Declan Ali, Dean, Faculty of Science ○ Marcie Chisholm, Associate Vice-President, Human Resources, Health, Safety & Environment ○ Stephanie Dickie, Team Lead, Student Programs Administration & NASA representative to the Board of Governors (at time of appointment) ○ Jackie Leighton, Vice-Dean, Faculty of Education ○ Michelle Rooker, Director, Health Safety & Environment ○ Chen Okafor, Vice-President (Academic), Graduate Students' Association (*previously, Muneeb Masood Raja, VP Labour)* ○ Pedro Almeida, President, Students' Union ○ Valentina Kozlova, Teaching Professor, Department of Resource Economics and Environmental Sociology ○ Kate Young, Board of Governors member and alumni representative ○ Isaac Van Dyne, Chief of Staff, Office of the President
Those who have been **consulted**: ● General Faculties Council ● Senate ● Board of Governors ● University community at large ● Alumni Council ● Students' Union ● Graduate Students' Association ● Association of Academic Staff of the University of Alberta ● Non-Academic Staff Association ● Post-Doctoral Fellows Association (offered) ● Office of the Dean of Students
Approval Route: ● General Faculties Council - November 17, 2025 (for recommendation) ● Board of Governors - December 12, 2025 (for approval)

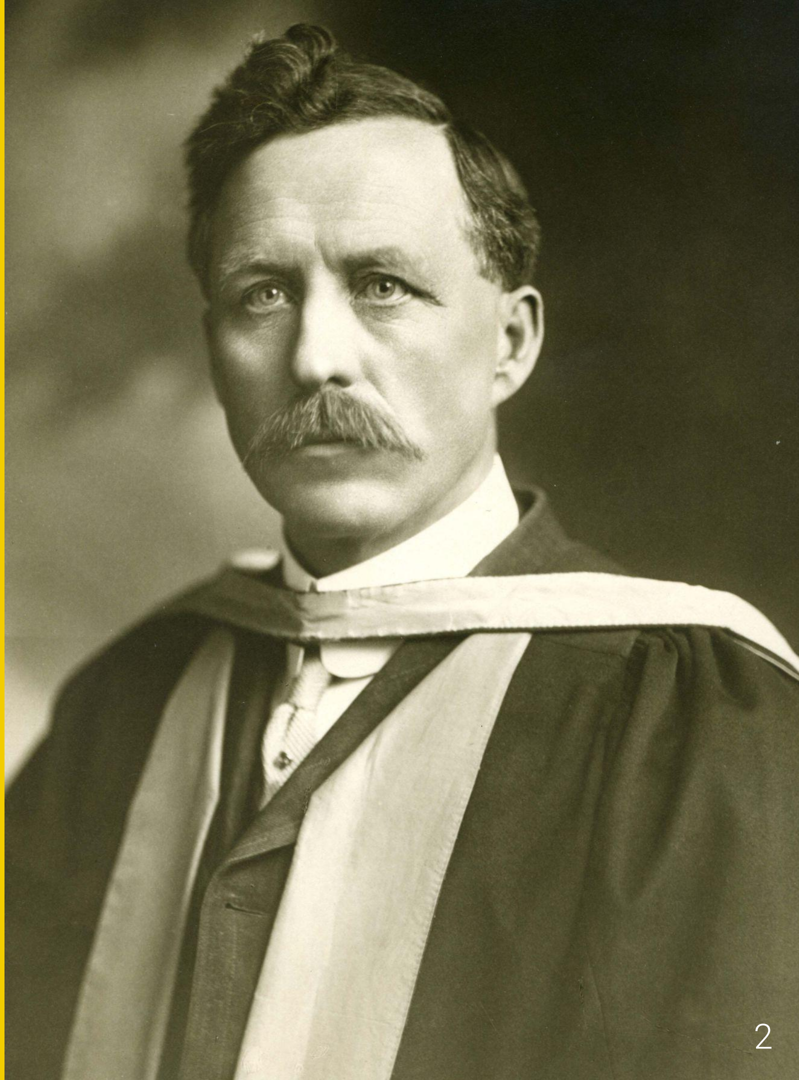
OUR VALUES
OUR UNIVERSITY

UNIVERSITY OF ALBERTA

Our values are embodied in the founding principle of the university …

"… knowledge shall not be the concern of scholars alone. The uplifting of the whole people shall be its final goal"

Henry Marshall Tory



The University of Alberta lives this credo through:

Unwavering *Curiosity*
devoted to
Quacumque vera -
“whatsoever things
are true.”

A **Spirit of *Community***, grounded in caring and respect

Shared *Accountability* for a sustainable future.

The tireless pursuit of
***Impact* through Excellence**
in all we do.

Our values are embodied in the founding principle of the university …

"… knowledge shall not be the concern of scholars alone. The uplifting of the whole people shall be its final goal"

Henry Marshall Tory

We live this credo through

Unwavering *Curiosity* devoted to Quacumque vera - "whatsoever things are true."

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Shared *Accountability* for a sustainable future.

The tireless pursuit of ***Impact* through Excellence** in all we do.

UNIVERSITY OF ALBERTA

☑ **Decision** ☐ **Discussion** ☐ **Information**

ITEM OBJECTIVE: That the Board of Governors receive the final draft Information Technology (IT) Security Policy for approval.

DATE	December 12, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	University Services, Operations and Finance

MOTION: THAT the Board of Governors (the **"Board"**), on the recommendation of the Board Audit and Risk Committee:

(a) approve the revised *Information Technology Security Policy* in the form disseminated to the Board (the "**Revised IT Security Policy**"), and as recommended by the General Faculties Council;

(b) approve the rescission of the *University Campus Network Policy*, such rescission to take effect concurrently with the approval of the Revised IT Security Policy; and

(c) designate the Vice-President (University Services, Operations and Finance) as the Approving Authority for the *Information Technology Use and Management Policy* to take effect concurrently with the approval of the Revised IT Security Policy.

Background

- The University of Alberta's IT policy suite is revised to address the evolving technological and cybersecurity threat landscape and to align with:
  - Recently passed Alberta legislation: the Protection of Privacy Act (POPA) and the Access to Information Act (ATIA).
  - Government of Canada expectations as it relates to research grants involving sensitive information.
- The existing UAPPOL IT policy suite consists of four separate policies:
  - Information Technology Security Policy
  - Information Technology Use and Management Policy
  - Administrative Information Systems Security Policy
  - University Campus Network Policy
- The redeveloped suite is consolidated into two streamlined policies:
  - IT Security Policy (the Policy) to be approved by the Board of Governors.

    - IT Use and Management Policy to be approved by the Vice-President, University, Service, Operations and Finance.
- The content from the Administrative Information Systems Security and University Campus Network policies has been restructured and incorporated into relevant procedures and standards to ensure clarity and consistency.
- On September 22, 2025, the IT Security Policy was presented to the General Faculties Council (GFC) for recommendation to the Board of Governors. During that meeting, it became clear that additional consultation would be beneficial. The motion was therefore withdrawn, and administration committed to further consultation on the policy and the associated procedure addressing IT security variance requests.
- Additional engagements have since been completed, and the feedback received from the campus community was incorporated where appropriate. As a result, on November 17, 2025, the IT Security Policy was brought back to GFC and received approval to be recommended to the Board Audit and Risk Committee.

Analysis / Discussion

- The policy redevelopment initiative is a critical step in strengthening the university's information security posture and ensuring compliance with updated provincial legislation.
- The passing of POPA and ATIA, which replaced the previous Freedom of Information and Protection of Privacy (FOIP) Act, introduced significant changes, including:
    - New requirements for privacy management programs.
    - Mandatory breach notification requirements.
    - Mandatory privacy impact assessments under prescribed circumstances.
    - Prohibition on Selling Personal Information.
    - Rules for automated systems and AI.
    - New rules for data matching and non-personal data.
- The updated IST policies and procedures are designed to meet these new legal requirements and support a secure, resilient, and adaptive IT environment.
- IST remains ultimately responsible for securing all university data. Recognizing this responsibility cannot be delegated to individuals, programs, or institutes, IST is committed to working collaboratively to find solutions that both enable teaching, learning, and research and protect information.
- The goal of the policy is to protect all university data without claiming ownership over it.

The key changes to the IST policy and procedure documents include:

- Existing procedures are updated and 6 new procedures are drafted to support the new policies. The language across all documents has been revised to be more client-centered and clear.
- Language has been added to the policy and definitions to clarify that the ownership of information is governed by a variety of other contracts and agreements, including those related to Indigenous data sovereignty, and is not changed by this policy.
- Proposed changes ensure the restructuring and revision reduces redundancy, clarifies roles and responsibilities, and provides a more cohesive framework for managing information technology and associated risks at the university.

- Because the IT Use and Management Policy will operationalize and implement the IT Security Policy, it no longer meets the threshold of a Board-level policy with respect to strategic, material, and institutionally significant matters within the jurisdiction of the board.
- Policies and procedures align with University of Alberta policy standards and approval levels.

SUPPORTING MATERIALS *(shared as links, the clean policy, for approval, also attached)*

1. Information Technology Security Policy - final draft (clean) (5 pages) *for recommendation*
2. Information Technology Security Policy - final draft (red-line) (8 pages) *for information*

SCHEDULE A:

Engagement and Routing Detail

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

Those who are actively **participating**: • College and Faculty General Managers • Research Administration Services • Research Partner Network • Safeguarding Research Office • Graduate & Postdoctoral Studies • Technology Transfer Services team • Research Integrity • Field Research Office
Those who have been **consulted**: *(engagements after the September 22, 2025, GFC noted in red)* • Technology Strategy Oversight Committee: • President's Executive Committee - Operational • Academic Planning Committee • Board Audit and Risk Committee • Statutory Deans' Council • Chairs' Council • Students' Union and Graduate Students' Association • Student Success and Experience (formerly the Office of the Dean of Students) Three additional engagement sessions were held on November 3, 7, and 12, open to members of the university community. Representatives from multiple academic, administrative and research units signed up for participation (though some were not able to attend), including the Faculties of Medicine & Dentistry, Science, Engineering, Arts, ALES, as well as Institutional Data & Analytics, Research Data Management, Safeguarding Research, Digital Research Services, Information Technology (Campus Saint-Jean & Augustana), Library & Museums, and the Offices of the Provost and President.
Those who have been **informed**: *(engagements after the September 22, 2025, GFC noted in red)*

As part of information sharing efforts during Cybersecurity Awareness Month ● Faculty, staff and students at North Campus, Campus Saint Jean, and Augustana Campus ● Staff and students at Enterprise Square (Research Services Office and Shared Services)
Approval Route: ● November 5, 2025 - IT Security Policy to Academic Planning Committee for discussion. ● November 17, 2025 - IT Security Policy to General Faculties Council for recommendation to the Board of Governors. ● November 24, 2025 - IT Security Policy to the Board Audit and Risk Committee for recommendation to the Board of Governors. ● December 12, 2025 - IT Security Policy to Board of Governors for approval.

Original Approval Date: June 25, 2010
Most Recent Approval: (insert)
Editorial Amendments: September 19, 2024

Information Technology Security Policy

Office of Administrative Responsibility:	Chief Information Officer and Associate Vice-President (Information Services and Technology)
Office of Accountability:	Office of the Vice-President (University Services, Operations and Finance)
Approving Authority:	The Governors of The University of Alberta

Purpose

This policy provides the necessary framework to reduce and manage the university's IT-based risk while providing flexibility to support a broad range of academic, research and administrative activities. It promotes the use of central, **institutional information technology (IT) infrastructure** thereby leveraging the institutional investments made to secure the university's IT environment.

Principles

The following principles apply to IT security practices and decision-making across the institution and are intended to guide the application of the procedures of this policy:

- Information and IT infrastructure are critical assets that must be safeguarded accordingly.
- The university leverages investments in core IT services and infrastructure, gaining security and financial benefits to support its mission effectively.
- The university uses a risk-based approach, and follows best practices in IT security, to select appropriate security controls to minimize risk to an acceptable level, and to design security and privacy into our IT services and IT infrastructure.
- With the increasing reliance on mobility and remote access for teaching, learning, research, and work across multiple devices and locations, the university can no longer assume inherent trust in its networks. Instead, information security measures will be designed to protect university systems and data regardless of where or how they are accessed.
- Safeguarding information is a shared responsibility across all members of the **university community.**

Definitions

A definitions table as attached establishes the terms used in this policy document and any unique rules of interpretation that apply to this policy document.

Scope/Application

This policy applies to all University Community Members, including but not limited to faculty, staff, students, academic and administrative units, ancillary units, and affiliated organizations using the university's IT services and infrastructure. It covers all university IT systems, data, and services, regardless of where they are located or accessed. This includes:

- systems managed or hosted by third parties on behalf of the university;
- data in automated and manual formats supporting university activities; and
- information under university custody and control, including those related to external organizations.

Where the use of university-issued devices is not practicable (e.g., Bring Your Own Devices (BYOD) program for telephone devices or personal devices used to work from home), such devices are subject to relevant university policies, procedures, guidelines and standards governing their use.

This policy should be read in conjunction with existing policies on data management, privacy, responsible research conduct, and risk management.

Policy Statement

1. To ensure security, efficiency, and compliance, all university units must use, where practicable, institutional IT infrastructure and services provided by Information Services and Technology (IST). Where the use of institutional IT infrastructure and services provided by IST is deemed by the unit impractical, the unit requiring IT resources will submit a Variance to IT Security request and work with IST to implement mitigating or compensating security controls, following the Requesting Variance to IT Security Procedure, and in accordance with university policies, standards, agreements and applicable legislation. All IT infrastructure must adhere to university-wide security requirements, ensuring the protection, integrity, and availability of information assets.

Roles and Responsibilities

It's the responsibility of every individual utilizing the university's IT services and infrastructure to adhere to this policy and accompanying procedures and standards. Role-specific responsibilities are further outlined below.

Information Services and Technology (IST) is responsible for:

- Implementation and enforcement of security controls, including network security, vulnerability management, and device protection
- Development and provision of security training and awareness programs for the university community

- Response to and investigation of IT security incidents, and collaboration with administrative units to mitigate risks

Chief Information Security Officer (CISO) & Information Security Office is responsible for:
- Development and maintenance of security policies, standards, and procedures.
- Monitoring and response to cybersecurity threats.
- Provide strategic security guidance and lead compliance initiatives.
- Response to and investigation of IT security incidents, and collaboration with administrative units to mitigate risks and ensure compliance to IT security standards

Administrative authorities (administrative, academic and research units) must:
- Ensure IT security compliance within their respective units.
- Manage security risks related to unit-specific IT systems and coordinate with IST for support.
- Ensure that any specialized IT infrastructure that required mitigating controls is maintained to ensure it meets current security standards

University community members must:
- Use IT services responsibly and follow security policies.
- Report security incidents promptly.
- Complete mandatory security training as required by their role.

To support adherence to this policy, the attached IT Security Procedures provide detailed rules and guidance on how to maintain compliance. IT Security training will be made available to the university community. IST will actively support compliance through the provision of secure institutional IT infrastructure and services, ongoing security monitoring, and expert consultation.

Non-compliance and Misconduct

Non-compliance with this policy constitutes misconduct and may be pursued under the applicable collective agreements, University policy, or law. Violations of this policy will be reported to the CISO and Information Security Office for investigation and appropriate action. Individuals who have concerns or wish to disclose potential breaches of this policy may also consider making a report in accordance with the Ethical Conduct and Safe Disclosure procedure, including a report to the Office of Safe Disclosure and Human Rights. Sanctions for non-compliance may include, but are not limited to:

- Loss or restriction of access to IT services and university systems,
- Disciplinary measures in accordance with university policies and applicable collective agreements,
- Legal consequences where applicable, including potential civil or criminal liability.

External service providers who fail to meet university security standards may have their contracts reviewed, restricted, or terminated.

Definitions

Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.

Board	The Governors of The University of Alberta, a corporation, continued under the *Post-secondary Learning Act* (Alberta).
University Community Members	All employees, (including but not limited to academic staff, support staff, excluded staff and postdoctoral fellows as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories), adjunct professors, professors emeriti, lecturers, clinical staff; all students (including undergraduate, graduate and Continuing & Professional Education students); visitors, volunteers, contractors, members of affiliated colleges, and members of the Board.
Institutional IT Infrastructure	IT infrastructure encompasses all systems, devices, networks, and facilities owned, leased or managed by the University to support the storage, processing, and transmission of electronic information. This includes, but is not limited to, computing hardware and equipment (e.g., servers, desktops, laptops, mobile devices), software applications, data centers, communication networks (wired and wireless), telecommunication systems, electronic storage media, email platforms, cloud services, and any other technologies or systems that facilitate the University's electronic information management.
Administrative Authority	Refers to the authority and obligation of specified University personnel to make decisions, implement procedures, and be held accountable for the security of University information assets and IT resources within their designated areas of responsibility, in accordance with this policy.
University Data	Includes all information, in any format (electronic or hard copy), created, collected, or stored by University units and members in support of the University's academic, research, and administrative activities. Ownership of University Data—including course materials, scholarly works, research data, and related intellectual property—is governed by applicable collective agreements, grant agreements, contracts, and applicable legislation, and is also guided by principles of Indigenous data sovereignty where relevant. The University is responsible for protecting the confidentiality, integrity, and availability of University Data in accordance with this policy and any relevant legal or contractual obligations.
Collective Agreements	Means, from time to time, the then current written contracts between the Board, as employer, and its bargaining agents-including the academic staff association, non-academic staff association, graduate students association, and postdoctoral fellows association—that outline terms and conditions of employment for the members of such associations.

Published Procedures of this Policy (UAPPOL)(Currently Under Development)

- Requesting Variance to IT Security Procedure
- Password Management Procedure
- Device Security Procedure
- University Campus Network Procedure
- Remote Access Procedure
- Accounts and Access Procedure

Related Policy Documents (UAPPOL)

- Access to Information and Protection of Privacy Policy
- Ethical Conduct and Safe Disclosure Policy
- Responding to and Reporting of Information Security Breaches Procedure
- Student Conduct Policy

Related Links

- Access to Information Act (Government of Alberta)
- Code of Practice for Learning Analytics (University of Alberta)
- Copyright Act (Department of Justice)
- Information Services and Technology (IST) (University of Alberta)
- Protection of Privacy Act (Government of Alberta)

For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.

For the most recent version of this document, please visit https://www.ualberta.ca/policies-procedures/index.html

Original Approval Date: June 25, 2010
Most Recent Approval: ~~June 25, 2010~~
Editorial Amendments: September 19, 2024

Parent Policy: Information Technology Security Policy

Information Technology Security Policy

Office of Administrative Responsibility:	~~Vice Provost~~ Chief Information Officer and Associate Vice-President (Information Services and Technology)
Office of Accountability:	~~Provost and Vice President (Academic)~~ Vice-President (University Services, Operations and Finance)
Approving Authority:	The Governors of The University of Alberta

Purpose

~~The University of Alberta is critically dependent on its **information technology resources** to fulfill its academic and business responsibilities. Breaches or compromises of these resources can negatively affect the University's ability to fulfill these responsibilities and can be damaging to the University's reputation. The University of Alberta is responsible for ensuring the availability, confidentiality, and integrity of all information to which it is entrusted. The university relies on a vast amount of information to operate on a daily basis. This information ranges from vital research data to personal data about students, faculty, staff, donors and alumni. Maintaining an information technology (IT) environment that protects this information is critical to the operation of the university.~~

This policy provides the necessary framework to reduce and manage the university's IT-based risk while providing flexibility to support a broad range of academic, research and administrative activities. It promotes the use of central information technology (IT) infrastructure thereby leveraging the institutional investments made to secure the university's IT environment.

~~Use of University of Alberta information technology resources must comply with all applicable laws, University of Alberta policies, procedures, appendices and guidelines.~~

~~The purpose of this policy is to protect the integrity of the University's information technology resources against threats that include, but are not limited to unauthorized intrusions, malicious use, and inadvertent compromise.~~

Principles

The following principles apply to IT security practices and decision-making across the institution and are intended to guide the application of the procedures of this policy:

- Information and IT infrastructure are critical assets that must be safeguarded accordingly.
- The university leverages investments in core IT services and infrastructure, gaining security and financial benefits to support its mission effectively.
- The university uses a risk-based approach, and follows best practices in IT security, to select appropriate security controls to minimize risk to an acceptable level, and to design security and privacy into our IT services and IT infrastructure.
- With the increasing reliance on mobility and remote access for teaching, learning, research, and work across multiple devices and locations, the university can no longer assume inherent trust in its networks. Instead, information security measures will be designed to protect university systems and data regardless of where or how they are accessed.
- Safeguarding information is a shared responsibility across all members of the **university community.**

Definitions

A definitions table as attached establishes the terms used in this policy document and any unique rules of interpretation that apply to this policy document.

Scope/Application

~~Compliance with University procedure extends to all members of the University community.~~ This policy applies to all University Community Members, including but not limited to, faculty, staff, students, academic and administrative units, ancillary units, and affiliated organizations using the university's IT services and infrastructure. It covers all IT systems, data, and services, regardless of where they are located or accessed. This includes:

- systems managed or hosted by third parties on behalf of the university;
- data in automated and manual formats supporting university activities; and
- information under university custody and control, including those related to external organizations.

Where the use of university-issued devices is not practicable (e.g., Bring Your Own Devices (BYOD) program for telephone devices or personal devices used to work from home), such devices are subject to relevant university policies, procedures, guidelines and standards governing their use.

This policy should be read in conjunction with existing policies on data management, privacy, responsible research conduct, and risk management

Policy Statement

~~1. GENERAL~~

~~Use of University information technology resources is permitted only to authorized members of the **University community** and other **authorized guests** who must follow the requirements set out~~

~~in the *Information Technology Use and Management Policy* and related procedures.~~ To ensure security, efficiency, and compliance, all university units must use, where practicable, institutional IT infrastructure and services provided by Information Services and Technology (IST). Where the use of institutional IT infrastructure and services provided by IST is deemed by the unit impractical,~~ not considered practicable by both~~ the unit requiring IT resources will submit a Variance to IT Security request and ~~IST, units must~~ work with IST to implement mitigating or compensating security controls, following the Requesting Variance to IT Security procedure, and in accordance with university policies, standards, agreements and applicable legislation.~~ All members of the University community are responsible for the security and protection of information technology resources, including, but not limited to, any networks, computers, software, and data, over which the member has use or control. Use of University information technology resources off campus must comply with the same requirements as on campus use.~~ All IT infrastructure must adhere to university-wide security requirements, ensuring the protection, integrity, and availability of information assets.

~~2. DATA CLASSIFICATION AND SECURITY~~

~~Data protection and safeguards must be implemented in a manner that is commensurate with its value and sensitivity.~~

3. ROLES AND RESPONSIBILITIES

It's the responsibility of every individual utilizing the university's IT services and infrastructure to adhere to certain guidelines. Role-specific responsibilities are further outlined below.

Information Services and Technology (IST) is responsible for:

- Implementation and enforcement of security controls, including network security, vulnerability management, and device protection.
- Development and provision of security training and awareness programs for the university community.
- Response to and investigation of IT security incidents, and collaboration with administrative units to mitigate risks.

Chief Information Security Officer (CISO) & Information Security Office is responsible for:

- Development and maintenance of security policies, standards, and procedures.
- Monitoring and response to cybersecurity threats.
- Provide strategic security guidance and lead compliance initiatives.
- Response to and investigation of IT security incidents, and collaboration with administrative units to mitigate risks and ensure compliance to IT security standards.

Administrative authorities (administrative, academic and research units) must:

- Ensure IT security compliance within their respective units.
- Manage security risks related to unit-specific IT systems and coordinate with IST for support.
- Ensure that any specialized IT infrastructure that requires mitigating controls is maintained to ensure it meets current security standards.

University community members must:

- Use IT services responsibly and follow security policies.
- Report security incidents promptly.
- Complete mandatory security training as required by their role.

To support adherence to this policy, the attached IT Security Procedures provide detailed rules and guidance on how to maintain compliance. IT Security training will be made available to the university community. IST will actively support compliance through the provision of secure institutional IT infrastructure and services, ongoing security monitoring, and expert consultation.

~~4. NETWORK SECURITY~~

~~Each faculty, department, and unit is responsible for the activity of its users and for educating users on the proper use of the University of Alberta Campus Network and the Internet. The following may be used to determine whether or not a particular use of the Campus network is appropriate:~~

~~a. The faculty, department, and unit, and their **Local Area Network (LAN) administrator** must ensure that no hosts connected to the LAN create malicious or negligent network activity, or adversely affect the Campus Network.~~

~~b. It is the faculty's, department's, and unit's responsibility to ensure that all users of the LAN who access the University of Alberta Campus Network or the Internet are identifiable from their network traffic. Network traffic must be traceable to users in the event that the University is required to identify the source of network activity. If this is not possible from some hosts on the LAN, then it is the department's responsibility to filter or otherwise prevent those hosts from having access to the Campus Network and the Internet.~~

~~Access to any wired or wireless network connected information technology resource must be via a logon process identifying and authenticating the user, except where read access is permitted (for example, the library catalog and browsing public University websites), or unprivileged access is normal and appropriate safeguards are in place (for example, an Intranet site or kiosk mode web browser). The mandate of the University's Campus Area Network is defined in the *University Campus Network Policy*.~~

~~5. PHYSICAL SECURITY~~

~~Appropriate controls must be employed to protect physical access to information technology resources, commensurate with the identified level of acceptable risk.~~

~~6. DISPOSAL OF ELECTRONIC EQUIPMENT~~

~~All electronic equipment must be sanitized prior to disposal in accordance with University Information Technology security standards.~~

~~7. SECURITY AWARENESS TRAINING~~

~~All users of the University information technology resources must undergo security training.~~

8. ~~INCIDENT RESPONSE~~

~~Anyone witnessing or suspecting an information technology security incident and/or unacceptable use of University information technology resources in a manner that contravenes this Policy, is obligated to respond and report in accordance to the *Responding to and Reporting of Information Security Breaches Procedure*.~~

~~Support and assistance can be obtained from IST at 780 492 9400 | ist@ualberta.ca.~~

~~Assistance from the Office of the Chief Information Security Officer (CISO) is available through ciso@ualberta.ca.~~

9. NON-COMPLIANCE AND MISCONDUCT

Non-compliance with this policy constitutes misconduct and may be pursued under the applicable collective agreements, University policy, or law. Violations of this policy will be reported to the CISO and Information Security Office for investigation and appropriate action. Individuals who have concerns or wish to disclose potential breaches of this policy may also consider making a report in accordance with the Ethical Conduct and Safe Disclosure procedure, including a report to the Office of Safe Disclosure and Human Rights. Sanctions for non-compliance may include, but are not limited to:

- Loss or restriction of access to IT services and university systems,
- Disciplinary measures in accordance with university policies and applicable collective agreements,
- Legal consequences where applicable, including potential civil or criminal liability.

External service providers who fail to meet university security standards may have their contracts reviewed, restricted, or terminated.

~~The University's actions under this policy will be taken in accordance with the *Ethical Conduct and Safe Disclosure Policy*.~~

Definitions

Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.	
Board	The Governors of The University of Alberta, a corporation, continued under the *Post-secondary Learning Act* (Alberta).
~~**Authorized Guests**~~ University community members	~~Other authorized users of information technology resources may include, but are not limited to conference attendees, prospective students, and users of University public domain resources.~~ All employees, (including but not limited to academic staff, support staff, excluded staff and postdoctoral fellows as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories), adjunct professors, professors emeriti, lecturers, clinical staff; all students

	(including undergraduate, graduate and Continuing & Professional Education students); visitors, volunteers, contractors, members of affiliated colleges, and members of the Board.
~~**Information Technology Resources**~~ Institutional IT Infrastructure	~~Information technology resources refer to all hardware, software, and supporting infrastructure owned by, or under the Custodianship of, the University that is used to create, retrieve, manipulate, transfer and store electronic information. This includes (but is not limited to), central and non-centrally supported computers, file systems attached to these computers, operating systems running on these computers, software packages supported by these operating systems, wired and wireless networks, telecommunication and hand-held devices, data stored on or in transit on the above, as well as electronic identities used to identify and authenticate the users of the aforementioned resources.~~ IT infrastructure encompasses all systems, devices, networks, and facilities owned, leased or managed by the University to support the storage, processing, and transmission of electronic information. This includes, but is not limited to, computing hardware and equipment (e.g., servers, desktops, laptops, mobile devices), software applications, data centers, communication networks (wired and wireless), telecommunication systems, electronic storage media, email platforms, cloud services, and any other technologies or systems that facilitate the University's electronic information management.
~~**Information Technology Security Incident**~~ Administrative ~~Responsibility~~ Authority	~~Events where there is suspicion that:~~ • ~~the confidentiality, integrity, and availability of University data has been compromised~~ • ~~information and information technology resources are used for, or violated by, illegal or criminal activity~~ • ~~information technology resources that have been attacked, are currently under attack, or are vulnerable to attack.~~ Refers to the authority and obligation of specified University personnel to make decisions, implement procedures, and be held accountable for the security of University information assets and IT resources within their designated areas of responsibility, in accordance with this policy.
~~**LAN Administrator**~~ University Data	~~Local Area Network (LAN) administrator refers to the person or persons responsible for configuring, installing, maintaining, and supporting the network components of information technology resources for a faculty, department, and unit. In some cases the LAN administrator and the system administrator (as defined in the Information Technology Use and Management Policy) will be the same individual.~~

	Includes all information, in any format (electronic or hard copy), created, collected, or stored by University units and members in support of the University's academic, research, and administrative activities. Ownership of University Data—including course materials, scholarly works, research data, and related intellectual property—is governed by applicable collective agreements, grant agreements, contracts, and applicable legislation, and is also guided by principles of Indigenous data sovereignty where relevant. The University is responsible for protecting the confidentiality, integrity, and availability of University Data in accordance with this policy and any relevant legal or contractual obligations.
Collective agreements	Means, from time to time, the then current written contracts between the Board, as employer, and its bargaining agents-including the academic staff association, non-academic staff association, graduate students association, and postdoctoral fellows association—that outline terms and conditions of employment for the members of such associations.
~~**Sanitized**~~	~~Proper erasing of any residual data from an electronic storage device.~~
~~**University Community**~~	~~University staff, faculty, students, and other holders of a valid Campus Computing ID (CCID).~~

Procedures of this Policy (UAPPOL) (Currently under development)

- Password Management Procedure
- Device Security Procedure
- University Campus Network Procedure
- Remote Access Procedure
- Accounts and Access Procedure

Related Policy Documents (UAPPOL)

- Access to Information and Protection of Privacy Policy
- Ethical Conduct and Safe Disclosure Policy
- Responding to and Reporting of Information Security Breaches Procedure
- Student Conduct Policy
- ~~University Campus Network Policy~~

Related Links

- Access to Information Act (Government of Alberta)
- Code of Practice for Learning Analytics (University of Alberta)
- Copyright Act (Department of Justice)
- Information Services and Technology (IST) (University of Alberta)
- Protection of Privacy Act (Government of Alberta)

For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.

For the most recent version of this document please visit https://www.ualberta.ca/policies-procedures/index.html

☑ **Decision** ☐ **Discussion** ☐ **Information**

ITEM OBJECTIVE: To obtain support from the Board of Governors on the proposed budget drivers that will be used to develop the University of Alberta's 2026-27 consolidated budget.

DATE	December 12, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Office of the Vice-President (University Services, Operations and Finance) Office of the Provost and Vice-President (Academic)

MOTION: THAT the Board of Governors (the "Board"), on the recommendation of the Board Finance and Property Committee, approve the proposed budget drivers that will be used to develop the University of Alberta's 2026-27 consolidated budget, in the form disseminated to the Board.

Background

- Budget drivers are the university's key assumptions that inform the annual consolidated budget.
- They represent both revenue and expenses and have been, at times, subject to considerable discussion when budgets have been put forward for approval.
- Presentation of these figures early in the budget development process provides committee members with an opportunity to comment and proffer direction as the budget is being developed.

Changes to the GO from that which was presented to the Board Finance and Property Committee are noted in red font.

Analysis / Discussion

- Following the Government of Alberta's (GoA) $222 million (34 per cent) reduction to the University of Alberta's (university) Operating and Program Support Grant (OPS Grant) from 2019 to 2022, the OPS Grant has been largely frozen with the exception of limited targeted investments to address acute GoA priorities.
- For Budget 2026-27, the university is not anticipating an increase in the OPS Grant, or in incremental funding, to address increased salary costs resulting from collective bargaining settlements.
- While it is early in the budgeting process, the university is operating under the presumption that many of the current expense and revenue levers will remain constrained in the short-term. Regardless, the intent is to provide a balanced operating budget for the Board of Governors' consideration in March 2026.

- Attachment 1 summarizes key budget drivers as they are known today.
    - The OPS Grant remains as a placeholder as the final OPS Grant amount will not be confirmed until late February.
    - ~~Two of the largest drivers, the OPS Grant and collective bargaining settlements, remain as placeholders as the final OPS Grant amount will not be confirmed until late February, 2026, and final salary settlement costs will not be confirmed until the current rounds of collective bargaining concludes.~~
- Risks relating to financial sustainability may be mitigated by an early review and discussion of 2026-27 key budget drivers as the failure to develop a consolidated budget that preserves the core missions of teaching and research may result in the university making short-sighted decisions in the pursuit of addressing acute financial imperatives.
- The 2026-27 consolidated budget will be presented to the Board of Governors' for approval in March 2026.

Risk Discussion / Mitigation of the Risk

- The following risks are mitigated by an early review and discussion of the university's fiscal year 2026-27 key budget drivers:
    - Financial sustainability - failure to develop a consolidated budget that preserves the core missions of teaching and research will lead the university to potentially make short-sighted decisions in the pursuit of acute financial imperatives.

SUPPORTING MATERIALS:

1. Budget Drivers Table, as of October 30, 2025 (1 page) - for approval

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SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

Approval Route:
- Board Finance and Property Committee (for recommendation) - November 25, 2025
- Board of Governors (for approval) - December 12, 2025

Date: November 6, 2025

Table 1. Budget Drivers

Driver	2025-26 Budget Drivers	2026-27 Preliminary Budget Drivers
Operating and Program Support Grant (GoA)	0%	0%
For-credit domestic tuition	2%	2%
For-credit international tuition	5% *(all programs except Science)* 6.5% *(Science)*	10% *(all programs except Engineering)* 4.6% *(Engineering)*
Domestic enrollment	2%	2%
International enrollment	0%	0%
Mandatory non-instructional fees *(Academic price index rate)*	3.04%	3.56%
Residence rates *(all room types at all campuses)*	4%	4%
Meal plan rates *(full year)*	3%	5%
Parking rates	20% *(permits)* 2% *(visitor)*	2% *(permits)* 2% *(visitor)*
Salaries **Academic - ATB** **Academic - Merit** **Support- ATB** **Support- Merit** **Excluded Management - Salary**	 3.0% 1.8% 3.0% 1.0% 3.0%	 3.5% 1.8% 3.5% 1.0% 3.0%

**Preliminary in that detailed budget preparation is underway and figures provided for approval in March 2026 will reflect that work.*

☑ **Decision** ☐ **Discussion** ☐ **Information**

ITEM OBJECTIVE: To present proposals for exceptional tuition increases to the Board of Governors for approval.

DATE	December 12, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT that the Governors of the University of Alberta (the "**Board**"), on the recommendation of the Finance and Property Committee, approve the following proposed exceptional tuition increases, to take effect in Fall 2026 for incoming students only, pending approval from the Minister of Advanced Education:

Faculty	Program	Current Tuition (2025-26)	Proposed Increase (%)	Proposed New Tuition (Fall 2026)
Faculty of Education	Masters of School and Clinical Child Psychology	$9,848	50%	$14,772
Faculty of Nursing	Masters of Nursing Programs (course-based)	$10,067	75%	$17,617
Faculty of Nursing	Masters of Nursing Programs (thesis-based)	$9,848	75%	$17,233
Faculty of Nursing	PhD Program	$19,695	20%	$23,634

EXECUTIVE SUMMARY:

Background

On September 24, 2025, the Ministry of Advanced Education informed University Presidents that the Ministry would accept exceptional tuition increase (ETI) proposals for the Fall 2026 period.

An ETI is a domestic tuition increase proposed for a specific program for the purposes of improving program quality (outside of the normal tuition cycle). They cannot be used to fund regular instructional costs that are meant to be covered by base/existing tuition. ETIs are only applicable to new domestic students, with existing students grandfathered at the existing tuition.

ETI proposals require consultation with SU and GSA Council (as applicable) and with currently enrolled students in the impacted program. ETIs are approved by the Board of Governors prior to submission to the Minister for final approval.

ETI revenue must be tracked and spending reported to students and the Ministry annually. Reporting is focused on outcomes and the impact of funding on the quality of the program and student supports. Currently there is no specified end date to this reporting.

Given the very tight timeline for this call for proposals, only two Faculties chose to move forward with proposals for Fall 2026: the Faculty of Education, for the Masters of Counselling and Clinical Child Psychology program, and the Faculty of Nursing, for their course- and thesis-based Master's programs (excluding the new Nurse Practitioner program) and their PhD program.

In all these proposals are expected to generate approximately $80,000 beginning Fall 2026 and $170,000 annually at steady state, and to impact approximately 30 students per intake, based on recent enrolment numbers. Revenue will be directed towards initiatives outlined in the attached proposals, including 15%of revenue that will be dedicated to needs-based financial support.

All proposals have been informed and influenced by significant consultation with students in the impacted programs, as summarized below.

Faculty of Education:

- Development and distribution of a website outlining aspects of the proposed ETI with distribution to all students in the affected program on October 14, 2025;
- Development and administration of a survey to all students in the affected program on October 14, 2025;
- Contacting and consulting with student leadership of the Professional Psychology Graduate Student Association (PPGSA) on the proposed ETI;

- Inviting all students in the affected program to two town halls (October 20 and October 24) hosted by the Vice Dean; and
- Compiling the survey and town hall feedback into a final proposal.

Faculty of Nursing:
- Development and launch of website with ETI information on October 23, 2025
- Consultation with the Nursing Graduate Student Association executive team (October 23 and November 3)
- Development and administration of a survey to all students in impacted programs
- Email contact with student groups sharing potential proposals and questions for consideration

In addition to consultation with students in the impacted Faculties, the University also consulted with the Tuition Budget Advisory Committee (October 15, 2025, November 18, 2025) and with the Graduate Students' Association Council (November 24, 2025). Information on ETIs was also shared at the Graduate Students' Townhall on November 20, 2025.

<u>Risk Discussion / Mitigation of the Risk</u>
Given the University's financial situation, and the 2% cap on domestic tuition increases, exceptional tuition increases (ETIs) are an important option for Faculties to advance quality improvement initiatives that are important to students in impacted programs. These increases allow Faculties to advance initiatives that enhance program competitiveness and quality, improving the student experience in the process.

ETI expenditures are reported annually to students in impacted programs and to the Ministry of Advanced Education.

<u>Legislation</u> (where applicable, list the legislation that is being relied upon)
Post-Secondary Learning Act
Tuition Fees Regulation

SUPPORTING MATERIALS:
1. Faculty of Education: Masters of School and Clinical Child Psychology (MSCCP) Exceptional Tuition Increase Proposal
2. Faculty of Nursing: Masters of Nursing (course and thesis-based) and PhD Exceptional Tuition Increase Proposals

**See Schedule A for additional items to include if needed.*

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

Those who are actively **participating**:

- Faculty of Nursing
- Faculty of Education
- Office of the Provost and Vice-President (Academic)

Those who have been **consulted**:

- Graduate Students' Association
- Faculty of Education Student Association
- Faculty of Nursing Student Association
- Students in impacted programs
- Tuition Budget Advisory Committee

Approval Route:
Board Finance and Property Committee (November 25, 2025)
Board of Governors (December 12, 2025)

Supplementary Notes / Context

Faculty:

Education

Contact:

Dr. Jennifer Tupper, Dean
Dr. Jacqueline Leighton, Vice Dean
Dr. Phillip Sevigny, Director of Training, School and Clinical Child Psychology

Name of program or specialization(s):

Masters of School and Clinical Child Psychology (SCCP)

The change in tuition fees requested:

$4923.84 (thesis-based) be increased by 50% to **$7385.76**

Any prior exceptional increases to the program, including the amount of the increase and outcomes achieved (if applicable):

N/A

Information on how the relevant student council (e.g. in the case of a graduate program, the council of the graduate students' association) and students in the affected program have been consulted (including the method of consultation), when these consultations took place, feedback from these consultations, and illustration of how this feedback affected the contents of the proposal:

A multi-pronged consultation strategy was implemented based on the guidance received from the office of the Deputy Provost (Students and Enrollment) on October 8, 2025. The multi-pronged **consultation strategy included Six Phases**: (1) Contacting and consulting with the **Director of Training** of the School and Clinical Child Psychology Program (SCCP), Dr. Phillip Sevigny; (2) Development and **distribution of a website** outlining aspects of the proposed ETI with distribution to all students in the affected program; (3) Development and **administration of a survey** to all students in the affected program; (4) Contacting and consulting with student leadership of the **Professional Psychology Graduate Student Association (PPGSA)** on the proposed ETI; (5) Inviting all students in the affected program to **two town halls** hosted by the Vice Dean; and (6) Compiling the survey and town hall feedback into a final proposal. Given the limited timeline (Oct 8 to Oct 31) in which to implement the consultation and the availability of the Associate Dean, Graduate Studies, the Vice Dean performed all aspects of the consultation and kept the Director of Training updated during all phases. The 6 phases of the consultation plan are elaborated below, each associated with specific dates.

Phase 1: Vice Dean contacted and established an open line of consultation with Director of Training for SCCP (Dr. Phillip Sevigny).

- **October 6** – Vice Dean communicated with Director of Training to let him know that the Faculty of Education was proposing an ETI, the same one which was halted in 2024. Director indicated he would apprise the program area (faculty members) of the renewal of the ETI initiative (which had received program support in 2024). This open line of consultation between Vice Dean and Director remained for the rest of the consultation process described below.

- **October 13** – Vice Dean communicated with Associate Dean, Graduate Studies (Dr. Lesly Wade-Woolley), Graduate Coordinator (Dr. Kent Lee), and Graduate Administrator Team Lead (Marsha Boyd) about the ETI proposal and consultation process. In this communication, Vice Dean obtained information about the list of SCCP students – **14 MEd students and 42 PhD students**. The decision was made to include PhD students in the consultation because (a) the SCCP MEd program is designed for continuation into the PhD, (b) many PhD students completed their MEd in the SCCP program (the affected program), and (c) an increase sample size of feedback and responses for ETI proposal was desired; Vice dean also obtained information about relevant student council with which to consult – the Professional Psychology Graduate Student Association (PPGSA).

- **October 14** – Director communicated to Vice Dean that he had consulted with program area and there was continued support for the ETI proposal as the features of the proposal had remain unchanged from the process started in 2024.

- **October 16** – Vice Dean received email from an SCCP program member indicating:

  "I just wanted to say that I read the MEd SCCP Tuition information and wanted to congratulate you on a well-crafted proposal.

  Changes like these are so important, and take so much time - I am grateful for your tireless work on it for SCCP."

Phases 2 & 3 & 4: Vice Dean oversaw development and distribution of a website outlining aspects of the ETI being proposed to all students in the affected program; Also, the 6-item survey which had been developed in 2024 was administered to all students in the affected program (with some editing after consulting with Mary Golab from the Information, Privacy and Records Management Office given that the survey collected email addresses from respondents to ensure they were from the affected program). Vice Dean also contacted and consulted with student leadership of the Professional Psychology Graduate Student Association (PPGSA) on proposed ETI.

- **October 14** – Website outlining Proposed Education Tuition Increase goes live.

- **October 14** – Online Google Form Survey on ETI for SCCP MEd Program is published.

- **October 14** – Vice Dean contacted graduate student leadership at PPGSA for meeting and consultation.

- **October 15** – Vice Dean sent email communication (with copy to Director of Training) to all SCCP students indicating the ETI proposal being advanced, access to the website for more information, and invitation to provide feedback and input by completing a 6-item online survey.

- **October 15 –** Vice Dean received email message back from one of the graduate student leaders in PPGSA indicating the following:

  "Thank you for reaching out and for including us in this process. For future notice, unfortunately there is currently <u>no active PPGSA representation for SCCP this year</u>. Those positions weren't filled so there isn't a formal student leadership group in place at the moment. Additionally, we're not available to meet this afternoon due to practicum obligations.

  However, we understand that a survey will be offered to all SCCP students. Since those will collect direct feedback from the broader student body, we believe that this feedback will suffice for student engagement in the process. Honestly, we are not sure what additional value a separate consultation with us would add, especially given that the ETI proposal appears to already be in process for Fall 2026.

  That said, we appreciate being kept informed and are glad that students will have the opportunity to share their perspectives through the formal consultation channels."

Phase 5: Vice Dean Invited all students in the affected program to **two town halls** hosted by the Vice Dean. Complete notes from town halls are attached to this proposal (see appendix 1).

- **October 16** - Vice Dean sent email communication (with copy to Director of Training) to all students in the affected program inviting them to attend two virtual town halls for maximum accessibility and participation – the first town hall held on Monday, October 20 from 0900 to 1000 and the second town hall held on Friday, October 24 from 1330 to 1430. In this message, students were encouraged to complete Google form for registration in the town halls, include any questions on the registration form that they would like to have answered during the town hall, visit the website, and complete the survey which had a closing date of Sunday, October 26 at 2359. Program faculty were also invited to the town halls.

- **October 16** – For maximum accessibility, personal zoom invitations for the virtual town halls were also sent to all SCCP students.

- **October 20** – Vice Dean hosted first town hall (with support from administrative assistant – note-taking); only one student sent an AI chatbot to take notes. Vice dean presented the 10-minute PowerPoint on proposed ETI and stayed for the full hour in case any students showed up. No students attended.

- **October 24** – Vice Dean hosted second town hall; one student was present, and another student sent AI chatbot; two faculty members from the program area (one of them was the Director of Training) also participated in the town hall. The following questions/ideas were shared at townhall 2 (see appendix 1):

  What quality indicators will be used to assess improvements to the program?

- *Quantitative documentation of the current program will be compared to that of the expansion and enhancement of the program, which could include increase in the number of practicum opportunities and sites, number and variety of tests in the library, new resources created, and feedback from students about their experiences in the program.*

Could a request for feedback from students be incorporated into the annual Tamarack Memo?

- *Ways to incorporate the feedback questions into the Tamarack Memo to combine and streamline student feedback processes were discussed. Discussion also included how feedback received might be used, including for example, whether to redeploy funds from the ETI based on feedback.*

Are the goals of the ETI in response to feedback received from CPA during previous accreditation cycles? ***Note:*** *The MEd program for which the ETI is being discussed is not accredited by the CPA. The tuition increase is not intended for the enhancement of the PhD program.*

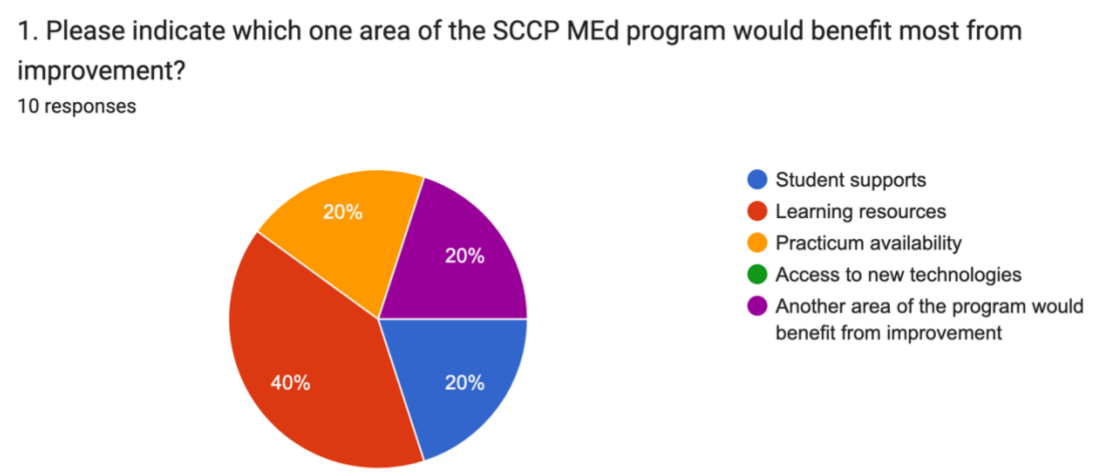
- *Enhancement of the MEd program would ideally map onto the expectations from CPA accreditation standards as MEd students apply to the PhD program.*
- *ETI Funds would help build a stronger foundation in MEd to eventually support student success in the accredited PhD program, by strengthening experiences that are aligned with CPA standards.*

How is the program currently structured? How would an increase in ETI funding translate to an increase in practicum sites?

- *In keeping with the practice of other similar programs, supervisors no longer receive honoraria and are recognized in other in-kind ways such as Adjunct status, dinners, and opportunities for professional development. (Discussion included how an increase in funding would ideally allow clinic supervisors more time to extend the network of practical opportunities and offer more events and training, which might be accomplished by adding clinic supervisors or GTA positions or by offering opportunities for professionals in private practice to develop modules, inspiring them to host practicum students).*

Phase 6: A total of **10 students** responded to the survey. **Full survey results** are appended to this proposal (see appendix 2). Survey responses are summarized in this section:

The **first item of the survey** is shown below. The most consistently defined area for improvement by students was learning resources such as access to case study databases, expanded course offerings and testing materials (40%), followed by student supports such as more “shadow” supervision of assessments (20%), and practicum availability (20%); another 20% indicated an additional area for improvement would be increased course content variability. None of the students indicated that access to new technologies was at the top of their list; however, it is also the case that many learning resources are now digitized.



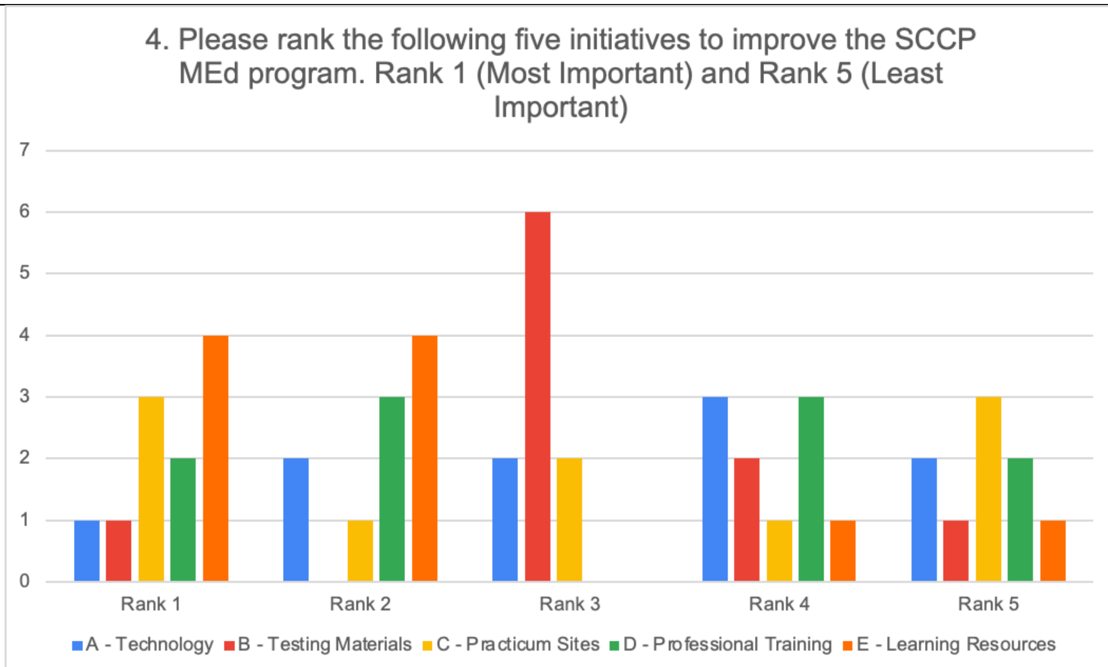
The **second item in the survey** invited students to elaborate on why they thought a specific area (identified in item #1) would benefit from improvement.

- For example, one student indicated: "*Investing tuition increases into **learning resources** provides the most immediate, direct, and wide-reaching benefit for students. It strengthens hands-on training, supports research, aligns with program standards, and ensures that all students, regardless of learning modality, can access high-quality educational materials more so than other areas like administration or infrastructure, which may have more indirect impact on student learning*."

- Another student indicated "*although the assessment practicum provides excellent training opportunities, and the children's anxiety group is a great first step in gaining intervention experience, students would likely **benefit from other intervention practicum opportunities** in the SCCP MEd program*."

The third item of the survey invited students to identify what key component they thought was currently missing from the SCCP MEd program. Of the 10 respondents, 7 indicated access to content that is not currently covered in SCCP master-level courses. For example, students indicated "professional development opportunities," "therapeutic models," "intervention," "counselling skills," and "counselling training and applied intervention." 1 student indicated more support in assessment such as "shadowing an assessment." 1 student indicated more practicum sites, and 1 student indicated funding support.

The **fourth item** invited students to rank the 5 initiatives to improve the MEd program. The 5 initiatives include: A = Enhancing **technology** in the Education Clinic; B = Enhancing **test materials** in the Education Clinic; C= Enhancing access to a broader array of **practicum sites**; D= Enhancing access to on-demand **professional training modules**; E= Enhancing **learning resources that bridge gap** between clinical content and practice. Although there was variability in how the initiatives were ranked, students ranked E=learning resources and C=practicum sites most often as #1, and E=learning resources and D=professional training most often as #2.



The fifth item invited students to elaborate on their rankings. For example, in response to this item, one student expressed that "Course content and learning resources/experiences should be preparing students for the realities of working in both assessment and intervention spaces, and the program should not rely on courses or experiences at the PhD level to supplement gaps in the MEd program's required courses or practicum work."

The sixth item invited students to identify an initiative that they thought was important to enhance the MEd program but had not been included in the 4th item.

- For example, one student indicated "*An important initiative not mentioned in Question #4 even at the masters level is enhanced support and communication regarding prep for APPIC and the internship application process. I would rank this as a high-priority initiative because navigating the internship match is a critical and often stressful part of the SCCP program*." The APPIC (Association of Psychology Postdoctoral and Internship Centers) process is conducted at the PhD level.

- Notwithstanding that students apply for APPIC at the PhD level, stronger foundational and functional competency preparation at the MEd level would help students submit more competitive APPIC applications at the PhD level.

[Office of the Provost to add language about consultation with student associations and TBAC.]

A plan for additional revenue which:

- identifies the anticipated revenue impact,
- outlines all one-time and annual ongoing investments of all anticipated additional revenues for an amount of years which corresponds with the program length, and
- identifies the categories of program quality investments towards which these investments will be allocated.
    - NOTE: 15% of ETI Revenue must be allocated towards centrally-administered student financial supports

There are approximately 5-7 students admitted into the MEd in School and Clinical Child Psychology (SCCP) program each year. This is a two-year program so the anticipated revenue for the Faculty of Education is as follows: increase of $12,310 - $17,234 in the first year, and $36,928 - $51,700 in each following year. Although MEd program is an intensive 36-credit program that requires students to take courses in psychological assessment and intervention with children and adolescents, the required courses cannot cover all the desired material for students given the complexity of working with diverse populations of children and adolescents. The additional revenue will enable the Faculty of Education to:

- Create digital learning resources (e.g., online video modules) that build and extend course content to help bridge gap from clinical theory to practice. Modules would extend the **foundational competencies** covered in courses to illustrate additional types of intervention, counselling and therapeutic models, and case studies with children and adolescents (e.g., modules focused on expanding tele-health consultation, specializing in trauma-informed care, addressing mental health inequities, promoting diversity and inclusion, and implementing evidence-based practices such as cognitive behavioral therapies in culturally informed ways). The goal would be to create one module per year and build a library of additional learning resources. (**Average cost per module of $10,000**)

- Provide student access to **digital case-study databases** such as APA PsycTherapy© for students to see therapy demonstrations with more than 300 videos showing various treatment approaches. (**Average cost $1000/year**)

- Create professional development training modules and opportunities (e.g., in person and online) that build and extend clinical practice. Modules/opportunities would extend the **functional competencies** that are aligned with Canadian Psychology Association (CPA) standards; for example, modules in leadership, service and advocacy, bias and reflective practice, and collaborative learning modules in Indigenous interculturalism. In person professional development sessions would be recorded and added to the library. The goal again would be to create one module per year and build a library of additional professional development resources. (**Average cost per module of $10,000)**

- Increase access to up-to-date psychological testing materials. (Average cost **$2500** per kit)

- Increase practicum placements for students with external organizations, private practice clinics and increased access to observe "skills in action" by external supervisors (e.g., shadowing assessments). Although external supervisors no longer receive honoraria, onsite clinical supervisors will work to expand network of external supervisors and their contributions recognized with professional development day and appreciation dinner (annual cost of **$20,000 but with increased number of external supervisors this would be expected to rise to $25,000**). Students have expressed that they see this as a critical support. They do not want to find their own placements.

- Support the creation of entrance and needs-based bursaries for incoming MEd students in School and Clinical Child Psychology (5 bursaries at $1000 each / **$5000** annually).

A summary of quality investments to be made with additional revenues and a description of how these investments will enhance program quality:

The MEd in School and Clinical Child Psychology (SCCP) is one of the top research-based and clinically based programs in Canada. Between 150-200 applications are received annually for entry into the program, and 5-7 applicants are chosen for entry each year. The annual acceptance rate is between 3-5%. The MEd was designed to (a) prepare students for licensure as psychologists in Alberta (one of three provinces that license at the master's-level), and (b) provide a solid and comprehensive foundation for doctoral level work in order to be licensed across Canada. In order to maintain and improve the student experience in the program, an extraordinary tuition increase (ETI) is required. An ETI will permit the faculty to improve on specific aspects that will enhance the quality of the program, and its national standing. The ETI will allow improvements that are directly aligned with the Canadian Psychological Association's (CPA) accreditation standards and also indicated by students in the program as important areas/initiatives for investment. These initiatives include:

- Access to library of digital learning resources (e.g., online video modules) that build and extend foundational course content.
- Access to library of professional development training resources that build and extend functional competencies in clinical practice.
- Access to broader, and up-to-date array of psychological assessment materials and kits.
- Access to a broader array of external practicum sites with private practice psychologists, external organizations and increased access to participate in observation of assessment skills.
- Access to entrance and needs-based bursaries for newly admitted students.

Projections of how many full-load equivalent (FLE) students will be affected based on historical enrolment levels. Projections must include:

- program FLE figures for each of the past four academic years, and
- new intake FLE figures for each of the past four academic years.

Program FLE Figures:
2021-2022: 15
2022-2023: 17
2023-2024: 19
2024-2025: 15
2025-2026: 12

New Intake FLE Figures:
2021-2022: 5
2022-2023: 9
2023-2024: 7
2024-2025: 6
2025-2026: 5

Any potential institution-specific and system-wide impacts of the adjustment (e.g., impacts on similar approved programs of study at other institutions, programs into which the program in question ladders, transfer students, overall enrolment, etc.).

None.

Market Comparables:

- U15 and other Institutions tuition rates for this program.

Ranking*	Institution	2025/2026 Tuition Per Year
1	McGill University	$9,447 - $12,607 (non-Quebec Canadians)
10	University of Calgary	$11,408
unranked	Athabasca University	$10,368
2	University of Toronto	$7,330 – 10,070
3	University of British Columbia	$8,043
11	Western University	$6,360
6	University of Alberta	$4,923.84

*based on Maclean's best Canadian education program rankings 2025

NOTE: Proposers are welcome to attach additional support material, including letters of support.

APPENDIX 1 – NOTES FROM TOWN HALLS

SCCP TOWNHALL #1 (ETI - MEd Program): Monday, October 20 · 9:00 – 10:00am

Attending: J. Leighton, (Jasmine's AI notetaker)
Recorder: L. Spencer

SCCP TOWNHALL #2 (ETI - MEd Program): Friday, October 24 · 1:30 – 2:30pm

Attending: J. Leighton, P. Sevigny, Y. Kotelnikova, L. Sikora, (Jasmine's AI notetaker)
Recorder: L. Spencer

Zoom

Powerpoint Presentation

Questions (October 20) – none

Questions (October 24)

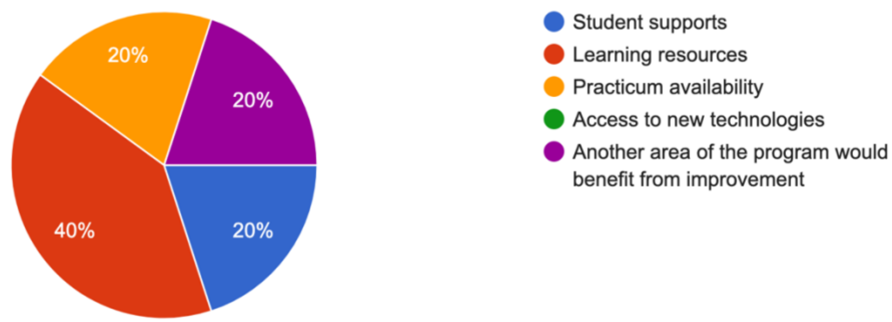
1. What quality indicators will be used to assess improvements to the program?
    a. Quantitative documentation of the current program will be compared to that of the expansion and enhancement of the program, which could include increase in the number of practicum opportunities and sites, number and variety of tests in the library, new resources created, and feedback from students about their experiences in the program.
2. Could a request for feedback from students be incorporated into the annual Tamarack Memo? (Ways to incorporate the feedback questions into the Tamarack Memo to combine and streamline student feedback processes were discussed. Discussion also included how feedback received might be used, including for example, whether to redeploy funds from the ETI based on feedback.)
3. Are the goals of the ETI in response to feedback received from CPA during previous accreditation cycles?
    a. ***Note:*** The Masters program for which the ETI is being discussed is not accredited by the CPA. The tuition increase is not intended for the enhancement of the PhD program.
        i. Expansion of the Masters program would ideally map onto CPA accreditation standards and ultimately benefit the programs as a whole.
        ii. Funds would help build a stronger foundation to eventually support student success in the accredited PhD program, by strengthening experiences that are aligned with CPA standards.
4. How is the program currently structured? How would an increase in funding translate to an increase in practicum sites?
    a. In keeping with the practice of other similar programs, supervisors no longer receive honoraria, and are recognized in other in-kind ways such as Adjunct

status, dinners, and opportunities for professional development. (Discussion included how an increase in funding would ideally allow clinic supervisors more time to extend the network of practical opportunities and offer more events and training, which might be accomplished by adding clinic supervisors or GTA positions or by offering opportunities for professionals in private practice to develop modules, inspiring them to host practicum students.

APPENDIX 2: FULL ETI 6-Item SURVEY RESULTS – ANONYMIZED (10 Respondents)

1. Please indicate which one area of the SCCP MEd program would benefit most from improvement?

10 responses



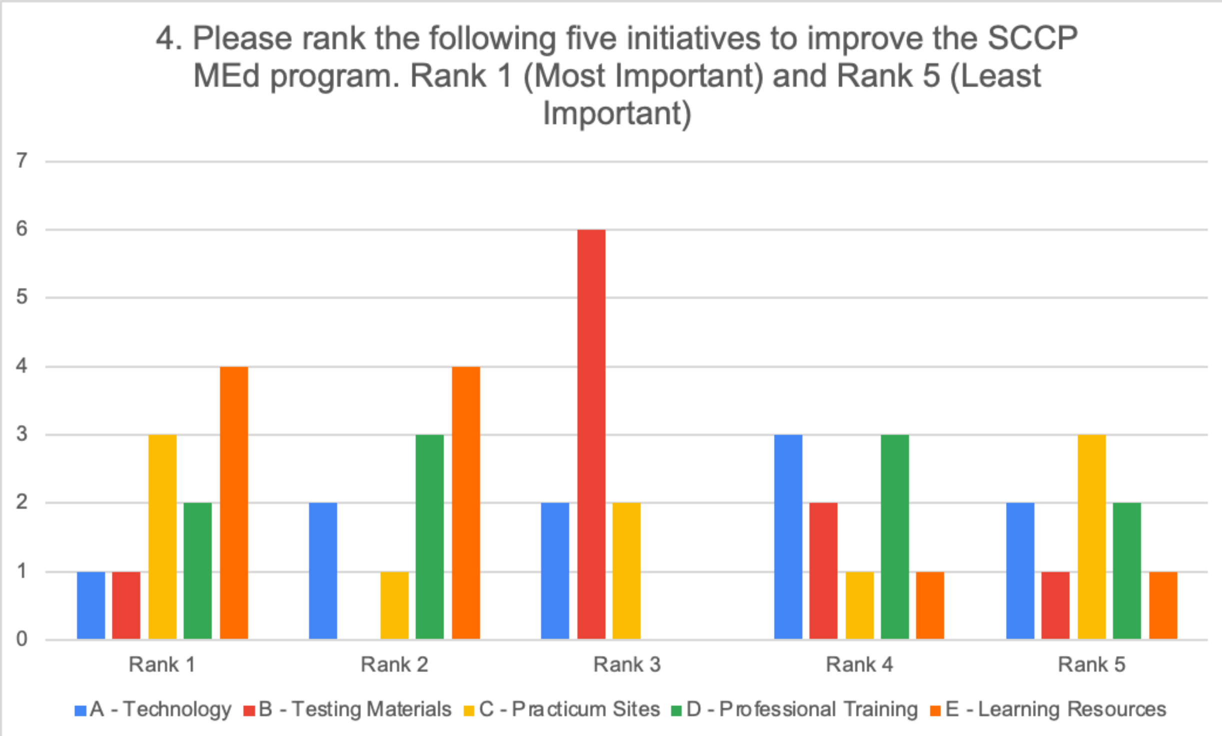
2. Considering your response to Question #1, please elaborate on why this one area would benefit most from improvement. If you do not wish to elaborate, please write N/A and go to Question #3.
I chose "other" because I genuinely think the funds could (and should) be used to support all of these areas—more broadly speaking, I think the money would be well spent maintaining/improving the clinical services facilities and materials (updating test kits, remuneration of external supervisors to attract and retain excellent clinicians and increase their on-site support for 2nd year practicum students, compensation for staff/faculty/students to develop program guides or other such materials to support students in navigating the extracurricular aspects of the program, iPads for Q-Interactive assessment tools, offsetting Jane/EHR software costs)
Having more exposure to clients in the first and second year masters would be ideal. Doing 1-2 assessments first year (when learning about the WIAT and WISC) would be a great learning opportunity and then 1-2 therapy clients second year would be great as you could focus on one modality (ie CBT) and learn skills to work with your therapy clients instead of getting little to no therapy experience throughout the masters.
Mental health supports for graduate students. When I was in my Masters, I remember going to the clinical services in SUB and being told they prioritize undergrads, the clinic isn't an option because we do practicums there, and I found the services available through homewood health to not be adequate (often not a psychologist and when I did access a psychologist they were at the masters level and advised if I found my PhD stressful I

should probably just quit - not helpful). It was frustrating to be providing mental health services for free in practicums but not being able to afford them yourself. Graduate school is stressful and adding further financial pressure will only exacerbate this issue.
As a student I would have benefitted from having access to a greater number of testing materials and manualized treatment programs.
Having our assessments observed from behind the mirror or shadowing an assessment being done by an intern would result in a more rigorous program and be more in line with what other child clinical programs do across Canada. However, I don't really see why shadowing an assessment that is already being done by an intern would mean we need higher tuition. They already don't fund us at the Master's level for the research and hard work that we do. I struggled financially in my first year prior to winning a grant for my second year. It was challenging and felt unfair. I had to work and live with family across the city, which left me exhausted and disconnected from long and early commutes.
A. Direct impact on student learning outcomes Learning resources such as textbooks, assessment tools, software, simulation materials, and access to psychological databases directly support the acquisition of core knowledge and skills in school and clinical child psychology. Enhancing these resources ensures that students have the most current, evidence-based materials, which can improve both theoretical understanding and practical competency. B. Bridging gaps in experiential training SCCP students rely heavily on applied practice, including assessments, intervention planning, and case conceptualization. Upgraded resources could include high-fidelity assessment kits, virtual simulation platforms, or expanded digital libraries, which allow students to practice in a safe, guided environment before applying skills in real-world settings. C. Support for research and scholarship Graduate students in SCCP often engage in research or program evaluation projects. Improved learning resources, like access to advanced statistical software, current journals, and research databases, would directly support these activities. This fosters scientific rigor, a core component of the scientist-practitioner model, ensuring students can produce high-quality work. D. Cost-effectiveness and sustainability Unlike increasing faculty or physical infrastructure, which are costly and slow to implement, investing in learning resources can have an immediate impact on all students without requiring long-term recurring expenses. Enhanced digital or shared resources can serve multiple cohorts over several years, maximizing the return on tuition investment. E. Alignment with program reputation and competitiveness High-quality learning resources are a tangible signal of program excellence, which can attract high-caliber students and faculty. This is especially relevant for SCCP programs, where specialized resources such as assessment tools, intervention manuals, and case-study databases are critical differentiators compared to other graduate programs. F. Flexibility for remote and hybrid learning Modern learning resources, including online modules, virtual simulations, and interactive case libraries, support diverse learning modalities. With more students potentially engaging in remote learning or needing flexible

access, investing tuition revenue here enhances accessibility and equity. Investing tuition increases into learning resources provides the most immediate, direct, and wide-reaching benefit for students. It strengthens hands-on training, supports research, aligns with program standards, and ensures that all students, regardless of learning modality, can access high-quality educational materials more so than other areas like administration or infrastructure, which may have more indirect impact on student learning.
N/A
My practicum experiences were the most formative parts of my training experiences in the SCCP MEd program. The assessment practicum was critical to my own training and development as a future clinician, and I believe that the supervision experience students have in that practicum goes a long way to shaping their overall approach to practice. Competent supervision is crucial at this stage. Furthermore, although the assessment practicum provides excellent training opportunities, and the children's anxiety group is a great first step in gaining intervention experience, students would likely benefit from other intervention practicum opportunities in the SCCP MEd program.
Required courses as well as overall course content would benefit most from improvement. While improvements in learning resources and access to new technologies and/or assessment methods would be beneficial, there are opportunities for many of the required courses to be improved upon in terms of effective/efficient use of class time, relevance of content/assignments, and overall utility within the context of MEd students being future practicing psychologists. I believe this is an area that should be further investigated to support ongoing improvements in our program, with the ultimate goal of improving the quality of professionals entering the field upon completion of SCCP and related programs. In addition, while access to new and more diverse practicum sites is important, this is an aspect I believe to be more relevant to the PhD level. At the MEd level, I feel that the focus should be on building students' knowledge base and practical competencies rather than trying to provide a huge array of practicum placement options, particularly when these students may not have the knowledge or skills required to work in a variety of placements and may therefore feel underprepared or lacking in requisite abilities.
N/A

3. Please identify what key component you believe is currently missing from the SCCP MEd program?
More intervention practicum experiences
Teaching a distinct modality to students in full (ie. CBT/DBT/ACT any!) so they have good grounding before going to practicum sites.

Counselling skills (beyond the what works for who, the skills)
Counselling training and applied intervention experience (outside of Worry Dragons).
Shadowing an assessment. Therapy clients in our first year; would love to have a one-on-one CBT client along with worry dragons.
A critical component currently missing from the SCCP MEd program is comprehensive training in intervention and therapy skills, both in the classroom and through practicum experiences. While the program provides strong training in assessment and research, the clinical intervention aspect feels underrepresented. Given that this is a dual program designed to prepare students for both assessment and clinical practice, students would greatly benefit from structured, in-depth instruction on therapeutic approaches, intervention planning, and hands-on practice with clients under supervision. Enhancing this component would ensure that graduates are not only competent in assessment but also confident and skilled in implementing evidence-based interventions, aligning the program more fully with the expectations of a scientist-practitioner model. Especially important for those planning to focus in this area
MEd stipend/funding
I don't believe there to be anything that is fully missing, I think the MEd SCCP program does a good job covering intervention and assessment for the master's level. However I do feel that more intervention experiences and training opportunities might help students to feel less intimidated by intervention.
More course content and time should be spent learning about and practicing intervention and treatment. There is little to no time spent on learning about therapeutic models, methods of treatment, or event strategies to be recommended for assessment clients, and even less time spent practicing these skills. This puts SCCP students at a significant disadvantage when entering into practicum placements in the PhD program. To better prepare MEd students for future professional practice or their PhD-level practicum placements, students should be provided with significantly more opportunities to learn about and develop their competencies in intervention alongside assessment.
Tailored professional development opportunities that are useful/beneficial for students that also meets the PD requirement



5. Of the five initiatives outlined in Question #4, which one is most important to you and why? If you do not wish to respond, please write N/A and go on to Question #6.
N/A
To have more diverse practicum sites so we can have access to hospital sites if wanted. Also having clear options about what the practicum sites are that students can choose.
N/A
See above
Great practicum sites and enhancing access, but also access to training modules as I do have to pay a lot to access these externally. However, if it's just coming from a tuition increase than I'd rather just seek out the modules myself, as I have been doing.
I believe enhancing learning resources that bridge the gap between clinical content and practice is the most important initiative because it directly supports student learning and professional competency. In the SCCP MEd program, there is often a strong focus on theory, assessment, and research, but students can struggle to translate this knowledge into applied clinical skills. By improving learning resources such as interactive case libraries, digital simulations, intervention manuals, and evidence-based practice tools, students would have more opportunities to practice and integrate clinical skills in a guided, structured way. This not only strengthens confidence and competence in real-

world settings, but also ensures that graduates are fully prepared to meet the demands of both clinical and assessment roles, reflecting the dual nature of the program. Investing in these resources has an immediate, wide-reaching impact because it enhances learning for all students, supports hands-on skill development, and aligns with the scientist-practitioner model that underpins the program. This encompasses the consensus perspective that we are generally feeling ill prepared when it comes to therapy/counselling.
N/A
Enhancing technology in the clinic. The recording devices in the clinic are old and sometimes difficult to work, which can inform assessment results. Also the wi-fi in the clinic can make it difficult to use technology in some of the rooms, which would make it challenging to integrate newer technologies such as tablets for administering certain assessments. Also the play room could use some updates and tech support (e.g., one camera in the corner doesn't work but is very obvious to the kids who are sometimes nervous when they see it, the speakers in the adjacent observation room don't always work).
Initiative E is most important to me for similar reasons as my response to question #3. Course content and learning resources/experiences should be preparing students for the realities of working in both assessment and intervention spaces, and the program should not rely on courses or experiences at the PhD level to supplement gaps in the MEd program's required courses or practicum work. As students can complete the MEd program and begin working with the public without continuing on to the PhD program, the course content and experiences offered during the MEd program should reflect this required level of competence and knowledge. I do not believe that all required courses and/or course content for the current MEd program reflect this or actively contribute to bridging the gap between content and practice.
N/A

6. Is there an initiative not mentioned in Question #4 that is important to you? If so, please indicate its ranking and why it is important? If not, please write N/A.
(Detailed above).
No response.
No response.
N/A

Providing shadowing opportunities prior to first assessment.
An important initiative not mentioned in Question #4 even at the masters level is enhanced support and communication regarding prep for APPIC and the internship application process. I would rank this as a high-priority initiative because navigating the internship match is a critical and often stressful part of the SCCP program. Currently, guidance and communication around APPIC procedures, timelines, and strategies feel insufficient, which can create uncertainty and added stress for students. Improving this support through structured workshops, clear timelines, dedicated advising, and regular communication would help students feel more prepared and confident throughout the application process. This initiative directly impacts student success and well-being, and it ensures that graduates are better positioned to secure competitive internship placements.
Enhancing the clinic space for more effective student use (e.g., study rooms, etc.)
N/A
N/A
Enhancing access to department-led or peer-led individual therapy practice opportunities with actionable feedback

1a MSCCP ETI Budget

Faculty:	**Faculty of Education**					
Program for ETI Consideration:	**Masters of School and Clinical Child Psychology**					
UG/Grad:	**Grad - Thesis**					
Length of Program:	**2 Years**					
Awards and Bursaries	15%	% as managed Centrally by RO				
	FY26/27	**FY 27/28**	**FY28/29**	**FY29/30**	**FY 30/31**	
Projected new enrolment intake per year	7	7	7	7	7	
Total enrolment paying ETI		14	14	14	14	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	FY26/27	**FY 27/28**	**FY28/29**	**FY29/30**	**FY 30/31**	
ETI Revenue	$17,233	$35,156	$35,859	$36,577	$37,308	*Note 1*
Less Awards and Bursaries (15%)	$2,585	$5,273	$5,379	$5,486	$5,596	
Funds available for Program Enhancement	$14,648	$29,883	$30,480	$31,090	$31,712	
Proposed Expenses						
1) Create digital learning resources to extend foundational competencies	$ 9,648	$ 11,383	$ 11,980	$ 12,590	$ 13,212	
2) Digital case studies		$ 1,000	$ 1,000	$ 1,000	$ 1,000	
3) Create PD training modules and opportunities		$ 10,000	$ 10,000	$ 10,000	$ 10,000	
4) Test Kits		$ 2,500	$ 2,500	$ 2,500	$ 2,500	
5) Practicum supervisor recognition	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	
Total Program Enhancement Costs	$ 14,648	$ 29,883	$ 30,480	$ 31,090	$ 31,712	
Net Position	$0	$0	$0	$0	$0	
Note 1: Assumes 2% increases in tuition starting in FY 27/28						

Faculty:

Nursing

Contacts:

Kara Schick-Makaroff
Associate Dean, Graduate Studies
kara.schickmakaroff@ualberta.ca

Name of program or specialization(s):

- Masters of Nursing Programs
  - Course-Based (excluding Nurse Practitioner program)(MNCB)
  - Thesis-Based (excluding Nurse Practitioner program[1])(MNTB)
- PhD

The change in tuition fees requested:

- Masters of Nursing Program
  - Course-Based (75%)
  - Thesis-Based (75%)
- PhD (20%)

Any prior exceptional increases to the program, including the amount of the increase and outcomes achieved (if applicable):

Not applicable.

Information on how the relevant student council (e.g. in the case of a graduate program, the council of the graduate students' association) and students in the affected program have been consulted (including the method of consultation), when these consultations took place, feedback from these consultations, and illustration of how this feedback affected the contents of the proposal:

[1] The new NP program set to launch Fall 2026, is set at a higher tuition level than the current programs at $500/credit.

October 23, 2025

- The faculty website with ETI information launched.
- The Faculty (Joanne Olson, Vice-Dean; Kara Schick-Makaroff, Associate Dean Graduate Studies and Amber Holder, Faculty General Manager) met with the Nursing Graduate Student Association (NGSA) executive team and the Mentor Us executive team in person with the option of attending online. Grad student representatives included: Saba Nisa (Mentor Us Leadership), Clinton Ambe Niba (Mentor Us Leadership), Calvin Kruger (NGSA Events Coordinator), Devaanshu Kundu (NGSA Treasurer), Ransford Agyemang (NGSA Co-President), Alan Han (NGSA President-Elect), Shauna Kusch (NGSA Communications Director) and Faith Guo (NGSA Member at Large)
- We provided an ETI overview, tuition comparators, sample quality improvement initiatives and potential ETI percentage increases of:
    - Master of Nursing (Course-based): 80% ETI (excluding the Nurse Practitioner program)
    - Master of Nursing (Thesis-based): 20% ETI (our initial understanding was that all thesis-based programs needed to have the same ETI. We then learned that we could use a different ETI rate for MN-thesis and PhD. While the PhD market indicates that a 20% increase is appropriate, the MN thesis market has more capacity for a higher ETI increase).
    - PhD: ETI 20%
- After the presentation, the student representatives posed questions. Student questions and our responses were documented and shared back with students in follow up communication.

October 27, 2025

- The faculty emailed the student groups and provided them with updated presentation slides that included the question and answers discussed on Oct 23, and a second potential ETI scenario:
    - Master of Nursing (Course-based): 55% ETI (excluding the Nurse Practitioner program)
    - Master of Nursing (Thesis-based): 55% ETI (we initially thought that all thesis-based programs needed to have the same ETI. We then learned that we could use a different ETI rate for MN-thesis and PhD)
    - PhD: ETI 20%

- The graduate student ETI survey was sent out to 176 graduate students, with a prize draw for a $100 Amazon gift card to encourage participation. We received 46 responses before the survey closed at noon on October 31.

November 3, 2025

- The faculty met (hybrid) with student group representatives (Devaanshu Kundu & Alan Han (in person); and Saba Nisa, Clinton Ambe Niba, Angie Grewal, Calvin Kruger, Ransford Agyemang, and Faith Guo (hybrid)) to provide a recap of the Oct. 23 meeting, a summary of the survey results, ETI revenue estimates under the 3 potential scenarios which included a new 3rd scenario of (MNCB 80%, MNTB 80% and PhD 20%), followed by a discussion of the presentation:
  - **Q: Does ETI link to Guaranteed Minimum Doctoral Funding (GMDF)?**
    - No, we have met our GMDF and don't need ETI for that. The only potential cross-over scenario would be if we funded additional GRA/GTA opportunities under the Enhanced Student Services & Support category (because GRA/GTA employment opportunities may be a part of GMDF packages).
  - **Q: What would allow us to maintain an accessible program, compounded by the annual 2% increase on domestic tuition. If we made the ETI lower, 60% instead of 80%, it would leave more $ in student's pockets.**
    - The faculty discussed the demographics of who is coming to the MN (non-NP) program: on average, mid-thirties; working towards career development, often working part-time while going to school
    - Another student representative suggested ensuring that future applicants are aware of available student funding/scholarships
    - *(Impact of feedback: while the market demonstrates the viability of 80% ETI to both MN streams, we have reduced the increase to 75% based on the comments provided by the student reps.)*
- Survey detail provided below:
  - n = 46 (26% response rate)
  - Top three ranked initiatives:
    - **Ranked MOST IMPORTANT**
      - 1. Increasing financial support for graduate students, n = 29 (63% of respondents)

- 2. Black, Indigenous, People of Color initiatives, n = 16 (35% of respondents)
- 3. Technology enhancements, n=12 (26%)

Ranked IMPORTANT

- 1. Tenure track hire from historically underrepresented group(s), n=15 (33% of respondents)
- 2. NGSA/Mentor Us student initiatives, n=14 (30% of respondents)
- 3. Black, Indigenous, People of Color initiatives, n=13 (28% of respondents)

Ranked SOMEWHAT IMPORTANT

- 1. NGSA/Mentor Us student initiatives, n=14 (30% of respondents) [not an error, same as Important Category ;-)]
- 2. three categories tied with n=13 (28% of respondents)
  - Tenure track hire from historically underrepresented group(s)
  - Add Graduate Student Advisor
  - Technology Enhancements

- *Survey results impacted the final financial template, which includes the top ranked initiatives as selected by the graduate students, refer to ETI expenditures tab in Attachment #3.*

November 6, 2025

- Email sent to student group representatives confirming the Faculty's selected ETI %:
  - MN course-based: 75% increase
  - MN thesis-based: 75% increase
  - PhD: 20% increase
  - Confirmation of the quality enhancement categories
  - Next steps
  - Annual reporting process
- The ETI website was updated to reflect the revised ETI%

A plan for additional revenue which:

- identifies the anticipated revenue impact,

- outlines all one-time and annual ongoing investments of all anticipated additional revenues for an amount of years which corresponds with the program length, and
- identifies the categories of program quality investments towards which these investments will be allocated.

Please refer to attached ETI 2025 Financial Template (Nursing Graduate Programs)

A summary of quality investments to be made with additional revenues and a description of how these investments will enhance program quality:

- **Category #1 Enhanced student services & support, examples may include:**
    - Enhanced graduate student orientation
    - Student experience enhancement through increased professional development support for faculty and staff
- **Category #2 - Increased financial support for Accessibility, Community and Belonging initiatives, examples may include:**
    - Additional Tenure Track recruitment from a historically underrepresented group will help improve research outputs and faculty mentorship capacity (starting in year 2)
    - Indigenous initiatives such as increased Elder participation in mandatory nursing graduate orientation, nursing courses, elder participation on graduate student committees and an opportunity for all graduate students to participate in a Blanket Exercise (in person or virtually) during year 1 of their program.
- **Category #3 - Technology Enhancements, examples may include:**
    - Enhanced teaching spaces and faculty support for intentionally designed high quality hybrid learning as an ongoing approach to accessible learning opportunities
- **Category #4 - Quality Assurance enhancements, examples may include:**
    - Enhanced data collection (i.e. graduate employment)
- **Category #5 - Enhanced Funding for Student-led groups**
    - Nursing Graduate Students Association Financial Support - for initiatives that contribute to the graduate student experience
    - Mentor Us Students Association - for initiatives that contribute to the graduate student experience

Projections of how many full-load equivalent (FLE) students will be affected based on historical enrolment levels. Projections must include:

- program FLE figures for each of the past four academic years, and
- new intake FLE figures for each of the past four academic years.

Please refer to ATTACHMENT #4 - Nursing Grad Enrolment (FLE) for ETI

The ETI proposal is based on the following estimated Fall 2026 enrolment:

- Total MN (Crse) 18 credits/year: 13 students
- Total MN (Thes) (estimated on FT rates): 4 students
- PhD (estimated on FT rates): 2 students

Any potential institution-specific and system-wide impacts of the adjustment (e.g., impacts on similar approved programs of study at other institutions, programs into which the program in question ladders, transfer students, overall enrolment, etc.).

No impacts have been identified.

Market Comparables:

- U15 and other Institutions tuition rates for this program.

Faculty of Nursing tuition is considerably lower than the majority of our peers.

  - *Currently: UAlberta tuition is #11 out of 16 comparators, despite being ranked #1 in Canada by MacLeans and #2 in Canada by QS Subject Rankings (2025)*
  - **Our current tuition and fees are well below our closest comparator (UToronto)**, which currently costs 142% more than UAlberta
- Using U15 and Alberta-based **MN thesis-based programs** as comparators, excluding Nurse Practitioner programs:
  - Average of all data points across 16 institutions is $12,357
  - UAlberta tuition is #12 out of 16 comparators, despite being ranked #1 in Canada by MacLeans
  - Our current tuition and fees are below the highest cost comparator (Dalhousie), which currently costs 144% more than UAlberta
- Using U15 and Alberta-based **PhD programs** as comparators, excluding Nurse Practitioner programs
  - Current average of all data points across 12 institutions is currently $19,695
  - UAlberta tuition is currently #7 out of 12 comparators, despite being ranked #1 in Canada by MacLeans

- Our current tuition and fees are 30% below the highest cost comparator (UWestern), and only slightly above the average, despite being ranked #1 in Canada
- With 20% proposed increase: our tuition moves UofA up 2 spaces to #4, while still costing 8% less than UWestern

Attachments:

1. ETI 2025 Financial Template (Nursing Graduate Programs)
2. Nursing Grad Enrolment (FLE) for ETI
3. ETI Consultation Letter (NGSA)
4. ETI Consultation Letter (Mentor Us)

3.1a MN (Course) Budget

Faculty:	Nursing				
Program for ETI Consideration:	MN Course-Based				
UG/Grad:	Graduate				
Length of Program:	2 Years				
Awards and Bursaries	15%	as managed Centrally by RO			
	FY26/27	**FY 27/28**	**FY28/29**	**FY29/30**	**FY 30/31**
Projected new enrolment intake per year	13	13	13	13	13
Total enrolment paying ETI		26	26	26	26
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	FY26/27	**FY 27/28**	**FY28/29**	**FY29/30**	**FY 30/31**
ETI Revenue					
Course-based MN	$ 49,076.82	$ 100,116.71	$ 102,119.05	$ 104,161.43	$ 106,244.66
Total ETI Revenue	$ 49,076.82	$ 100,116.71	$ 102,119.05	$ 104,161.43	$ 106,244.66
Less Awards and Bursaries (15%)	$ 7,361.52	$ 15,017.51	$ 15,317.86	$ 15,624.21	$ 15,936.70
Funds available for Program Enhancement	**$ 41,715.30**	**$ 85,099.21**	**$ 86,801.19**	**$ 88,537.21**	**$ 90,307.96**
Expenses					
1. Enhanced Student Services & Support	$ 7,921.50	$ 45,639.28	$ 46,881.23	$ 48,156.74	$ 49,296.64
2. Increased financial support for ACB initiatives	$ 7,460.00	$ 8,710.80	$ 8,812.19	$ 8,914.08	$ 8,914.08
3. Technology enhancements	$ 18,650.00	$ 21,777.00	$ 22,030.47	$ 22,285.20	$ 22,731.24
4. Quality assurance enhancements	$ 4,849.00	$ 5,662.02	$ 5,728.26	$ 5,794.32	$ 5,910.24
5. Enhanced Funding for Student-led groups	$ 2,834.80	$ 3,310.10	$ 3,349.04	$ 3,386.88	$ 3,455.76
Total Program Enhancement Costs	**$ 41,715.30**	**$ 85,099.20**	**$ 86,801.19**	**$ 88,537.22**	**$ 90,307.96**
Net Position	$ (0.00)	$ 0.00	$ 0.00	$ (0.00)	$ (0.00)

Note 1: Assumes 2% increases in tuition starting in FY 27/28

3.1b MN (Thesis) Budget

Faculty:	Nursing				
Program for ETI Consideration:	MN Thesis-Based				
UG/Grad:	Graduate				
Length of Program:	2 Years				
Awards and Bursaries	15%	as managed Centrally by RO			
	FY26/27	**FY 27/28**	**FY28/29**	**FY29/30**	**FY 30/31**
Projected new enrolment intake per year	4	4	4	4	4
Total enrolment paying ETI		8	8	8	8
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	FY26/27	**FY 27/28**	**FY28/29**	**FY29/30**	**FY 30/31**
ETI Revenue					
Thesis-based MN	$ 14,771.52	$ 30,133.90	$ 30,736.58	$ 31,351.31	$ 31,978.34
Total ETI Revenue	$ 14,771.52	$ 30,133.90	$ 30,736.58	$ 31,351.31	$ 31,978.34
Less Awards and Bursaries (15%)	$ 2,215.73	$ 4,520.09	$ 4,610.49	$ 4,702.70	$ 4,796.75
Funds available for Program Enhancement	**$ 12,555.79**	**$ 25,613.82**	**$ 26,126.09**	**$ 26,648.61**	**$ 27,181.59**
Expenses					
1. Enhanced Student Services & Support	$ 2,408.59	$ 19,653.24	$ 20,140.45	$ 20,591.54	$ 21,029.88
2. Increased financial support for ACB initiatives	$ 2,240.00	$ 1,315.80	$ 1,321.31	$ 1,337.11	$ 1,337.11
3. Technology enhancements	$ 5,600.00	$ 3,289.50	$ 3,303.27	$ 3,342.78	$ 3,409.69
4. Quality assurance enhancements	$ 1,456.00	$ 855.27	$ 858.90	$ 869.15	$ 886.54
5. Enhanced Funding for Student-led groups	$ 851.20	$ 500.00	$ 502.16	$ 508.03	$ 518.36
Total Program Enhancement Costs	**$ 12,555.79**	**$ 25,613.82**	**$ 26,126.09**	**$ 26,648.62**	**$ 27,181.58**
Net Position	$ (0.00)	$ 0.00	$ 0.00	$ (0.00)	$ 0.00
Note 1: Assumes 2% increases in tuition starting in FY 27/28					

3.1c PhD Budget

Faculty:	Nursing				
Program for ETI Consideration:	PhD				
UG/Grad:	Graduate				
Length of Program:	5 - 6 Years				
Awards and Bursaries	15%	as managed Centrally by RO			
	FY26/27	**FY 27/28**	**FY28/29**	**FY29/30**	**FY 30/31**
Projected new enrolment intake per year	2	2	2	2	2
Total enrolment paying ETI		4	6	8	10
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	FY26/27	**FY 27/28**	**FY28/29**	**FY29/30**	**FY 30/31**
ETI Revenue					
PhD	$ 1,969.54	$ 4,017.85	$ 6,147.32	$ 8,360.35	$ 8,527.56
Total ETI Revenue	$ 1,969.54	$ 4,017.85	$ 6,147.32	$ 8,360.35	$ 8,527.56
Less Awards and Bursaries (15%)	$ 295.43	$ 602.68	$ 922.10	$ 1,254.05	$ 1,279.13
Funds available for Program Enhancement	**$ 1,674.11**	**$ 3,415.18**	**$ 5,225.22**	**$ 7,106.30**	**$ 7,248.42**
Expenses					
1. Enhanced Student Services & Support	$ 315.11	$ 2,629.67	$ 4,046.95	$ 5,471.85	$ 5,588.45
2. Increased financial support for ACB initiatives	$ 300.00	$ 173.40	$ 260.10	$ 360.81	$ 360.81
3. Technology enhancements	$ 750.00	$ 433.50	$ 650.25	$ 902.02	$ 920.07
4. Quality assurance enhancements	$ 195.00	$ 112.71	$ 169.08	$ 234.53	$ 239.22
5. Enhanced Funding for Student-led groups	$ 114.00	$ 65.89	$ 98.85	$ 137.09	$ 139.88
Total Program Enhancement Costs	**$ 1,674.11**	**$ 3,415.18**	**$ 5,225.22**	**$ 7,106.30**	**$ 7,248.43**
Net Position	$ (0.00)	$ (0.00)	$ (0.00)	$ (0.00)	$ (0.00)
Note 1: Assumes 2% increases in tuition starting in FY 27/28					

ATTACHMENT #4 - Domestic Total Enrolment (ETI does not apply to NP)

	FLE (Full Year)						Fall Headcount (Dec 01)					
Academic Program	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26**
Doctor of Philosophy (Thes)	49.100	51.000	44.364	42.929	38.462	35.732	53	52	45	43	38	36
Master of Nursing (Crse) exclude NP	5.622	28.947	16.963	16.270	21.686	21.929	9	44	26	26	33	30
Master of Nursing (Thes) exclude NP	15.034	12.316	12.751	5.350	4.248	12.649	16	11	14	4	5	12
Master of Nursing (Crse) NP***	48.722	50.656	50.237	46.933	47.314	45.319	78	77	77	75	72	62
Master of Nursing (Thes) NP***	3.759	4.479	5.465	9.363	5.947	6.324	4	4	6	7	7	6
*Master of Nursing NP (Crse/Thes)****	*52.481*	*52.481*	*52.481*	*52.481*	*52.481*	*52.481*	*82*	*81*	*83*	*82*	*79*	*68*
Master of Nursing (Crse) - All	54.344	79.603	67.200	63.203	69.000	67.248	87	121	103	101	105	92
Master of Nursing (Thes) - All	18.793	16.795	18.216	14.713	10.195	18.973	20	15	20	11	12	18

Domestic New Intake

	FLE (Full Year)						Fall Headcount (Dec 01)					
Academic Program	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26**
Doctor of Philosophy (Thes)	4.632	4.904	5.915	6.988	5.061	2.978	5	5	6	7	5	3
Master of Nursing (Crse) exclude NP	9.994	6.579	5.872	7.509	5.257	9.502	16	10	9	12	8	13
Master of Nursing (Thes) exclude NP	6.578	3.359	5.465	2.675	2.549	7.378	7	3	6	2	3	7
Master of Nursing (Crse) NP***	16.241	22.368	16.963	18.773	16.429	16.081	26	34	26	30	25	22
Master of Nursing (Thes) NP***	0.940	3.359	2.732	1.338	1.699	1.054	1	3	3	1	2	1
*Master of Nursing NP (Crse/Thes)****	*17.180*	*25.727*	*19.696*	*20.111*	*18.128*	*17.135*	*27*	*37*	*29*	*31*	*27*	*23*
Master of Nursing (Crse) - All	26.235	28.947	22.835	26.282	21.686	25.583	42	44	35	42	33	35
Master of Nursing (Thes) - All	7.517	6.718	8.197	4.013	4.248	8.432	8	6	9	3	5	8

International Total Enrolment

	FLE (Full Year)						Fall Headcount (Dec 01)					
Academic Program	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26**
Doctor of Philosophy (Thes)	17.000	16.400	21.428	18.563	20.332	18.999	20	19	25	20	20	19
Master of Nursing (Crse) - All	7.043	6.338	5.295	5.253	5.878	3.127	11	7	6	7	8	5
Master of Nursing (Thes) - All	7.834	2.042	2.919	6.087	4.298	4.793	6	2	4	6	4	5

International New Intake

	FLE (Full Year)						Fall Headcount (Dec 01)					
Academic Program	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26*	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26**

Doctor of Philosophy (Thes)	5.100	4.316	6.000	2.784	2.033	2.000	6	5	7	3	2	2
Master of Nursing (Crse) - All	1.281	1.811	2.648	1.501	2.204	1.251	2	2	3	2	3	2
Master of Nursing (Thes) - All	3.917	1.021	2.919	5.073	2.149	0.000	3	1	4	5	2	0

Notes:

Data Source: FLE and Heacount Table in Acorn Tableau. (Exception: Master of Nursing NP data was compiled by Faculty.)

Data for 2020-21 to 2023-24 are **official and final**. The 2024-25 data is **pending final approval from the GoA.**

*As registration for the full year of 2025-26 is still underway, the FLE figures are **preliminary** and subject to change. **The 2025-26 headcount data are as of November 1, 2025.

***Manual headcount of students in the Master of Nursing Nurse Practitioner program (thesis and course-based)

MentorUs

November 6, 2025

Acknowledging the Consultation Process and Articulating *Mentor Us* Positionality on the Exceptional Tuition Increase (ETI) Proposal

To Whom It May Concern,

We are writing to provide a formal account of the consultation process undertaken by the Faculty of Nursing at the University of Alberta with the graduate student body, in collaboration with the *Mentor US* Executive for the Exceptional Tuition Increase (ETI) proposal.

We were notified about the proposed ETI on October 23 and met with the Vice-Dean, Associate Dean of Graduate Programs, and the Faculty General Manager. The faculty provided a presentation that included an ETI overview, tuition comparators, sample quality improvement initiatives and potential ETI percentage (**option #1**) increases of:

- Master of Nursing (Course-based): 80% ETI (excluding the Nurse Practitioner program)
- Master of Nursing (Thesis-based): 20% ETI
- PhD: ETI 20%

A discussion followed the presentation which included a question-and-answer period.

We have been notified that the faculty had launched a website on October 23, 2025, with ETI information. An ETI survey went out to all graduate students on October 27. The faculty provided the NGSA and Mentor US executive teams with updated slides from the Oct 23 meeting that included additional information on the faculty budget, ETI in effect at the UofA, Q&A slides, data sources used in the tuition research and potential alternate ETI% (**option #2**):

- Master of Nursing (Course-based): 55% ETI (excluding the Nurse Practitioner program)
- Master of Nursing (Thesis-based): 55% ETI
- PhD: ETI 20%

The survey closed on October 31.

On November 3, the NGSA and Mentor US Executives met with the Associate Dean Graduate Studies and the Faculty General Manager to share the survey results, and to provide potential ETI revenue estimates and sample ETI budget scenarios. **Option #3** was also presented by the faculty for ETI% increases:

- Master of Nursing (Course-based): 80% ETI (excluding the Nurse Practitioner program)
- Master of Nursing (Thesis-based): 80% ETI
- PhD: ETI 20%

We had the opportunity to ask questions and discuss potential ETI% scenarios. The faculty provided the Nov 3 meeting slides to us following the meeting.

Mentor Us acknowledges and appreciates the faculty's commitment to transparency and to engaging graduate students in meaningful consultation. We recognize that ongoing program enhancement is essential to sustaining the faculty's academic excellence and national reputation. However, *Mentor Us* wishes to explicitly clarify its positionality. In accordance with our collective understanding and reflective deliberations, *Mentor Us* has not yet adopted a formal stance on the proposed ETI. Our position remains one of principled neutrality: we acknowledge the consultation process, value the opportunity for engagement, and continue to examine the broader implications of the proposal for our diverse graduate student community. Accordingly, *Mentor Us* will refrain from expressing either endorsement or opposition to the ETI until further deliberations are complete.

For further correspondence or clarification, please contact us at mentorus@ualberta.ca.

With kind regards,

The Mentor Us Team
Connection & Community for our Nursing Graduate Students at the University of Alberta

2025/26 Co-Directors

Favour Okocha (MN-NP Student)……Favour Okocha… *Saba Nisa (PhD Student)………*

Clinton Ambe Niba (PhD Student) …………………… *Sydney Slubik (MN Student)…Sydney Slubik…………*

Learn more @ www.mentor-us.com Follow us on Instagram [@MentorUs_](https://instagram.com/MentorUs_)

Nursing Graduate Students' Association (NGSA)
University of Alberta
11405 87 Ave NW, Edmonton, AB T6G 1C 9
nrsgsa@ualberta.ca

To Whom This May Concern, **6 November, 2025**

We are writing to outline the consultation the Faculty of Nursing completed with the graduate student body, in collaboration with the NGSA Executives for the Exceptional Tuition Increase (ETI).

We were notified about the proposed ETI on October 23 and met with the Vice-Dean, Associate Dean of Graduate Programs, and the Faculty General Manager. The faculty provided a presentation that included an ETI overview, tuition comparators, sample quality improvement initiatives and potential ETI percentage (option #1) increases of:

- Master of Nursing (Course-based): 80% ETI (excluding the Nurse Practitioner program)
- Master of Nursing (Thesis-based): 20% ETI
- PhD: ETI 20%

A discussion followed the presentation which included a question and answer period.

The faculty website with ETI information launched on October 23. An ETI survey went out to all graduate students on October 27 and closed October 31. The faculty provided the NGSA and Mentor US executive teams with updated slides from the Oct 23 meeting that included additional information on the faculty budget, ETI in effect at the UofA, Q&A slides, data sources used in the tuition research and potential alternate ETI% (option #2):

- Master of Nursing (Course-based): 55% ETI (excluding the Nurse Practitioner program)
- Master of Nursing (Thesis-based): 55% ETI
- PhD: ETI 20%

On November 3, the NGSA and Mentor US Executives met with the Associate Dean Graduate Studies and the Faculty General Manager to share the survey results, and to provide potential ETI revenue estimates and sample ETI budget scenarios. Option #3 was also presented by the faculty for ETI% increases:

- Master of Nursing (Course-based): 80% ETI (excluding the Nurse Practitioner program)
- Master of Nursing (Thesis-based): 80% ETI
- PhD: ETI 20%

We had the opportunity to ask questions and discuss potential ETI% scenarios. The faculty provided the Nov 3 meeting slides to us following the meeting.

Nursing Graduate Students' Association (NGSA)
University of Alberta
11405 87 Ave NW, Edmonton, AB T6G 1C 9
nrsgsa@ualberta.ca

On November 6, the faculty emailed the NGSA finalizing their proposal ETI increases as follows:

- Master of Nursing (Course-based): 75% ETI (excluding the Nurse Practitioner program)
- Master of Nursing (Thesis-based): 75% ETI
- PhD: ETI 20%

We appreciate the faculty's transparency and our inclusion in these discussions. While program improvements are vital to the ongoing success of the Faculty of Nursing, the NGSA has concerns regarding the proposed ETI options and cannot agree with the proposed percentage increases at this time.

While we agree that some tuition increase is necessary to maintain the excellent program standards in the Faculty of Nursing, we believe the substantial percentages suggested at this time significantly limit applicant diversity, violating the access, belonging, and community values and initiatives the University of Alberta espouses. Though other schools have higher fees and achieve lower rankings, we believe that 'accessible excellence' should be a standout feature and fundamental value of the Faculty of Nursing at the University of Alberta. Should more information addressing these concerns be made available, the NGSA would be happy to further discuss revised ETI percentages.

If you have further questions, you may reach us at nrsgsa@ualberta.ca.

Sincerely,

Ransford Agyemang
Co-President NGSA

Mary Youakim
Co-President NGSA

☑ **Decision** ☐ **Discussion** ☐ **Information**

ITEM OBJECTIVE: To obtain approval from the Board of Governors for the 2025-28 Investment Management Agreement.

DATE	December 12, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost and Vice-President, Academic Vice-President, University Services, Operations and Finance

MOTION: THAT the Board of Governors (the **"Board"**), on the recommendation of the Board Finance and Property Committee and the Board Learning, Research and Student Experience Committee, approve the 2025-28 Investment Management Agreement, including the revised Institutional Mandate, in the form disseminated to the Board and for final signature by the Board Chair.

Background

Investment Management Agreements (IMAs) are bi-lateral agreements between the Ministry of Advanced Education (AE) and each publicly funded post-secondary institution in Alberta and are required under Section 78(2) of the Post-Secondary Learning Act.

- 2022-25 IMAs
    - Institutions set the targets, weighting and tolerance bands for each metric.
    - Included five funding metrics: Work Integrated Learning, Domestic Enrolment, Graduate Outcomes, Research Commercialization, and the Administrative Expense Ratio.
    - The university has thus far successfully met the established funding and transparency metrics for each year of the agreements.
- 2025-28 IMAs
    - The funding metrics remain the same as the 2022-25 IMAs.
    - Advanced Education has implemented a standardized approach for establishing the funding metric targets and weightings, thus improving consistency across institutions. However, these targets were set mathematically without context which, in some cases, has resulted in a higher risk of funding loss. This risk has been mitigated by the re-introduction of tolerance bands.
    - Initially, Advanced Education had removed tolerance bands, however, recent changes have resulted in the return of tolerance bands.
    - If targets are not met, the university will have the opportunity to share context or rationale, however, not meeting a target can result in funding reductions.
    - On November 14, the Ministry of Advanced Education provided the university with the finalized 2025-28 IMA, including all metrics, targets, and tolerance bands (Attachment 1).
    - Subsequent to setting the Domestic Enrolment target, Advanced Education readjusted the target to the original domestic enrolment target of 36,244.

Analysis / Discussion

Each year 40% of the Base Operating Grant (also referred to as the Operating and Program Support Grant) is designated as at-risk funding, meaning that this portion of funding may be adjusted if performance targets are not achieved. The new targets, as proposed by AE, should be reasonably attainable by the university, recognizing that there are factors outside the university's control. Metrics with particular risk include:

- The graduate employment metric is based on a survey, which has a margin of error, and employment is a function of the larger economy, which is not within the university's control.
- The research commercialization target assumes a linear increase, however, this type of revenue can fluctuate based on large, one-time partnership investments.

Following the reporting of annual metrics, the university will be given the opportunity to provide context for any performance shortfalls, particularly where unforeseen or exceptional circumstances affected results.

- The portion of funding adjusted is at the Minister of Advanced Education's discretion.

Risk Discussion / Mitigation of the Risk

In total, 40% of the Base Operating Grant is at risk, with the loss being proportional to the measure weighting and the degree to which the target is missed. The financial risk to the university varies relative to the grant amount and, at current levels, is approximately $175 million.

Evaluation of the proposed targets confirms the targets are reasonably achievable within the specific tolerance band. The opportunity to provide context for shortfalls also mitigates the university's risk of loss of funding.

Supporting Materials

1. Investment Management Agreement - University of Alberta, 2025-28 (1 page)

INVESTMENT MANAGEMENT AGREEMENT
THE GOVERNORS OF THE UNIVERSITY OF ALBERTA
MINISTRY OF ADVANCED EDUCATION
2025-2028

1. PURPOSE

This 2025-2028 Investment Management Agreement (IMA) is established between The Governors of The University of Alberta (Institution), and His Majesty in Right of Alberta as represented by the Minister of Advanced Education (Minister) (collectively, the Parties), pursuant to section 78 of the *Post-Secondary Learning Act*, SA 2003, c P-19.5, as amended (PSLA). It outlines the investment framework related to the Base Operating Grant (BOG) provided pursuant to the Alberta Advanced Education Post-secondary Institution Operating Grant Agreement between the Parties and aims to identify and incentivize measurable progress towards the vision and goals outlined in *Alberta 2030: Building Skills for Jobs*.

This IMA also contains the Institution's mandate as required under section 78 of the PSLA.

2. TERM

This IMA is effective from the date last signed by the Parties (Effective Date) to March 31, 2028 (Term) and supersedes the 2022-2025 Investment Management Agreement, as amended.

3. CONDITIONS

The following conditions govern this IMA, including at-risk funding, performance metrics, and transparency metrics.

3.1 At-Risk Funding

At-risk funding refers to the portion of BOG funding tied to the performance metrics described in section 3.2. The annual at-risk funding allocation is as follows:

Fiscal Year	Maximum At-Risk Funding (% of BOG)
2025-26	40% of the 2027-28 BOG
2026-27	40% of the 2028-29 BOG
2027-28	40% of the 2029-30 BOG

I. If a performance target is not met, adjustments may be applied to subsequent years' BOG funding after finalizing performance data.
II. The percentage reduction will depend on the weighting of the specific performance metric but will not exceed the percentage of maximum at-risk BOG funding.
III. Final discretion on funding adjustments rests with the Minister.

3.2 Performance Metrics

Performance metric data, targets, and weightings are subject to annual review by the Minister. Changes, including the addition or removal of metrics, will be incorporated through an amendment to this IMA.

3.2.1 Performance Metric Definitions

I. **Work-Integrated Learning (WIL):** The proportion of approved programs that offer WIL opportunities to students, excluding open studies, second language, and adult education programs, as reported in the Provider and Program Registry System (PAPRS).
II. **Domestic Enrolment:** The total number of domestic Full Load Equivalents (FLEs) for Canadian, Permanent Resident, and Refugee learners in ministerially approved programs, as reported in the Learner and Enrolment Reporting System (LERS).
III. **Graduate Outcomes:** The proportion of recent graduates employed two years after graduation in positions that are very or somewhat related to skills and abilities acquired during their program, based on data from the Graduate Outcomes Survey (GOS).
IV. **Administration Expense Ratio:** The ratio of administration expenses to total expenses, excluding extraordinary expenses, as reported in the Financial Information Reporting System (FIRS).
V. **Research Commercialization:** The total sponsored research revenue from industry and non-profit sectors, expressed in millions of dollars, as reported by the Ministry of Technology and Innovation.

3.2.2 Targets and Weighting of Performance Metrics

The targets for each performance metric are set out in Schedule A – Metric Targets.

Metric weighting reflects the proportion of at-risk funding that applies to each performance metric and is set out in Schedule B – Metric Weightings.

3.3 Transparency Metrics

Transparency metrics serve accountability purposes without financial implications. Targets are included in Schedule A – Metric Targets.

3.3.1 Transparency Metric Definitions

I. **Indigenous Student Enrolment:** The number of self-identified Indigenous FLEs, in ministerially approved programs, as reported in LERS. Indigenous students include those who have self-identified as Status Indian/First Nations, Non-Status Indian/First Nations, Métis, or Inuit.

4. MANDATE

This mandate has been developed pursuant to section 78 of the PSLA.

Below are the role and functions of The Governors of The University of Alberta (Institution), as articulated under legislation (primarily section 102.3 of the PSLA) and policy.

1. Institution-Type	The Institution is a public post-secondary institution operating in Alberta as a comprehensive academic and research university under the PSLA.
2. Credentials and Programming	The Institution shall offer the following credentials: ○ Bachelor's Degree ○ Master's Degree ○ Doctoral Degree The Institution may offer all other credentials listed in Part 1A of the Alberta Credential Framework.
3. Collaboration	The Institution may collaborate with other post-secondary institutions to support regional access to undergraduate degree programs.
4. Research and Scholarly Activities	The Institution may undertake all forms of research, including discovery research and research in support of Alberta's research and innovation agenda.
5. Region	The Institution delivers programs primarily in the Edmonton region.

5. GENERAL

5.1 Operating Grant Agreement

Nothing in this IMA in any way restricts, alters, or otherwise affects the Minister's rights, abilities or discretion under any Alberta Advanced Education Post-secondary Institution Operating Grant Agreements in effect during the Term of this IMA.

5.2 Amendment

The Parties may amend this IMA only by mutual written agreement signed by the Parties.

5.3 Execution

Unless executed using an electronic signature approved by the Minister, this IMA may be executed in counterparts, in which case the counterparts together shall constitute one agreement, and communication of execution by emailed PDF to AE.IMA@gov.ab.ca for the Minister and boardchair@ualberta.ca for the Institution will constitute delivery. Execution of this IMA must occur in accordance with the policies and procedures established by the Minister as may be made available to the Institution.

His Majesty in right of Alberta, as represented by the Minister of Advanced Education	**The Governors of The University of Alberta**
Per: ______________________	Per: ______________________
______________________	______________________
Name of authorized officer	Name of authorized officer
Minister	______________________
Office held	Office held
______________________	______________________
Date	Date

Schedule A – Metric Targets

The following performance and transparency metric targets are established for the Term of this IMA. These targets represent the agreed-upon performance expectations and provide a baseline for measuring progress toward the objectives set out in this Agreement. The Parties acknowledge that targets may be reviewed and amended periodically, including on an annual basis, to reflect evolving priorities, operational realities, and mutual agreement.

Performance Metric Targets

Performance Metric	Tolerance Threshold (TT)	2025/26 Target	2025/26 Target Less TT	2026/27 Target	2027/28 Target
Work-Integrated Learning	2.7%	100.0%	97.3%	100.0%	100.0%
Domestic Enrolment	544	36,244	35,700	36,606	36,972
Graduate Outcomes[1]	5%	95%	90%	Not Applicable	95%
Administration Expense Ratio	0.9%	6.0%	6.9%	6.0%	6.0%
Research Commercialization	$7.84M	$156.77M	$148.93M	$159.90M	$163.10M

Transparency Metric Targets

Transparency Metric	2025/26 Target	2026/27 Target	2027/28 Target
Indigenous Student Enrolment	1,964	2,049	2,073

[1] GOS is conducted biennially.

Schedule B – Performance Metric Weightings

The following weightings apply to the performance metrics used to calculate at-risk funding under this IMA.

Performance Metric	Weighting Including GOS	Weighting Excluding GOS[2]
Work-Integrated Learning	11%	13%
Domestic Enrolment	11%	13%
Graduate Outcomes	6%	--
Administration Expense Ratio	7%	7%
Research Commercialization	5%	7%
Total	**40%**	**40%**

[2] No GOS results for 2026/27.

☑ **Decision** ☐ **Discussion** ☐ **Information**

ITEM OBJECTIVE: THAT the Board of Governors receive the final draft Space Management Policy for approval.

DATE	December 12, 2025
TO	Board Finance and Property Committee
RESPONSIBLE PORTFOLIO	Office of the Vice-President (University Services, Operations and Finance) Office of the Provost and Vice-President (Academic)

MOTION: THAT The Governors of the University of Alberta (**the "Board"**), on the recommendation of the Board Finance and Property Committee:

a) approve the revised Space Management Policy (**"The Policy"**), in the form disseminated to the Board and as recommended by General Faculties Council;

b) rescind the Preservation of University Facilities and Grounds Policy, effective upon final approval of The Policy, and as recommended by General Faculties Council; and

c) rescind the Real Property Compliance Policy, effective upon final approval of The Policy.

Background

- The Space Management Policy (redline and clean versions, Attachment 1 and 2) is revised to bring the policy into alignment with the university operating model, clearly identify administrative and academic authorities that are responsible and accountable for space management decisions, and establish principles to drive space optimization efforts to support the growth outlined in *Shape*.
- Following the first round of governance reviews in spring 2025, changes based on feedback have been incorporated in blue text (Attachment 1), including:
  - revised language related to the delegated authority from the Board to improve alignment with the PSLA and clarify the power of sub-delegation;
  - simplified language including the removal of overly procedural content from the draft policy; and
  - adding and/or adjusting definitions to improve clarity.
- The relationship between institutional and campus planning strategic plans (what we build), the Space Management Policy, and our planning tools (how we build it) is illustrated in the Infrastructure Planning Landscape document (Attachment 3).

Analysis / Discussion

- To streamline the overall Space Management Policy suite, the revised policy subsumes a number of existing policies to be rescinded upon approval of the revised policy (see Attachment 4).
- A revised Space Management Procedure is drafted to align with the revised Space Management Policy. It outlines the processes and methods through which space is managed and distributed.
- Space standards are being updated and developed to further support the equitable and transparent distribution of space across the institution.

<u>Engagement / Consultation</u>

- A Space Management Policy Working Group was formed to provide strategic guidance and input into the revised policy and to support the consultation process. Membership included representation from across the university-wide service portfolios, colleges, faculties, and student associations.
- The summary of feedback is compiled in a What We Heard report - (link) and engagements and consultations across the university are noted below:
    - Two town halls were held virtually in September 2024;
    - Seven roundtables were held in Fall 2024;
    - Engagement with university leadership, including the President's Executive Committee - Operational, Statutory Deans' Council, and Chairs' Council in Spring 2025; and
    - Engagement with university governance through Spring 2025.
- Faculty Relations, Employee Relations, the Association of Academic Staff of the University of Alberta, and the Non-Academic Staff Association provided feedback on the policy.

<u>Next Steps</u>

- December 2025 - January 2026 - Implementation: a communications plan will be rolled out to inform the university community of the policy updates to support implementation.

SUPPORTING MATERIALS:

1. Space Management Policy - final draft (redline) (11 pages) *for information*
2. Space Management Policy - final draft (clean) (7 pages) *for recommendation*
3. Infrastructure Planning Landscape (2 pages) *for information*
4. Policy Rescissions (1 page) *for recommendation*

Original Approval Date: March 28, 2008
Most Recent Approval: ~~June 15, 2019~~ DRAFT
Editorial Amendments: Jan 26, 2025

Parent Policy: Space Management Policy

Space Management Policy

Office of Administrative Responsibility:	Infrastructure Planning, Development and Partnerships
Office of Accountability:	Provost and Vice-President (Academic) Vice-President (University Services, Operations and Finance)
Approving Authority:	Board of Governors

Overview

The **Board** is vested with all of the land and buildings of the **University** and is entitled to manage, govern and control such property in order to perform its obligations set out in applicable laws, including the ~~*Post-secondary Learning Act* (~~**PSLA**~~)~~ and ~~the *Real Property Governance Act* (~~**RPGA**~~)~~. Throughout this policy, use of the word University should be understood to include the Board where the context necessitates.

~~The *Post-Secondary Learning Act* of Alberta outlines the authority through which post-secondary institutions manage institutional space.~~

Territorial Acknowledgement

The University of Alberta, its buildings, laboratories 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 acknowledgement 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.

Purpose

The purpose of this policy is to:

- define **University Space**;
- establish principles for the management, **allocation**, and modification of University Space~~.~~; and
- identify the administrative and academic authorities that are responsible and accountable for space management decisions, the **maintenance** and operations of University Space, and effective space utilization.~~; and~~

~~This policy defines university space, and outlines responsibilities for space management and administration at the University of Alberta.~~

Definitions

~~A~~ ~~The~~ A ~~attached~~ definitions table is included in a subsequent section of this document. ~~as attached establishes outlines the terms used in this policy and any unique specific rules of interpretation that apply.~~

Scope/Application

~~Compliance with t~~This ~~University~~ policy ~~extends~~ applies to all members of the **University Community** and ~~applies~~ to all University Space. ~~including all land and buildings owned, leased or licensed in, or otherwise under the control of the University of Alberta.~~

~~Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); undergraduate, graduate and Faculty of Extension students; postdoctoral fellows; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors; and volunteers.~~

Policy ~~Principles~~

1. PRINCIPLES

    a. The following principles apply to space management practices and decision-making across the ~~institution~~University and are intended to guide the application of the procedures of this policy and implementation of campus planning:

        i. University Space must be allocated and used in a manner that aligns with the University's strategic priorities and core mission.

        ii. Decision-making for the allocation, use, **change of use**, **conservation**, maintenance, and modifications to University Space must~~:~~

        ~~be consultative, collaborative, inclusive, and transparent; and~~

        be data informed, based on demonstrated and rationalized need, and guided by input from interest-holders and users of the space.

iii. University Space is a shareable resource and must be allocated in a manner that supports **space optimization**. This includes space allocation that:

1. promotes shared stewardship and shared use of University Space;
2. is non-permanent allowing for the periodic reassessment and redistribution of University Space for effective use;
3. is flexible and adaptable to the evolving needs and priorities of the University Community in alignment with the core mission;
4. prioritizes the quality of University Space to meet the functional requirements of the users; and
5. supports the environmental and financial sustainability of the institution.

iv. Advance access, accessibility and wellness by:

1. ensuring fair allocation and use of University Space across the University Community;
2. creating opportunities to advance the reconciliation and indigenization commitments of the ~~institution~~ University through engagement with the Indigenous community;
3. prioritizing access and accessibility in decision-making ~~processes~~ to remove barriers and ensure spaces are functional, welcoming, and inclusive for individuals of all abilities and identities; and
4. integrating wellness considerations into space management decisions to foster healthy environments that support the physical, mental, and social well-being of the University Community.

~~Policy~~

2. AUTHORITY

   a. Subject to the authority of ~~T~~the Board, and delegated authority from the Board to the General Faculties Council, the Board delegates the power to manage, govern and control University Space, including the power of sub-delegation, to the Vice-President, University Services, Operations and Finance (**VP USOF**), their successor, or any renamed iteration of such office (collectively referred to herein as "**USOF**")~~, subject to the delegated authority to the General Faculties Council~~.

   b. Acting with this authority delegated to it by the Board, USOF determines the allocation of University Space through collaboration with the college deans and vice-provosts, stand-alone faculty deans, vice-presidents, and deputy provosts.

i. As the subject matter experts of their respective business and programs, the colleges, stand-alone faculties, and vice-president and deputy provost portfolios are accountable for defining, prioritizing and advancing supported space allocation and/or space **renovation** requests in alignment with academic and institutional strategic priorities.

ii. As the subject matter experts on long-term planning, space management, and infrastructure, USOF is accountable for aligning space allocation and/or renovation requests with the strategic use of land and buildings.

iii. Allocation and **allotment** decisions must be made in accordance with the processes and approvals outlined in the procedures of this policy.

c. Each delegate may sub-delegate their powers, duties and functions as described in this policy and associated procedure but remains accountable for the oversight of the sub-delegated responsibilities.

d. Any proposed **substantial development** or land use change requiring an amendment to the *Long Range Development Plan* must be submitted to the General Faculties Council for review and recommendation to the Board of Governors for approval.

3. ACQUISITION AND DISPOSITION OF REAL PROPERTY AND LEASING

a. The PSLA and RPGA outline the authority and process by which universities may acquire and dispose of real property.

~~i. The approving authority for real property **acquisitions** and **dispositions** is described in the Real Property Acquisition and Disposition Procedure.~~

~~ii. All requests to acquire additional space by way of **leasing** or to permit **external entities** the use of University Space must follow the processes outlined in the procedures of this policy.~~

b. All ~~R~~requests for ~~land~~ **acquisition** or **disposition** of real property (whether by purchase, sale, exchange, lease, or donation) must be in alignment with University strategic priorities and meet the criteria and processes outlined in the procedures of this policy.

c. In the case of real property acquisition by donation for ongoing use by the University, the decision to accept the donation must:

~~i. be made in accordance with this policy and the processes outlined in the procedures of this policy;~~

ii. comply with the *Donation Acceptance Policy*; and

iii. consider and assess the full lifecycle cost of accepting the donation, including ongoing operations and maintenance, renewal, and decommissioning.

d. All net revenues from the disposition of real property must be managed centrally. ~~and must follow the processes outlined in the procedures of this policy.~~

~~i.~~ The same applies to ~~A~~all net revenues from the disposition of real property donated to the University ~~must be managed centrally~~ unless otherwise stipulated in the terms of the donation agreement. ~~in alignment with the *Donation Acceptance Policy*~~.

4. NEW CONSTRUCTION OR EXPANSION

   a. Any new construction or expansion adding to the University's overall space footprint will require approval ~~by USOF and the Provost and Vice President (Academic) up to and including the Board and General Faculties Council where applicable,~~ in accordance ~~alignment~~ with the *Infrastructure Capital Expenditure Authorization ~~Request~~ Policy* and by the Board and/or General Faculties Council (as applicable). If funding for new construction or expansion is fully or partially through a donation, the *Donation Acceptance Policy* will apply in addition to this policy and any processes outlined in relevant procedures.

   b. ~~Such c~~Construction or expansion projects will only be considered for approval if the net footprint increase is:

      i. based on demonstrated and rationalized need; and

      ii. fully funded, which includes all costs associated with the planning, design, construction, full lifecycle operations and maintenance, midlife renewal, and eventual **demolition** and land reclamation, unless otherwise approved by the Board.

   c. In all cases, renovating and space optimization~~ing~~ to meet demand within existing University Space will take priority over new construction.

5. MODIFICATIONS TO UNIVERSITY SPACE

   a. The University is obligated to comply with applicable laws, standards, guidelines, regulations and safety codes pertaining to construction for any changes to or maintenance of the physical environment of land and buildings controlled and operated by the University. ~~Therefore:~~

   b. All proposed physical changes to University Space, including ongoing and major maintenance, demolition, change of use, alterations, conservation, renovations, new construction, and upgrades, regardless of size or type, must be reviewed, approved, and executed in accordance with the procedures of this policy. ~~and applicable laws.~~

      ~~i. USOF is responsible for reviewing, prioritizing, and addressing:~~

         ~~1. modifications to space to ensure compliance with relevant regulations; and~~

         ~~2. required maintenance on **base building and interior systems**.~~

6. USE OF UNIVERSITY SPACE

a. University Space is private property. As such, ~~:~~

~~i.~~ ~~A~~any activity taking place on or in University Space must comply with applicable law and University policies and procedures to ensure the safety and security of the University Community, and to ensure the proper functioning of its operations and mission ~~its visitors~~.

~~ii. Scheduling University Space for the purpose of academic course/program delivery must adhere to the processes outlined in the procedure(s) of this policy.~~

~~iii. Event bookings, whether by members of the University community or external entities, must adhere to the processes outlined in the procedure(s) of this policy.~~

~~iv. USOF reserves the right to deny the use of space or to make activities within University Space subject to conditions such as recovery of incremental costs directly attributed to an activity. USOF may exercise this right in their sole discretion.~~

~~University space encompasses all real property, base building systems, and equipment owned and/or leased by the University of Alberta.~~

~~Any activity taking place within University space must comply with applicable laws and University policies. The University is also responsible for taking reasonable steps to ensure the safety of all members of the University community and its visitors, to ensure the proper functioning of the University, for protecting and managing its property, and for exercising good stewardship of public resources. In the context of these responsibilities, the University reserves the right to deny the use of space or to make activities within University space subject to conditions such as recovery of incremental costs directly attributed to an activity. The University may exercise this right at its sole discretion.~~

~~As directed by the Board of Governors, the Vice President (University Services, Operations and Finance) is responsible for the administration of University space in relation to the following:~~

- ~~Adhering to the University of Alberta's strategic planning documents when controlling and centrally managing space~~
- ~~Defining relevant roles and responsibilities~~
- ~~Ensuring collaboration, efficient and effective stewardship and accountability in all matters~~
- ~~Ensuring best practices are employed with respect to the allocation, repurposing, and utilization of space~~
- ~~Addressing the current and future needs of the University community~~

~~The Vice President (University Services, Operations and Finance) allocates space to units or to other approved occupants. Units work in collaboration with the Vice President (University Services, Operations and Finance) to distribute their allocated space by allotting it to departments, units or centres.~~

~~Departments, units and centres also work with the Vice President (University Services, Operations and Finance) to assign space to faculty members, staff, or to other suitable individuals and groups. Previously assigned space can be re-assigned to meet changing and developing needs.~~

~~In accordance with the Planning and Renovation of Existing Facilities Policy, and with University of Alberta policies on leasing and subleasing, any department or unit requiring the repurposing of space must consult with the Vice President (University Services, Operations and Finance).~~

~~Space is also entrusted to the Office of the Registrar for the purpose of academic and casual scheduling of classroom space.~~

~~Total faculty space allocations, as well as administrative allocations, are reviewed on a regular basis by the Vice President (University Services, Operations and Finance).~~

~~The allocation of space to a unit within the University, as well as the allotment and assignment of space within units, is subject to readjustment as the needs and priorities of the campus community change.~~

Definitions

Any definitions listed here apply to this policy document only with no implied or intended institution-wide use. For clarity, defined terms listed here include grammatical variations thereof.	
Acquisition	The act of acquiring any interest in real property including, but not limited to, through purchase, exchange, donation or lease.
Allocation ~~/ Allocated~~	~~The VP University Services, Operations and FinanceUSOF allocates space based on supported requirements and prioritized needs.~~ The distribution of University Space at the university-wide level by USOF, in consultation with colleges where applicable. University Space is allocated to a faculty, vice-president portfolio, deputy provost portfolio, or students' union/association based on supported requirements and prioritized needs. ~~The distribution of space by the Space Management Office, under the authority of the Vice President (Facilities and Operations).~~
Allotment	The distribution of allocated space by a faculty, or equivalent level in vice-president~~, or~~ and deputy provost portfolios, to respective ~~a~~ departments, units and/or centres.
~~**Assignment / Assigned**~~	~~Distribution of space by a department for the placement of individuals, purposes and functions for a period of time.~~
~~**Base building systems**~~	~~Those elements of a building, including exiting systems, mechanical and electrical infrastructure, fire alarms, and public circulation required and necessary for the functioning of a building for its intended purpose.~~

~~**Base building and interior systems**~~	~~Those elements of a building forming the building envelope, structure, mechanical and electrical systems, and life safety systems required to support the building's baseline functionality.~~
Board	The corporation continued under the ~~*Post-secondary Learning Act* (Alberta)~~PSLA, and legally named "The Governors of the University of Alberta", having all rights, powers, duties and functions as set out in said statute and which~~, among other things,~~ acts as the board of the University ~~of Alberta~~.
~~**Centrally Scheduled Space**~~	~~Classrooms, lecture theatres, and non-classroom space under the control of Examinations and Timetabling in the Office of the Registrar.~~
~~**Central Management / Manage**~~	~~Central space management of all University space under the administration of the Vice-President (Facilities and Operations).~~
Change of use	The adjustment of a space to serve an alternate purpose or functional use.
Conservation	~~Maintaining~~Retaining or preserving identified key elements or features of University Space, the built environment, or landscape through actions or processes which may include preservation, rehabilitation, restoration, and/or adaptive reuse.
Demolition	The act of dismantling, tearing down, or breaking up all or portions of ~~infrastructure~~University Space.
Disposition	The act of selling, exchanging or leasing out an interest in real property.
~~**Equipment**~~	~~Affixed machines, tools and furnishings necessary to the facility for the completion of University business.~~
~~**External Entity**~~	~~An individual or an entity (corporation, partnership, not-for-profit, etc.). The entity is external (or non-University) to the University if they are a separate legal entity (i.e. corporation, partnership, not for profit) that is not owned or controlled by the University. The entity may be a University employee, staff member, contractor or have no affiliation with the University.~~
~~**Facilities Development Committee (FDC)**~~	~~A standing committee of General Faculties Council with delegated authority to make recommendations to General Faculties Council and the Board of Governors. The committee reviews and makes recommendations related to general space and functional programs, the design and use of facilities, and policies related to facilities and planning.~~

~~**General Space Programs**~~	~~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.~~
~~**Leasing**~~	~~A contract by which one conveys an interest in real property to another party for a specified term and a specified rent.~~
Maintenance	Routine and preventative ~~W~~work required to ~~preserve~~ maintain or restore buildings and equipment to their original conditions or to such a condition that they can be effectively used for their intended purpose, ensuring ongoing operation of the campus.
PSLA	*Post-secondary Learning Act* S.A. 2003, c. P-19.5 and any regulations made thereunder, as may be amended from time to time and including any successor legislation thereto.
~~**Real property**~~	~~Refers to any land, buildings or structures owned or leased, in whole or in part, and anything permanently placed on or under it, which may include, but is not limited to, above surface structures such as buildings or structures and below surface items such as minerals.~~ ~~Refers to land, and anything permanently placed on or under it, which may include, but is not limited to, above surface structures such as buildings and below surface items such as minerals.~~
Renovation	Any physical change to ~~a s~~University Space for the purpose of renewing, upgrading, preserving, or otherwise altering the condition of the space.
RPGA	*Real Property Governance Act* S.A. 2024, c. R-5.3 and any regulations made thereunder, as may be amended from time to time and including any successor legislation thereto.
~~**Space**~~	~~All real property, base building systems and equipment owned and/or leased by the University of Alberta.~~
Space optimization	The process of assessing, distributing, planning, and utilizing space for optimal functionality and efficiency.
Substantial development	Refers to any construction, demolition, excavation, or land use change that is of considerable size, cost, or impact, or that may significantly affect adjacent landowners or the adjacent community. Additional

	evaluating factors to determine whether a proposed development is substantial may include but are not limited to changes to traffic flow, the natural environment, or the use and enjoyment of the property of adjacent landowners or the adjacent community.
University	The University of Alberta, a body corporate and politic continued pursuant to the PSLA.
~~**University Facilities**~~	~~All lands, buildings and space owned, operated, or leased by or from the University of Alberta.~~
~~**Units**~~	~~Administrative and/or organizational groups including faculties, departments, centres, institutes, administrative units, and nondepartmental units.~~
University Community	Includes all academic staff and colleagues, administrators and support staff as outlined and defined in the *Recruitment Policy (Appendix A and Appendix B)* as well as third party contractors, visiting speakers and scholars, volunteers, professors emeriti, undergraduate students, graduate students, Online and Continuing Education students, postdoctoral fellows and visitors to campus.
University Space	~~All real property, base building systems and equipment, temporary and permanent structures, infrastructure, and research lands that are owned, leased or licensed in, or otherwise under the control of the University of Alberta.~~ All land, buildings, and facilities owned, leased in, licensed in, or otherwise under the control of the University except where it has been leased out or licensed out such that it is under the control of third parties. University Space includes: a. permanent and temporary structures, and the building systems and infrastructure required for the functioning of buildings for their intended purpose (such as mechanical and electrical systems); and b. campus infrastructure owned or controlled by the University (such as power lines, district energy systems, power plants, and roads) required for the operation of the University's campuses.
USOF	The Office of the Vice-President, University Services, Operations and Finance, their successor, or any renamed iteration of such office.
~~**Utilization**~~	~~Established metrics for the efficient use of space.~~ ~~Compliance with the Government of Alberta established matrices for the efficient use of space in post-secondary institutions.~~

VP USOF	The individual holding the title and position of Vice-President (University Services, Operations and Finance), or the individual holding any renamed or equivalent position.

Published Procedures of this Policy (UAPPOL)

- Classroom Scheduling for Courses Procedure
- ~~Demolition, Renovation, and New Construction Procedure~~
- Maintenance Request Procedure
- New Construction, Renovation and Demolition Procedure
- Outdoor Site Booking Procedure
- Pets on Campus Procedure
- Real Property Acquisition and Disposition Procedure
- Short-Term Casual Event Booking Procedure
- Space Management Procedure
- Use of University Equipment by Professors Emeriti Procedure and Guideline
- Use of University Space by External Entities Procedure
- Vending Procedure

~~Related Policy Documents (UAPPOL)~~

- ~~Demolition Procedure~~
- ~~Maintenance Request Procedure~~
- ~~Planning and Renovation of Existing Facilities Policy~~
- ~~Real Property Acquisition Procedure~~
- ~~Real Property Disposition Procedure~~

Related Links

- There are no related links for this Policy.

For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.

For the most recent version of this document, please visit https://www.ualberta.ca/policies-procedures/index.html

Original Approval Date: March 28, 2008
Most Recent Approval: ~~June 15, 2019~~ DRAFT
Editorial Amendments: Jan 26, 2025

Parent Policy: Space Management Policy

Space Management Policy

Office of Administrative Responsibility:	Infrastructure Planning, Development and Partnerships
Office of Accountability:	Provost and Vice-President (Academic) Vice-President (University Services, Operations and Finance)
Approving Authority:	Board of Governors

Overview

The **Board** is vested with all of the land and buildings of the **University** and is entitled to manage, govern and control such property in order to perform its obligations set out in applicable laws, including the **PSLA** and **RPGA**. Throughout this policy, use of the word University should be understood to include the Board where the context necessitates.

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The University of Alberta, its buildings, laboratories 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 acknowledgement 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.

Purpose

The purpose of this policy is to:

- define **University Space**;

- establish principles for the management, **allocation**, and modification of University Space; and
- identify the administrative and academic authorities that are responsible and accountable for space management decisions, the **maintenance** and operations of University Space, and effective space utilization.

Definitions

A definitions table is included in a subsequent section of this document.

Scope/Application

This policy applies to all members of the **University Community** and to all University Space.

Policy

1. PRINCIPLES

    a. The following principles apply to space management practices and decision-making across the University and are intended to guide the application of the procedures of this policy and implementation of campus planning:

        i. University Space must be allocated and used in a manner that aligns with the University's strategic priorities and core mission.

        ii. Decision-making for the allocation, use, **change of use**, **conservation**, maintenance, and modifications to University Space must be data informed, based on demonstrated and rationalized need, and guided by input from interest-holders and users of the space.

        iii. University Space is a shareable resource and must be allocated in a manner that supports **space optimization**. This includes space allocation that:

            1. promotes shared stewardship and shared use of University Space;
            2. is non-permanent allowing for the periodic reassessment and redistribution of University Space for effective use;
            3. is flexible and adaptable to the evolving needs and priorities of the University Community in alignment with the core mission;
            4. prioritizes the quality of University Space to meet the functional requirements of the users; and
            5. supports the environmental and financial sustainability of the institution.

        iv. Advance access, accessibility and wellness by:

            1. ensuring fair allocation and use of University Space across the University Community;

2. creating opportunities to advance the reconciliation and indigenization commitments of the University through engagement with the Indigenous community;

3. prioritizing access and accessibility in decision-making to remove barriers and ensure spaces are functional, welcoming, and inclusive for individuals of all abilities and identities; and

4. integrating wellness considerations into space management decisions to foster healthy environments that support the physical, mental, and social well-being of the University Community.

2. AUTHORITY

a. Subject to the authority of the Board, and delegated authority from the Board to the General Faculties Council, the Board delegates the power to manage, govern and control University Space, including the power of sub-delegation, to the Vice-President, University Services, Operations and Finance (**VP USOF**), their successor, or any renamed iteration of such office (collectively referred to herein as "**USOF**").

b. Acting with this authority delegated to it by the Board, USOF determines the allocation of University Space through collaboration with the college deans and vice-provosts, stand-alone faculty deans, vice-presidents, and deputy provosts.

   i. As the subject matter experts of their respective business and programs, the colleges, stand-alone faculties, and vice-president and deputy provost portfolios are accountable for defining, prioritizing and advancing supported space allocation and/or space **renovation** requests in alignment with academic and institutional strategic priorities.

   ii. As the subject matter experts on long-term planning, space management, and infrastructure, USOF is accountable for aligning space allocation and/or renovation requests with the strategic use of land and buildings.

   iii. Allocation and **allotment** decisions must be made in accordance with the processes and approvals outlined in the procedures of this policy.

c. Each delegate may sub-delegate their powers, duties and functions as described in this policy and associated procedure but remains accountable for the oversight of the sub-delegated responsibilities.

d. Any proposed **substantial development** or land use change requiring an amendment to the *Long Range Development Plan* must be submitted to the General Faculties Council for review and recommendation to the Board of Governors for approval.

3. ACQUISITION AND DISPOSITION OF REAL PROPERTY AND LEASING

a. The PSLA and RPGA outline the authority and process by which universities may acquire and dispose of real property.

b. All requests for **acquisition** or **disposition** of real property (whether by purchase, sale, exchange, lease, or donation) must be in alignment with University strategic priorities and meet the criteria and processes outlined in the procedures of this policy.

c. In the case of real property acquisition by donation for ongoing use by the University, the decision to accept the donation must:

   i. comply with the *Donation Acceptance Policy*; and

   ii. consider and assess the full lifecycle cost of accepting the donation, including ongoing operations and maintenance, renewal, and decommissioning.

d. All net revenues from the disposition of real property must be managed centrally. The same applies to all net revenues from the disposition of real property donated to the University unless otherwise stipulated in the terms of the donation agreement.

4. NEW CONSTRUCTION OR EXPANSION

a. Any new construction or expansion adding to the University's overall space footprint will require approval in accordance with the *Infrastructure Capital Expenditure Authorization Policy* and by the Board and/or General Faculties Council (as applicable). If funding for new construction or expansion is fully or partially through a donation, the *Donation Acceptance Policy* will apply in addition to this policy and any processes outlined in relevant procedures.

b. Construction or expansion projects will only be considered for approval if the net footprint increase is:

   i. based on demonstrated and rationalized need; and

   ii. fully funded, which includes all costs associated with the planning, design, construction, full lifecycle operations and maintenance, midlife renewal, and eventual **demolition** and land reclamation, unless otherwise approved by the Board.

c. In all cases, renovating and space optimization to meet demand within existing University Space will take priority over new construction.

5. MODIFICATIONS TO UNIVERSITY SPACE

a. The University is obligated to comply with applicable laws, standards, guidelines, regulations and safety codes pertaining to construction for any changes to or maintenance of the physical environment of land and buildings controlled and operated by the University.

b. All proposed physical changes to University Space, including ongoing and major maintenance, demolition, change of use, alterations, conservation, renovations, new construction, and upgrades, regardless of size or type, must be reviewed, approved, and executed in accordance with the procedures of this policy.

6. USE OF UNIVERSITY SPACE

    a. University Space is private property. As such, any activity taking place on or in University Space must comply with applicable law and University policies and procedures to ensure the safety and security of the University Community, and to ensure the proper functioning of its operations and mission.

Definitions

Any definitions listed here apply to this policy document only with no implied or intended institution-wide use. For clarity, defined terms listed here include grammatical variations thereof.	
Acquisition	The act of acquiring any interest in real property including, but not limited to, through purchase, exchange, donation or lease.
Allocation	The distribution of University Space at the university-wide level by USOF, in consultation with colleges where applicable. University Space is allocated to a faculty, vice-president portfolio, deputy provost portfolio, or students' union/association based on supported requirements and prioritized needs.
Allotment	The distribution of allocated space by a faculty, or equivalent level in vice-president and deputy provost portfolios, to respective departments, units, and/or centres.
Board	The corporation continued under the PSLA, and legally named "The Governors of the University of Alberta", having all rights, powers, duties and functions as set out in said statute and which acts as the board of the University.
Change of use	The adjustment of a space to serve an alternate purpose or functional use.
Conservation	Retaining or preserving identified key elements or features of University Space, the built environment, or landscape through actions or processes which may include preservation, rehabilitation, restoration, and/or adaptive reuse.
Demolition	The act of dismantling, tearing down, or breaking up all or portions of University Space.
Disposition	The act of selling, exchanging or leasing out an interest in real property.
Maintenance	Routine and preventative work required to maintain or restore buildings and equipment to their original conditions or to such a condition that they

	can be effectively used for their intended purpose, ensuring ongoing operation of the campus.
PSLA	*Post-secondary Learning Act* S.A. 2003, c. P-19.5 and any regulations made thereunder, as may be amended from time to time and including any successor legislation thereto.
Renovation	Any physical change to University Space for the purpose of renewing, upgrading, preserving, or otherwise altering the condition of the space.
RPGA	*Real Property Governance Act* S.A. 2024, c. R-5.3 and any regulations made thereunder, as may be amended from time to time and including any successor legislation thereto.
Space optimization	The process of assessing, distributing, planning, and utilizing space for optimal functionality and efficiency.
Substantial development	Refers to any construction, demolition, excavation, or land use change that is of considerable size, cost, or impact, or that may significantly affect adjacent landowners or the adjacent community. Additional evaluating factors to determine whether a proposed development is substantial may include but are not limited to changes to traffic flow, the natural environment, or the use and enjoyment of the property of adjacent landowners or the adjacent community.
University	The University of Alberta, a body corporate and politic continued pursuant to the PSLA.
University Community	Includes all academic staff and colleagues, administrators and support staff as outlined and defined in the *Recruitment Policy (Appendix A and Appendix B)* as well as third party contractors, visiting speakers and scholars, volunteers, professors emeriti, undergraduate students, graduate students, Online and Continuing Education students, postdoctoral fellows and visitors to campus.
University Space	All land, buildings, and facilities owned, leased in, licensed in, or otherwise under the control of the University except where it has been leased out or licensed out such that it is under the control of third parties. University Space includes: a. permanent and temporary structures, and the building systems and infrastructure required for the functioning of buildings for their intended purpose (such as mechanical and electrical systems); and

	b. campus infrastructure owned or controlled by the University (such as power lines, district energy systems, power plants, and roads) required for the operation of the University's campuses.
USOF	The Office of the Vice-President, University Services, Operations and Finance, their successor, or any renamed iteration of such office.
VP USOF	The individual holding the title and position of Vice-President (University Services, Operations and Finance), or the individual holding any renamed or equivalent position.

Published Procedures of this Policy (UAPPOL)

- Classroom Scheduling for Courses Procedure
- Maintenance Request Procedure
- New Construction, Renovation and Demolition Procedure
- Outdoor Site Booking Procedure
- Pets on Campus Procedure
- Real Property Acquisition and Disposition Procedure
- Short-Term Casual Event Booking Procedure
- Space Management Procedure
- Use of University Equipment by Professors Emeriti Procedure and Guideline
- Use of University Space by External Entities Procedure
- Vending Procedure

Related Links

- There are no related links for this Policy.

For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.

For the most recent version of this document, please visit https://www.ualberta.ca/policies-procedures/index.html

INFRASTRUCTURE PLANNING LANDSCAPE

Alignment with the U of A mission

Shape:
University Strategic Plan

Changing the Story; An Integrated Action Plan for Transforming our Vibrant and Interconnected University Community

Forward Together: The University of Alberta People Strategy

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

Institutional, Academic, Research and Innovation Plans
(e.g. Forward with Purpose, Technology with Purpose, Student Experience Action Plan, Integrated Enrolment Growth Plan)

What we build

Integrated Asset Management Strategy (IAMS)

Long Range Development Plan and Sector Plans

Built for Purpose:
University Strategic Campus Plan

How we build it

Space Management Policy

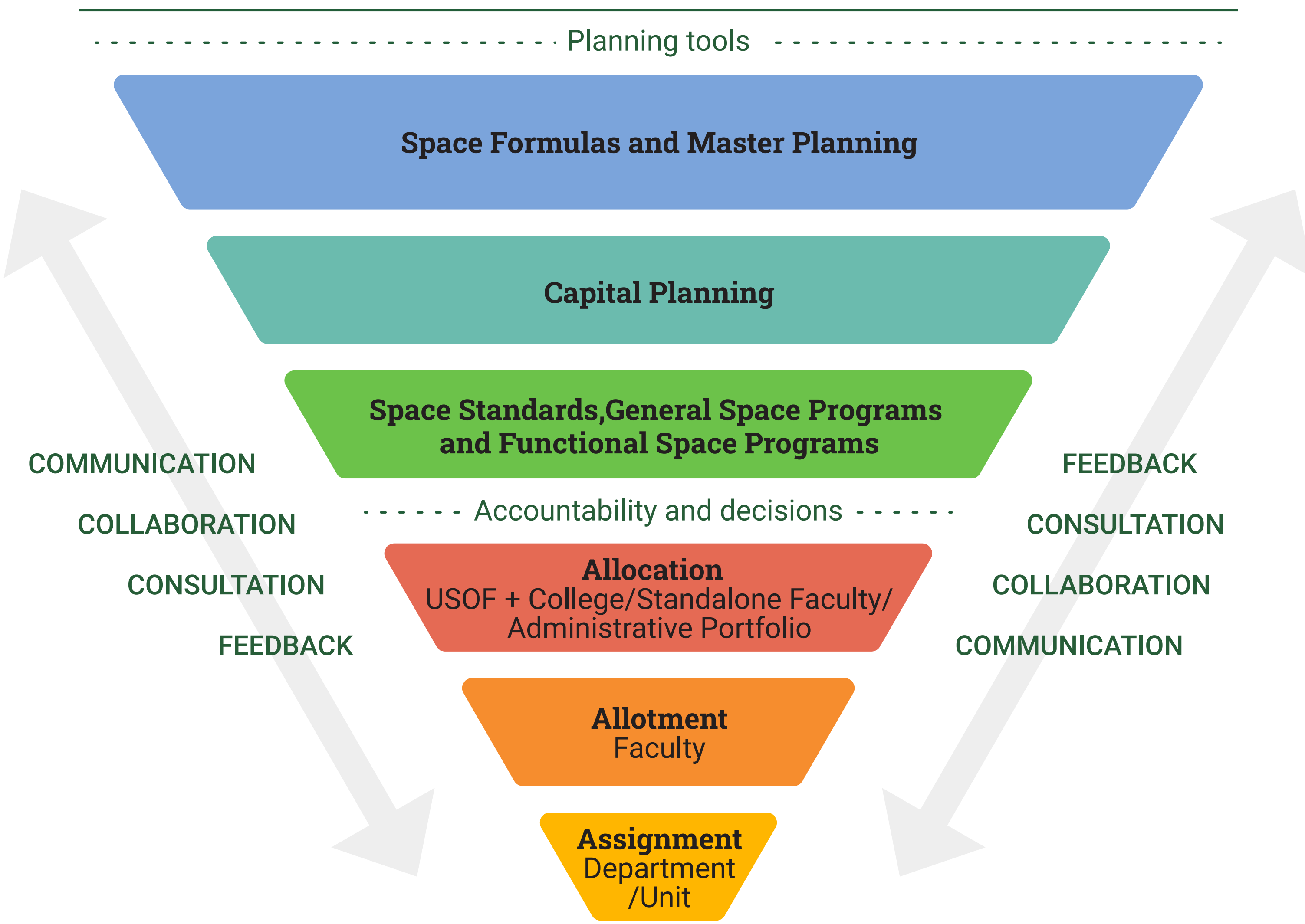
Implementation

- Master Planning
- Real estate and Land Review Protocol
- Capital maintenance and renewal planning
- Individual capital projects (e.g. renovations, redevelopments, etc.)
- Supporting planning (e.g., general space programs, functional space programming)
- Faculty space planning

UNIVERSITY OF ALBERTA

DECEMBER 2024

CAMPUS PLANNING IMPLEMENTATION



UNIVERSITY OF ALBERTA

OCTOBER 2024

UNIVERSITY OF ALBERTA

Space Management Policy Revision
Policy Rescissions
September 22, 2025

The below table outlines the existing policies that have been subsumed in the revised Space Management Policy and will be submitted for approval to rescind. Their related procedures will be migrated under the revised Space Management Policy and, where applicable, updated and/or combined with other procedures to further support a more integrated approach to space management.

Existing policy to be rescinded	Approver
Facilities Floor and Room Numbering Policy	Vice-President (University Services, Operations and Finance)
Planning and Renovation of Existing Facilities Policy	Vice-President (University Services, Operations and Finance)
Preservation of University Facilities and Grounds Policy	Board of Governors
Maintenance Policy	Vice-President (University Services, Operations and Finance)
Real Property Compliance Policy	Board of Governors
Real Property Proceeds Policy	Board of Governors (Board Finance and Property Committee)

☑ **Decision** ☐ **Discussion** ☐ **Information**

ITEM OBJECTIVE: That the Board of Governors approve tuition levels associated with the creation of a number of new graduate certificate programs.

DATE	December 12, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION 1: THAT the Governors of the University of Alberta (the "**Board**"), on the recommendation of Board Finance and Property Committee, approve a domestic and international tuition rate of $2,479.08 per 3 credit course for the following new programs:

- Graduate Certificate in Population Health
- Graduate Certificate in AI and Health
- Graduate Certificate in Indigenous Law
- Graduate Certificate in Data Science and AI

MOTION 2: THAT the Governors of the University of Alberta (the "**Board**"), on the recommendation of Board Finance and Property Committee, approve a domestic and international tuition rate of $2,649.58 per 3 credit course for the Graduate Certificate in Business Administration.

EXECUTIVE SUMMARY:

Background

The GFC Programs Committee, on delegated authority from the General Faculties Council, has approved, or is scheduled to consider, proposals for the creation of five new graduate certificates.

The Board of Governors has the authority to approve tuition levels for new programs.

These five new graduate certificates are an outcome of an institutional call for proposals for new, online, high impact and high enrolment graduate certificate programs, the development of which is a strategic priority for the institution. Program proposals have been developed collaboratively across Faculties, Online Learning and Continuing Education, the Faculty of Graduate and Postdoctoral Studies, and the Office of the Provost programs team.

The Provost and Vice-President (Academic) has the authority to propose tuition levels for new programs to the Board. Proposed tuition rates are developed in collaboration with the Office of the Registrar and the Faculties proposing these programs. Tuition has been set to ensure the long term sustainability of the programs, and to generate revenue over the long term.

The University has one opportunity to set domestic tuition for a program so have proposed to align domestic and international rates, recognizing that, if necessary, Faculties can offer scholarships to offset tuition costs and maintain accessibility. This approach is supported through market research, and recognizes that the costs for delivery of fully online programs to domestic and international students are the same. The approach also aligns with approved tuition for the new graduate certificate in Sustainability, approved by the Board in March 2025.

The rate proposed for the first four programs (Motion 1) aligns with the current standard international course-based tuition rate for most programs; the rate proposed for the graduate certificate in Business Administration aligns with the current rate for the Master of Business Administration program.

Tuition rates will only be harmonized for the first year of the programs, as domestic and international rates are likely to be increased at different rates in subsequent years.

<u>Risk Discussion / Mitigation of the Risk</u>
Through the Post-Secondary Learning Act and the Tuition Fee Regulation, the Government of Alberta regulates the ability of institutions to increase domestic tuition after the initial tuition level is set. Currently, domestic tuition increases are capped at 2%. That being the case, the University must be strategic in tuition setting to balance revenue opportunities, costs, quality, and enrolment goals.

Tuition is the University's largest single source of revenue, representing ~46% of the institution's operating income. Given cuts to the Government of Alberta's funding to Universities, tuition has become increasingly important to ensure that the University can cover rising costs while maintaining a high-quality learning environment.

SUPPORTING MATERIALS:

<u>Engagement and Routing</u>
Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <*Governance Resources Section Student Participation Protocol*>

Those who are actively **participating**: ● Office of the Provost ● Office of the Registrar ● Faculties of Public Health, Medicine and Dentistry, Business, Law, Science, and Arts

• Colleges of Social Sciences and Humanities, Natural and Applied Sciences, and Health Sciences • GFC Programs Committee • Faculty of Graduate and Postdoctoral Studies • Online Learning and Continuing Education
Approval Route: Board Finance and Property Committee (November 25, 2025) Board of Governors (December 12, 2025)

Supplementary Notes / Context

☑ **Decision** ☐ **Discussion** ☐ **Information**

ITEM OBJECTIVE: TO review and approve the Annual Resolutions for University of Alberta Innovation Fund Ltd., as required by the *Business Corporations Act* (Alberta) (the "**ABCA**").

DATE	December 12, 2025
TO	The Governors of The University of Alberta (the "**Board**")
RESPONSIBLE PORTFOLIO	University Governance

MOTION: THAT The Governors of The University of Alberta (the "**Board**"), in its capacity as the sole shareholder of University of Alberta Innovation Fund Ltd. (the "**Corporation**"), hereby:

(a) approves and adopts the resolutions in lieu of an annual meeting for the Corporation in the form disseminated to the Board for its review; and

(b) authorizes the Vice Chair of the Board to execute the said resolutions on behalf of the Board and to take all such further actions and execute all such further agreements, instruments, and documents as such officer, in their discretion, may consider necessary, advisable, or useful for the purpose of giving full effect to these resolutions.

EXECUTIVE SUMMARY:

Background

University of Alberta Innovation Fund Ltd. ("**UAIF**") is a subsidiary business corporation of the Board. Pursuant to the ABCA, the directors of UAIF are required to call an annual meeting of shareholders. This meeting must be held either not later than 18 months after the date of incorporation or amalgamation, or subsequently, no later than 15 months after the last preceding annual meeting. The routine business transacted at this annual meeting typically includes the consideration of UAIF's financial statements, the election of directors for the coming year, and the decision regarding the appointment of an auditor.

It is noted that certain matters typically addressed at an annual shareholders' meeting, specifically the election of directors, have been dealt with recently through a separate shareholder resolution. A resolution dated October 31, 2025 appointed David Bressler as a new director of UAIF, and the terms of the six continuing directors were confirmed and extended. Given this recent corporate action, the current annual resolutions presented to the Board address the remaining mandatory annual business required under the ABCA—receiving the financial statements of UAIF and the auditor decision—and do not include a separate election of directors.

Analysis / Discussion

The Board, as the sole shareholder of UAIF, is required to fulfill the annual meeting requirements under the ABCA. The attached resolutions in writing address all necessary annual business required by the ABCA.

Pursuant to s. 141(2) of the ABCA, a written resolution dealing with all matters required to be dealt with at a meeting of shareholders, when signed by all shareholders entitled to vote, satisfies all requirements of the ABCA relating to shareholders' meetings. Therefore, the proposed motion to approve and adopt these written resolutions fulfills UAIF's mandatory annual reporting and governance obligations.

Also attached are the financial statements for UAIF for the fiscal period ended March 31, 2025, which are being placed before the Board, in its capacity as the sole shareholder of UAIF, as required by s. 155(1) of the ABCA.

Risk Discussion / Mitigation of the Risk

The primary risk being mitigated by this action is the potential for non-compliance with the mandatory annual requirements of the ABCA. Under the ABCA, the shareholder of UAIF must deal with annual business, and failure to approve the necessary resolutions within the required timeline set by the ABCA could place UAIF in non-compliance. This regulatory failure could expose UAIF to administrative penalties. The proposed motion to approve and adopt the resolutions in writing fully mitigates this risk by ensuring timely fulfillment of these statutory obligations. Furthermore, the authorization granted to the Vice Chair ensures the Resolutions are executed promptly and filed with UAIF's corporate records, thereby confirming UAIF's good standing.

Authority

1. ABCA: ss. 132(1), 134(6), 141(1), 141(2), and 155
2. Board Bylaws: s. 10.1

Next Steps

Upon the Board's approval of the motion, the Vice Chair will execute the resolutions on behalf of the Board. The executed document will then be filed with UAIF's corporate records to satisfy the mandatory annual reporting and governance requirements of the ABCA.

Attachments

Attachment 1:	Resolution in Lieu of an Annual Meeting of the Sole Shareholder of University of Alberta Innovation Fund Ltd.
Attachment 2:	Financial Information of University of Alberta Innovation Fund Ltd. with Compilation Engagement Report issued by KPMG LLP, for the fiscal period ended March 31, 2025.

RESOLUTIONS IN LIEU OF AN ANNUAL MEETING
OF THE SOLE SHAREHOLDER
OF
UNIVERSITY OF ALBERTA INNOVATION FUND LTD.
(the "**Corporation**")

The undersigned, being the sole shareholder of the Corporation, hereby consents to and adopts in writing the following resolutions pursuant to section 141(1) of the *Business Corporations Act*, Alberta (the "**ABCA**"), effective as of October 30, 2025 (the "**Effective Date**").

ANNUAL FINANCIAL STATEMENTS

WHEREAS a substantially final form of the Financial Statements of the Corporation for the year ending March 31, 2025 has been approved by the Board of Directors of the Corporation and has been provided to the sole shareholder of the Corporation for review and, if thought fit, approval.

BE IT RESOLVED THAT:

1. The annual Financial Statements of the Corporation for the year ending March 31, 2025, as approved by the Board of Directors of the Corporation, be accepted.

2. Pursuant to Section 163(2) of the ABCA, the Corporation dispense with the appointment of an Auditor, provided however that this resolution shall be valid only for the current fiscal year of the Corporation.

3. The sole shareholder, pursuant to Section 159(3) of the ABCA, hereby waives its right to receive the annual Financial Statements of the Corporation for the year ending March 31, 2025 not less than 21 days before the signing of these resolutions.

4. Any director and officer of the Corporation be and are hereby authorized for, on behalf of, and in the name of the Corporation, and as a corporate act of the Corporation, to sign and deliver, all such agreements, instruments, certificates, directions, notices, acknowledgements, receipts and other documents, and to perform and to do all other acts and things as such director or officer in his discretion may consider necessary, advisable or useful for the purpose of giving effect to these resolutions, execution as aforesaid to be conclusive evidence of such director's or officer's approval and the sole director's approval.

5. These resolutions may be executed in separate counterparts, and all such executed counterparts when taken together shall constitute one resolution. The Corporation shall be entitled to rely on delivery of a facsimile or other form of electronic copy of the executed resolution and such facsimile or electronic copy shall be legally effective to create a valid and binding resolution.

[*Remainder of page intentionally left blank – signature page follows*]

THE GOVERNORS OF THE UNIVERSITY OF ALBERTA

Per:________________________

KPMG LLP
2200,10175-101 Street
Edmonton, AB T5J 0H3
Canada
Telephone 780 429 7300
Fax 780 429 7379

PRIVATE & CONFIDENTIAL

Mr. Tarek Ahmed
University of Alberta Innovation Fund Ltd.
c/o The University of Alberta, Office of the President
116 Street and 85 Avenue
Edmonton, Alberta T6G 2R3

October 20, 2025

Dear Mr. Ahmed:

FINANCIAL INFORMATION

We enclose one copy of the financial information of University of Alberta Innovation Fund Ltd. (the "Company") with our Compilation Engagement Report, for the fiscal period ended March 31, 2025.

CORPORATE INCOME TAX RETURNS

We have prepared and enclose the corporate income tax returns (the "Returns") of University of Alberta Innovation Fund Ltd. (the "Company") for the period ended March 31, 2025 and the related "Corporate Income Tax Filing Instructions".

We have prepared these Returns based on our understanding of and reliance upon the facts, data, materials, assumptions and other information (collectively, the "information") provided to us by the Company and/or its representatives, and we have not independently investigated or verified the accuracy or completeness of such information. We accept no responsibility or liability for any errors attributable to our reliance upon inaccurate or incomplete Information. We recommend that you carefully review the Returns in their entirety to ensure that all of the relevant Information is correctly and completely disclosed.

Please review the enclosed Filing instructions. When you are satisfied that the Returns are in order they must be filed (electronically or in paper format) with the respective taxing authorities by the due date (as set out in the Filing Instructions) if late filing penalties are to be avoided or minimized, or if losses are carried back to a prior taxation year.

Any balances owing must be remitted by the due date or as soon as possible if interest charges are to be minimized.

University of Alberta Innovation Fund Ltd.
October 20, 2025

KEY TAX ATTRIBUTES SUMMARY

We are pleased to provide you with select key tax information on the new *Corporate Tax Return - Key Tax Attributes Summary*. This document lists key amounts and carryforward balances from the Returns and may assist in identifying future potential tax planning opportunities.

NOTICES OF ASSESSMENT

If the Company receives a Notice of Assessment which does not agree with the return(s) prepared by us, please contact us so that we can determine whether any action should be taken. The Company has 90 days from the date of mailing of the Assessment in which to object. Failure to respond within the prescribed time limit will cause the Company to lose its right to object to the Assessment.

If the Company's taxes or tax credits have been assessed, reassessed, or re-determined (the "Assessment") by the Canada Revenue Agency, and this Assessment changes the Alberta taxes owing or tax credits, the Company is required to file a copy of the Assessment with the Alberta Tax and Revenue Administration. This filing is due within 90 days after the later of the date of the Assessment or required filing of the AT1.

INSTALMENTS

Our calculations indicate that no instalments are required for the March 31, 2026 taxation year.

CRS AND FATCA FOREIGN REPORTING REQUIREMENTS

Certain Canadian entities are required to report to the Canada Revenue Agency annually on any account holders determined to be US persons under *Part XVIII - Enhanced International Information Reporting* of the Canadian *Income Tax Act* (the Canadian implementation of the US *Foreign Account Tax Compliance Act*, commonly referred to as "FATCA").

Certain Canadian entities are also required to report to the Canada Revenue Agency annually on any account holders determined to be tax residents of countries other than Canada or the United States under *Part XIX - Common Reporting Standard* of the Canadian *Income Tax Act* (commonly referred to as the "CRS").

Please contact us if you have any questions about responding to a request from a financial institution to certify your FATCA or CRS status, or determining whether you are subject to the due diligence and reporting requirements under the CRS or FATCA.

PROPOSED TAX CHANGES

The corporation's tax return(s) have been prepared taking into account certain proposals to amend the federal and provincial tax statutes which have been publicly announced to date in budgets and other government releases as being applicable to the corporation's current taxation year, even though the proposals may not yet be enacted. If the proposed amendments are not enacted as announced, these Returns could be reassessed and may result in an underpayment of tax, and possible interest and penalties. If you receive an assessment or reassessment for these Returns that does not agree with the returns filed, it is important that you notify us so that we can determine if any action needs to be taken.

ATTACHMENTS

- A copy of the final trial balance and adjusting journal entries in order to update the accounting records.

If you have any questions or if we can be of any further assistance, please do not hesitate to contact us.

Yours truly,

Brendan Hobal, CPA, CA
Partner
(780) 670 2818

Enclosures

Financial Information of

UNIVERSITY OF ALBERTA INNOVATION FUND LTD.

And Compilation Engagement Report thereon

Year ended March 31, 2025

KPMG LLP
2200,10175-101 Street
Edmonton, AB T5J 0H3
Canada
Telephone 780 429 7300
Fax 780 429 7379

COMPILATION ENGAGEMENT REPORT

To the Board of Directors of University of Alberta Innovation Fund Ltd.

On the basis of information provided by management, we have compiled the balance sheet of University of Alberta Innovation Fund Ltd. as at March 31, 2025, the statement of operations and deficit for the year then ended, and Note 1, which describes the basis of accounting applied in the preparation of the compiled financial information and, if applicable, other explanatory information ("financial information").

Management is responsible for the accompanying financial information, including the accuracy and completeness of the underlying information used to compile it and the selection of the basis of accounting.

We performed this engagement in accordance with Canadian Standard on Related Services (CSRS) 4200, *Compilation Engagements*, which requires us to comply with relevant ethical requirements. Our responsibility is to assist management in the preparation of the financial information.

We did not perform an audit engagement or a review engagement, nor were we required to perform procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an audit opinion or a review conclusion, or provide any form of assurance on the financial information.

Readers are cautioned that the financial information may not be appropriate for their purposes.

KPMG LLP

Chartered Professional Accountants

Edmonton, Canada

October 17, 2025

UNIVERSITY OF ALBERTA INNOVATION FUND LTD.
Balance Sheet

March 31, 2025, with comparative information for 2024

	2025	2024
Assets		
Current assets:		
Cash	$ 164,603	$ 705,848
Contract fees receivable	197,785	-
GST receivable	5,863	2,226
	$ 368,251	$ 708,074
Liabilities and Shareholder's Equity		
Current liabilities:		
Accounts payable	$ 41,109	$ 10,066
Accrued payroll expenses	4,854	60,168
	45,963	70,234
Shareholder's equity:		
Share capital	1,000,000	1,000,000
Deficit	(677,712)	(362,160)
	322,288	637,840
	$ 368,251	$ 708,074

See accompanying note to financial information.

UNIVERSITY OF ALBERTA INNOVATION FUND LTD.

Statement of Operations and Deficit

Year ended March 31, 2025, with comparative information for 2024

		2025		2024
Revenue	$	188,366	$	-
Expenses:				
Management salaries		243,429		-
Salaries and benefits		204,157		292,867
Professional fees		19,414		47,095
Insurance		16,242		3,340
Dues and Subscription		7,928		1,154
Meals and entertainment		5,869		2,825
Travel		4,020		704
Office and general		1,864		785
Advertising		967		154
Interest and bank charges		28		111
Subcontracting		-		13,125
		503,918		362,160
Loss, being deficit, end of year		(315,552)		(362,160)
Deficit, beginning of year		(362,160)		-
Deficit, end of year	$	(677,712)	$	(362,160)

See accompanying note to financial information.

UNIVERSITY OF ALBERTA INNOVATION FUND LTD.

Note to Financial Information

Year ended March 31, 2025

1. Basis of accounting:

The basis of accounting applied in the preparation of the financial information is on the historical cost basis, reflecting cash transactions with the addition of the following:

- Contract fees receivable are recorded on an accrual basis;
- Goods and services tax recoverable are recorded on an accrual basis;
- Accounts payable and accrued payroll expenses are recorded on an accrual basis; and
- Current income taxes payable are recorded as at the reporting date.

University of Alberta Innovation Fund
Year End: March 31, 2025
Financial Statement Grouping

Prepared by	Reviewed by TA	Reviewed by BH
PMT 7/21/2025	TA 8/6/2025	

G1

Account	Prelim	Adj's	Rep	Rep 03/24	%Chg
1000 Chequing	164,602.71	0.00	164,602.71	705,848.10	**(76.68)**
10100 Cash/Bank indebtedness (FLIP)	**164,602.71**	**0.00**	**164,602.71**	**705,848.10**	**(76.68)**
1080 Accounts receivable	197,784.66	0.00	197,784.66	0.00	**0.00**
10300 Trade receivable	**197,784.66**	**0.00**	**197,784.66**	**0.00**	**0.00**
2040 GST/HST Payable	6,205.20	(3,978.78)	2,226.42	2,226.42	**0.00**
2050 GST collected	0.00	(9,418.32)	(9,418.32)	0.00	**0.00**
2060 GST paid	0.00	13,054.74	13,054.74	0.00	**0.00**
11600 GST payable/receivable	**6,205.20**	**(342.36)**	**5,862.84**	**2,226.42**	**163.33**
2000 Accounts Payable (A/P)	(37,795.14)	0.00	(37,795.14)	(9,074.91)	**316.48**
2080 Vacation liability	(3,313.58)	0.00	(3,313.58)	(992.00)	**234.03**
20200 Accounts payable and accrued liabi	**(41,108.72)**	**0.00**	**(41,108.72)**	**(10,066.91)**	**308.35**
2020 Payroll liabilities	(3,526.37)	0.00	(3,526.37)	(16,639.29)	**(78.81)**
2030 Payroll taxes	(1,327.35)	0.00	(1,327.35)	(9,820.48)	**(86.48)**
2070 Advanced Payroll clearing	0.00	0.00	0.00	(33,708.09)	**(100.00)**
20400 Accrued payroll expenses	**(4,853.72)**	**0.00**	**(4,853.72)**	**(60,167.86)**	**(91.93)**
3700 Common Shares	(1,000,000.00)	0.00	(1,000,000.00)	(1,000,000.00)	**0.00**
30100 Common shares	**(1,000,000.00)**	**0.00**	**(1,000,000.00)**	**(1,000,000.00)**	**0.00**
3900 Retained Earnings	361,817.89	342.36	362,160.25	0.00	**0.00**
30400 Retained earnings	**361,817.89**	**342.36**	**362,160.25**	**0.00**	**0.00**
4010 Revenue #2	(188,366.34)	0.00	(188,366.34)	0.00	**0.00**
40900 Revenue	**(188,366.34)**	**0.00**	**(188,366.34)**	**0.00**	**0.00**
7000 Management salaries	243,428.57	0.00	243,428.57	0.00	**0.00**
60400 Management salaries	**243,428.57**	**0.00**	**243,428.57**	**0.00**	**0.00**
7180 Payroll processing fee	343.40	0.00	343.40	276.00	**24.42**
7190 Payroll Expenses	203,813.95	0.00	203,813.95	292,591.21	**(30.34)**
60500 Salaries and benefits	**204,157.35**	**0.00**	**204,157.35**	**292,867.21**	**(30.29)**
7500 Legal and professional fees	19,414.48	0.00	19,414.48	47,095.11	**(58.78)**
60700 Professional fees	**19,414.48**	**0.00**	**19,414.48**	**47,095.11**	**(58.78)**
7650 Office expenses	1,864.05	0.00	1,864.05	785.58	**137.28**
60800 Office and general	**1,864.05**	**0.00**	**1,864.05**	**785.58**	**137.28**
6050 Travel	4,019.66	0.00	4,019.66	704.28	**470.75**
61600 Travel	**4,019.66**	**0.00**	**4,019.66**	**704.28**	**470.75**

University of Alberta Innovation Fund
Year End: March 31, 2025
Financial Statement Grouping

Prepared by	Reviewed by TA	Reviewed by BH
PMT 7/21/2025	TA 8/6/2025	

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Account	Prelim	Adj's	Rep	Rep 03/24	%Chg
7450 Insurance	16,242.30	0.00	16,242.30	3,339.59	386.36
61800 Insurance	**16,242.30**	**0.00**	**16,242.30**	**3,339.59**	**386.36**
6400 Meals and entertainment	5,868.84	0.00	5,868.84	2,824.80	107.76
62000 Meals and entertainment	**5,868.84**	**0.00**	**5,868.84**	**2,824.80**	**107.76**
7700 Bank charges	27.50	0.00	27.50	110.51	(75.12)
62520 Interest and bank charges	**27.50**	**0.00**	**27.50**	**110.51**	**(75.12)**
6000 Marketing	967.11	0.00	967.11	153.80	528.81
62900 Advertising	**967.11**	**0.00**	**967.11**	**153.80**	**528.81**
7900 Dues and Subscriptions	7,928.46	0.00	7,928.46	1,154.37	586.82
63700 Dues and Subscription	**7,928.46**	**0.00**	**7,928.46**	**1,154.37**	**586.82**
6410 Subcontractors	0.00	0.00	0.00	13,125.00	(100.00)
63800 Subcontracting	**0.00**	**0.00**	**0.00**	**13,125.00**	**(100.00)**
	0.00	**0.00**	**0.00**	**0.00**	**0.00**
Net Income (Loss)	**(315,551.98)**		**(315,551.98)**	**(362,160.25)**	**(12.87)**

University of Alberta Innovation Fund Ltd.
Year End: March 31, 2025
Accounting Assistance Adjustments
Date: 4/1/2024 To 3/31/2025

Prepared by	Reviewed by TA	Reviewed by BH
PMT 7/21/2025	TA 8/6/2025	

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Number	Date	Name	Account No	Reference	Debit	Credit	Recurrence	Misstatement
1	3/31/2025	GST/HST Payable	2040			342.36		
1	3/31/2025	Retained Earnings	3900		342.36			
		To reconcile opening retained earnings.						
RC1	3/31/2025	GST/HST Payable	2040			3,636.42		
RC1	3/31/2025	GST collected	2050			9,418.32		
RC1	3/31/2025	GST paid	2060		13,054.74			
		To reclass GST account						
					13,397.10	**13,397.10**		

Net Income (Loss) **(315,551.98)**