

The following Motions and Documents were considered by General Faculties Council (GFC) at its March 19, 2012 meeting:

Agenda Title: **New Members of GFC**

APPROVED MOTION I: TO APPOINT/REAPPOINT

The following undergraduate student members elected by the Students' Union (SU) to the Board of Governors and appointed to GFC for terms that are concurrent with their terms on the Board (May 1, 2012 to April 30, 2013):

Colten Yamagishi	President, SU
Brent Kelly	SU Appointee

The following graduate student member elected by the Graduate Students' Association (GSA) to the Board of Governors and appointed to GFC for a term that is concurrent with her term on the Board (May 1, 2012 to April 30, 2013):

Ashlyn Bernier	President, GSA
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APPROVED MOTION II: TO RECEIVE

The following statutory undergraduate student members nominated by the Students' Union (SU) to serve on GFC for terms beginning May 1, 2012 and ending April 30, 2013:

Dustin Chelen	Vice-President (Academic), SU
Saadiq Sumar	Vice-President (Student Life), SU

The following statutory graduate student member nominated by the Graduate Students' Association (GSA) to serve on GFC for a term beginning May 1, 2012 and ending April 30, 2013:

Nathan Andrews	Vice-President (Academic), GSA
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Agenda Title: **Discrimination, Harassment and Duty to Accommodate Policy Suite (in UAPPOL)**

APPROVED MOTION: THAT General Faculties Council recommend to the Board of Governors the proposed Discrimination, Harassment and Duty to Accommodate Policy Suite, as submitted by the Office of the Vice-President (Finance and Administration) and as set forth in Attachments 1, 2, 3, and 4, and the (proposed) concurrent rescission of GFC Policy Manual Section 44 (Discrimination and Harassment Policy and Procedures and the University of Alberta Reasonable Accommodation Policy), all to take effect upon final approval.

Final Recommended Item: 5

Agenda Title: **University Encryption Procedure (in UAPPOL)**

APPROVED MOTION: THAT General Faculties Council recommend to the Board of Governors the proposed University Encryption Procedure (in UAPPOL), as submitted by the Office of the Provost and Vice-President (Academic) and as set forth in Attachment 1 and as amended, to take effect upon final approval.

Final Recommended Item: 6

Agenda Title: **Proposal to Change Collège Saint-Jean's Official Name to Centre collégial de l'Alberta, University of Alberta**

APPROVED MOTION: THAT General Faculties Council approve the proposal submitted by the Dean of Faculté Saint-Jean (FSJ) for the change of Collège Saint-Jean's official name to Centre collégial de l'Alberta, University of Alberta, to take effect upon final approval.

Final Item: 7

OUTLINE OF ISSUE

Agenda Title: **Discrimination, Harassment and Duty to Accommodate Policy Suite (in UAPPOL)**

Motion: THAT General Faculties Council recommend to the Board of Governors the proposed Discrimination, Harassment and Duty to Accommodate Policy Suite, as submitted by the Office of the Vice-President (Finance and Administration) and as set forth in Attachments 1, 2, 3, and 4, and the (proposed) concurrent rescission of GFC Policy Manual Section 44 (Discrimination and Harassment Policy and Procedures and the University of Alberta Reasonable Accommodation Policy), all to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Vice-President (Finance and Administration)
Presenters	Phyllis Clark, Vice-President (Finance and Administration); Patricia Clements, Chair, GFC 44 Working Group and Former Dean, Faculty of Arts; Margaret-Ann Armour, Associate Dean (Diversity), Faculty of Science; Sandra Kereliuk, Senior Administrative Officer, Office of the Vice-President (Facilities and Operations); and Wade King, Advisor, Office of Safe Disclosure and Human Rights
Subject	Discrimination, Harassment and Duty to Accommodate Policy Suite (in UAPPOL)

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	To recommend GFC's approval of the proposed Discrimination, Harassment and Duty to Accommodate Policy Suite and to receive for information the related documents.
The Impact of the Proposal is	To rescind and replace GFC Policy Manual Section 44 (Discrimination and Harassment Policy and Procedures and the University of Alberta Reasonable Accommodation Policy) with the newly-proposed Discrimination, Harassment and Duty to Accommodate Policy and Procedures. In the original policy, the Reasonable Accommodation policy was treated as a distinct policy because it was "added on" to the Discrimination and Harassment Policy. These provisions have been updated and folded into the Discrimination and Harassment Policy.
Replaces/Revises (eg, policies, resolutions)	GFC Policy Manual Section 44—Discrimination and Harassment Policy and Procedures and the University of Alberta Reasonable Accommodation Policy. To access this existing policy suite on line, go to: http://www.uofaweb.ualberta.ca/gfcpolicymanual/ .
Timeline/Implementation Date	If approved, the revised Policy Suite will be implemented on May 11, 2012 (ie, upon final approval by the Board of Governors).
Estimated Cost	N/A
Sources of Funding	N/A
Notes	Issues – Background: The policy suite will be taken through the governance process (both General Faculties Council and Board approval are required). Major changes to the policy include:

	<ol style="list-style-type: none"> 1. Clarity. The policy: <ol style="list-style-type: none"> a. clearly outlines discrimination, harassment, and duty to accommodate b. outlines responsibilities in this area of all members of the University community; and c. provides information on offices and resources provided by the University. 2. Definitions. The definitions have been revised, clarified, and made consistent with current language used by most agreements and recognized by law. The definition for harassment has been expanded to include bullying, sexual harassment, and racial harassment. Additional definitions have also been included for “respectful environment”, “informal resolution,” and “formal resolution”. 3. Language. First, the language has been revised to ensure compliance with the law. For example, the original policy distinguished between “direct discrimination” and “indirect.” That distinction no longer exists in law. Second, language was used, as much as possible, that was readily comprehensible to the University community, educational, and concise. 4. Procedures. Separate procedures for staff and students have been drafted and include information on both informal and formal resolutions (as appropriate). (The formal procedures are set out in the faculty and staff agreements and the Code of Student Behaviour.) 5. A proposed Letter of Understanding (LoU) on cross-jurisdictional complaints (involving NASA (Non-Academic Staff Association) and AASUA (Association of Academic Staff – University of Alberta) members) has been drafted by representatives of NASA, AASUA, and central administration. Work is proceeding to formally sign off on this LoU. If this occurs, this process will be recommended by NASA and AASUA to its members as a way of working to deal with complaints. 6. Organizational Updates – The Office of Safe Disclosure and Human Rights has been added as the initial point of contact for advice, concerns, and assistance.
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Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover, Dare to Deliver</i> , 2011 Comprehensive Institutional Plan (CIP)
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): Alberta's <i>Post-Secondary Learning Act (PSLA)</i> gives the Board of Governors the authority to “develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta” (Section 60(1)).</p> <p>Further, the Board of Governors “must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for [...] any other activities the board considers necessary or advantageous” (Section 19(e)).</p> <p>2. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives General</p>

Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and over student affairs (Section 31), including authority concerning "student discipline."

The *PSLA* also provides that GFC may make recommendations to the Board of Governors on a building program and related matters (Section 26(1) (o)). Section 18(1) of the *PSLA* give the Board of Governors the authority to make any bylaws "appropriate for the management, government and control of the university buildings and land." Section 19 of the *Act* requires that the Board "consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for (a) the support and maintenance of the university, (b) the betterment of existing buildings, (c) the construction of any new buildings the board considers necessary for the purposes of the university [and] (d) the furnishing and equipping of the existing and newly erected buildings [...] [...]" Section 67(1) of the *Act* governs the terms under which university land may be leased.

3. GFC Facilities Development Committee (FDC) Terms of Reference – Section 3. Mandate of the Committee: "[...]"

2. Delegation of Authority

Notwithstanding anything to the contrary in the terms of reference above, the Board of Governors and General Faculties Council have delegated to the Facilities Development Committee the following powers and authority:

A. Facilities

1. To approve proposed General Space Programmes (Programs) for academic units.
2. (i) To approve proposals concerning the design and use of all new facilities and the repurposing of existing facilities and to routinely report these decisions for information to the Board of Governors.
(ii) In considering such proposals, GFC FDC may provide advice, upon request, to the Provost and Vice-President (Academic), Vice-President (Facilities and Operations), and/or the University Architect (or their respective delegates) on the siting of such facilities. (GFC SEP 29 2003)

B. Other Matters

The Chair of FDC will bring forward to FDC items where the Office of the Provost and Vice-President (Academic) and/or the Office of the Vice-President (Facilities and Operations), in consultation with other units or officers of the University, is seeking the advice of the Committee."

4. UAPPOL Space Management Policy and Space Management Procedure: The respective roles of GFC FDC and the Vice-President (Facilities and Operations) with regard to institutional space management are set out in this Board-approved Policy and attendant

Procedure. To access this policy suite on line, go to:
www.uappol.ualberta.ca .

5. GFC Academic Planning Committee (APC) Terms of Reference:

“3. Mandate of the Committee

The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...] [T]he President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC. APC is also responsible to GFC for promoting an optimal learning environment for students and excellence in teaching, research, and graduate studies. (GFC 29 SEP 2003)”

6. GFC Campus Law Review Committee (CLRC) Terms of Reference – Section 3. Mandate of the Committee:

“E. Other GFC Regulations

From time to time the Chair of GFC CLRC will bring forward to GFC CLRC items where the Office of the Provost and Vice-President (Academic), in consultation with other units or officers of the University, is seeking the advice of the committee. These matters may include, but are not limited to, rules and regulations, other than discipline codes. (EXEC 02 MAY 2005)”

7. GFC Executive Committee Terms of Reference (Section 3./Mandate of the Committee): “To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council. [...]”

5. Agendas of General Faculties Council

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

With respect to recommendations from other bodies and other GFC committees, [...] the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment.”

8. Board Human Resources and Compensation Committee (BHRCC) Terms of Reference:

	<p>“3. MANDATE OF THE COMMITTEE</p> <p>Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to, and the Board delegates to the Committee responsibility and authority for, all policies and procedures affecting staff working conditions at the University and matters for collective bargaining and related service contracts. The Committee shall also consider any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing the Committee shall: [...]</p> <p>g) review and assess material changes to personnel policies of the University that are outside the regular collective bargaining process and consider trends affecting such policies.”</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Refer to Attachment 7—Proposed Discrimination, Harassment and Duty to Accommodate Policy Consultation Schedule
Approval Route (Governance) (including meeting dates)	GFC Executive Committee (March 5, 2012) – Recommend to General Faculties Council; General Faculties Council (March 19, 2012) – Recommend to the Board Human Resources and Compensation Committee (BHRCC); Board Human Resources and Compensation Committee (BHRCC) (April 24, 2012) – Recommend to Board of Governors; Board of Governors (May 11, 2012) – Final Approval
Final Approver	Board of Governors

Attachments:

Omnibus Attachment 1 (pages 1 – 48): Proposed Discrimination, Harassment and Duty to Accommodate Policy Suite (in UAPPOL) – Comprises Attachments 1 through 9 (Inclusive)

Prepared by: Sandra Kereliuk, Senior Administrative Officer, Office of the Vice-President (Finance and Administration), sandra.kereliuk@ualberta.ca

Go to:	[Overview]	[Purpose]	[POLICY]	[DEFINITIONS]	[RELATED LINKS]
This document is the parent policy for any associated procedures or appendices. Questions regarding this policy should be addressed to the Office of Administrative Responsibility.					

Discrimination, Harassment and Duty to Accommodate Policy

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

Overview

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

This policy is guided by the following principles:

1. **Equity**
Equity is about fairness: in access – to education, to employment – and in opportunity to succeed in these domains. As a guiding principle of this policy, equity reflects an understanding that the University of Alberta is an increasingly diverse community and that it will respect and value the differences of its members.
2. **Responsibility**
Responsibility for achieving a work, study, and living environment free of harassment and discrimination falls on every member of the University community. All members can reasonably expect to pursue their work and studies in a safe and respectful environment. Neither the University nor any members of the University community shall practice or condone any discriminatory or harassing conduct that adversely affects the pursuit of work and study or life on campus. Members of the University community who are aware of acts of discrimination or harassment are encouraged to take appropriate steps to stop the discriminatory or harassing behavior. Advice and assistance may be sought from anyone in a position of authority, such as a supervisor, instructor or administrator. More formal advice and assistance may be sought from the Office of Safe Disclosure and Human Rights (OSDHR), Student OmbudService (SOS), the

Association of Academic Staff University of Alberta (AASUA), the Non-Academic Staff Association (NASA), Health Promotion and Worklife Services (HPaWS), the Office of the Dean of Students and Specialized Support and Disability Services (SSDS).

3. Academic Freedom

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

Purpose

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

POLICY

1. DISCRIMINATION OR HARASSMENT

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

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

Any allegation of discrimination or harassment is a serious concern, and complaints will be addressed and resolved in a timely manner, whenever possible. Individuals who engage in harassing or discriminatory behaviours may be subject to disciplinary action. Individuals who have been adversely affected by harassing or discriminatory behaviours will be provided with an appropriate process for resolving their complaint.

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

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

2. DUTY TO ACCOMMODATE

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

The University is committed to academic excellence. Accommodation of students with disabilities neither requires nor implies that the University lower its academic standards. Nor does accommodation relieve the student of the responsibility to develop the essential skills and competencies required by programs.

Accommodation of members of the University community requires the University to take appropriate steps to eliminate discrimination resulting from a rule, practice or barrier that has a negative effect on a person with a need for accommodation. The University's duty to accommodate is far-reaching. However, the law recognizes that, in certain circumstances, a limitation on individual rights may be reasonable and justifiable if the University can show that the discriminatory practice, standard, decision or rule is a "bona fide requirement" (BFR) or a "bona fide occupational requirement" (BFOR). To justify a practice, standard, decision or rule as a BFR or BFOR, the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:

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

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

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

3. RESPONSIBILITIES

While it is a guiding principle of this policy that all members of the University community share responsibility for creating and maintaining a work, study, and living environment free of discrimination and harassment, the University recognizes the following particular responsibilities.

- a. Board of Governors, General Faculties Council and President
Through its Board of Governors, General Faculties Council and President, the University of Alberta is responsible, in particular, for:
 - i. Providing effective policy and procedures on discrimination and harassment, including those for **informal resolution** and **formal resolution**.
 - ii. Providing effective policy and procedures for reasonable accommodation, when and to the extent required by law, to members of the University community.
 - iii. Providing for review of this policy from time to time and as required.

b. The University of Alberta

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

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

c. Vice-Presidents, Deans, Directors and Chairs

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

- i. Working to inform themselves and members of the University community for whom they are responsible of the provisions of this Policy and supporting awareness about discrimination, harassment, and duty to accommodate issues.
- ii. Promoting and supporting the educational efforts of the University to make its members aware of discrimination, harassment, and duty to accommodate issues and of their responsibility under this policy.
- iii. Supporting, participating in, and ensuring that within their portfolios, reasonable accommodation is provided when and to the extent required by law. If the need for accommodation is evident, responsibility for providing it may exist even if the person requiring it does not self-identify. Vice-Presidents have specific responsibility for authorizing and providing funds to assess accommodation options and have them implemented.

- iv. Participating in processes aimed at resolving complaints of discrimination and harassment and supporting the determined remedy as appropriate under the agreed-upon terms.
 - v. Ensuring proper collection, retention of and access to accommodation records, which respects the privacy interests of the individual and the University's need for sufficient information to assess and implement accommodations.
- d. Supervisory Staff, Instructors and Students
- Supervisory staff, instructors and students are responsible for:
- i. Recognizing the responsibility of all members of the University community to understand discrimination, harassment, and duty to accommodate issues,
 - ii. Working in partnership towards ensuring respectful work and learning spaces and promoting awareness about issues related to discrimination, harassment, and duty to accommodate.
 - iii. Creating work and learning spaces in which members of the University community can raise questions about discrimination and harassment without fear of reprisal.
- e. Office of Safe Disclosure and Human Rights (OSDHR)
- The University employs a Safe Disclosure and Human Rights Advisor ["the Advisor"]. The Advisor's responsibilities include:
- i. Maintaining a safe, confidential and neutral space where members of the University can report concerns and/or make inquiries related to this Policy.
 - ii. Providing advice and information on policies and procedures relating to discrimination, harassment, and duty to accommodate to complainants, respondents, applicants for accommodation and members of the University community.
 - iii. Providing advice and/or referral services (including, but not limited to AASUA, NASA, Student OmbudService, Sexual Assault Centre, Specialized Support and Disability Services and Health Promotion and Worklife Services {HPaWS}) to any member of the University community who asks for help with a discrimination or harassment problem or with an application for accommodation.
 - iv. Developing and implementing an educational framework focused on preventing discrimination and harassment as well as informing or training members of the University community of the provisions of this Policy. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.
 - v. Monitoring, where possible, resolution processes undertaken to resolve matters that arise under this policy to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.
 - vi. Reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.

f. Specialized Support and Disability Services (SSDS)

i. For Students

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

- i. Evaluating the impact of the disability (based on formal documentation of disability and student information) in the context of meeting academic program requirements on a case by case basis.
- ii. Making recommendations, and coordinating implementation of, reasonable accommodation without compromising academic standards and in keeping with the University's policies and human rights legislation.
- iii. Promoting and advising on universal design and access to all areas of university life in which students with disabilities participate (such as classroom, lab and field experience learning, housing, recreation, electronic instruction and communication and university events).
- iv. Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.

ii. For Faculty and Staff

SSDS works in close liaison with the Student OmbudService, HPaWS, faculties, departments, and various other administrative units throughout the University to promote an inclusive and accessible teaching, research, and work environment for employees with disabilities and to advance recruitment initiatives consistent with the University's employment equity plan. To that end, the office:

- i. Promotes barrier-free workspaces and inclusive practices that accommodate disability.
- ii. Guides departments/units in understanding equity issues and the accommodation process.
- iii. Recommends specific accommodations which promote the individual's ability to meet work and professional competencies while diminishing impact of disability.
- iv. Facilitates or supports reasonable accommodation efforts and provides support to employees with disabilities and their supervisors and units.
- v. Provides consultation to, or referral of, faculty and staff members who experience difficulty meeting professional or work-related responsibilities due to disability.
- vi. Provides direct services such as communication support for deaf and hard of hearing employees, evaluation, training, and technical support with adaptive technology, access to materials in alternate format, loan of ergonomic furniture and equipment, and adaptive technology and software.
- vii. Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.

- viii. Works closely with the offices that provide human resource services, environmental health and safety services, safe disclosure and human rights services, and specific units in supporting faculty and staff members with disabilities.

g. **Additional Resources**

A large variety of additional specialized support services, such as the Sexual Assault Centre, the Aboriginal Student Services Centre, Student Legal Services and the Chaplain's Association, can provide information, counseling, and support to persons involved in issues of discrimination, harassment, and accommodation. For a complete listing, see [Additional Resources \(hyperlink\)](#). Those seeking advice or information as it pertains to University policy are encouraged to contact the Office of Safe Disclosure and Human Rights or the Student OmbudService which can also provide referrals to the support service units.

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

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲ Top	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Respectful Environment	The respectful environment is characterized by a shared commitment to civility and human dignity. It values and respects academic freedom and it welcomes a diversity of perspectives. It recognizes and rejects activities that are harmful to mutual respect and is committed to educating members of the University about respect in work, study, and living environments. The work, study and living environment extends beyond the University's campuses and properties and includes, but is not limited to, University-related functions, work or study assignments outside the University, work or study-related conferences or training sessions, work or study-related travel.
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.
Harassment	Conduct or comment, either one-time or repeated that: <ul style="list-style-type: none"> a) is demeaning, intimidating, threatening, or abusive; and b) is not trivial or fleeting in nature; and c) causes offence and should have reasonably been expected to

	<p>offend; and</p> <ul style="list-style-type: none"> d) serves no legitimate purpose for the work, study or living environment, and e) undermines authority or respect in the work, study or living environment, or impairs work or learning performance, or limits opportunities for advancement or the pursuit of education or research, or creates an intimidating, hostile or offensive work or learning environment. <p>Harassment includes <u>bullying</u>, which is a form of aggression that may include physical, verbal, or emotional abuse. Bullying poisons the work, study or living environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior, abuse of power, and/or unfair sanctions which make the individual feel threatened, humiliated, and/or vulnerable.</p> <p><u>Sexual Harassment</u> may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the target of the harassment. It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.</p> <p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p><u>Racial Harassment</u> involves unwanted or unwelcome comments, conduct or behavior that humiliates, intimidates, excludes or isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.</p>
<p>Duty to Accommodate</p>	<p>The duty to accommodate obligates the University to make reasonable adjustments, to the point of undue hardship or as required by law, to the delivery of services (including teaching and the method of evaluation) and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the Protected Grounds.</p>
<p>Accommodation</p>	<p>Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards,</p>

	<p>terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the Protected Grounds. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual. The process requires reasonable accommodation, not instant or perfect accommodation. The recipients of accommodation (e.g. students, faculty and staff) may be required to try different accommodation options. The University is required to provide reasonable accommodation up to the point of undue hardship.</p> <p>Accommodation of students neither requires nor implies that the University lower its academic standards. Nor does accommodation relieve the student of that student’s responsibility to develop the essential skills and competencies required by programs.</p>
<p>Protected Grounds</p>	<p>Discrimination is prohibited based on the following protected grounds:</p> <ul style="list-style-type: none"> a) race b) colour c) ancestry d) place of origin e) religious beliefs f) gender (including pregnancy and gender identity) g) physical disability h) mental disability i) marital status j) family status k) source of income l) sexual orientation m) age n) political beliefs; <p>or any other groups as amended from time to time.</p>
<p>Undue Hardship</p>	<p>The University has a duty to take reasonable steps to accommodate individual needs to the point of undue hardship. Undue hardship occurs when accommodation would create onerous conditions for the University.</p> <p>While undue hardship will be decided in the circumstances of each case, onerous conditions, including but not limited to the following, should be considered:</p> <ul style="list-style-type: none"> a) when there is a risk to the safety of others or a substantive risk of personal injury to the person seeking accommodation. b) when financial cost is such that a program or service would cease to exist due to the financial burden of the accommodation, or other circumstances where it would be unreasonable to expect the University to bear the costs of accommodation. c) When accommodation alternatives would result in lowering performance standards or in substantive job requirements being unmet. d) When the accommodation would be unduly disruptive to an

	<p>academic staff or collective agreement or cause substantial detrimental effect on other employees.</p> <p>e) When an educational accommodation would result in essential elements of a service or a program not being offered to other students, or cause a detrimental effect on other students, as a result of accommodating an individual or a group of students.</p> <p>All students are bound by the Code of Student Behaviour. Accommodation of students neither requires nor implies that the University lower its standards nor does accommodation relieve the student of their responsibility to develop the essential skills and competencies required by programs.</p>
Informal Resolution	<p>Informal resolutions are those that achieve remedies agreeable to complainants and respondents, but do not invoke formal resolution procedures. Informal resolutions involve the relevant parties, and may include coaching, counseling, supporting, mediating, or otherwise facilitating the resolution of the complaint. See procedures linked to this Policy.</p>
Formal Resolution	<p>Formal resolutions are effected through procedures described in the University's academic staff and collective agreements with AASUA and NASA, in the Code of Student Behaviour, in the Postdoctoral Fellows Policy or in the procedures linked to the Discrimination, Harassment and Duty to Accommodate Policy.</p>
Remedy	<p>The general purposes of a remedy are:</p> <p>a) to restore, as closely as possible, to a person whose complaint of discrimination or harassment has been sustained, the position she or he would have been in had the discrimination or harassment not occurred; and</p> <p>b) To prevent further acts of discrimination or harassment.</p> <p>A remedy will be appropriate to the individual case and severity of the finding of discrimination or harassment. It may include, but is not limited to, an apology, the creation of a policy, a promise or requirement to cease the behaviour, or a transfer.</p>
Complainant	<p>A complainant is a person who believes he or she has been a victim of discrimination or harassment and initiates a complaint against a member of the University community.</p>
Respondent	<p>A respondent is a member of the University community who has been accused of discrimination or harassment by a complainant.</p>

RELATED LINKS

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

Do not delete RELATED LINKS heading or above message. A list of all Procedures and Appendices for this POLICY will be generated here automatically at publication.

NOTE to SK: Provide other links to applicable legislation HERE

[Ethical Conduct and Safe Disclosure Policy](#) (UAPPOL)

[Helping Individuals at Risk Policy](#) (UAPPOL)

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

[Office of Safe Disclosure and Human Rights](#) (University of Alberta)

[Specialized Support and Disability Services](#) (University of Alberta)

[Human Resource Services](#) (University of Alberta)

[University of Alberta Protective Services](#) (University of Alberta)

[Discrimination and Harassment Complaint Guidelines for Students](#) (University of Alberta)

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

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

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

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

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

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

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

[Alberta Human Rights Act](#) (Government of Alberta)

[Employment Equity Act](#) (Government of Canada)

[Federal Contractors Program](#) (Government of Canada)

PUBLISHED PROCEDURES OF THE PARENT POLICY

[Duty to Accommodate Procedure](#) (UAPPOL)

[Discrimination and Harassment – Allegations Against Students Procedure](#) (UAPPOL)

[Discrimination and Harassment – Allegations Against Staff Procedure](#) (UAPPOL)

Further RELATED LINKS are optional. List hyperlinks to further information that the user may need to fully understand this POLICY. This may include links to other documents in UAPPOL, legislation, agreements, or external regulations. Links should only lead to the official publication source for these documents on a site that will always be current and updated (such as the Government of Alberta Queen's Printer site). List links in alphabetical order, indicating title of link and destination, as in the following examples:

Go to:	[Purpose]	[PROCEDURE]	[DEFINITIONS]	[FORMS]	[RELATED LINKS]
<p>This procedure is governed by its parent policy. Questions regarding this procedure should be addressed to the Office of Administrative Responsibility.</p>					

Duty to Accommodate Procedure

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

Purpose

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

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

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

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

PROCEDURE

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

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

1. THE PERSON REQUIRING ACCOMMODATION IS RESPONSIBLE FOR:
 - a. Reviewing the University’s [policy \(hyperlink\)](#) regarding accommodation, and in the case of an employee, the relevant provisions of any applicable collective or academic staff agreement;

VERSION #2 DRAFT DATE: January 17, 2012

PARENT POLICY: Discrimination, Harassment and Duty to Accommodation Policy*NOTE: This header will be removed for UAPPOL publication*

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

2. THE UNIVERSITY IS RESPONSIBLE FOR:

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

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

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

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- iii. The qualifications, educational program requirements or performance standards set by the University’s governing bodies, then the Office of the Dean (or delegate) for the Faculty should be consulted for advice, assistance or input.
- d. Doing what is required to provide accommodation to support an individual affected by discrimination, to the extent required by the law. For example, exceptions will be made for certain types of permissible discrimination recognized under the Alberta Human Rights Act such as age and marital status discrimination permitted for pension plans.

3. ALTERNATE AVENUES OF COMPLAINT

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

4. DOCUMENT RETENTION

- a. When produced, the University, through the offices of SSDS or HPaWS or the employee’s home department or unit, will retain written records, according to the University’s retention schedule and in accordance with legislation, of the:
 - i. request for accommodation, and the date required,
 - ii. options considered,
 - iii. form of accommodation offered to the affected individual and her or his response, and
 - iv. date the accommodation request was concluded, if applicable.

5. PRIVACY

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

6. APPEALS

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

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

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-

wide use. ▲Top	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students) and post-doctoral fellows.
Accommodation	<p>Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the Protected Grounds. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual. The process requires reasonable accommodation, not instant or perfect accommodation. The recipients of accommodation (e.g. students and staff) may be required to try different accommodation options. The University is required to provide reasonable accommodation up to the point of undue hardship.</p> <p>All students are bound by the Code of Student Behaviour. Accommodation of students neither requires nor implies that the University lower its academic standards. Nor does accommodation relieve the student of that student's responsibility to develop the essential skills and competencies required by programs.</p>
Undue Hardship	<p>The University has a duty to take reasonable steps to accommodate individual needs to the point of undue hardship. Undue hardship occurs when accommodation would create onerous conditions for the University.</p> <p>While undue hardship will be decided in the circumstances of each case, onerous conditions, including but not limited to the following, should be considered:</p> <ol style="list-style-type: none"> a) when there is a risk to the safety of others or a substantive risk of personal injury to the person seeking accommodation. b) when financial cost is such that a program or service would cease to exist due to the financial burden of the accommodation, or other circumstances where it would be unreasonable to expect the University to bear the costs of accommodation. c) When accommodation alternatives would result in lowering performance standards or in substantive job requirements being unmet. d) When the accommodation would be unduly disruptive to an academic staff or collective agreement or cause substantial detrimental effect on other employees. e) When an educational accommodation would result in essential

	<p>elements of a service or a program not being offered to other students, or cause a detrimental effect on other students, as a result of accommodating an individual or a group of students.</p> <p>Accommodation of students neither requires nor implies that the University lower its standards nor does accommodation relieve the student of their responsibility to develop the essential skills and competencies required by programs.</p>
<p>Duty to Accommodate</p>	<p>The duty to accommodate obligates the University to make reasonable adjustments, to the point of undue hardship or as required by law, to the delivery of services (including teaching and the method of evaluation) and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the Protected Grounds.</p>
<p>Protected Grounds</p>	<p>Discrimination is prohibited based on the following protected grounds:</p> <ul style="list-style-type: none"> a) race b) colour c) ancestry d) place of origin e) religious beliefs f) gender (including pregnancy and gender identity) g) physical disability h) mental disability i) marital status j) family status k) source of income l) sexual orientation m) age n) political beliefs; <p>or any other groups as amended from time to time.</p>
<p>Discrimination</p>	<p>A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.</p>

FORMS

There are no forms for this Procedure. Should a link fail, please contact uappol@ualberta.ca. [▲Top](#)

VERSION #2 DRAFT DATE: January 17, 2012

PARENT POLICY: [Discrimination, Harassment and Duty to Accommodation Policy](#)

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RELATED LINKS

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PUBLISHED PROCEDURES OF THE PARENT POLICY

[Duty to Accommodate Procedures](#) (UAPPOL)

[Discrimination and Harassment Procedures for Students](#) (UAPPOL)

[Discrimination and Harassment Procedures for Faculty and Staff](#) (UAPPOL)

RESOURCES TO ASSIST WITH APPLICATION

[Examples of Accommodation Measures and Assessing Undue Hardship](#) (University of Alberta)

[Alberta Human Rights Act](#) (Government of Alberta)

[Sample Form – Notification of Need for Accommodation, Clarification of Need and Outcome of Accommodation Request](#) (Canadian Human Rights Commission) *NOTE – Here is the link*
http://www.chrc-ccdp.ca/discrimination/apfa_uppt/page5-eng.aspx

[Reasonable Accommodation Fund](#) (University of Alberta)

[Financial Resources](#) (University of Alberta)

Go to:	[Purpose]	[PROCEDURE]	[DEFINITIONS]	[FORMS]	[RELATED LINKS]
This procedure is governed by its parent policy. Questions regarding this procedure should be addressed to the Office of Administrative Responsibility.					

Discrimination and Harassment – Allegations Against Students Procedure

Office of Administrative Responsibility:	Vice-Provost and Dean of Students
Scope:	Compliance with University procedure extends to all members of the University community.

Purpose

This procedure applies in cases in which a complaint of **discrimination** or **harassment** is brought against a student at the University of Alberta. This procedure also provides guidance for any party involved in such a complaint. The procedure for cases in which a complaint of discrimination or harassment is brought against a faculty or staff member can be found in the Discrimination and Harassment – Allegations Against Staff Procedure.

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

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

PROCEDURE

1. INFORMAL RESOLUTION

Informal resolution processes allow the participants a greater measure of control in the process and in the outcomes than is afforded by formal resolution processes. Depending on the nature of a specific case, informal procedures may not be an appropriate option for parties to pursue.

Resolution from an informal process may take many forms but the following aspects of the outcome of the process are consistent:

- a. All parties agree to the resolution;
- b. The resolution is documented in writing; AND
- c. The parties take ownership for the resolution and self-enforce the agreement.

The following list of resources may provide assistance with informal resolution of a discrimination or harassment complaint. Those seeking advice or assistance as it pertains to University policy are encouraged to contact the Office of Safe Disclosure and Human Rights or the Student OmbudService. Parties may contact one or more resource for assistance.

- The Office of Safe Disclosure and Human Rights
- Student OmbudService
- Faculty Relations
- Human Resource Services
- A department Chair or graduate Chair, or other official in a department
- Graduate Student Assistance Program
- University Health Centre
 - Student Counseling Services
 - Sexual Assault Centre
- University of Alberta Protective Services
- Student Success Centre
 - Specialized Support and Disability Services
- International Student Services
- Student Legal Services
- Aboriginal Student Services Centre
- Chaplains' Association

2. FORMAL RESOLUTION

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

The Code of Student Behaviour is the formal resolution mechanism for any complaint of discrimination or harassment raised against a student at the University of Alberta whether that complaint is raised by another student or by any member of the University community.

DEFINITIONS

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

Members of the University Community

All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students) and postdoctoral fellows.

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

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

FORMS

There are no forms for this procedure. Should a link fail, please contact uappol@ualberta.ca. [[▲Top](#)]

RELATED LINKS

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RESOURCES TO ASSIST WITH APPLICATION

[Discrimination and Harassment Complaint Guideline for Students](#) (UAPPOL)

[NASA Collective Agreement](#) (NASA)

[Faculty Agreement](#) (AASUA)

[Administrative and Professional Officer Agreement](#) (AASUA)

[Faculty Service Officer Agreement](#) (AASUA)

[Librarian Agreement](#) (AASUA)

[Sessional Agreement](#) (AASUA)

(NOTE: Need to set up *hyperlinks*)

Go to:	[Purpose]	[PROCEDURE]	[DEFINITIONS]	[FORMS]	[RELATED LINKS]
This procedure is governed by its parent policy. Questions regarding this procedure should be addressed to the Office of Administrative Responsibility.					

Discrimination and Harassment – Allegations Against Staff Procedure

Office of Administrative Responsibility:	Vice-Provost and Dean of Students Vice-Provost and AVP (Human Resources)
Scope:	Compliance with University procedure extends to all members of the University community .

Purpose

This procedure applies in cases in which a complaint of **discrimination** or **harassment** is brought against a faculty or staff member at the University of Alberta. This procedure also provides guidance for any party involved in such a complaint. The procedure for cases in which a complaint of discrimination or harassment is brought against a student can be found in the Discrimination and Harassment – Allegations Against Students Procedure.

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

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

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

PROCEDURE

1. SUPPORT STAFF COMPLAINTS

- a. Resolution procedures for support staff complaints, where the **complainant** and the **respondent** are both NASA members, are found in [Article 18](#) "Discrimination and Harassment Complaints" ([hyperlink](#)) of the Common Provisions of the NASA Collective Agreement.

2. ACADEMIC STAFF COMPLAINTS

- a. Resolution procedures for academic staff complaints, where the respondent is an AASUA member, are found in [Article 16](#) "Discipline" ([hyperlink](#)) of the AASUA Faculty Agreement, the Administrative and Professional Officer Agreement, the Faculty Service Officer Agreement, the Librarian Agreement, and in [Article 13](#) "Discipline" ([hyperlink](#)) of the Sessional and Other Temporary Staff Agreement, [Article 14](#) of the

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Contract Academic: Teaching Staff Agreement and [Article 16](#) of the Trust/Research Academic Staff Agreement.

3. ACADEMIC AND SUPPORT STAFF COMPLAINTS

- a. When the complainant and the respondent are from different bargaining units, the resolution procedures are found in the [Letter of Understanding \(hyperlink\)](#) between the University of Alberta, the Association of Academic Staff and the Non-Academic Staff Association, on Cross-Jurisdictional Formal and Informal Discrimination and Harassment Complaints.

NOTE: THIS IS CURRENTLY UNDER NEGOTIATION AND WILL BE INCLUDED ONLY IF AGREEMENT IS REACHED.

4. STUDENT COMPLAINTS

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

DEFINITIONS

<p>Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲ Top</p>	
Members of the University Community	<p>All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students) and post-doctoral fellows.</p>
Discrimination	<p>A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.</p>

<p>Harassment</p>	<p>Conduct or comment, either one-time or repeated that:</p> <ul style="list-style-type: none"> a) is demeaning, intimidating, threatening, or abusive; and b) is not trivial or fleeting in nature; and c) causes offence and should have reasonably been expected to offend; and d) serves no legitimate purpose for the work, study or living environment, and e) undermines authority or respect in the work, study or living environment, or impairs work or learning performance, or limits opportunities for advancement or the pursuit of education or research, or creates an intimidating, hostile or offensive work or learning environment. <p>Harassment includes <u>bullying</u>, which is a form of aggression that may include physical, verbal, or emotional abuse. Bullying poisons the living, working or studying environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior, abuse of power, and/or unfair punitive sanctions which make the individual feel threatened, humiliated, and/or vulnerable.</p> <p><u>Sexual Harassment</u> may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the target of the harassment. It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.</p> <p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p><u>Racial Harassment</u> involves unwanted or unwelcome comments, conduct or behavior that humiliates, intimidates, excludes and isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.</p>
<p>Informal Resolution</p>	<p>Those resolutions that achieve remedies agreeable to respondents and complainants, but do not invoke formal resolution procedures. Informal resolutions involve the relevant parties and many include coaching,</p>

	counseling, supporting, mediating or otherwise facilitating the resolution of the complaint.
Formal Resolution	Resolutions effected through procedures described in the disciplinary clauses or grievance procedures of the University’s academic staff agreements or collective agreement or with AASUA and NASA, in the Code of Student Behaviour, in the Postdoctoral Fellows Policy, or in other procedures linked to the Discrimination, Harassment and Duty to Accommodate Policy.
Natural Justice	<p>The University of Alberta strives to ensure that the principles of natural justice, as summarized below, apply to the adjudication of disputes between persons or organizations. For a full outline of the principles and how they are applied, employees should consult their applicable collective or academic staff agreement and students should consult the Code of Student Behaviour.</p> <p>The principles of natural justice include:</p> <ul style="list-style-type: none"> a) members of the University are entitled to representation by the Association to which they belong (AAS:UA, NASA, GSA, SU) or, in the case of students, by the Student OmbudService, Student Legal Services or other student advisors during any stage of the process; b) respondents have the right to know the identity of the complainant and details of a complaint; c) investigations will normally be completed in a timely manner ; d) complainants, respondents and witnesses will have protection from reprisals; e) complainants and respondents will have the opportunity to present information in support of their positions and to defend themselves against allegations; and f) complainants and respondents have the right to receive clarification of the investigator’s findings, if needed. <p>Unless otherwise noted in the applicable collective or academic staff agreement or the Code of Student Behaviour, this policy does not confer any rights upon complainants or respondents to examine or cross-examine witnesses.</p>
Complainant	<ul style="list-style-type: none"> a. A person who believes they have been a victim of discrimination or harassment and initiates a complaint, or b. The Union or the Employer when making a complaint under <u>Article 18</u> of the NASA agreement.
Respondent	<ul style="list-style-type: none"> a. A person who has been accused of discrimination or harassment by a complainant, or

VERSION #2 DRAFT DATE: January 17, 2012

PARENT POLICY: [Discrimination, Harassment and Duty to Accommodation Policy](#)

NOTE: This header will be *removed* for UAPPOL publication

	b. The Union or the Employer under Article 18 of the NASA agreement.
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FORMS

There are no forms for this procedure. Should a link fail, please contact uappol@ualberta.ca . [▲Top]

RELATED LINKS

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[NASA Collective Agreement](#) (NASA)

[Faculty Agreement](#) (AASUA)

[Administrative and Professional Officer Agreement](#) (AASUA)

[Faculty Service Officer Agreement](#) (AASUA)

[Librarian Agreement](#) (AASUA)

[Sessional Agreement](#) (AASUA)

(NOTE: Need to set up *hyperlinks*)

PUBLISHED PROCEDURES OF THE PARENT POLICY

[Duty to Accommodate Procedures](#) (UAPPOL)

[Discrimination and Harassment – Allegations Against Students Procedure](#) (UAPPOL)

[Discrimination and Harassment – Allegations Against Staff Procedure](#) (UAPPOL)

(NOTE: Need to set up *hyperlinks*)

Examples of Accommodation Measures

There can be no complete list of the type of action the duty to accommodate may require. What is required in any situation will depend on the particular needs of the individual involved, the nature of the work, position, service or facility at issue, what changes are required in order to meet the specific needs of the individual, what changes are reasonably possible as well as the resources of the institution. Nevertheless, some examples of accommodation measures include:

1. Adapting the physical environment to the needs of the individual including the acquisition or modification of premises, equipment or devices or the provision of human support such as qualified readers or interpreters. This may be as simple as using four blocks to raise the height of a desk to accommodate wheelchair access.
2. Modifying the rule or program requirements, for example permitting a physically disabled person who requires the accommodation a reasonable amount of additional time within which to complete a program or course requirement, or making arrangements for a student to make up work or exams missed by reason of religious observance.
3. Modifying job duties to remove non-essential tasks, shifting certain duties to other employees, re-assigning the employee to another available job for which he or she is qualified either temporarily or perhaps permanently.
4. Permitting the use of accrued vacation leave, providing additional unpaid leave or agreeing to the reasonable alteration of work schedules.
5. Changing work schedules so that individuals may participate in the rites associated with their religious faith.
6. Permitting an individual the opportunity to obtain and use equipment, aids or services that the University itself is not required to provide.

Reasonable accommodation does not include:

1. Creating a position that did not previously exist for an employee who is incapable of performing the essential functions of his or her own job or of any other available position. However, an alternate available position that already exists is not creating a new position.
2. Retaining an employee incapable of performing the available work to acceptable levels.
3. Shifting the essential functions of a position to another employee; leaving the affected employee to perform non-essential functions with limited business or productive value to the employer.
4. Providing extensive and costly retraining to enable the employee to perform available work.

5. Modifying educational programs or admission or performance requirements where the integrity of the educational standards of the University or its degrees would be compromised.

Assessing Undue Hardship

The duty to accommodate extends only to the point of undue hardship. Undue hardship has been interpreted to mean undue expense or excessive disruption of or interference with the business or operation. In assessing undue hardship, relevant factors include:

1. Financial costs;
2. Business or institutional convenience/efficiency;
3. Disruption of a collective agreement (however, an employer and union cannot contract out of human rights legislation; the agreement cannot absolve the parties of the duty to accommodate; but it can be relevant in assessing the degree of hardship caused by interference with its terms);
4. Disruption to the public;
5. The effect or impact on the rights, health, safety or morale of others;
6. Interchangeability of the work force or of the facility;
7. Size and resources of the institution; and
8. Health and safety considerations including the nature and magnitude of the risk and the identity of those who bear it.

Discrimination and Harassment Complaint Guidelines for Students

University of Alberta

Informal resolution and formal resolution procedures for complaints of discrimination and harassment are provided to ensure an established process for the management of complaints.

Informal resolution and formal resolution procedures will be applied according to the University of Alberta's negotiated investigative, disciplinary or grievance procedures as contained in its agreements with the Association of Academic Staff (AASUA) the Non-Academic Staff Association (NASA), the Code of Student Behaviour and any applicable contracts.

To assist in understanding these processes, this [Discrimination and Harassment Complaint Guidelines for Students](#) is provided. **If an instance arises where there is a conflict between the guideline and any collective agreement, applicable contract or the Code of Student Behaviour, the collective agreement, applicable contract or Code of Student Behaviour will apply.**

Initial Steps/Preparation

1. If a student believes that he/she has been, or may have been, subject to discrimination or harassment by a staff member or a fellow student at the University, the first step is to record the time, place, nature of the behaviour, and names of all people involved. Keep this record in a safe place. This documentation may be very useful later, and it will also help the student to clarify what happened.
2. If, and only if, the student feels safe doing so, he/she can speak respectfully but directly to the person whose behaviour is affecting him/her. Many issues may be resolved this way, but the student should not feel compelled to attempt this before first seeking advice from a support service.
3. Students are encouraged to discuss their concern with an advisor at the Student OmbudService, the Sexual Assault Centre or the Office of Safe Disclosure and Human Rights (*check the UofA website for location and contact information*). This conversation should help the student to consider:
 - a. whether the matter meets the definition of harassment or discrimination,
 - b. whether the student can or should approach the person directly and how to best broach the topic,
 - c. establish if anyone else should be made aware of the complaint, and
 - d. determine if the matter should be brought forward through the informal or formal resolution process.

A. Informal Resolution Process

1. Complaints seeking an informal resolution should make their complaint in either written or oral form and direct it to the supervisor of the staff member.

- a. For instructional staff, this will be the Chair of the department in which the course is taught.
 - b. For other University employees, the advisor (at the Student OmbudService, the Sexual Assault Centre or the Office of Safe Disclosure and Human Rights) can assist in determining the appropriate recipient of the complaint.
2. Upon receipt of the complaint, the supervisor shall, in consultation with the complainant, determine what options for resolution exist and which should be pursued.
 - a. Resolutions include, but are not limited to:
 - i. Notification of effect/impact of behaviour
 - ii. Mediation
 - iii. Verbal or written reinforcement of behavioural expectations
 - iv. Options for coaching or educational programs
3. Students should note that the University takes seriously complaints of harassment and discrimination and will take steps to endeavor that no penalty, academic or otherwise, results from pursuing a resolution to such an issue. These steps can be discussed with the supervisor. Alternately, the University also recognizes the serious nature of allegations of discrimination and harassment that are made in bad faith and may take disciplinary action should allegations of discrimination or harassment be shown to be malicious, frivolous, fraudulent or vexatious.
4. The respondent will be informed of the nature of the complaint against him/her and the form of resolution sought by the complainant.
5. The supervisor will attempt to ensure that an appropriate resolution occurs within a reasonable timeline.
6. The supervisor will notify the complainant of whether or not the planned resolution was carried out.
7. If the complaint is disputed, the initial complainant may ask that the formal process be initiated.
8. If the complainant is not satisfied with the information resolution, he/she may ask the supervisor or his/her advisor what alternate forms of resolution exist; or begin the formal complaint process.
9. The supervisor may determine that the alleged violation requires a formal complaint, and either the supervisor or his/her unit may act as complainant. In such cases, the supervisor should make this determination with regard to his/her responsibility to create and maintain a safe environment. He/she may also consult with the Office of Safe Disclosure and Human Rights.

B. Formal Resolution Process

1. The student may contact the Student OmbudService or other university support unit for guidance in writing a formal complaint.
2. The written copy of the complaint must be directed to the Intake Officer at the Office of Safe Disclosure and Human Rights.
3. The complaint should include the time, location, nature and a description of the event(s.)

4. The Intake Officer shall:
 - a. determine the applicability of the *Discrimination, Harassment and Duty to Accommodate Policy* and, if the allegation were true, whether it would constitute a violation of this policy,
 - b. determine if the complaint falls within the allowed time period (in exceptional cases the time limit may be waived)¹, and
 - c. review the written complaint to ensure it is documented properly, and assist the complainant to this end as appropriate.
5. When the Intake Officer has determined the complaint is complete as written, he/she will forward the complaint to the Provost or appropriate Vice President.
6. On receipt of the written complaint, the Provost or appropriate Vice President will send a copy to the named respondent. The respondent may submit a written statement in response to the complaint.
7. All written communication with the complainant and/or the respondent shall be sent by double registered mail to each party's last known residential address as provided to the University and, when appropriate, by delivery to the party's departmental address.
8. The Provost or appropriate Vice-President will meet, separately, with the complainant and his/her advisor and the respondent and his/her advisor to determine whether to go forward with the investigation.
9. The Provost or appropriate Vice President may decide to authorize an investigation, to not authorize an investigation or to refer the matter to mediation. The complainant and respondent shall be informed of this decision in writing.
10. If an investigation is authorized, the Provost or appropriate Vice President will designate an investigator.
11. The investigator will investigate the complaint and matters arising from and relating to the complaint (for example, retaliation). The investigator may meet with the complainant, the respondent or other individuals who may have relevant information. (The complainant and respondent have the right to bring an advisor to the meeting.)
12. Upon completion of the investigation, the investigator will submit a report to the Provost or appropriate Vice President. A copy of the report will also be sent to the complainant and to the respondent.
13. Within ten (10) working days of the date that the investigator's report was delivered, the complainant and the respondent may make written responses to the report, to be sent to the Provost or appropriate Vice President.
14. Upon review of the report and any written responses, the Provost or appropriate Vice President will determine if there has been a violation of the *Discrimination, Harassment and Duty to Accommodate Policy*.

¹ A discrimination complaint must be submitted within one year after the alleged contravention occurs. A harassment complaint must be submitted within six months after the alleged conduct or comment occurs. The time period for filing such a complaint may be extended to one year after the alleged conduct or comment occurs, provided the complainant produces compelling evidence, including documentation, demonstrating that he/she was unable to file the complaint within six months (e.g. – medically unable to proceed, death in the immediate family, etc.)

15. If a violation of the policy is found to have occurred, the Provost or appropriate Vice President shall consult records of the staff member to determine if there have been previous violations of a similar nature. Only when considering the appropriate sanction may previous violations be taken into account.
16. The Provost or appropriate Vice President shall authorize appropriate remedy and may impose discipline.
 - a. Options for remedy or discipline include but are not limited to:
 - i. List to be provided by NASA and AASUA
17. The Provost or appropriate Vice President will inform the complainant, respondent, and respondent's supervisor of the decision in writing.

**Proposed Discrimination, Harassment and Duty to Accommodate Policy Suite
Consultation Schedule**

Stakeholder	
	<i>(Feedback Received/Integrated)</i>
AASUA	P Defraeye, Equity Committee Chair, B Renke, R McKown
NASA	G Rajotte, R Eccles, K Collins
Graduate Students Association	T Korassa, H Hogg
Students’ Union	Rory Tighe, B Richardson
General Counsel	B Hamdon, M Strauss
Campus Security	B Mowbray
Dean of Students & Units reporting to Dean of Students	Including HPaWS, SSDS, Student Judicial Affairs, Graduate OmbudService, Student Ombudservice, Sexual Assault Centre
Vice-Provost and AVP (Human Resources) and Units reporting to AVP	Including Employment Equity, Human Resource Consulting, Employee Relations, Staff Learning & Development
Office of the Provost	Faculty Relations (J Spark, M Strong, D Herman), K Brough
SD&HR Advisor & HIAR Advisor	W King and K Fowler
Senior Administrative Officers	K Moore, M Paul, A Smith, V Whiting, G Bianchi
President & Vice-Presidents	Dr I Samarasekera, Dr C Amrhein, Dr L Babiuk, P Clark, D Hickey, D Pozega Osburn
Others	Dr L Gottell, Dr M Smith
Committee Consultation	Strategic Initiatives Group, Executive Planning Committee, Administrative Strategic Council, GFC – APC, FDC, CLRC (Via Email – Deans Council, PACC and GFC-ASC)
Other Universities	Including UBC, U of Calgary, Concordia University, Cornell University, University of Lethbridge, University of Manitoba, Princeton University, University of Saskatchewan, York University, University of Toronto, McGill University

Members of the GFC 44 Working Group

Dr. Patricia Clements (Chair), Former Dean of Arts

Dr. Jo-Ann Wallace (Vice-Chair), Professor and Chair, Women’s Studies and Member, AASUA Equity Committee

Dr. Margaret-Ann Armour, Associate Dean, Diversity, Faculty of Science

Donna Fong, Research Administrator, Population Research Lab

Dr. Jennifer Kelly, Associate Professor, Educational Policy Studies

Brock Richardson (formerly, Ombudsperson, Student OmbudServices)

Sandra Kereliuk, Senior Administrative Officer, Office of the VP(Finance & Administration)

Note: Michael Phair (University Relations), Dr. Rob Appleford (Arts) and Colleen McMorran (GSA) also served on this committee throughout 2010.



28 November 2011

Sandra Kereliuk
Senior Administrative Officer, Office of the Vice-President (Finance & Administration)
1-3D University Hall
University of Alberta
Edmonton, Alberta T6G 2J9

Dear Ms Kereliuk,

The Association of Academic Staff University of Alberta has prepared the following response to GFC Policy 44, Discrimination, Harassment and Duty to Accommodate Policy, Version 1, drafted 11 October 2011 (herein referred to as the "Proposed Policy") and the accompanying Procedures.

1. **Editorial change:** Proposed Policy, pg 1, OVERVIEW, Section 2 RESPONSIBILITY: line 5, change "discriminating" to "discriminatory" to make usage consistent with rest of document ("discriminating" has meaning of "discerning", "judicious", "perceptive", obviously not what is intended here).

2. **Addition:** Proposed Policy, pg 1, OVERVIEW, Section 2 RESPONSIBILITY: last line, after "take appropriate steps to stop the discriminatory or harassing behavior [sic]" add the steps that the University expects bystanders (those "who are aware . . .") to take to stop discriminatory or harassing behaviour.

Comment: Like the University's current Policy, the Proposed Policy indicates that "[m]embers of the university community who are aware of acts of discrimination or harassment are expected to take appropriate steps to stop the discriminatory or harassing behaviour". However, whereas under the current Policy, individuals who are aware of acts of discrimination or harassment may act as complainants, under the Proposed Policy only the University or the individuals subject to acts of discrimination or harassment may issue a complaint. Given that individuals have a responsibility to help stop discriminatory or harassing behaviour but cannot access the complaint procedures in the Policy Suite, it is not clear what steps the University believes to be appropriate to stop discriminatory or harassing behaviour.

The AASUA recommends that the Proposed Policy be revised in regard to the responsibilities of supervisory staff, instructors and students to indicate what kinds of steps can be taken to fulfill their responsibility to stop discriminatory or harassing behaviour that they are aware of (this would involve expanding Proposed Policy, Section 3, sub-section c). For example, individuals

1

aware of harassing or discriminatory behaviour could be directed to report such conduct to a specific person at the University, such as the Safe Disclosure and Human Rights Advisor (referred to in Proposed Policy, Section 3, sub-section d). The concern of the AASUA arising from the Proposed Policy is that (non-management) supervisory staff, instructors and students who are aware of harassing or discriminatory behaviour, but are unsure what steps to take about it and do nothing, could potentially be subject to discipline for failing to comply with the Proposed Policy. In the alternative, the last sentence of this section of the Proposed Policy could be revised to indicate that non-management “[m]embers of the university community who are aware of acts of discrimination or harassment are encouraged [vice “expected”] to take appropriate steps . . .” but would not be subjected to discipline pursuant to the Proposed Policy for failure to do so.

3. **Wording change:** Proposed Policy, pg 2, OVERVIEW, Section 3 Academic Freedom: the wording of this section addresses teaching, research, artistic creations, and public debate, but omits any reference to Service; Article 2 of the Faculty Agreement contains a different definition of Academic Freedom (“The parties to this agreement subscribe to the principles of academic freedom, that is, the right to examine, to question, to teach, to learn, to investigate, to speculate, to comment, to criticize without deference to prescribed doctrine. Academic freedom does not confer legal immunity; nor does it diminish the obligation of members to meet their responsibilities to the University as set out in Article 7 (University responsibilities)"); the AASUA recommends that the Proposed Policy defer to the definition in the Faculty Agreement.

Comment: The AASUA expresses concern over reports from our members of what appear to be increasingly frequent statements by University officers that omit Service from the key responsibilities of the professoriate; as per 7.02.1(c) of the Faculty Agreement, Service is identified as one of the three areas of responsibility for faculty members.

4. Proposed Policy, pg 2, POLICY, Section 1 DISCRIMINATION OR HARASSMENT:
- a. **Editorial change:** in the title, change “OR” to “AND”, this section addresses both subjects;
 - b. **Editorial change:** second para, first line, change “reprisals” to “reprisal”, when speaking in generality (rather than a set of discrete actions) “reprisal” is singular;
 - c. **Wording change:** second para, first line, delete “in good faith”; given that the determination of whether a complaint was or was not made in good faith rests with the University and given that as per the fourth para of this section, the University has the authority to pursue disciplinary action in such a case if deemed appropriate, “retaliation or reprisal” against a complainant or witness should not be permitted under any circumstances.
 - d. **Addition:** second para, second line, add new sentence: “Individuals who engage in retaliation may be subject to disciplinary action.” This addition is to give the prohibition “teeth” and make it consistent with similar statements regarding the possible consequences to those engaging in harassment and discrimination (in the third para) and bad faith complaints (in the fourth para).

5. **Needs a significant re-write:** Proposed Policy, pgs 2-3, POLICY, Section 2 DUTY TO ACCOMMODATE (N.B., these comments also address the definitions of Accommodation on pg 9 and Undue hardship on pg 10, and the accompanying Duty to Accommodate Procedure).

- a. **Issues in the Proposed Policy affecting members who require accommodation.**
Due to the complexity of the interrelationship of the policy on pgs 2-3 and the definitions on pgs 9-10, all of these matters will be dealt with together. The general policy statement contained at pgs 2-3 of the Proposed Policy sets out the *Meiron* test but without placing any emphasis on the need to conduct an individual assessment of the accommodation needs of an employee or student. This omission is corrected in the definition of Accommodation on pg 9 of the document where the Policy states: "Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual." However, that statement makes no mention of the role of the Association (or the union) as being equal partners in the accommodation process, along with the employee and University. The AASUA believes that the statement should be amended to read: "[a]ccommodation is a shared responsibility among the University, the individual in need of accommodation, and the organization and/or trade union representing the individual . . ."

In addition, the definition of Undue Hardship on pg 10 appears to be legally inaccurate. The factors that may be considered in assessing whether the proposed accommodation would constitute undue hardship have been stated in the *Meiron* case and subsequent Supreme Court cases as including the following:

- financial cost of the possible method of accommodation;
- relative interchangeability of the workforce and facilities;
- prospect of substantial interference with the rights of other employees.

The factors are to be applied "with common sense and flexibility in the context of the factual situation presented in each case." *Chambly*, [1994] 2 S.C.R. 525 at p. 546. Other factors would be appropriate for education-based accommodations.

The AASUA would be reluctant to agree that the factors set out in the definition of Undue Hardship on pg 10 of the Proposed Policy would constitute "undue hardship." For instance, the Proposed Policy refers to "when accommodation alternatives would result in lowering performance standards or in substantive job requirements being unmet" as an example of "onerous conditions." Taken literally, this would mean that any period of illness and/or disability leave could result in a non-discriminatory termination because the faculty member would be unable to meet the substantive job requirements, i.e. teach, do research and attend to faculty service work. The "undue hardship" test requires more balancing of the needs of the individual against the needs of the organization and other employees and/or students. The AASUA would be reluctant to agree to more in the definition of "undue hardship" than what has been set out by the Supreme Court in the above decisions. We are also not aware of any Supreme Court decision that uses the term "onerous condition" in describing "undue hardship."

- b. Issues in the Accommodation Procedure affecting members who require accommodation. In the AASUA's view, the Accommodation Procedure needs some additional, detailed work. For instance, it doesn't address the following:
- the role of the Association as an equal partner in arriving at accommodation decisions;
 - the privacy concerns of the member in disclosing information concerning a disability;
 - the selection of experts for an assessment of disability and related accommodation needs;
 - details of the obligations on members to meet performance standards once the accommodation is provided;
 - detailed appeal provisions including the right to file grievances and/or human rights complaints if the University fails in its obligations to accommodate a member;
 - the chain of command related to requests for disclosure (i.e. can the member go directly to HPAWS without seeking out his or her chair or dean?); and
 - inter-bargaining unit accommodation issues (i.e. dropping into another bargaining unit).

It is relevant to note that other large public sector employers have entered into extensive agreements with their unions over the process and procedures used to accommodate disabled employees in the workplace. One example is the City of Edmonton's "Duty to Accommodate Framework Agreement." While the University setting has different characteristics and needs than a municipal setting, it may be useful to consider the general approach to the accommodation issues taken by this employer. The Civic Unions and the City of Edmonton engaged Andy Sims to assist in developing the Accommodation Framework; a copy of the "Duty to Accommodate Framework Agreement" between the City of Edmonton and multiple other parties is attached in this regard.

6. **Wording change:** Proposed Policy, pg 4, POLICY, Section 3 RESPONSIBILITIES, sub-section "a", sub-sub-section viii, line 2, after "create awareness of this policy" change "are made available to" to "provided to"; employers have a responsibility to be proactive in providing all employees with education and awareness in regard to these policies.

7. **Addition:** pg 4, Proposed Policy, POLICY, Section 3 RESPONSIBILITIES, sub-section "b", line 5, after "free of discrimination and harassment" add "Any officer of the University with special administrative responsibility to uphold this policy who is aware of harassment or discrimination and fails to take appropriate steps to stop the discriminatory or harassing behaviour may be subject to disciplinary action."

Comment: These management-level officers of the University not only have "special administrative responsibility" but they have the authority to act and therefore need to be held accountable for failure to exercise that authority.

8. Proposed Policy, pgs 7-10, DEFINITIONS (note that these definitions also appear, usually in identical form, in the Procedures accompanying the Proposed Policy, therefore these comments also apply to the definitions within those Procedures):

- a. **Wording changes:** Members of the University Community (pg 7): unless the term “lecturer” is being used here to refer to some grouping other than the CAST employees on long-term contracts who are employed under that title (who are academic staff), it should either be removed or qualified (e.g., “guest lecturer” or “visiting lecturer”); there are also categories that are variously called “visiting professors” or “visiting scholars” who should be included in the list; “post-doctoral fellows” are not students and should not be inside the parentheses, while the two categories of students (i.e., undergraduate students and graduate students) do not capture all the student types who are subject to the Code of Student Behaviour and this policy.

Comment: The Code of Student Behaviour defines a student as “a person who is or has been registered as a Student at the University whether or not for credit and includes current Undergraduate and Graduate Students, former Students, and graduates who have received a Degree, diploma or certificate from the University” and indicates that “This Code applies to all conduct by a Student or by Students that has a real and substantial link to the University, University Activities, the University Community, or University-related Functions, whether or not the conduct occurred on or in relation to University property.” These definitions from the Code of Student Behaviour should be incorporated into the Proposed Policy to ensure consistency between the Proposed Policy and the Code.

- b. **Needs a significant re-write:** Respectful Environment (pg 7): recommend that the Proposed Policy be revised to include a definition of the term “work, study, and living environment,” in addition to the term “Respectful Environment,” with particular attention to the scope of the Proposed Policy’s application beyond the University’s physical campus to both community settings and cyberspace.

Comment: Both the Proposed Policy and the University’s current Discrimination and Harassment Policy focus on achieving a “work, study and living environment” free of harassment and discrimination. However, this term is not defined in either the current Policy or the Proposed Policy, although the current Policy does indicate that:

...discrimination and harassment in the work, study and living environment includes, but is not limited to: discrimination and harassment at the University of Alberta, at University-related functions, in the course of work or study assignments outside the University, at work or study-related conferences or training sessions, during work or study-related travel, or over the telephone or computer. (44.4 Application)

While the Proposed Policy does define the term “Respectful Environment,” the focus of this definition is directed to a commitment to civility and human dignity, and welcoming a diversity of perspectives. The current text in the Proposed Policy does not make clear the scope or circumstances under which the Proposed Policy would apply, and does not indicate that it would apply beyond the University’s physical campus. For both staff and students the University is no

longer defined by the physical campus and the application of this Proposed Policy to the external physical environments of community learning and community engagement needs to be clearly articulated. Further, in community settings Members of the University Community will find themselves interacting with persons who are not subject to the Proposed Policy; the interface of the Proposed Policy with the relevant Federal and/or Provincial Human Rights Acts in such settings should be identified so that Members of the University Community are aware of their responsibilities under the Proposed Policy as well as the means available for them to seek recourse when they believe that they have been subjected to discrimination or harassment by persons not subject to this Policy. In addition, many complaints regarding inappropriate behaviour at universities now focus on online communications. For example, in *Pridgen v University of Calgary*, 2010 ABQB 644, the Court of Queen's Bench dealt with an application for judicial review arising from a decision to put students on probation for criticizing a staff member on Facebook. If the University intends to apply the policy to cyberspace, it should be made clear in the Proposed Policy.

- c. **Deletion:** Harassment (pg 7): recommend that section (d) “serves no legitimate purpose for the work, study or living environment, and” be deleted; the existence of this section implies that, based on giving a claim of “legitimate purpose” equal status with all other sections of the definition, the University believes it is permissible for a person to behave in a manner which “is demeaning, intimidating, threatening, or abusive; . . . is not trivial or fleeting in nature; . . . causes offence or should have reasonably been expected to offend; and . . . undermines authority or respect . . . limits opportunities . . . or creates an intimidating, hostile or offensive work or learning environment.”

Comment: The normative principle in matters of harassment is “impact, not intent”, and a good faith belief by the respondent that he or she was acting with “legitimate purpose” may be used as a mitigating factor in determining the appropriate severity of discipline but it does not negate the other sections in defining whether the behaviour was harassment.

- d. **Addition:** Harassment (pg 7): recommend that the definition of harassment be expanded to include (1) reference to the Protected Grounds, and (2) separate sections that specifically describe racial and religious harassment; it is the considered opinion of the AASUA that these are aspects of harassment that are of great significance in an institution like the University of Alberta that is committed to operating on an international plane, with greatly increasing numbers of academic staff and students coming from other cultures and religious traditions.

Comment: Even though the Proposed Policy's current definition of harassment appears to be very inclusive, insofar that it is not specifically limited to application on the basis of the Protected Grounds, it would be beneficial to include a reference (or cross-reference) to the other Protected Grounds to ensure that members of the University community are aware that harassment on the basis of any of the protected grounds is prohibited. The current definition of harassment only refers to one specific sub-type of harassment – sexual harassment. Even though the definition of harassment is not limited to Protected Grounds, its definition should include reference to the Protected Grounds, including racial harassment and religious harassment. Like sexual harassment, these types of

harassment are recognized by the Alberta Human Rights Commission. Literature produced by the Commission notes that racial and religious harassment includes “[d]erogatory comments, taunts, threats, jokes, teasing or jeering about race, colour, national or ethnic origins, or about adornments and rituals associated with cultural or religious beliefs” (see “Harassment as a form of discrimination”, accessed 16 Nov 11, online:

<http://www.albertahumanrights.ab.ca/publications/bulletins_sheets_booklets/sheets/hr_and_employment/harassment.asp>). Similarly, the Ontario Human Rights Commission notes that “[r]acial harassment is a form of discrimination. It includes comments, jokes, name-calling, display of pictures or behaviour that insults you, offends you or puts you down because of your race and other related grounds.” The Commission goes on to note that racial harassment may be premised on race, colour, ancestry, where the individual was born, where the individual lived before moving to Ontario, religious beliefs, ethnic background, citizenship, or language (see “RACISM & RACIAL DISCRIMINATION: Your Rights and Responsibilities,” accessed 16 Nov 11, online: <<http://www.ohrc.on.ca/en/issues/racism>>).

- e. **Needs a significant re-write:** Accommodation (pg 8): As noted in section 5 above, the definition of Accommodation used in the Proposed Policy excludes the staff associations/unions and is therefore unacceptable.
- f. **Addition:** Protected Grounds (pg 8): the definition of Protected Grounds” should be restated to read: “Discrimination and harassment are prohibited based on the following protected grounds: . . .”; for commentary see section d above.
- g. **Needs a significant re-write:** Malicious, Frivolous, Fraudulent or Vexatious (pg 8): recommend that the Proposed Policy be revised to (1) make the ramifications of malicious, frivolous, fraudulent or vexatious allegations clearer, and (2) specifically assign responsibility to the Board of Governors and University President for remedies for individuals subjected to malicious or fraudulent allegations.

Comment: The Proposed Policy indicates that individuals who make malicious, or frivolous, or fraudulent, or vexatious allegations of harassment or discrimination may be subject to disciplinary action. However, neither the Staff Procedure nor the Students Procedure refer to disciplinary processes being utilized for anything other than proper allegations of harassment or discrimination. If the same processes would apply to the complainant in the event an allegation is found to be malicious, frivolous, fraudulent, or vexatious, the Staff and Students Procedures should say as much. On another note, the current Policy indicates that the Board of Governors and the University President are responsible for ensuring that a remedy is provided for individuals who suffer a loss due to fraudulent or malicious allegations. The Staff Procedure accompanying the Proposed Policy, on the other hand, does not include remedies for individuals who are subjected to such allegations, and only allows remedies for individuals who have experienced discrimination or harassment (see item 3.a.vii. of the Proposed Policy).

- h. **Needs a significant re-write:** Undue Hardship (pg 9): As noted in section 5 above, the definition of Undue hardship used in the Proposed Policy is deemed to be an incorrect interpretation of the law and therefore unacceptable.

- i. **Needs a significant re-write: Informal Resolution (pg 9):** recommend replacing the term “Informal Resolution” with “Alternative Dispute Resolution” wherever it appears. Further, the definition of Informal Resolution assumes support by procedures regarding informal resolution, but no detailed procedures have been provided. The AASUA also recommends adoption of a set of detailed but “user-friendly” guidelines for Members of the University Community who wish to make use of ADR, whether in dealing with harassment or in the general resolution of workplace conflict; a sample set of guidelines derived from those used by the Canadian federal government are attached.

Comment: The term “informal resolution” is not truly appropriate as some methods, such as mediation, are actually quite formal, although not involving investigation or discipline; the term currently used is Alternative Dispute Resolution (ADR), which is also the term used in the AASUA collective agreements.

- j. **Needs a significant re-write: Remedy (pgs 9-10):** recommend revise the definition of “Remedy” in the Proposed Policy to include other types of remedies that could be used to make members of the community who have suffered discrimination and/or harassment whole. While the current definition indicates that remedies that may be ordered “include, but are not limited to, an apology, the creation of a policy, a promise or requirement to cease the behaviour, or a transfer,” these remedies may be insufficient for Members of the University Community who suffer harassment or discrimination. The AASUA also recommends including further remedies specific to the employment context, including damages, lost wages, and an opportunity for advancement. Further, the AASUA finds that the remedy provisions of the Proposed Policy are ambiguous. Whereas the current Policy indicates that the Board of Governors and President are responsible for “[e]nsuring that [an] appropriate remedy is provided for identified members of the University community who have suffered [a] loss because of discrimination or harassment, or who have suffered [a] loss due to fraudulent or malicious allegations,” the Proposed Policy does not appear to ensure an appropriate remedy. Rather, under the Proposed Policy it appears that the Board of Governors and the President of the University only must consider whether a remedy may be offered to a victim of harassment and/or discrimination (see item 3.a.vii. of the Proposed Policy).

The remedial provisions raise another concern as the Proposed Policy does not set out the mechanisms for ensuring compliance **by the University** with the non-discrimination requirements as set out in the *Alberta Human Rights Act*. The Proposed Policy may be misleading, in some sense, by leading members to believe that they only have access to the procedures set out in the Policy for dealing with allegations of discrimination, rather than pursuing such rights under either the *Human Rights Act* or the collective bargaining agreement. In the remedies section, then, it would be appropriate to refer to the individual’s right to complain to the Alberta Human Rights Commission and/or request the assistance of their Association in filing a grievance with respect to discriminatory conduct. For instance, racial harassment resulting in a poisoned work environment may be the subject of a grievance against the University or a human rights complaint for failing to ensure the employee is provided with a work environment free of discrimination. While the employee would be required to

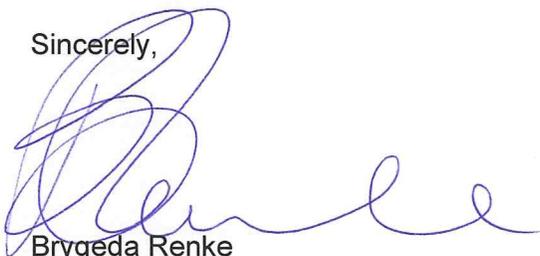
raise the issue with the proper administrative personnel, if no action is taken, then they would have an option to pursue a human rights complaint and/or a grievance.

9. **Needs a significant re-write:** Staff Procedures and Student Procedures: recommend that the concept of “informal resolution” within both the Staff Procedures and the Student Procedures be replaced by “Alternative Dispute Resolution”, expanded to incorporate guidelines as discussed in section 8.i. above.

10. **Needs a significant re-write:** Staff Procedures and Student Procedures: recommend that the Staff Procedures and the Student Procedures be revised so as not to limit the principles of natural justice, specifically by changing the wording of the definition of Natural Justice to indicate that the principles of natural justice applicable to the Proposed Policy include the six principles currently set out in the definition. Such a change in wording would ensure that the principles of natural justice that may be utilized at a hearing regarding discrimination or harassment would not necessarily be limited to the six principles listed in the procedure. By leaving the matter open, there may be more flexibility at the Investigatory stage of a discrimination complaint to request a more thorough assessment of a complainant’s evidence.

Comment: The current Policy indicates that the Board of Governors and President are responsible for “[e]nsuring that complainant(s) and respondent(s) are treated fairly and that due process is followed.” However, the Staff Procedures and Student Procedures related to the Proposed Policy both limit the principles of natural justice that are applicable to discrimination and harassment complaints (see 44.6, item 2.). In both the Staff Procedures and the Student Procedures, the definition of Natural Justice indicates that six principles are deemed to be applicable to the Proposed Policy. The AASUA takes issue with the concept that natural justice can be limited to these six principles. In specific regard to discipline in the context of professors and Universities, the Supreme Court of Canada held in *Kane v University of British Columbia*, 1980 CarswellBC 1, that the requirements of natural justice are not always the same, depending on the circumstances of the case, the nature of the inquiry, rules under which the tribunal is acting, and the subject matter being dealt with. Essentially, the Court found that the rules of natural justice cannot be abrogated without statutory authority (para 30).

Sincerely,



Brygeda Renke
Barrister & Solicitor
Executive Director
Association of Academic Staff University of Alberta

Cc: Ian McLaren, President, AASUA

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January 17, 2012

Ms. Brygeda Renke
Barrister and Solicitor
Executive Director
Association of Academic Staff University of Alberta
1600 College Plaza
8215 – 112 Street
Edmonton, AB T6G 2C8

Dear Brygeda,

Thank you for your letter of 28 November 2011 in which you provided the AASUA response to the redraft of GFC 44, Discrimination, Harassment and Duty to Accommodate policy and procedures.

We have reviewed your comments and appreciate the helpful feedback. I attach a copy of the draft policy with the changes we have made to the documents, using track changes. Please note that in addition to the changes made in response to your letter, additional changes were made as a result of feedback from other constituencies. They also appear in this draft. In summary, the responses to your comments are:

1. Agree – change made.
2. Agree. We have added *“Advice and assistance may be sought from anyone in a position of authority, such as a supervisor, instructor or administrator. More formal advice and assistance may be sought from the Office of Safe Disclosure and Human Rights, the AASUA, NASA or the Office of the Dean of Students (including SSDS, Student OmbudService and HPaWS).”*

Further, we changed the word “expected” to *“encouraged”*

We did not include additional information on the steps to be taken to fulfill their responsibility as this is not the purpose of the policy

3. Agree. The section now reads *“...teaching, learning, service and public debate.”*
4. a. Disagree – we do not want this to read as “both”. It is an “either/or both”.
b. Agree.
c. Agree.
d. Agree.
5. You raise several points here and we have broken them down to discuss each item.

First, we agree that accommodation is a shared responsibility between the University and the individual in need of accommodation and is assessed on the unique circumstances of each individual. That is currently expressed in the definition of Accommodation. We are satisfied that it currently seems to fit within the definition where other aspects of Accommodation are explained.

Second, you suggest that the AASUA and NASA are "equal partners in the accommodation process, along with the employee and University." We do not consider that accurate. An employee may choose to keep his/her disability and/or accommodation requirements private, declining to disclose them to the AASUA/union. The employee may engage in a dialogue to define appropriate accommodation without using the services of the AASUA/union. The service provider/employer is the legal entity with the primary legal obligation to provide accommodation, not the AASUA or NASA. The duty to accommodate is owed to the employee, not the AASUA/union. In some circumstances, the AASUA/union may be required to engage in the accommodation process and to facilitate accommodation (for example by accommodating minor changes to rights under an academic staff/collective agreement), but those circumstances are limited. Therefore, we would not consider the AASUA and NASA "equal partners" in the accommodation process. There is a role, but only in limited circumstances.

Further, we do not believe it appropriate that the University may or should define the AASUA's role in a University policy. The Policy regulates the rights and obligations of individuals under the University's authority (i.e. employees, students, volunteers, guests with certain privileges, etc.). The AASUA (and NASA) are independent of the University. The roles of the AASUA and NASA are defined by the academic staff agreements, the NASA collective agreement, MOUs, memoranda of agreement, and by legislation, not University Policy. To the extent that you request an acknowledgement about your role in the accommodation process, that is established by principles of Association Recognition under the academic staff agreements and the PSLA, not University Policy.

Third, you state that the definition of Undue Hardship is "legally inaccurate" and that the definition should identify the legal factors that may be considered in assessing whether the proposed accommodation would constitute undue hardship. Our legal counsel disagrees. You apparently seek an analytical framework for assessing whether undue hardship exists in each case but our counsel does not read the "definition" of Undue Hardship in the way that you do. However, you raise a good point in that the University should provide illustrations of the types of circumstances that would typically constitute undue hardship, so that the reader will have some practical sense of where the line is drawn. We believe this would be more descriptive and helpful to someone trying to understand undue hardship but do not see a reason for not including both the descriptive and the legal even though the legal criteria for undue hardship are notoriously vague and difficult for a layperson to apply. We have therefore added a reference in the document, and provided a direct link to "Examples of Accommodation Measures and Assessing Undue Hardship". The first section provides illustrations of acceptable and unacceptable accommodation measures and the second section address the legal factors in the way you suggest. A copy of that document is also attached to this letter.

We agree that the definition of Undue Hardship is not a statement of relevant legal principles. However, it does not need to be. Policy does not alter the University's legal obligations nor reduce the University's obligation to utilize the proper legal factors. However, as an instrument of education and guidance for the University community, we feel that examples were more illustrative than principles, which can be quite vague to the reader.

Fourth, you ask about the use of the term "onerous conditions" in describing undue hardship. However, that term is used by the Alberta Human Rights Commission in its Interpretive Bulletin on the Duty to Accommodate and we are not troubled by the use of that term. (In its bulletin, the Commission writes "*Undue hardship occurs if accommodation would create onerous conditions for an employer or service provider.....*")

Fifth, you note that you are not comfortable with the illustration of Undue Hardship that reads: "when accommodation alternatives would result in lowering performance standards or in substantive job requirements being unmet". You suggest that taken literally, this would mean that any period of illness and/or disability leave could result in a non-discriminatory termination because the faculty member would be unable to meet the substantive job requirements. We do not agree. Sick leave and disability leave are substantive rights under the academic staff agreements. They cannot be abrogated or restricted by Policy.

As a final comment, and one that Dr. Armour noted during our meeting with you on December 15, 2011, we interpret your remarks to suggest that we provide comprehensive, legalistic definitions. We wish to emphasize that it was our goal to try to construct policy language that was readily comprehensible to the University community and reasonably concise. In other words, we want to have a layperson's document rather than a legal treatise. We remain committed to this goal.

b. You raise several concerns about the Accommodation Procedure, suggesting that detailed work is required. Again, this is an issue about the level of detail we wish to have within the Procedure. The Association refers to a Framework Agreement adopted by the City of Edmonton and the Civic Unions. That level of detail is not commonly found in the University's UAPPOL Policies and Procedures. Further, some of the suggested topics appear to be matters for negotiation with the Association or NASA, rather than a statement of existing procedure. We have commented on your point about the role of the AASUA as an "equal partner". You also raise privacy concerns, but the Procedure already contains a general statement about privacy. The remainder of the points refer to issues engaging a lot of detail and possibly negotiation that would vary or clarify existing practice. This is beyond the scope of the policy, and we would recommend that you instead engage Faculty Relations and Employee Relations in these matters.

6. Disagree – we will make available, promote and educate but cannot guarantee that every member of the university community has this information. Resources will be provided but this is a shared responsibility.
7. Disagree – we believe your proposed addition would essentially be an invitation to anyone on or off campus to make an Article 16 complaint against an administrator for failing to provide adequate accommodation or for not taking steps the complainant perceives as adequate to prevent a poisoned work environment, harassment or discrimination and thus would heighten the risk of frivolous or abusive complaints under Article 16 about the legitimate exercise of management authority.
8. a. Agree that post-doctoral fellows are not students. We have made this change. We are comfortable with the use of undergraduate and graduate student to define students.

b. Regarding cyberspace, we disagree as we believe that would be restrictive. Harassment is harassment regardless of the form it takes. Technology is changing so quickly that we do not wish to try to define that area. However, regarding the application beyond the physical campus, we agree and have made the change to incorporate the language you suggest into the definition of Respectful Environment.

c. Disagree – “.serves no legitimate work purpose” is a useful argument against a supervisor who may try to use that as an excuse for discrimination or harassment. We respectfully note that the five elements in the proposed definition come from Article 18 of the NASA Agreement, with only a minor modification to include the study and living environments in addition to the workplace.

d. Regarding expanding the definition of harassment to include Protected Grounds, we disagree. Harassment based on a Protected Ground is included within the scope of discrimination. Linking harassment to Protected Grounds is therefore redundant. Further, it has the risk of suggesting that harassment only exists if it is linked to a protected ground, which is incorrect. Harassment may arise with or without the involvement of a protected ground.

Regarding including the definition of race and religion. We have agreed to include a definition on racial discrimination although we are aware that this may invite criticism about the exclusion of others. The language of the policy and protected grounds already make plain that racial and religious discrimination, including harassment, are prohibited but there is not agreement within the Working Group on this point so we have agreed to add it and then listen to the feedback during our governance consultation process.

Finally, we note that the reference to "sexual harassment" was included because it is viewed as the most pervasive form of harassment/discrimination, and because the meaning of "sexual harassment" often escapes people's understanding. For example, some people do not understand that sexual harassment engages gender identity and sexual orientation, or that it is based on both the subjective perception of the victim and the objective views of the reasonable observer. We in fact rethought our definition of sexual harassment and have revised it to what we believe is a more complete and accurate definition.

“Sexual harassment may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the target of the harassment. It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.

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

e. Disagree – as noted earlier in this letter.

f. Disagree - your proposed insertion would create the erroneous impression that harassment must be linked to a Protected Ground. The Protected Grounds only apply to discrimination. Harassment based on a Protected Ground is already captured within the scope of discrimination.

g. Disagree – It is not possible to list all remedies as they are specific to each case.

h. Disagree – we have addressed this earlier in the letter.

i. Disagree - "Informal resolution" is the language of the NASA agreement. In addition, the term "informal resolution" more accurately describes the examples listed in the definition (which include "coaching, counseling, supporting"), some of which are not generally equated with ADR. ADR is commonly equated with intervention by a third party neutral such as a mediator.

As I discussed with you at our meeting on January 9, 2012, we are unable to accept your recommendation of the adoption of ADR guidelines as that does not correspond with the staff agreement. We instead ensure that the procedures refer complaints about employees to the appropriate collective or academic staff agreement process. Any "guidelines" would really be an interpretation of the process under the applicable collective or staff agreement. Such guidelines are best negotiated in the context of the applicable agreement with the applicable association/union, rather than trying to create a generic or universal set of guidelines under a UAPPOL Procedure.

j. Disagree – this is a broad, overarching policy, not one that speaks only to AASUA. Additionally, there is nothing in this policy that does not suggest compliance with the Alberta Human Rights Act. We note that we will be providing a hot link directly to this Act in the “Related Links” section of this policy.

9. Disagree – for reasons noted earlier in this letter.

10. We agree that the current language makes it seem that the six principles are exhaustive when they are not, in all situations. We have made a change to delete “as summarized below” and added “the principles of natural justice include..” to keep the educational nature of this section while also allowing for the flexibility contemplated in administrative law.

I hope this provides you with complete feedback on your comments. As always, we are happy to receive any further comments you might have on these drafts before they begin the formal governance approval process. You provided us with some very good advice and we appreciate that. Thank you for your assistance and cooperation.

Finally, we appreciate the continued efforts by AASUA to work toward resolution on the proposed agreement for Cross-Jurisdictional Formal and Informal Discrimination and Harassment Complaints. We also hope that the “Common Clauses” committee will be another way of helping to move toward informal resolution.

Sincerely,



Sandra Kereliuk
Senior Administrative Officer
Office of the Vice-President (Finance & Administration)

cc: Dr. Patricia Clements, Chair, GFC 44 Working Group
Dr. Margaret-Ann Armour, Member, GFC 44 Working Group and Member, AASUA Equity Committee
Dr. Ian McLaren, President, AASUA

OUTLINE OF ISSUE

Agenda Title: **University Encryption Procedure (in UAPPOL)**

Motion: THAT the General Faculties Council recommend to the Board of Governors the proposed University Encryption Procedure (in UAPPOL), as submitted by the Office of the Provost and Vice-President (Academic) and as set forth in Attachment 1 and as amended, to take effect upon final approval.

Note: The above-noted Motion was approved by GFC on the understanding that minor, editorial revisions would be made to the proposed University Encryption Procedure to provide for further clarity on its intent. Those editorial revisions have now been incorporated into the attached proposed Procedure.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Provost and Vice-President (Academic) and the Vice-Provost and Associate Vice-President (Information Technology)
Presenters	Jonathan Schaeffer, Vice-Provost and Associate Vice-President (Information Technology); Gordie Mah, Information Technology Security Officer, Office of the Provost and Vice-President (Academic)
Subject	Encryption Procedure

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	This procedure provides the institutional standard for encryption of mobile devices that store the University's sensitive information.
The Impact of the Proposal is	To fill and mitigate against a current gap and exposure within the University by creating and deploying a University-wide encryption standard that is needed to fulfill our responsibility to adequately safeguard University information.
Replaces/Revises (eg, policies, resolutions)	None – this procedure will be new in scope and mandate. It has as its parent policy the Information Technology (IT) Use and Management Policy.
Timeline/Implementation Date	Upon final approval by the Board of Governors.
Estimated Cost	None.
Sources of Funding	None.
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	University of Alberta Comprehensive Institutional Plan; University of Alberta Information Technology Plan and Vision
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>UAPPOL, Freedom of Information and Protection of Privacy (FOIPP) Act, Health Information Act (HIA), Alberta Office of the Auditor General, and the Alberta Office of the Information and Privacy Commissioner.</p> <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)).</p> <p>Furthermore, the <i>Act</i> gives GFC responsibility, subject to the Board's authority, over student affairs (Section 31), including authority</p>

concerning student discipline.

The complete wording of the section(s) of the *PSLA*, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.

2. **PSLA:** The *PSLA* further states –

“General powers and duties

[Section] **60(1)** The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance with its mandate[.] [...]”

Delegation of powers

[Section] **62** A board may delegate in writing to any person any power, duty or function conferred or imposed on it by this Act, except the power to make bylaws.”

3. **GFC Executive Committee Terms of Reference/3. Mandate of the Committee:** “To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council.”

4. **GFC Executive Committee Terms of Reference/3. Mandate of the Committee:** The GFC Executive Committee may act on behalf of GFC in considering proposals it deems to be urgent or routine in nature (Sections 3.1 and 3.2).

5. **GFC Executive Committee Terms of Reference/3. Mandate of the Committee:**

“5. Agendas of General Faculties Council

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

When ordering items, the GFC Executive Committee will be mindful of any matters that are of particular concern to students during March and April so that the student leaders who bring those items forward are able to address these items at GFC before their terms end. (EXEC 06 NOV 2006)

With respect to recommendations from other bodies [ie, bodies other than the GFC Academic Planning Committee] and other GFC committees, [...] the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested

FINAL Item No. 6

	<p>amendments; not endorse; or forward the proposal with no comment. (GFC 30 JUN 1992)”</p> <p>6. <u>Audit Committee Terms of Reference, Sections 3 (d) (i) c. d. and f., Sections 3 (h) (i):</u></p> <p>“Except as provided in Section 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate and make decisions on behalf of the Board with respect to all auditing, financial reporting and internal control functions relating to the University. Risk Management [...]</p> <p>(d) inquire of the senior administrative officers (Administration) of the University (including the University Auditor) and the external auditor about significant risks or exposures and assess the steps Administration has taken to minimize such risk to the University and more specifically;</p> <p style="padding-left: 20px;">i) Given that it is the responsibility of the Board, in consultation with management, to identify the principal risks facing the University, determine the University's tolerance for risk and approve risk management policies, the Committee shall focus on financial risk and gain reasonable assurance that financial risk is being effectively managed or controlled by: [...]</p> <p style="padding-left: 40px;">c. reviewing with Administration the University's policies and any proposed changes thereto for managing those significant financial risks;</p> <p style="padding-left: 40px;">d. reviewing with Administration its plans, processes and programs to manage and control such risks; [...]</p> <p style="padding-left: 40px;">f. considering whether the University has adequate disaster recovery and business continuity plans and processes in place. [...]</p> <p>(h) consider and review with the external auditor and the University Auditor: [...]</p> <p style="padding-left: 20px;">(i) the adequacy of the University's controls including computerized information system controls and security[.][...]</p> <p><u>Section 4 (d)</u></p> <p>The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in Section 3, the Committee shall bring to the Board for final approval or information: [...]</p> <p>(d) the review and approval of decisions with respect to information from the Auditor General or the University Auditor on controls or related matters the Chair of the Committee or the Committee may consider prudent or necessary[.][...]</p>
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Routing (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Faculty of Science; Faculty of Medicine and Dentistry; Association of Academic Staff – University of Alberta (AASUA); Vice-Provosts' Meetings (VPM); Strategic Initiatives Group (SIG); and Executive</p>
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FINAL Item No. 6

	Planning Committee (EPC)
Approval Route (Governance) (including meeting dates)	GFC Executive Committee (March 5, 2012) – for recommendation; General Faculties Council (March 19, 2012) – for recommendation; Board Audit Committee (April 23, 2012) – for recommendation; Board of Governors (May 11, 2012) – for final approval
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>):

1. Attachment 1 (pages 1 – 3): Proposed Encryption Procedure (For Approval)
2. Attachment 2 (pages 1 – 3): Encryption Misconceptions Realities (For Information)
3. Attachment 3 (page 1): Encryption 101 (For Information)

Prepared by: Gordie Mah, Information Technology Security Officer, Office of the Provost and Vice-President (Academic); gordie@ualberta.ca

DEVELOPMENT LEAD: Gordie Mah

VERSION #3.1 DRAFT DATE: 2012/03/26

PARENT POLICY: Information Technology Security Policy

NOTE: This header will be removed for UAPPOL publication

Go to:	[Purpose]	[PROCEDURE]	[DEFINITIONS]	[FORMS]	[RELATED LINKS]
This procedure is governed by its parent policy. Questions regarding this procedure should be addressed to the Office of Administrative Responsibility.					

Encryption Procedure

Office of Administrative Responsibility:	Vice-Provost and Associate Vice-President (Information Technology)
Approver:	Provost and Vice-President (Academic) Vice-President (Finance and Administration)
Scope:	Compliance with University procedure extends to all members of the University community.

Overview

University **sensitive information** stored on a **mobile computing device** is at risk for unauthorized access and disclosure if appropriate security measures are not implemented to protect the device against loss or theft of information.

The best way to protect University sensitive information is to not store it on a mobile computing device; however, it is recognized that storage of University sensitive information on a mobile computing device may be necessary in certain situations. In these cases, **encryption** provides protection against unauthorized access and disclosure.

Encryption must be used in concert with other security measures to maximize protection of **information technology resources** and of University sensitive information. The Office of the Vice-Provost and Associate Vice-President (Information Technology) has provided a Mobile Computing Security website that contains further information about other security measures.

Purpose

The purpose of this procedure is to describe requirements for encryption of a mobile computing device in order to minimize the risk of unauthorized access and disclosure of University sensitive information.

PROCEDURE

RESPONSIBILITIES

Members of the University community are responsible for protecting University sensitive information, whether accessed from University-owned information technology resources or from personal, external or other resources.

All University mobile computing devices must be encrypted and protected in accordance with standards developed by the Office of the Vice-Provost and Associate Vice-President (Information Technology). These standards can be found on the Mobile Computing Security Website. Best practice calls for encrypting all of an organization's laptops as:

- It is unlikely that a laptop does not currently contain any sensitive information, and/or will not do so in the future,

DEVELOPMENT LEAD: Gordie Mah

VERSION #3.1 DRAFT DATE: 2012/03/26

PARENT POLICY: Information Technology Security Policy

NOTE: This header will be removed for UAPPOL publication

- Legislative and government bodies mandate encrypting all of an organization's laptops to minimize gaps and exposures,
- It prevents the painstaking and costly investigation and follow-up that ensues from loss or theft of unencrypted laptops.

Any personal, external or non-University computing device (mobile, desktop or other) that is used to store University sensitive information must be encrypted and protected in accordance with standards developed by the Office of the Vice-Provost and Associate Vice-President (Information Technology). These standards can be found on the Mobile Computing Security Website.

Academic Information and Communication Technologies (AICT) and local **system administrators** will provide assistance to members of the University community to ensure that a mobile computing device is encrypted according to the standards developed by the Office of the Vice-Provost and Associate Vice-President (Information Technology). These standards can be found on the Mobile Computing Security Website.

ADDITIONAL REQUIREMENTS

1. Mobile computing devices must run a current, fully patched and modern operating system at all times.
2. Mobile computing devices must be configured to ask for a password after any period of inactivity, including after resuming from suspend/standby/sleep/hibernate status and on start-up of the device.

Please see the University's Mobile Computing Security website for information on other recommended controls for safeguarding against the risks from mobile computing.

NON-COMPLIANCE

Non-compliance with this procedure constitutes misconduct and may be handled under the applicable collective agreements, University policy or law.

DEFINITIONS

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

Sensitive Information	<p>Definition of "sensitive" or "confidential" information (from the University of Alberta Information Access and Privacy Office):</p> <p>Sensitive or confidential information refers to all information that has been collected or compiled in the conduct of operating the programs and services of the University and may include, but is not limited to:</p> <ul style="list-style-type: none"> • Personal information about an individual as defined in the Alberta Freedom of Information and Protection of Privacy Act; • Health information as defined in the Alberta Health Information Act; • Confidential business information of third parties; • Confidential information collected or compiled in the process of hiring or evaluating employees of the University; • Information collected or compiled in the process of law enforcement investigations; • Advice, proposals or recommendations, consultations or deliberations of the governing and administrative authorities of the University; • Information, the disclosure of which would harm the economic interests of the University;
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DEVELOPMENT LEAD: Gordie Mah

VERSION #3.1 DRAFT DATE: 2012/03/26

PARENT POLICY: Information Technology Security Policy

NOTE: This header will be removed for UAPPOL publication

	<ul style="list-style-type: none"> Any information to which legal privilege including client-solicitor privilege may apply.
Mobile Computing Device	A mobile computing device refers to a portable self-contained electronic device that has data processing, transmitting and/or storage capabilities. Mobile computing devices include, but are not limited to, personal digital assistants, palm tops, smart phones, hand-held/laptop computers, portable external hard drives, tablets and memory sticks.
Encryption	Encryption is a method of protecting data by converting it to a format that is unreadable. Only those authorized can make a particular set of encrypted data readable again through decryption. Encryption is used to protect and uphold data confidentiality and integrity.
Information Technology Resources	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/or 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.
Members of the University Community	University staff, faculty, students and other holders of a valid CCID.
System Administrator	System administrator refers to the person or persons responsible for configuring, installing, maintaining, and supporting information technology resources for a faculty, department, or unit. A system administrator of an information technology resource may also be a user of that resource.

FORMS

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

RELATED LINKS

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

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

[Information Technology Use and Management Policy](#) (UAPPOL)

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

[Mobile Computing Security](#) (University of Alberta)

From the University Blog, Colloquy @UAlberta:

<http://www.ualbertablog.ca/2012/01/encryption-myths-and-realities.html>

WEDNESDAY, JANUARY 18, 2012

Encryption myths and realities

University of Alberta faculty, staff, and post-docs are required to encrypt their mobile devices used for university business. This mandate allows us to be compliant with Government of Alberta directives from the Auditor General and the Privacy Commissioner. Phase one—encryption of laptops—has begun. Later phases include encryption of data on phones, tablet computers, and memory sticks.

Many people think that their laptops are secure because they are password protected. Unfortunately, if your laptop gets stolen, a password is not an impediment for someone who wants to read your data. You must go one step further – encrypt the data. Encryption is a one-time activity, is easy to do, and does not harm the performance of your computer. If a thief tries to read your encrypted data, all s/he will see is garbled information.

Since many members of the University of Alberta community do not use encryption, there may be some misperception and apprehension about using this technology. Gordie Mah, the university's Information Technology Security Officer, has prepared a set of common misconceptions and realities about encryption. Hopefully reading the following text will answer many of the questions being asked.

Common misconceptions about the university's Laptop Encryption Initiative

Misconception:

Encryption slows down laptops and impairs computing performance and processing.

Reality:

After the initial process of encrypting the laptop hard drive is complete, the impact to your laptop performance is negligible with no noticeable impairment.

Misconception:

Enabling and configuring encryption is complex and requires significant resources, time, costs, and effort.

Reality:

As the university recommends the encryption tools already built-in and included with your laptop's operating system (for Windows and Mac), the configuration steps are straightforward. The encryption tools are free. In most cases the unit's IT support will enable the encryption. The actual steps do not require much time, and you can still work on your laptop while the initial encryption of your hard drive is processing.

Misconception:

Encryption requires extra actions and more time to log on/off and use the laptop.

Reality:

Encryption on your laptop is transparent to you. You log on to the laptop using a login ID, just as you did before. You will not experience any changes in using your laptop.

Misconception:

Laptop loss and theft does not occur on campus and this is unlikely to happen to me.

Reality:

The university has several lost and stolen laptops every year and global research reveals that there's a one in ten chance you will lose or have your laptop stolen this year.

Misconception:

I am not bound by any legislation requiring me to adequately safeguard information on my laptop.

Reality:

The Alberta Office of the Information and Privacy Commissioner, Office of the Auditor General, and information management legislation such as FOIP, do require information custodians to adequately protect personally identifying information. The privacy commissioner and auditor general specifically mandate laptop encryption for custodians of personal and sensitive information.

Misconception:

The university hastily conceived the laptop encryption initiative and mandate and does not consider the needs of faculty and staff.

Reality:

The laptop initiative took more than a year and a half to design in order to ensure the solution meets legislative, best practice, privacy/security, and business needs. The project team consulted other universities, conducted thorough testing, conferred with legislative bodies, worked with university stakeholders, and sought a transparent solution.

Misconception:

Laptop encryption is all I need to adequately safeguard university information

Reality:

Encryption is only one among a number of other controls and best practices that together can adequately safeguard university information.

Misconception:

I do not have to log in to my encrypted laptop when requested to by customs agents or law enforcement.

Reality:

Cooperating with and logging in for customs agents and law enforcement is highly recommended. These agents can detain you and your laptop and escalate their directive for failure to comply in this case.

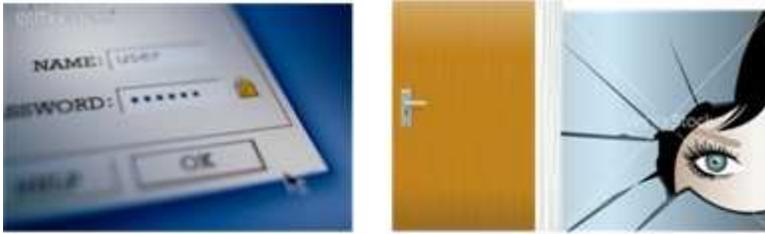
For more information, please visit the [Mobile Device Security website](#) and read the [Mobile Device Security Best Practices document](#).

Thank you,
Jonathan Schaeffer
Vice-Provost and AVP Information Technology

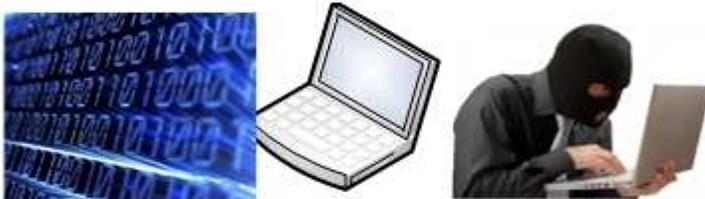
Mobile Computing Security Website:
<http://www.vpit.ualberta.ca/encryption/>

Mobile Device Security Best Practices:
<http://www.vpit.ualberta.ca/encryption/docs/Mobile-Device-Security-Best-Practices-Dec-15-2011.pdf>

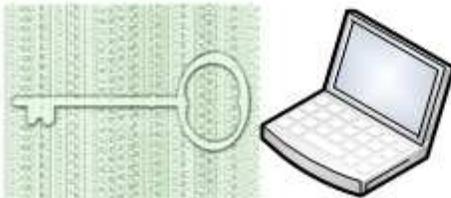
Encryption 101



Password protection is necessary, but on its own does not adequately safeguard data on your laptop. Think of password protection as a lock on your front door. Attackers can break a window or enter your house through other means. The "information" inside your house is still readable.



Data stored/saved on your laptop without encryption is readable to anyone who gains physical access to your laptop (even if it is password protected).



Laptop encryption renders your data unreadable, while your machine is powered off, and prevents unauthorized disclosure – even to someone who gains physical access to your laptop.

FINAL Item No. 7
OUTLINE OF ISSUE

Agenda Title: **Proposal to Change Collège Saint-Jean's Official Name to Centre collégial de l'Alberta, University of Alberta**

Motion: THAT General Faculties Council approve the proposal submitted by the Dean of Faculté Saint-Jean (FSJ) for the change of Collège Saint-Jean's official name to Centre collégial de l'Alberta, University of Alberta, to take effect upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Marc Arnal, Dean, Faculté Saint-Jean
Presenter	Ed Blackburn, Associate Dean (Academic), Faculté Saint-Jean
Subject	The proposal aims to change the Collège Saint-Jean's official name to Centre collégial de l'Alberta, University of Alberta.

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	This (proposed) name change is important for Collège Saint-Jean in order for it to better create its own identity. The name Centre collégial de l'Alberta is advantageous in that it distinguishes the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean. Centre collégial de l'Alberta represents more accurately the French language college-level postsecondary education programming offered as part of the University of Alberta, a mandate that is province wide.
The Impact of the Proposal is	To avoid confusion about the name Collège Saint-Jean expressed by the Alberta's Francophone community as many people still call the Faculté Saint-Jean by its former name, Collège Saint-Jean.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Upon final approval.
Estimated Cost	Since the Collège Saint-Jean has not yet started the development and printing of promotional and corporate material for Collège Saint-Jean, this is the perfect opportunity to make this change. No additional costs will be associated with this name change, and this occasion will allow the Centre collégial de l'Alberta to move forward and promote itself with a name and image that are fresh and clear and that will remain for years to come.
Sources of Funding	N/A
Notes	The proposal was considered and reviewed by the Provost and Vice-President (Academic). The Provost has indicated his agreement that this proposal can move forward into the governance system towards final approval. The Provost and Vice-President (Academic) will report to GFC the GFC Academic Planning Committee's (APC's) recommendation on this proposal, as provided by that committee at its March 14, 2012 meeting.

Alignment/Compliance

Alignment with Guiding Documents	<ul style="list-style-type: none"> • CSJ Business Plan • <i>Dare to Discover</i> and <i>Dare to Deliver</i> • On July 17, 2009, the Minister of Advanced Education and
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FINAL Item No. 7

	Technology (AET) approved an amendment to the University of Alberta's Mandate to allow French language college certificate and diploma programs.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>Post-Secondary Learning Act (PSLA)</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. GFC Academic Planning Committee (APC) Terms of Reference/3. Mandate of the Committee: "[...]</p> <p>9. Name Changes of Faculties, Departments, and Divisions</p> <p>a. To recommend to GFC on proposals to change the names of Faculties. [...]"</p> <p>[<u>Note:</u> Although Collège Saint-Jean is not considered a Faculty, it has been determined that, for the purposes of its proposed name change, this proposal will move through governance approval processes in the same manner as a (proposed) Faculty name change.]</p>

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	<ul style="list-style-type: none"> • Consultation with representatives of the Francophone community in Alberta in 2008; • Comité consultatif, Collège Saint-Jean, December 13, 2011; • Conseil de la Faculté Saint, Jean, Campus Saint-Jean, December 7, 2011; • Office of the Provost and Vice-President (Academic); • Board Learning and Discovery Committee (BLDC) (for information only); • Board of Governors (as part of the BLDC Report to the Board, for information only)
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (March 14, 2012) – for recommendation to GFC; General Faculties Council (March 19, 2012) – for final approval
Final Approver	General Faculties Council

Attachments:

- Attachment 1 (pages 1 – 3): Letter from Marc Arnal, Dean, Faculté Saint-Jean
- Attachment 2 (pages 1 – 3): University of Alberta Mandate Amendment
- Attachment 3 (pages 1 – 49): French Language College Program Delivery in Alberta Feasibility Study (Gérard Bissonnette)
- Attachment 4 (pages 1 - 60): Original Proposal for the Establishment of Collège Saint-Jean (Now Board Approved)
- Attachment 5 (pages 1 – 3): Board of Governors Outline of Issue (Final Approval, March 28, 2008)
- Attachment 6 (pages 1 – 5): Comité consultatif du Collège Saint-Jean Minutes of Meeting, December 13, 2011
- Attachment 7 (pages 1 – 5): Conseil de la Faculté Saint-Jean Draft Minutes of Meeting, December 7, 2011
- Attachment 8 (pages 1 – 2): Consultation with Representatives of the Francophone Community in Alberta in 2008
- Attachment 9 (pages 1 – 7): Letters of Support

Prepared by: Cindy Garneau, Executive Assistant, Collège Saint-Jean, University of Alberta, garneau1@ualberta.ca



February 8th, 2012

Dr. Carl Amrhein
Provost & Vice-President Academic
2-10 University Hall
University of Alberta
Edmonton (Alberta) T6G 2J9

Dear Dr. Amrhein:

This is a proposal from the Faculty Council of Faculté Saint-Jean to be considered by University of Alberta Governance. The proposal aims to change the Collège Saint-Jean's official name to **Centre collégial de l'Alberta, University of Alberta**.

This request is in response to consultations with Alberta's Francophone community which had expressed confusion about the name Collège Saint-Jean as many people still call the Faculté Saint-Jean by its former name, Collège Saint-Jean. In 1943, the Oblate fathers operated a classical college under the name Collège Saint-Jean. This name remained until September 1978, when the University of Alberta Board of Governors adopted the name Faculté Saint-Jean to reflect the change in status which had taken place following the McCalla report recommendations.

On July 17th, 2009, the Minister of Advanced Education and Technology approved an amendment to the University of Alberta's mandate to allow French language college certificate and diploma programs. The change in working name is important for Collège Saint-Jean in order for it to better create its own identity. The name Centre collégial de l'Alberta is advantageous in that it distinguishes the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean. Centre collégial de l'Alberta represents more accurately the French language college level postsecondary education programming offered as part of the University of Alberta, a mandate that is province wide.

This change to the mandate of the University of Alberta was made following a request of the Minister of Advanced Education and Technology (A.E.T.) in response to a recommendation in the report prepared by Mr. Gérard Bissonnette for A.E.T. on July 18, 2005. Following this recommendation, the Board of Governors formally approved the creation of the Collège Saint-Jean on March 28, 2008. Governance of the Collège Saint-Jean programs falls under the direction of the Dean and Faculty Council of Faculté Saint-Jean. An Advisory Council has been

created to advise on the implementation of programs and other matters as determined by the Faculty Council.

The Centre collégial de l'Alberta designation was also discussed with community members, with the *Conseil de la Faculté Saint-Jean* at the meeting of December 7th, 2011 and with the *Comité consultatif du Collège Saint-Jean* at the meeting of December 13th, 2011 before being put before the University of Alberta Governance process for approval. Consultations were also done in 2008 with several representatives of Alberta's Francophone community to find a name for Collège Saint-Jean that would avoid confusion and allow to determine the mandate and role of the college. The name Centre collégial de l'Alberta was selected based on the definition of what our college is. According to the *Dictionnaire actuel de l'éducation*¹ the term *centre* means: « établissement d'enseignement sous l'autorité d'une directrice ou d'un directeur et destiné à assurer la formation de l'élève inscrit aux services éducatifs pour les adultes » (translation: educational institution under the authority of a director and designed to ensure the training of students enrolled in educational services for adults). Also, according to that dictionary, the term *collégial* means: « qui se rapporte à l'enseignement dispensé dans les collèges d'enseignement général et professionnel et dans les établissements assimilés » (translation: refers to the education offered in colleges of general and professional education and similar establishments). Finally, the expression *de l'Alberta* connects our mandate to offer college level education in French to the whole province of Alberta.

The Faculté Saint-Jean and the Collège Saint-Jean staff have been exploring promotional options including logos, slogans, posters, website implication, etc. The proposed identity and the name have been deemed to meet the visual standards of the University of Alberta as confirmed by Denis Fortin, Assistant Dean, External Affairs of Faculté Saint-Jean after consultation with the office of University Relations.

If the proposed name change is approved, the Centre collégial de l'Alberta will become the official name under the Faculté Saint-Jean and the Postsecondary Learning Act and will be used for all purposes. Since we have not yet started the development and printing of promotional and corporate material for Collège Saint-Jean, this is the perfect opportunity to make this change. No additional costs will be associated with this name change and this occasion will allow the Centre collégial de l'Alberta to move forward and promote itself with a name and image that are fresh, clear and will remain for years to come.

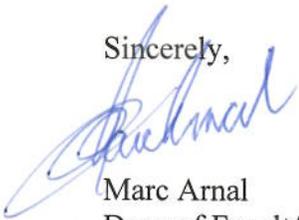
We have enclosed letters of support from Denis Fortin, Assistant Dean, External Affairs, from the Government of Alberta, Secrétariat francophone, from *l'Association des universitaires de la Faculté Saint-Jean*, from the Office of the Commissioner of Official Languages, from *l'Institut*

¹ Legendre, Renald, (2005). Guérin, éditeur ltée, *Dictionnaire actuel de l'éducation*, 3^e édition (p. 193-232). Montréal, Québec

pour le patrimoine de la francophonie de l'ouest canadien and from l'Association canadienne française de l'Alberta.

We thank you for your consideration of this request. We are available to provide additional information and to answer any questions regarding this matter.

Sincerely,



Marc Arnal
Dean of Faculté Saint-Jean and Executive officer of Campus Saint-Jean

MA:cg

Enclosures:

- University of Alberta Mandate amendment
- French Language college program delivery in Alberta feasibility study, Gérard Bisonnette
- Proposal for the establishment of Collège Saint-Jean
- Board of Governors, public session minutes, final approval, March 28, 2008
- Comité consultatif du Collège Saint-Jean, minutes of meeting, December 13th, 2011
- Conseil de la Faculté Saint-Jean, draft minutes of meeting, December 7th, 2011
- Consultation with representatives of the Francophone community in Alberta in 2008
- Letters of supports

c.c.: Mrs. Line Croussette, Assistant Dean and Director of Collège Saint-Jean

Mrs. Dolorèse Nolette, Director of Academic Administration and Governance, Faculté Saint-Jean



ALBERTA

MINISTER OF ADVANCED EDUCATION AND TECHNOLOGY

AR 24702

July 17, 2009

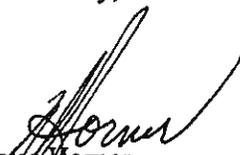
Mr. Brian Heidecker
Chair, Board of Governors
University of Alberta
3-31 University Hall
Edmonton, Alberta T6G 2J9

Dear Mr. Heidecker:

Advanced Education and Technology has completed its review of the University of Alberta's proposed mandate, submitted to the department on June 30, 2009. Under the authority of Section 103 of the *Post-secondary Learning Act*, I am pleased to approve the mandate for the University of Alberta. Attached is an approved copy of the mandate for the university's records.

I acknowledge the efforts of the University of Alberta community for engaging in the mandate review process, an important element in planning future directions for the institution. I appreciate the university's commitment to providing high-quality learning opportunities and the university's role in the community.

Yours truly,



Doug Horner
Minister

Attachment

cc: Dr. Indira V. Samarasekera, O.C., President and Vice-Chancellor
Dr. Carl Amrhein, Provost and Vice-President, Academic

UNIVERSITY OF ALBERTA MANDATE

Created by the *University Act*, 1906 of the Legislative Assembly of the Province of Alberta, the University of Alberta is a board-governed, publicly-funded university that operates as a Comprehensive, Academic and Research Institution under the authority of Alberta's *Post-Secondary Learning Act*. Its fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. The University plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation. Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment. Its residential, multi-campus setting includes many research and field facilities. The University community discovers, disseminates, and applies new knowledge through the following interrelated core activities.

In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate students the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas. A number of its programs are unique within Alberta. Post-doctoral fellows come to the University to refine their teaching, mentoring and research skills.

The University of Alberta is a balanced academy, with strong arts and sciences programs featuring the Faculties of Agricultural Life and Environmental Sciences, Arts, Augustana, Extension, Native Studies, Physical Education and Recreation, Science and the Faculté Saint-Jean. These faculties are foundational to and interlinked with the University's network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Studies, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

The University establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social/community enrichment, health and wellness, and career and life development are cornerstones of the University of Alberta student experience. The intellectual and creative diversity of the campus, including its international and multicultural population and exchange programs, makes for an engaging student experience. Fine arts displays, stage performances, museum collections, athletic and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with real-life applications.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Aboriginal communities with access to University of Alberta credentials. Similar innovative arrangements centred at the University deliver information and knowledge resources to post-secondary and government communities through both inter-library and online access.

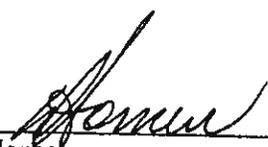
The University of Alberta's research and creative activity produces a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The University attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally-recognized level of excellence.

University of Alberta faculties, centres and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The University actively transfers new knowledge and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

In every aspect of its mandate, the University of Alberta is a partner in social, cultural, and economic development, fostering and establishing the provincial, national and international connections and understandings that support leading global enterprise and citizenship for Albertans. University administrators, faculty, staff and students contribute regularly to public debate and to government and corporate examination of issues. Start-up companies and new technologies licensed to existing companies lead Alberta in new directions and employ graduates. The University continually moves out into its communities through its graduates, its creative and research advances, and its ongoing opportunities for experiential and life-long learning.

Approved by the Board of Governors June 26, 2009

APPROVED:



Doug Horner
Minister of Advanced Education and Technology

July 17/09
Date

**FRENCH LANGUAGE COLLEGE PROGRAM DELIVERY IN ALBERTA
FEASIBILITY STUDY**

SUBMITTED TO ALBERTA ADVANCED EDUCATION

JULY 18, 2005

**PREPARED BY
GÉRARD BISSONNETTE**

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I. Preface

The decision on a structure for the delivery of French language college level programs in Alberta will require the consideration of factors which are probably not integral to decisions on similar initiatives in the English language college system in the province. These factors are:

1. the context for the delivery of French language college programs in Alberta,
2. the extent to which this initiative supports Government of Alberta policy directions and strategies in the area of second language education and acquisition, and
3. the support this initiative would give to the continued development and vitality of the francophone and francophile communities of the province.

(1) Context

The context for the delivery of French language college programs in Alberta will be much different than that of English language programs.

- a. There are no regional concentrations of potential clients for such programs to envisage a system resembling the network of English language colleges and technical institutes.
- b. The potential clientele is thinly dispersed across the province and the adult component of this clientele is not easily identifiable. The school leaving population of approximately 1200 graduates per year from French immersion and Francophone programs is produced by schools spread throughout the province with relatively small cohorts of students. These schools are located in 47 cities and towns in Alberta from Medicine Hat, Lethbridge and Pincher Creek in the south to Peace River and Fort McMurray in the north, Jasper in the west, Lloydminster in the east and 40 other communities between these extremities.
- c. The labour market need for individuals with bilingual skills and college level training exists but there are no concentrations of these needs that make it easy to determine the programs and services to offer.
- d. French language college programs will not attract large numbers of students relative to their English language counterparts.
- e. In addition to offering diploma and certificate programs, resources will be required to offer French language enhancement programs and services to ensure students graduate with adequate French language fluency. Cultural programs and activities will also be required to support language development and cultural understanding.

These will require imagination and flexibility in the decisions made on a structure and required resources to ensure successful implementation, operation, maintenance and growth.

(2) Government of Alberta policy directions and strategies

In recent years the government of Alberta has adopted policies and strategies with a view to creating an Alberta better able to compete in the global economy – the Alberta Advantage. Some of these have underlined the need for knowledge of languages other than English and their cultures. French language college programs would support these policies and strategies for the French language and culture.

- a. *People and Prosperity – a human resource strategy for Albertans*

The expansion of French language college programs will support the goal 6 strategy of promoting the study of international languages by producing students with French (international language) language skills and

cultural understanding. These graduates would become available to the component of the market looking to pursue opportunities for new trade and develop our province's tourism potential with the French speaking world. It would also supply the components of the Alberta and Canadian markets requiring bilingual personnel in Canada's two official languages

b. *Enhancing Second Language Project*

The implementation of a second language requirement in grades 4 to 9 beginning in 2006 will require the training of qualified second language non-certificated staff to support the increased numbers of students registering in second language programs, in this instance French immersion, Francophone and FSL programs in Alberta. Also, the expansion of French college level programs will be a concrete demonstration for school students that enhancing their language skills as they develop marketable employability skills is important. This would undoubtedly have an impact on the retention of students studying French in school.

c. *International Education Strategy*

Globalization is driving rapid change in knowledge, skills, and innovation. The economic well-being of future generations of Albertans depends on education that helps learners develop an understanding of international cultures. For individuals, knowledge of other languages and cultures increases opportunities to participate in international research, study, travel, or to enjoy other aspects of international life. Knowledge of other cultures and their languages also increases understanding of world events and of Alberta's relationship to these events.

d. *Campus Alberta*

Alberta high school graduates of French immersion programs and Francophone schools would have increased access to an array of quality and relevant college level learning opportunities, in French, to accommodate their life goals and commitments.

e. *Integrating Skilled Immigrants into the Alberta Economy*

This economic integration strategy is just one piece of a larger picture that includes the social and cultural integration of all new Albertans, regardless of their credentials or qualifications. Since greater numbers of French speaking immigrants are coming to Alberta, French language college programs and services would facilitate bridging programs that incorporate supported work experience or training-on-the-job components for immigrants or mentoring programs that are effective at providing opportunities for immigrants to acculturate and demonstrate their knowledge and skills to Canadian employers.

(3) Community development

In order for communities to maintain vitality and continued development, opportunities for education, training and personal development are required. This is especially the case for linguistic communities that are sparsely scattered across a large region and for whom educational, training and personal development opportunities in their language are not readily available. A French language college program delivery mechanism would be a strong "shot in the arm" for the Francophone and Francophile communities of Alberta in their continued development and vitality.

II. Executive Summary

The recommendation on the implementation of a structure for the delivery of French language college programs has taken into consideration the following factors:

1. Policy directions and strategies of the Alberta government. Policy directions and strategies of the Alberta government which identify the need for and encourage the learning of second languages have been identified. The most significant of these policies is the introduction of second language requirements at the school level. While these requirements are not being implemented officially until September 2006 and will not produce graduates until years down the line, it seems important that students presently learning second languages, in this instance French, be encouraged to continue perfecting their language skills while pursuing their postsecondary studies. Also, the government's intention to increase the number of "seats" at the postsecondary level as well as efforts to facilitate access to postsecondary programs and services were considered.
2. The potential client base for the college. Since there is no French language college in Saskatchewan, British Columbia, the Yukon and Northwest Territories, data from these territories has been included. This data encompass the number of students enrolled in Francophone and French immersion programs and the number of citizens who speak English and French based on the 2001 census.
3. Labour market domains requiring French language skills. From the federal civil service, to federal agencies and crown corporations, to head offices of Canadian companies located in the three western provinces and two northern territories, to call centres, to initiatives by Health Canada to increase health related training in French, to non-certificated staff for the provinces' schools, to initiatives in the tourism industry, to personnel for pre-school and daycare services, there appears to be more than sufficient need and opportunity to justify an expansion in the availability of French language college programs.
4. French language college education in Canada is reviewed along with their governance structures. The Québec college system was not included because of the particular role it plays in its education system as well as the linguistic context of the province. It must be noted however that there are 7 English language colleges in the province for its second official language population.
5. Role of Campus Saint-Jean of the University of Alberta. Close collaboration and partnership between the Faculté and the French language college structure would be beneficial to both institutions. The Faculté has many student programs, services and systems that would benefit and support a college level clientele at a cost that would be considerably inferior to the cost of replicating them all for the college students' needs.
6. Two models are reviewed for the delivery of French language college programs. Discussions with officials of MacEwan College, NAIT and the University of Alberta dealt with the possibility of these institutions being directly involved in the implementation of this initiative.
7. Initial program offerings are identified and a timetable for their implementation is reviewed.
8. Potential sources of Federal government funding are identified. The fact that the principal federal government programs that would be the greatest source of potential funding for the implementation of this initiative are presently being negotiated does not permit much precision in this area.

In consideration of the above, it is recommended that Alberta Advanced Education create a French language college program delivery mechanism at Campus Saint-Jean through the University of Alberta. The development of the proposal for the establishment of the college program delivery mechanism should be assigned to the University of Alberta for submission to the Access Growth Fund whereby:

- The University of Alberta receive funding for its preparation;
- The proposal be considered and evaluated by Alberta Advanced Education separately from the University's other submissions to the Fund;
- That the development of the proposal be completed with significant input from the francophone community;

- That the proposal contains a “governance” mechanism insuring continued and ongoing significant involvement from the francophone community and that transcends individuals in the University hierarchy and does not rely solely on the good intentions of present members thereof (ie Dean of CSJ, Provost, President, etc.)

This model would permit the initial implementation and expansion of French Language College programs in the province best able to serve all clients including those from neighbouring provinces and territories as CSJ has experience and expertise in offering postsecondary French language programs, in recruitment and promotion for postsecondary French language programs as well as offering distance education programs. This model would permit an existing institution – Campus Saint-Jean already well equipped, staffed and experienced in offering French language degree programs in Alberta - to incorporate the delivery of French language college programs to ensure the successful implementation of the government of Alberta’s policies and strategic initiatives in the area of second languages (French in this case) as well as best meet the needs of the labour market and the Francophile and Francophone communities of the province.

III. Potential clientele

Since there is no French language college operating west of Winnipeg, the potential clientele has been identified for the region encompassing the three western provinces and the Yukon and Northwest Territories.

The potential clientele for French language college programs is composed of two categories of individuals – students graduating from school with appropriate French language skills and bilingual individuals already in the job market wanting to upgrade, in the French language, their employability and/or their linguistic skills.

Data on school enrolments in French immersion and Francophone programs for the region are:

(1) K-12 enrolments (2004-2005)

Francophone education

Grade levels	ALTA	BC	SASK	YU	NWT	Totals
K	442	425	109	15	18	1009
1	424	392	95	13	18	942
2	361	392	87	7	12	859
3	390	400	104	10	18	922
4	362	372	95	10	17	856
5	327	289	98	14	14	742
6	333	281	86	10	9	719
7	268	232	75	12	9	596
8	252	200	80	8	7	547
9	239	138	67	7	6	457
10	161	117	61	5	6	350
11	137	117	64	4	-	322
12	143	98	33	6	-	280
Totals	3839	3453	1054	121	128	8595

French immersion education

Grade Levels	ALTA	B C	SASK	YU	NWT	Totals
K	3467	3870	1015	51	47	8450
1	3276	3885	974	61	38	8234
2	2869	3383	883	48	45	7228
3	2658	3047	760	33	30	6528
4	2541	2632	645	31	75	5924
5	2158	2639	660	24	59	5540
6	2075	3705	600	30	64	6474
7	2826	3085	601	26	62	6600
8	2337	2708	543	20	54	5662
9	2111	2179	564	27	47	4928
10	1538	1874	468	20	38	3938
11	1338	1617	445	22	34	3456
12	1100	1361	492	18	19	2990
Totals	30294	35985	8650	411	612	75950

Surveys undertaken in 2003-2004 with grade 10-11-12 French immersion and Francophone program students in Alberta demonstrated a significant level of interest in the pursuit of postsecondary education in French at the college level. Students were requested to indicate their interest in pursuing college level training in French as well as identifying their 3 priority areas of study. Over 2000 students responded to the survey and approximately 700 indicated an interest in pursuing their education in French college programs.

Programs	Students
Radio and Television Arts	173
Licensed Practical Nurse	152
Journalism	152
Graphic and Media Arts	140
Police Services	138
Tourism	134
Travel Agent	131
Business Administration	99

Administration Assistant	96
Child Care	68
Personal Support Services	55
Teacher Aide	46
Correctional Services	43
Other	226

While data for students enrolled in French as a second language programs (FSL) have not been included in the above tables, there is some potential with this group of students. While we can be more certain that students graduating from the French immersion and Francophone programs have the necessary linguistic skills to succeed in French language college programs, the same certainty is not possible with students graduating from FSL programs because of the variety of programs offered and available to students. For example, in Alberta schools, programs can range from those that begin teaching French in kindergarten or grade one, in grade 4, in grade 7 or in grade 10. Also, FSL courses do not have grade 12 diploma exams to evaluate, in a systemic manner, the level of linguistic competence of FSL students as do diploma exams in Français 30 and French Language Arts 30 for students in Francophone and French immersion respectively.

In Alberta schools this school year, 116,137 students (21% of K-12 population) are enrolled in FSL programs. In B.C. there are 261,000 students enrolled in FSL programs during this school year. This number represents 41% of B.C.'s school age population. It is conceivable that the implementation of the compulsory second language requirement for grades 4 to 9 beginning September 2006 in Alberta schools will increase enrolments in FSL to levels similar to those in B.C. That being the case, FSL enrolments in Alberta could reach 230,000 students if the second language school requirement has a similar impact here as in B.C. where their second language requirement applies in grades 5 to 8.

In Saskatchewan schools this year, there are 65,630 students enrolled in FSL programs this school year.

(2) Bilingual adult populations:

The 2001 census of Canada identified citizens with bilingual skills in Canada's two official languages. For the region pertinent to this study, this census data is as follows:

French speaking population – 2001 Census

Jurisdiction	French only	French & English
Saskatchewan	355	49,000
Alberta	1,890	202,905
British Columbia	1,815	269,260
Yukon Territory	50	2,890
Northwest Territories	35	3,130
Totals	4,145	526,985

This data is significant to the extent that enrolments in English language programs in Edmonton – MacEwan and NAIT – are composed of approximately 50% by individuals categorized as “adults” – 20 years of age or more.

IV. Labour Market Needs

While the timeline for this feasibility study did not permit the undertaking of systematic surveys of labour market needs for bilingual personnel, many contacts were established (Appendix 1 p 23) to determine areas of significant potential need.

As a country with English and French as official languages, there are significant areas of need for bilingual personnel – (1) the federal civil service, (2) the business sector, (3) the tourism and hotel sector, and (4) the education and health sectors.

(1) The federal civil service

To meet the requirements of the Official Languages Act, the federal government must staff its civil service in a manner to ensure services and programs in the two languages. To this end, the federal civil service complement of ± 165,000 personnel is staffed by ± 65,000 bilingual individuals. This complement of personnel crosses all categories of staffing:

Language Requirements of positions in the Public Service, by Occupational Category (2003)

Category	Bilingual	Unilingual	Incomplete record	Total
Management	3,187 (84.5%)	583	0	3,770
Scientific/Professional	9,675 (42.4%)	13,066	99	22,840
Admin. & Foreign service	32,845 (49.8%)	32,749	305	65,899
Technical	4,416 (26.1%)	12,474	42	16,932
Administrative support	10,465 (31.1)	22,999	108	33,571
Operational	1,994 (0.9%)	18,174	107	20,275
Total	62,582 (38.3%)	100,044 (61.3%)	661 (0.4%)	163,287 (100%)

It is important to note that, while 38.3% of federal civil service positions are designated bilingual overall, much higher proportions of positions requiring postsecondary education require bilingual skills: Management – 84.5% and targeting 100% by 2008, Administrative/Foreign service – 48.8% and Scientific/Professional – 42.4%.

While the table below shows that only 1,605 positions out of 35,598 are designated as bilingual for western and northern Canada, it would be a disadvantage to Albertans if they were not able to acquire and develop their linguistic skills to compete for the other 60,000+ bilingual positions in the Federal civil service! Since Alberta has 10% of Canada’s population, it would be appropriate to expect that approximately 10% of the 62,582 (6,200) bilingual positions be held by Albertans.

Language Requirements of positions in the Public Service, by Region (2004)

Region	Bilingual positions	Unilingual positions	Incomplete records	Total
Western and Northern Canada	5% - 1,605	95% - 33,984	0% - 9	35,598
Ontario (excluding NCR)	10% - 2,079	90% - 18,244	0% - 7	20,330
National Capital Region (NCR)	64% - 44,798	36% - 25,031	0% - 249	70,078
Quebec (excluding NCR)	60% - 12,119	40% - 8,106	0% - 59	20,284
New Brunswick	49% - 2,649	51% - 2,746	0% - 24	5,419
Other Atlantic provinces	10% - 1,368	90% - 11,829	0% - 20	13,217
Outside Canada	80% - 603	20% - 150	0% - 0	753

Source: PCIS as of March 2004

It has often been decried that western Canada and Alberta, in particular, do not have political clout in Ottawa. While this may, in part, be attributable to the fact that, in the last decade, the majority of MPs elected from the west and Alberta have not been part of the governing party (though that was not the case with the Conservative government in the 1980’s and early 1990’s), it is also possibly attributable to the fact that westerners and Albertans do not, proportionately to their demographic weight, occupy senior and influential positions in the federal civil service which increasingly require bilingual skills.

The above data represents the labor market potential for bilingual individuals in the federal public service but it represents only 35% of positions in federal institutions and all other organizations that, under federal legislation, are subject to the Official Languages Act or parts thereof. In total, there are ±460,000 positions in these sectors which, if filled by bilingual personnel at the same rate as the federal civil service is, produce an additional ±115,000 bilingual positions. The table below identifies total numbers of positions in some crown corporations:

Crown Corporation Employment

Crown Corporation	Employees
Canada Post	64,174
Canadian Broadcasting Corp.	6,929

Atomic Energy of Canada	3,456
Via Rail Canada	3,100
Canada Mortgage and Housing	1,850
Marine Atlantic	1,286
Business Development Bank Can.	1,200
Farm Credit Canada	1,000
Export Development Canada	992
Total	83,987

(2) The business sector

The need for bilingual personnel in the business sector can be extrapolated, to some extent, as follows.

a. Head offices of Canadian corporations

In 2002, Calgary had 204 head offices, second only to Toronto (470) and ahead of Montreal (174) and Vancouver (169). These head offices along with head offices situated elsewhere in Alberta, produced over 21,000 positions. While it was not possible to determine the level of bilingual personnel required by these head offices, it is safe to assume that bilingual personnel is required by some if not all of these head offices.

Head office employment by province and territories

	1999	2000	2001	2002
Newfoundland and Labrador	1076	952	984	988
Prince Edward Island	121	130	120	136
Nova Scotia	2,500	2,407	2,478	2,455
New Brunswick	3,985	3,261	2,951	4,013
Québec	41,853	41,512	39,420	40,846
Ontario	67,919	66,872	72,657	73,566
Manitoba	8,009	8,186	8,355	7,152
Saskatchewan	2,964	2,867	2,695	2,763
Alberta	16,975	18,643	19,286	21,058
British Columbia	19,592	16,848	16,566	16,505
Territories	56	56	80	80
Total	169,050	161,734	165,601	169,562

Head office employment by selected cities

City	1999	2000	2001	2002
Halifax	2,086	1,952	1,885	1,868
Québec City	1,757	1,926	1,972	2,550
Montréal	37,110	36,416	34,173	34,587
Ottawa	3,755	3,814	5,347	4,768
Toronto	51,394	50,982	54,684	56,022
Hamilton	1,855	1,797	2,002	2,358
Winnipeg	7,535	7,713	7,939	6,732
Calgary	11,946	13,672	14,794	16,167
Edmonton	3,574	3,568	3,090	3,415
Vancouver	17,295	14,630	14,523	14,515

b. External trade and exports

Alberta has significant trade relations with countries where French is a commonly used language. Fifty one countries, along with five observer states, make up the *Organisation Internationale de la Francophonie* (Francophone Commonwealth). While perhaps not a necessity, bilingual skills in trade dealings with these countries undoubtedly enhance some Alberta companies' chances in vying for exports there.

Alberta exports to western European countries, where French is commonly spoken (France, Belgium, Switzerland, Luxembourg), totaled approximately \$343M in 2004. This represents 30% of all trade with western European countries.

Exports to African countries in 2004 where French is commonly spoken (Algeria, Tunisia, Morocco, etc.) totaled \$123M. This corresponds to 60% of all trade with African nations.

Alberta's International Exports
January – Dec 2004
Alberta Economic Development

While overall data is not available for exports to Québec and New Brunswick, there is, undoubtedly, a need for bilingual personnel for companies and businesses involved in trade and exports with these provinces.

Statistics Canada does not track Interprovincial trade between provinces; hence, we do not have any reliable export statistics for Alberta, to Quebec or New Brunswick. This has always been a challenge for Statistics Canada, as there are no formal mechanisms in place for capturing or reporting trade between Canada's provinces. As additional information, many years ago, we used to generate estimates of Alberta's Interprovincial trade, but the program was terminated as data sources dried up and data quality eroded. The only piece of Interprovincial information which we are still wrestling to maintain (data quality eroding after BSE and related sensitivities) is our beef supply and disposition balance sheet. Our latest estimates suggest that in 2002 (prior to BSE), Alberta exported 124,302 tonnes of carcass and boxed beef valued at approximately \$506 million to Quebec. Breakout for Quebec in 2003 and 2004 is not available. Also, we do not have similar data for New Brunswick.

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(3) Tourism and hotel/convention industries

Activities in the tourism sector aimed at French speaking clients from eastern Canada and Europe are developing. Travel Alberta in partnership with *La chambre économique de l'Alberta* (CÉA) (Alberta French Language Chamber of Commerce) has developed a French language version of its website as part of an effort to attract French speaking tourists from elsewhere in Canada and Europe. The CÉA, in partnership with the Collège de Matane in Québec, is coordinating work experience placements in Alberta's tourism industry for 12 students this year.

Increasingly, convention organizers (EEDC) are faced with the challenge of being able to guarantee services in French to attract national conventions to the city. Along with convention services in French, the possibility of being able to offer hotels services in French is also an advantage to attracting national conventions.

(4) Education sector

The education sector needs in college level education are in the areas of teacher-aides, preschool teachers, daycare workers. The greatest need is in the area of trained bilingual teacher-aides to supply the 150+ French immersion and Francophone schools educating their 32,000+ enrolled students. In addition, there are at least 50 French language pre-kindergartens, playschools and daycares in the province.

With the impending implementation of compulsory second language requirements in Alberta schools and the lack of qualified teachers to do so, French language college programs could become an important supplier of personnel with appropriate language skills to support French second language programs in some of Alberta's 1500 schools.

(5) Health sector

The federal government's Action Plan on the Official Languages (2003-2008) targets considerable resources to the training of health workers in the French language to permit Francophones, outside Québec to have access to certain health programs and services in French. Resources are available for these programs through the *Consortium de formation en santé (CNFS)* (National Consortium for Health Training in

French). *Réseau santé ouest* (Western Canada Health Network) has been created of representatives from Alberta, British Columbia, the Yukon and the Northwest Territories in order to develop and implement a strategic plan flowing from the national strategy. It has defined the following areas of college level health sector French language training needs for the next three years (2005-2008):

- a. Personal and Home care aides;
- b. Medical secretary;
- c. Dental hygiene/assistant;
- d. Health & social service administration; and
- e. Language upgrading for healthcare workers.

V. French Language Postsecondary Programs

(1) University

Alberta		
Institution	Program	Enrolments
Campus Saint-Jean	Education	190
	Nursing	17
	Science	108
	Bus Admin	33
	Arts	232
	Engineering	11
	M Ed	56
U of Calgary	Education	40
	FLIP (6 courses in French)	± 150
	BA in French (Dept of Humanities)	187
U of Lethbridge	Education	± 40 majors + ± 20 minors
	Total	± 1086

There is only one French language program offered in British Columbia, at Simon Fraser University. It was implemented in the fall of 2004 and has 15 students. It is a B.A. program with the possibility of majoring in a certain number of fields. Simon Fraser's teacher training program permits students to major or minor in the teaching of French.

In Saskatchewan, the *Institut linguistique* at the University of Regina offers a teacher training program for francophone and French immersion education. The program has students spend their third year of training at l'Université de Laval. The teacher training programs at the University of Saskatchewan offers majors and minors in the teaching of French.

(2) College

The availability of French language college programs in western Canada is restricted to those offered in Manitoba by the Collège Universitaire St. Boniface (CUSB) and the Bilingual Business Administration Program offered at NAIT in Alberta. There are no programs available in Saskatchewan, B. C. and the two northern territories. I have included, below, the French language programs available in Nova Scotia and in Manitoba as their linguistic contexts are similar to Alberta's. These two provinces' potential clientele, both in school leaving students and in bilingual citizens, is much lower than Alberta's. Alberta's demographic potential composed of students in French immersion and Francophone schools along with bilinguals identified in the 2001 census totals 417,000, those same numbers are 246,000 for Manitoba and 218,000 for Nova Scotia.

Alberta		
Institution	Program	Enrolments
NAIT	Bilingual Business Administration	50

Manitoba

Collège universitaire St. Boniface (CUSB) is a corporation governed by a board of governors. It grants certificates, diplomas and, in affiliation with the University of Manitoba, degrees.

Institution	College Programs	Enrolments
Collège universitaire St. Boniface	Business Administration	
	Health Care Aide	
	Early Childhood Education	
	Computer Systems Admin	
	Tourism	
	Multimedia Communications	
	Nursing Diploma (3 years)	
	Total	± 200
		Overall 780 FTE + 395 PT (03-04)*

* Total institution enrolments (college + university)

Nova Scotia

Université Sainte-Anne is an autonomous publicly funded university governed by a board of governors which grants degrees, diplomas and certificates. Collège de l'Acadie was amalgamated with Université Sainte-Anne in 2002 by the Nova Scotia legislature.

Institution	College Programs	Enrolments	
Université Sainte-Anne	Personal Services Advisor (2)		
	Early Childhood Education (2)		
	Special Education Aide (1)		
	Entrepreneurship & Small Businesses		
	Continuous Health Care Services (1)		
	Personal Care Aide (1)		
	Paramedic Level 1 (1)		
	Paramedic level 2 (1)		
	Business Administration (2)		
	Information Tech – network admin (2)		
	Business Technologies (1)		
	Total	± 120	
			Overall 406 FTE + 104 PT (03-04)*

* Total institution enrolments (college + university)

Elsewhere in Canada, outside of Québec, there are stand alone French language colleges in Ontario and in New Brunswick.

Ontario has two publicly funded French language colleges. Collège Boréal, with 7 campuses – Sudbury, Hearst, Toronto, Timmins, Kapuskasing, New Liskeard and Nipissing – serving approximately 4,000 full and part time students. La Cité Collégiale in Ottawa with a campus in Hawkesbury serves approximately 10,000 full and part time students. There is also Collège d'Alfred, affiliated with the University of Guelph, which specializes in agriculture and horticulture. Programmes offered by these institutions are found in appendix 2 (p 26).

In New Brunswick, the provincial government operates the New Brunswick Community College with 11 campuses – six Anglophone and five Francophone. Programmes offered by the Francophone campuses are found in appendix 3 (p29).

VI. Collaboration with Campus Saint-Jean

The location of Campus Saint-Jean, at the centre of Edmonton's "French Quarter", is a plus in itself. It is surrounded by numerous Francophone institutions, organizations and services (Appendix 4 p30). This

geographical location strongly supports the Campus' efforts in creating a milieu where French can be the language of communication 24/7.

In discussions with the Dean of Campus Saint-Jean, the following presently available and offered programs, services and resources were identified as being beneficial, if not essential, for the successful implementation and delivery of French language college programs:

(1) CSJ student services in French:

- a. Admissions
- b. Counselling and course selection
- c. CCOÉ – *Centre de communication orale et écrite*;
- d. CAT – *Centre d'aide en technologie*;
- e. Cultural and community activities and events;
- f. Sports activities and events;
- g. Two language labs;
- h. Computer lab;
- i. Marketing and recruitment strategies and activities;
- j. Student transportation.

(2) Program and resources

- a. French language courses and testing;
- b. French language library and staff;
- c. Possibility of delivery of some courses for joint university/college clientele;
- d. Possible use of sessional/rolling contract staff to offer college-level courses;
- e. Distance delivery capacities;
- f. Expertise in the development of distance delivery courses.

(3) Available instructional and residence facilities

Taking into consideration the factors to be met to ensure the effective delivery of French-language college programs, the following two possibilities have been identified:

- a. Campus Saint-Jean accommodates college programs in its present facilities on an initial short term basis. The facilities are rated to accommodate approximately 1000 students and there are now about 650 enrolled.
- b. Sainte-Croix congregation building (vacant and for sale) on Whyte avenue close to 91st Street

This building, constructed in the mid 1960's, was used as a religious residence and school until the late 1990's. It has been vacant for the last 5 years or so.

The following building characteristics make it an attractive alternative for consideration:

- Proximity to Campus Saint-Jean – 2 blocks;
- Facilities for both instruction and residences – accommodation for approximately 60 students in residence and 10 rooms of varying size for instruction;
- Room for large group instruction and activities – former chapel
- Fully equipped kitchen and dining room, solariums at the end of each floor which could be transformed into communal kitchenettes;
- Full size gymnasium

Further investigation is required to determine the suitability of the building, its state, its selling price as well as the modifications and modernization required to bring it up to code for use as an instructional and residence facility. Due diligence evaluations, done by prospective purchasers, could be accessed as part of an initial evaluation of appropriateness.

VII. Delivery of French language college programs in Alberta

(1) Models

Within the present legislative context and eliminating the creation of a French language college, there appear to be two possible models for consideration for the delivery of French language programs in Alberta:

- a. Replicate the Campus Saint-Jean model at NAIT or MacEwan College to offer French language college programs.
- b. The University of Alberta offer French language diploma and certificate college programs at Campus Saint-Jean.

These models were discussed with officials of:

- MacEwan College (Paul Byrne, President; Janet Paterson-Weir, Vice President Academic and Susan May, Associate Vice President, Academic),
- NAIT (Paul Hunt, Vice President Academic) and the
- University of Alberta (Carl Amrhein, Provost and Vice President Academic, Marc Arnal, Dean of Campus Saint-Jean and Rhonda Williams, Director of Governance).

In addition to discussions with officials at MacEwan and NAIT, written correspondence was also undertaken with these two parties (Appendix 5 p 31).

In the case of MacEwan, it was felt that, with their strategic direction focused on offering foundation/applied degrees and university transfer programs to 50% of its students, such an arrangement could lead to conflicting situations especially if there was a close working relationship with Campus Saint-Jean for example the offering of university transfer teacher training programs at MacEwan.

It was felt that there would be a poor fit with the NAIT vision and mandate of offering programs directed principally at technical trades.

In both cases, it is not perceived that there is market demand for French language college programs. Since market demand drives program offerings in each institution, it would be difficult, if not impossible, to rationalize offering French language programs based on criteria different than those presently being used for all other programs.

It was also indicated by both institutions that instructional space is at a premium and that additional facilities would need to be acquired in order to house such an enterprise.

Discussions with the Provost of the U of A and the Dean of Campus Saint-Jean revealed that the university would be capable of and interested in implementing and delivering French language college programs at CSJ. The Provost indicated that this type of activity would not be in conflict with the university's revised mandate and that, to him, Campus Saint-Jean has the capacity, experience and expertise in the delivery of

French language post-secondary programs in Alberta to successfully implement this initiative, at least in the short term. The required funding would be required and an agreement on governance issues as well as program approval processes and procedures would have to be developed. He indicated that the university is presently developing a policy for program approval processes and procedures in order to bring congruence to its existing large number of certificates and diplomas. He was confident that, at this early stage of development, this proposed program approval policy, procedures and processes could accommodate the needs of programs to be offered in French at Campus Saint-Jean, if that became reality.

The Provost also indicated that governance questions could, in part, be met by evaluating the possibility of reserving a seat on the university's board of governors for a member representing Campus Saint-Jean, including its college component. He also demonstrated openness to appointing a member on the CSJ Dean review/selection committee to represent the college component.

He indicated that further discussions would be required on other governance type issues dealing with the mandate, mission, vision, recruitment strategies, program approvals and priority setting for the college component. He believed that short of establishing a board of governors/directors for the college component of the Campus, that there were ways and means of finding innovative mechanisms to satisfy these needs.

He concluded his remarks by saying that Jim Edwards, chair of the Board of Governors, would probably be a strong advocate for this initiative.

(2) Factors for Consideration in Determining the Model of Delivery

A number of factors require consideration in determining the structure for the model of delivery selected. The following are the most important:

a. Funding

Funding for the implementation of this initiative, regardless of the model, should be allocated to the host institution as a dedicated budget for the delivery of French language college programs and services. This manner of budget allocation permits a higher level of accountability for use of funds as well as better evaluation of its sufficiency for the objectives being strived for.

b. Governance

While, the two models for delivery being considered do not entail the creation of an independent public college with a governance structure as defined in the Post-secondary Learning Act, it will be important, regardless of the model implemented, that there be a mechanism by which the community (communities), most interested and affected by the entity, has a significant role in the determination of mission, vision, mandate, program offerings, program priorities and recruitment/marketing strategies. It is the author's interpretation that *Bill 1 – Access to the Future Act*, assented to on May 10, 2005 by the Alberta legislature, gives the Minister latitude in developing models and structures, at the post-secondary level, to undertake innovative measures to increase access to and better ensure the success of post-secondary education initiatives.

2 (2) *The Minister, in consultation with public post-secondary institutions and such other persons as the Minister considers appropriate, shall identify and evaluate and, where appropriate, implement plans, arrangements or processes that enhance the access to and affordability of advanced education ...*

Section 2(2) of Bill 1 – Access to the Future Act

It would be advantageous if host institution implemented a “governance” mechanism (board of directors, coordinating committee) which recognizes the need for and the importance of a significant role for the community in decisions affecting the success of this initiative.

The importance of such a mechanism is fourfold:

- i. It gives those most interested in and knowledgeable of the needs of French language college education a sense of ownership and responsibility to succeed as well as a certain level of accountability;
- ii. Individuals serving on such a mechanism would bring knowledge of their communities and geographical areas in the establishment of a vision, a mission, mandate, program needs/priorities and recruitment/promotional activities and strategies that does not exist in the host institution’s governance structure;
- iii. Individuals serving on such a mechanism would become ambassadors for the programs and services offered thereby significantly complimenting institutional recruitment and promotional activities and strategies; and
- iv. Individuals serving on such a mechanism would become important sources of and players in the identification of practicum placements required by most college level programs.

c. Linguistic services and programs

In a context where French is a minority language and where many students enrolling in the proposed programs will be French second language learners, linguistic support services and programs will be required to ensure students graduate with high levels of French language competence. These supports would also benefit Francophone students born and raised in western Canada. While defined as Francophones by Canadian Charter of Rights and Freedoms (Mother or father had French as a first language and still understands it), many of these students have English as their dominant language. They need to continue developing and upgrading their French language skills. Many factors are at play in producing this situation. The two most important are the preponderance of the English language in Alberta society and the fact that in excess of 60% of students enrolled in Francophone schools come from families where only one parent is Francophone.

These services and programs would be in addition to instruction in French for most/all courses and should include:

- i. Linguistic evaluation at entrance to determine level of linguistic skills in French and in English,
- ii. Programs, services and opportunities (like the federally funded Summer Language Bursary Program) to help students upgrade and further develop their French language skills, and
- iii. Linguistic evaluation before graduation certifying bilingual linguistic proficiency.

d. Milieu

In addition to instruction in French and programs, services and opportunities to improve and continue to develop French language skills, the milieu where these take place can have as much, if not more impact. If students are in a context where the French language is used continuously, in and out of the

classroom and including in social and cultural activities, student linguistic skills improve and continue to develop more effectively.

e. Distance learning delivery

For clients not interested in or able to attend programs on a full-time basis or to move to Edmonton for their education needs added to the fact that this enterprise will be the only one west of Winnipeg to offer French language college programs, quality distance learning capabilities will be required. Host institution distance learning delivery capacity, E-campus Alberta, Supernet, and delivery capacity purchased in other basic and post-secondary institutions in and out of province should permit students to access programs from nearly anywhere in Alberta if not the whole of the western and northern regions of the country.

f. Residence facilities and services for students

It is expected that over 50% of the clientele will come from outside of the Edmonton metropolitan area and, therefore, student housing will be required. While not all out of region students will want residence accommodations, the popularity of these accommodations is demonstrated by the over subscription to residence facilities at Campus Saint-Jean. If residence capacity permitted, 25 to 30% of Campus Saint-Jean students would elect to use them. At present, Campus Saint-Jean residence can only accommodate 15% of students registered (100/650).

The residence, in this context, not only meets student accommodation needs but also contributes significantly to the overall objective of creating a French language and cultural milieu. Students are expected and encouraged to speak French in the residence and the residence's geographic location permits students to easily participate in many French language social, cultural and religious activities that take place year round in the immediate area.

VIII. Recommended Model for Delivery of French language College Programs

In consideration of the totality of the above factors, the context and discussions with senior administrators of MacEwan College, NAIT and the University of Alberta, the table below attempts to summarize the extent to which the two identified models are in the best position to implement and operate successful French language college programs:

Factors	Campus Saint-Jean	MacEwan College	NAIT
Able to receive and allocate dedicated funding from AAE	+	+	+
Governance	±	±	±
French language student services, programs and activities	+	-	-
Support programs and services for linguistic enhancement	+	-	-
French language milieu	+	-	-
Mandate for and expertise in French language post-secondary education	+	-	±
Available residence facilities	-	+	-
Adapted recruitment and promotion strategies and activities	+	-	-
Mandate for and expertise in college level education	-	+	+
Available facilities to offer programs	±	-	-
TOTAL +	7	3 1/2	3

This synthesis demonstrates clearly that the University of Alberta can best offer French language college programs through Campus Saint-Jean.

IX. Initial Program Offerings

The initial program offerings would focus on 3 clusters of programs: 1) Business programs, 2) Education programs, and 3) Community Development programs. As indicated in section IV of this document, labour market information indicates the need for bilingual personnel in the Federal civil service, the business sector, and the tourism and hotel sector. Section III shows there is a large potential clientele for these programs as well as a demonstrated interest on the part of Alberta students surveyed in 2003 – 2004.

Diploma and certificate profiles (appendix 6 p 36) identify the commonalities between the curricula by cluster.

1. Business programs

Three different Diploma programs would be offered: (a) Bilingual Business Administration, (b) Tourism, (c) Communications – Public Relations.

- **Bilingual Business Administration program**

This program has been offered by NAIT since 1996. At the present time the program offers 4 streams of specialization: Accounting, Finance, Management, and Marketing. Fifty percent of the courses are provided in the French language while the remaining 50% are provided in English. This structure is not an ideal situation for the acquisition of French language skills. Students develop linguistic skills in French much better by being totally immersed in the language over as long a period of time as possible. As a result, the Collège would initially offer the Marketing stream totally in French. Students interested in the Accounting, Finance, and Management specializations would complete their first year (2 semesters) of studies in French at the Collège and would then transfer to NAIT to complete their second year of specialized studies in English. Once the Collège acquired sufficient experience in the management and recruitment of the program it would gradually add the remaining three specializations to its program offerings.

- **Tourism program**

This program, delivered totally in the French language, would build on many of the courses already offered in the Bilingual Business Administration program. The Diploma profiles) show that many commonalities exist between the 2 curricula. This program would be similar to NAIT's Hospitality Management Diploma; however the food and beverage components would be replaced with courses that focus on tourism related subject matter such as: Alberta Tourism Attractions, Sales and Service Techniques, Adventure and Ecotourism. It would be offered over 2 years with fall and winter semesters in each year. A program of this nature offered by the Collège Saint-Boniface in Manitoba has been very successful in assisting and enhancing the Tourism industry in that province.

- **Public Relations (Communications) program**

Many Canadian corporations and Head Offices require bilingual individuals that will provide public relations for their organization. This program would build on many of the courses from the Bilingual Business Administration program and the Tourism program. The Collège would initially offer the first year (2 semesters – Fall and Winter) of the program in French with students transferring to the existing MacEwan College program for the remainder of their studies. Here again, as the Collège acquired additional experience with recruitment and management of the program it would add the remaining terms of the program to its offerings.

The minimum admission requirements for all three programs are an Alberta High School Diploma or equivalent; 60% in English 30 or 33, or equivalent; 50% in Français 30 or 33, or 80% in French 30, 75% in French 31, or 70% in French Language Arts 30 or 33 or equivalent; 60% in Math 20, or equivalent.

Candidates to all three programs need to demonstrate proficiency in spoken and written English and French.

To graduate, students must successfully complete all courses, inclusive of work experience, as defined by each program.

2. Education Programs

Two different programs would be offered: (a) an Early Childhood Development Diploma, and (b) a Teaching-assistant Certificate.

▪ Early Childhood Development

This program offered over 2 years (4 semesters) would be similar to the MacEwan College program. Field placements would be coordinated with the Francophone and French immersion pre-schools and daycares. All courses would be delivered in French.

The minimum admission requirements for this program is an Alberta High School Diploma or equivalent; 60% in English 30 or 33, or equivalent; 50% in Français 30 or 33, or 80% in French 30, or 75% in French 31, or 70% in French Language Arts 30 or 33 or equivalent; 60% in Math 20, or equivalent; 60% in Social Studies 30 or 33; 60% in a Group C course. Candidates to this program need to demonstrate proficiency in spoken and written English and French.

▪ The Teaching-assistant program

This certificate delivered totally in French would be offered over 2 semesters (Fall and Winter). Field placements would be coordinated with the Francophone and French immersion schools throughout the province. A significant component of the program would be developed into structured distance learning courses, to facilitate its delivery throughout the province. This model allows students to work together in a collaborative and interactive environment without having to relocate to Edmonton. Students would come together to meet face-to-face over 3 weekends to complete some of the required coursework.

The minimum admission requirements for this program are an Alberta High School Diploma or equivalent; 60% in English 30 or 33, or equivalent; 50% in Français 30, or 80% in French 30, or 75% in French 31, or 70% in French Language Arts or equivalent. Candidates to this program need to demonstrate proficiency in spoken and written English and French.

To graduate, students must successfully complete all courses, inclusive of work experience, as defined by each of the above programs.

3. Community Development programs

Two certificate programs would be offered: (a) the Health Care Aide program and (b) the Voluntary Sector Management program.

▪ The Health Care Aide program

Since the health care system is increasingly making use of home care, it is important to provide the required bilingual personnel to meet the needs of French-speaking individuals. Many health agencies are also seeking bilingual personnel to staff their nursing homes and continuing care units. This program would be offered in French under 2 models: a blended learning environment and face-to-face. In the first model, a significant

portion of the program would be offered on-line with 2 face-to-face weekend visits interspersed during the 16 week schedule. In the second model, the program would be offered face-to-face in locations where enough students constitute a viable cohort.

▪ **The Voluntary Sector Management program**

This program with above average occupational growth in Alberta (AHRE, Feb. 2005) would address the specific needs of the Francophone community. Many Francophone agencies require personnel who are interested in working in the non-profit sector developing the socio-cultural aspects of the Francophone communities found throughout Alberta, Saskatchewan, British Columbia, Yukon, and the Northwest Territories. This program would be offered in French under a blended learning environment. In other words, a significant portion of the program would be offered on-line with 2 face-to-face weekend visits interspersed during the schedule.

The minimum admission requirements for the two programs are an Alberta High School Diploma or equivalent; 60% in English 30 or 33, or equivalent; 50% in Français 30 or 33, or 90% in French 30, or 80% in French 31, or 70% in French Language Arts 30 or 33 or equivalent. Candidates to these programs need to demonstrate proficiency in spoken and written English and French.

To graduate, students must successfully complete all courses, inclusive of work experience, as defined by each program.

X. Future Program Offerings

Once the initial programs are well established, the Collège will explore the possibility of developing partnerships for additional programs that may be offered totally or partially in French. Some examples may include graphic and media arts, radio and television arts, practical nurse, and police services.

XI. Projected enrolments

	2006-07 FTE	2007-08 FTE	2008-09 FTE	2009-10 FTE	2010-11 FTE
Diplômes - Diplomas					
Administration des affaires					
Business Administration					
1ère année					
Year 1	20	40	60	60	80
2e année Marketing					
Year 2 Marketing		10	15	15	15
2e année Management en 2009-2010					
Year 2 Management in 2009-2010				12	12
Tourisme					
Tourism					
1ère année - Year 1	20	40	40	40	40
2e année - Year 2		15	30	30	30
Communications - Relations publiques					
Communications - Public relations					
1ère année - Year 1	10	15	20	20	20

2e année en 2009 - 2010

Year 2 starting in 2009-2010			15	15
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Petite enfance

Early Childhood Development				
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1ère année - Year 1	20	20	20	20
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2e année - Year 2		15	15	15
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Certificats - Certificates**Aide-enseignant**

Teaching-assistant	20	20	20	20
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Aide en soins de santé/à domicile

Personal/Home Care Aid	15	15	15	15
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Animation communautaire

Community development	15	15	15	15
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Totals per year	60	190	250	277	297
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XII. Program Delivery Schedule

Given that much planning remains to take place before the Collège can be operational, it is hoped that the marketing and recruitment for 3 programs would begin in November 2005: (a) Business Administration, (b) Tourism, and (c) Communications – Public Relations. These programs would then be offered in 2006-2007. Since the Business Administration program is already in existence and due to the commonality that exists between the 1st year courses in the 3 programs, the developmental process can be completed in a shortened timeframe.

The development, recruitment and marketing for the remaining programs would begin in October 2006 with new programs starting in September 2007.

XIII. Plans for On-line Delivery

As indicated above, three programs would make use of a blended learning environment where a significant portion of the program would be offered on-line with 2 or 3 face-to-face weekend visits interspersed during the schedule. They are: Teaching-assistant, Health Care Aide and Voluntary Sector Management. Some of the course work could be self-paced, although most of it will be structured in order to allow collaboration and interaction through the use of on-line discussion forums and tutoring. This type of delivery avoids the need for students to relocate to a main campus and can accommodate those who prefer part-time studies while continuing to work. These programs cater mostly to an adult population wishing to acquire skills that can be acquired in a short time period and applied directly in their home community.

Technological tools allow for enhancement of face-to-face courses. The Collège would incorporate electronic teaching aids in all its courses to assist with student learning. This could be as basic as providing students with on-line lecture notes to developing more complex web sites with extensive resources and interactive activities.

X. Implementation and Operational Costs

The implementation timeline is developed from the premise that programs will be offered in the 2006 fall semester. For the period of September 1 2005, to August 31 2006, the following would require completion:

1. French Language College Program Delivery Agreement between the University of Alberta and Alberta Advanced Education. This agreement would deal with the following factors amongst others:
 - Programs to be offered over a five year period.
 - Governance issues surrounding the role of the community in the decision making processes in development of mandate, mission, vision, program approval and priority setting and recruitment/promotional activities/strategies.
 - Start-up funding and ongoing operational funding (student/teacher ratio of 20 to 1 + funding for distinctive student and linguistic programs and services).
 - The definition of how funding for college programs will be used to augment existing CSJ (U of A) budgets in the areas of student programs and services, linguistic programs and services and recruitment and promotion strategies and activities.
 - An evaluation of the appropriateness of the Sainte-Croix congregation building as a residence and instructional facility for CSJ.
2. The enhancement of the media collection at CSJ to support the college programs to be offered.
3. The revision of CSJ recruitment/promotion strategies and activities to integrate the new college program offerings and implementation of strategy and activities.
4. The identification and purchase, if necessary, of the required facilities, furniture and equipment to begin offering college programs in September 2006.
5. The development, adaptation, translation and/or purchase of programs of study to be delivered in September 2006.
6. Negotiations with existing institutions for the transfer of programs to CSJ and the delivery of components of CSJ programs in English, as least for an initial implementation period of 1 to 3 years.
7. The hiring of professional and support staff required for the delivery of programs beginning in September 2006.

The implementation costs for the period of September 1, 2005 to August 31, 2006 before the start of programs in September 2006 are estimated as follows:

- \$25,000 - French Language College Program Delivery Agreement plus purchase of Sainte-Croix congregation building if decided upon
- \$50,000 - Enhancement of the library media collection at CSJ
- \$50,000 - Revision and implementation of CSJ recruitment/promotion strategies and activities
- \$150,000 - To accomplish numbers 4, 5, 6 and 7 above, plus purchases if necessary.

Ongoing implementation costs will continue over the succeeding 3 to 5 years in areas 2, 3, 4, 5, 6 and 7 above as new programs are introduced. These costs are evaluated at \$100,000 per year.

Ongoing operational costs will have been identified in the French Language College Program Delivery Agreement. These costs will be supported by provincial funding and by tuition fees. Tuition fees for programs at the Collège will be similar to those collected by MacEwan College and NAIT (Appendix 7 p 44).

XV. Possible Sources of Funding (Appendix 8 p 45)

The greatest source of other funding for French language education programs is the federal government. The Official Languages in Education program and the Action Plan on the Official Languages are the two major sources of funding. There are two funding envelopes within each of these programs – French first language program funding and French second language program funding. Since this initiative will target both of these client groups, funding should be accessible from both envelopes.

These programs fund program expansion and development initiatives at up to 50% of costs as well as ongoing maintenance funding. CSJ has accessed considerable funding from these sources in the past in both categories and for initiatives serving both clientele.

XVII. Conclusion

In conclusion, this feasibility study into the implementation of a model for the delivery of an expanded array of French language college programs proposes, in my opinion, a model which maximizes existing strengths in the post-secondary system for the delivery of French language programs. It also will permit an implementation which will require fewer resources than the other considered model would have required. While the proposed model does not presently exist in the public post-secondary system of Alberta, it does exist successfully in other parts of Canada and in private post-secondary institutions in the province.

There will undoubtedly be challenges in implementing this model, if it gets the go ahead. These challenges will, among others, be in finding an appropriate administrative and governance structure for the program within the University of Alberta as well as in bringing Campus Saint-Jean to revise its mandate, mission and vision to reflect its added role. This new role will require a mind shift in “the university mentality” of the Campus. This will take effort, patience and open-mindedness on the part of the Campus staff, alumni and community.

The alternative of recreating the CSJ model in an existing English language college would have faced bigger and more expensive challenges:

- the development of a culture and an expertise in the delivery of French language post-secondary programs in Alberta,
- significant resources to create the student and linguistic French language support services and programs available at CSJ,
- creating a milieu for French language post-secondary education which exists at CSJ, and
- developing the many and deep roots that CSJ has within the French language speaking community because of its long history in Edmonton and in Alberta and because of its physical location in the heart of the city’s French Quarter.

While this second model could have been developed to require it to be implemented through a formal and negotiated partnership with the U of A and CSJ, to benefit from what CSJ has to offer, I concluded that it would have involved a significant increase in bureaucracy between two large post-secondary institutions with different mandates without improving the potential for quality programs and services that the recommended model can provide.

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Secrétariat du Conseil du Trésor	Jocelyne Ouellet	(613) 996-9567	ouellet.jocelyne@fin.gc.ca
Société canadienne des postes	Robert Gauthier	(613) 734-8596	roberta.gauthier@canadapost.postescanada.ca
Société Radio-Canada	Hélène Gendron	(613) 288-6047	helene_gendron@radio-canada.ca
Statistique Canada	Réjean Lachapelle	(613) 951-3763	lachrej@statcan.ca
Téléfilm Canada	Nancy Roch	(514) 283-6363-2154	rochn.@telefilm.gc.ca
Travaux publics Canada	Denis Cuillierier	(819) 956-5059	denis.cuillierier@tpsgc.gc.ca
Gestion des ressources humaines de la fonction publique du Canada	Louise McEwen	(613) 948-9208	mcewen.louise@hrma-agrh.gc.ca

*** Ministères/organismes non visés**

Organisme	Nom	Téléphone	Courriel
Affaires indiennes et du Nord Canada	Brenda Robinson	(819) 994-5102	robinsonb@ainc-inac.gc.ca
Agence des services frontaliers du Canada	Yori De Bortoli	(613) 948-9757	yori.debortoli@ccra-adrc.gc.ca
Agence de revenu du Canada	François Dagenais	(613) 957-8623	françois.dagenais@ccra-adrc.gc.ca
Bureau du Conseil privé	Anne Scotton	(613) 947-4032	ascotton@pco-bcp.gc.ca
Commission de la Fonction publique	Allan Kimpton	(613) 995-7209	allan.kimpton@psc-cfp.gc.ca
Défense nationale	Jean-Pierre Paré	(613) 996-4378	pare.jp@forces.gc.ca
Développement social Canada	Michelle Lapalme	(613) 994-1572	michelle.lapalme@sdsc-dsc.gc.ca
Gendarmerie royale du Canada	Lisette Brisebois	(613) 993-0893	lisette.brisebois@rcmp-grc.gc.ca
Pêches et Océans Canada	Élise Lavigne	(613) 991-1273	lavignee@dfo-mpo.gc.ca
Sécurité publique et Protection civile Canada	Leslie Allain	(613) 990-2649	leslie.allain@sppcc-psepc.gc.ca

Direction de la concertation interministérielle – Programmes d'appui aux langues officielles
 Mise à jour : Mars 2005

CITÉ COLLÉGIALE

<p>École d'administration, d'hôtellerie et de tourisme</p> <p>Administration Adjoint juridique Administration de bureau - commis Administration de bureau - adjoint administratif - coop Administration des affaires Administration des affaires - comptabilité - coop Administration des affaires - gestion - coop Administration des affaires - marketing - coop Administration des affaires - services financiers - coop Sténotypie assistée par ordinateur</p> <p>Esthétique Cosmétologie Techniques d'esthétique</p> <p>Hôtellerie Arts culinaires Gestion hôtelière et de restaurant</p> <p>Tourisme et loisirs Études en loisirs Tourisme et voyage</p> <p style="text-align: center;">Institut de la technologie</p> <p>Électronique Techniques du génie électronique Technologie du génie électronique</p> <p>Environnement et foresterie Techniques d'aménagement de la faune Techniques forestières Travail forestier</p> <p>Habitation et aménagement Technologie de l'architecture Technologie du génie civil - construction - coop</p> <p>Informatique Programmeur en informatique - coop Soutien technique en informatique Techniques des systèmes informatiques - coop Technologie de la sécurité de l'information - coop Technologie des réseaux informatiques - coop Technologie du génie informatique - coop</p> <p style="text-align: center;">Médias et communication</p> <p>Médias Journalisme écrit Journalisme électronique Photographie numérique Production télévisuelle Radiodiffusion Techniques de photographie</p> <p>Communication Publicité Relations publiques</p> <p>Design Animation 3D Conception graphique Décoration résidentielle Design d'intérieur avancé Webmestre</p>	<p style="text-align: center;">Sciences de la santé</p> <p>Santé Assistant en physiothérapie / ergothérapie* Hygiène dentaire* Préposé en services de soutien personnels* Soins ambulanciers paramédicaux* Soins infirmiers auxiliaires* Techniques pharmaceutiques Thérapie respiratoire*</p> <p style="text-align: center;">Baccalauréat en technologie appliquée Baccalauréat en technologie appliquée – Biotechnologie</p> <p style="text-align: center;">Services communautaires</p> <p>Sciences humaines Garde éducative à l'enfance Services de soutien à l'intégration Techniques d'éducation spécialisée* Techniques de travail social* Techniques de travail social en gérontologie* Techniques des services correctionnels</p> <p>Sécurité Gestion de la sécurité Protection et sécurité Techniques des services policiers</p> <p>Programmes préparatoires Accès carrières et études Programmes préparatoires Programme général d'arts et sciences</p> <p style="text-align: center;">Institut des métiers</p> <p>Construction Briqueteur-maçon Charpentier-menuisier Électricien de bâtiment et d'entretien Plombier</p> <p>Mécanique Atelier d'usinage (Machiniste) Commis aux pièces Mécanicien en réfrigération et climatisation Mécanicien-monteur industriel (Millwright) Régleur conducteur de machines-outils (machiniste) Soudage – montage Soudeur Soudeuse Technicien d'entretien automobile Technicien d'entretien de bâtiment Techniques de chauffage, de réfrigération et climatisation Techniques des véhicules automobiles Techniques mécaniques – fabrication de prototype et usinage</p> <p style="text-align: center;">Services</p> <p>Aide-enseignant Arts culinaires Coiffeur Cosmétologie/Techniques d'esthétique Cuisinier Design de coiffure Garde éducative à l'enfance Éducateur de la petite enfance</p>
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COLLÈGE BORÉAL

Administration de bureau - adjoint administratif
Administration de bureau - commis
Administration des affaires - comptabilité
Administration des affaires - marketing
Commerce
Gestion informatisée d'entreprise
Dessin d'animation classique
Adjoint juridique
Administration de loi et de la sécurité
Techniques des services correctionnels
Techniques des services policiers
Techniques de Webmestre
Techniques des systèmes informatiques
Technologie du génie informatique
Coiffure
Production des pâtes et papiers
Soudage et assemblage
Techniques de machinerie lourde
Techniques de mécanicien-monteur (Millwright)
Techniques de foresterie et de gestion de la pêche et de la faune
Techniques du génie mécanique ~ maintenance industrielle
Technologie en gestion de la pêche et de la faune
Technologie forestière
Aide-physiothérapeute
Formation en services funéraires
Hygiène dentaire ~ entrée directe
Massothérapie
Pré-science de la santé
Préposé aux services de soutien personnel
Promotion de l'activité physique et de la santé
Sciences infirmières (B. Sc. Inf.)
Soins ambulanciers paramédicaux
Soins de santé holistiques
Soins dentaires ~ niveaux I et II
Soins infirmiers auxiliaires
Techniques de soins vétérinaires
Techniques d'esthétique
Techniques pharmaceutiques
Technologie en radiation médicale
Certificat Alcoolisme et toxicomanie
Garde éducative à l'enfance *
Programme général d'arts et sciences
Programme général d'arts et sciences - Option : Anglais langue seconde
Services de soutien à l'intégration
Techniques de travail social
Techniques d'éducation spécialisée *
Techniques chimiques - aspect environnemental
Techniques du génie de construction (minière et urbaine)
Techniques du génie électronique
Technologie du génie chimique
Technologie du génie de construction (minière et urbaine) (Emploi garanti)
Technologie du génie électronique

Collège d'Alfred

Programmes et spécialisations

Technologie agricole

Spécialisations :

- **Grandes cultures**
- **Productions animales**
- **Productions horticoles**
- **Production laitière**
- **Développement international**
- **Agriculture des régions chaudes**
- **Horticulture des régions chaudes**
- **Agriculture biologique**
- **Culture des plantes aromatiques et médicinales**

Gestion de l'environnement

Nutrition et salubrité des aliments

Techniques de soins vétérinaires

Post-diplôme en Développement international

New Brunswick French language college programmes

<p><u>Bathurst</u> Apprentissage d'une langue seconde Débosselage et peinture de carrosserie Fabrication assistée par ordinateur Façonnage et montage métallique Formation préparatoire à la technologie Formation secondaire Formation spécifique Mécanique de machines fixes Plomberie / Tuyauterie Soudage Techniques d'entretien automobile Techniques d'entretien d'équipement lourd Techniques d'entretien de camions et remorques Techniques d'entretien industriel Techniques d'usinage Techniques de bureau Techniques de fabrication d'outils Techniques de gestion et marketing de l'automobile Technologie de l'environnement Technologie de l'informatique - option Multimédia et Web Technologie de l'informatique - option programmation et analyse Technologie de l'informatique - option Réseautique Technologie de l'ingénierie du bâtiment Technologie de l'ingénierie industrielle Technologie de la chimie industrielle Technologie des affaires - option Administration et commerce électronique Technologie des affaires option - Comptabilité Technologie du Contrôle Industriel Technologie du génie électronique</p> <p><u>Campbellton</u> Aide en santé Charpenterie Formation secondaire Formation spécifique Infirmière auxiliaire Techniques d'éducation en services de garde Techniques d'intervention en services communautaires : Option services aux adultes Techniques d'intervention en services communautaires : Option services aux enfants/adolescents Techniques de bureau Techniques de gestion documentaire Techniques de la transformation du bois Techniques de laboratoire médical Techniques de secrétariat médical : Option secrétaire médicale Techniques de secrétariat médical : Option transcripateur médical Techniques de secrétariat médical : Option transcripateur médical bilingue Techniques de thérapie respiratoire Techniques en pharmacie Techniques radiologiques Technologie en travail du bois</p>	<p><u>Dieppe</u> Design d'intérieur Entretien des aéronefs Formation secondaire Formation spécifique Infirmière auxiliaire Photographie appliquée Programmation appliquée pour Internet Réparation de machines à petit moteur Réparation spécialisée de véhicules récréatifs Techniques correctionnelles Techniques d'imprimerie coop Techniques de communication radiophonique Techniques de conception graphique Techniques de conseils en voyages Techniques de distribution et manutention Techniques de gestion de bureau bilingue Techniques de gestion de la logistique et du transport coop Techniques de gestion de la petite et moyenne entreprise Techniques de gestion des services financiers Techniques de la vente Techniques de production web et multimédia Technologie des affaires - option Marketing coop</p> <p><u>Edmundston</u> Agroforesterie Biotechnologie (coop) Charpenterie Cuisine professionnelle (coop) Électricité Formation secondaire Formation spécifique Infirmière auxiliaire Techniques culinaires (coop) Techniques d'hôtellerie et de restauration (coop) Techniques de bureau Techniques de chauffage, ventilation, réfrigération et air climatisé Techniques de tourisme (coop) Technologie agricole (coop) Technologie de l'inspection et des sciences des aliments (coop) Technologie de la transformation des pâtes et papiers (coop) Technologie du génie civil : option générale (coop) Tourisme international (coop)</p> <p><u>Péninsule acadienne</u> Formation secondaire Formation spécifique Navigation maritime Soudage Techniques de gestion de bureau Technologie de l'animation 2D-3D Technologie de l'informatique - option Multimédia et Web Technologie de l'informatique - option programmation et analyse Technologie de l'informatique - option Réseautique</p>
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Quartier francophone

La Cité francophone

- a. Francophonie jeunesse de l'Alberta (Alberta Francophone Youth Association)
- b. l'Association canadienne française de l'Alberta (French Canadian Association of Alberta)
- c. Librairie Carrefour Bookstore (French bookstore)
- d. Conseil scolaire du Centre-Nord (North Central Francophone School Board)
 - i. École Maurice-Lavallée – grade 7 to 12 francophone school
 - ii. École Gabrielle-Roy – grade K to 9 public francophone school
 - iii. École Sainte Jeanne-d'Arc – K to 6 catholic francophone school
- e. Fédération des parents francophones de l'Alberta (Alberta Francophone Parents' Association)
- f. Institut Guy-Lacombe (Francophone Literacy Organization)
- g. Alliance française (French Language and Culture Organization sponsored by the government of France)
- h. Centre d'expérience préscolaire (Francophone Daycare)
- i. Coalition des femmes de l'Alberta (Francophone Women's' Association of Alberta)
- j. Fédération des aînés francophones de l'Alberta (Association of Alberta Francophone Seniors)
- k. Services d'accueil et d'établissement (Francophone Immigrant Settlement Agency)
- l. l'Unithéâtre (Francophone Theatre Group)
- m. Centre de développement musical (Francophone Musical Development Organization)
- n. Rassemblement artistique francophone de l'Alberta (Francophone Fine Arts Organization)
- o. Production Lez Arts (Francophone Fine Arts Production Organization)
- p. Fédération du sport francophone de l'Alberta (Francophone Sports Organization)
- q. Le Franco (Francophone provincial weekly newspaper)
- r. Post office
- s. Bistro/café

Centre Marie-Anne-Gaboury,

- a. Association la girandole (Francophone danse group)
- b. Alliance Jeunesse-Famille de l'Alberta Society (Support organization for Francophone immigrant families)
- c. Association multiculturelle francophone de l'Alberta (Francophone Multicultural Association of Alberta)
- d. Société éducative de l'Alberta (French language continuing education organization)
- e. Société acadienne de l'Alberta (Acadian Society of Alberta)
- f. Société culturelle Mamowapik (Francophone cultural group)
- g. Société des scouts et guides francophones de l'Alberta (Francophone Scouts and Guides)

Accès emploi (French language job placement agency)

Chambre économique de l'Alberta (Alberta French language Chamber of Commerce)

Manoir St. Thomas (Francophone Seniors Residence)

Société généalogique du Nord-Ouest (Francophone Genealogical Association)

Paroisse St. Thomas d'Aquin (Francophone Catholic Parish)

Centre d'arts visuels de l'Alberta (Francophone Visual Arts Development Agency and Gallery)

It is also possible to have most of your health needs served in French in the immediate area – doctors, dentist, optometrist, chiropractors, etc.

This geographical location strongly supports the Campus' efforts in creating a milieu where French can be the language of communication 24/7.

May 9, 2005

Dr. Paul Byrne
President
Grant MacEwan College
P.O. Box 1796
Edmonton, AB
T5J 2P2

Dear Dr. Byrne:

Thank you for our recent meeting concerning French language college programs with Susan May and Janet Paterson Weir.

As I terminate the work I am doing for Alberta Advanced Education in the area of expanding the availability of French-language college level programs, I would appreciate receiving your evaluation of Grant MacEwan College's possible involvement in an initiative to expand the availability of these programs.

In our past discussions, the possibility of GMC creating a school/faculty of French language programs has been put forward. It was also indicated that such a school/faculty may best be able to offer quality programs and services if it entered into a partnership and or collaborated closely with Faculté Saint-Jean of the University of Alberta. In this scenario, most, if not all, programs would be offered in Faculté Saint-Jean facilities where existing student services, activities and supports could be accessed by college students.

The above arrangement presupposes sufficient provincial funding to support these programs and services as well as an interest by Faculté Saint-Jean and the University of Alberta to enter into the necessary agreement to permit such an arrangement.

Could you please identify for me the feasibility of such an arrangement, the challenges that would have to be addressed as well as a timeline for a definitive decision by GMC if this model was the one preferred?

Since my final report to Alberta Advanced Education is due by the end of May, I would appreciate very much receiving your reactions by May 27, 2005.

Thank you very much for the consideration you will give to this request.

Sincerely,



Gérard Bissonnette

9331 – 58 Street
Edmonton (Alberta)
T6B 1L7

(780) 466-7505

May 9, 2005

Dr. Paul Hunt
Vice President - Academic
Northern Alberta Institut of Technology
11762 - 106 Street,
Edmonton, Alberta,
T5G 2R1

Dear Dr. Hunt

Thank you for our recent meeting concerning French language college programs in Alberta.

As I terminate the work I am doing for Alberta Advanced Education in the area of expanding the availability of French-language college level programs, I would appreciate receiving your evaluation of NAIT's possible involvement in an initiative to expand the availability of French language college programs in Alberta.

In our discussion, the possibility of NAIT creating a school/faculty of French language programs was put forward. It was also indicated that such a school/faculty may best be able to offer quality programs and services if it entered into a partnership and or collaborated closely with Faculté Saint-Jean of the University of Alberta. In this scenario, most, if not all, programs would be offered in Faculté Saint-Jean facilities where existing student services, activities and supports could be accessed by college students.

The above arrangement presupposes sufficient provincial funding to support these programs and services as well as an interest by Faculté Saint-Jean and the University of Alberta to enter the necessary agreement to permit such an arrangement.

Could you please identify for me the feasibility of such an arrangement, the challenges that would have to be addressed as well as a timeline for a definitive decision by NAIT if this model was the one preferred?

Since my final report to Alberta Advanced Education is due by the end of May, I would appreciate very much receiving your reactions by May 27, 2005.

Thank you very much for the consideration you will give to this request.

Sincerely,



Gérard Bissonnette

9331 – 58 Street
Edmonton (Alberta)
T6B 1L7

(780) 466-7505

Paul J. Byrne Ph.D.
President & CEO

Grant MacEwan College
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Edmonton, Alberta
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Fax 780.497.5405

Website
www.MacEwan.ca

E-mail
byrne@macewan.ca

City Centre Campus
Centre for the Arts
South Campus
Alberta College Campus

May 16, 2005

Gerard Bissonnette
9331 – 58 Street
Edmonton, AB T6B 1L7

Dear Gerard Bissonnette:

Re: French College Proposal

As we discussed at our meeting on April 12th, Grant MacEwan College supports the concept of providing college programming to French speaking Albertans in their first language, provided there is sufficient student and economic demand to support such an initiative. As you can appreciate, it is challenging to provide a sufficient variety of College programming to a relatively small group of learners who reside throughout the province and have diverse needs and career interests.

It is my understanding that your feasibility study identifies a variety of potential governance and delivery models, and that you are now at the stage of assessing the strengths and limitations of each. MacEwan's mandate focuses on three primary types of programming: undergraduate degrees and UT programs; certificate, diploma and applied degree programs; and college university entrance programming.

Firstly, it would be important for us to understand which of these programming types is the focus of your feasibility study, and to confirm that there is a good alignment. Secondly we would need reassurance that the French community championing the initiative would be supportive of MacEwan involvement or leadership. MacEwan is committed to extending access to quality educational programs, and to working collaboratively with the Ministry and other post-secondary institutions, provided we share similar goals and receive sufficient resourcing to achieve these goals.

Although lacking details, if a college consortium was established, MacEwan would be pleased to participate in the role of business agent, as a provider of purchased services, or as a program developer. Our experience in these roles with other partners is considerable and positive. However, because Grant MacEwan College does not have a history of providing programs and services in the French language, there would be a significant investment required.

With respect to establishing a French College as a new faculty/school of MacEwan, the positive aspects would be our existing infrastructure, and Ministry approved, high-quality programming. We also have a new residence opening in Fall 2005 which could accommodate out-of area learners. On the limitation side however, would be the need to acquire additional physical facilities to properly house the programs, and the recruitment of faculty and staff to support student learning in the French language.

In your letter you specifically asked me to comment upon MacEwan's possible involvement in a proposed model whereby the French College would collaborate with Faculte Saint-Jean of the University of Alberta. It's unclear exactly what kind of involvement would be requested of MacEwan in such a model given your statement that "most, if not all, programs would be offered in Faculte Saint-Jean facilities where existing student services, activities and supports could be accessed by college students." I expect we would need to learn from University of Alberta, exactly the type of collaborative relationship would be envisioned. The complexities of integrating different student information systems and academic policies cannot be overstated. However, MacEwan and University of Alberta have successfully managed transfer agreements in the past, and we would seriously consider any proposals they forward to us.

You also requested that I comment upon timelines, should Grant MacEwan College be requested to work with representatives of a French College consortium. This type of question is difficult to address in abstract terms, without knowing the nature of the request. However, in our experience with the program approval process with Advanced Education, the lead time to launch a new program can typically be two years in duration. It's also important to factor in admission cycles, since at MacEwan admissions typically open in October for admissions into September programs the following year.

I trust this provides the information you require at this stage of the study. Our best wishes for the future.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Paul J. Byrne". The signature is fluid and cursive, with a large loop at the end.

Paul J. Byrne
President & CEO

May 18, 2005

Mr. Gérard Bissonnette
9331 – 58 Street
Edmonton, Alberta
T6B 1L7

Dear Mr. Bissonnette:

Thank you for your letter of May 9, 2005 with respect to opportunities for NAIT to participate in the expansion of French language college programs in Alberta.

We are, indeed, interested in further exploration of the opportunity to locate our Bilingual Business Administration program in Faculté St. Jean facilities. Prior to making such a commitment we would look forward to more detailed discussion. To this end, I invite you to contact NAIT's Dean of Business, Dr. Corey Wentzell (780-471-7641).

Sincerely,



Paul Hunt, Vice President
Academic & Student Services

xc: Dr. Corey Wentzell, Dean of Business

Business Program Cluster Profiles

Core Courses

1st semester

Communications d'affaires I	– Business Communications I
Comportement organisationnel I	– Organizational Behavior I
Introduction à la comptabilité	– Intro to Accounting
Introduction au marketing	– Intro to Marketing

2nd semester

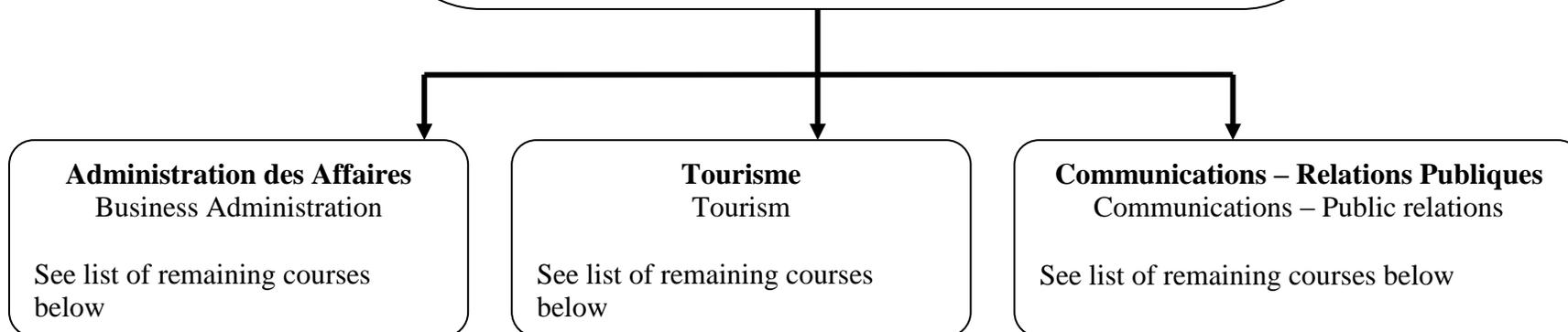
Communications d'affaires II	– Business Communications II
Microinformatiques d'affaires	– Computers in Business
Comportement organisationnel II	– Organizational Behavior II
Droit et éthique d'affaires	– Business Law

3rd semester

Promotion, publicité, et relations publiques	– Promotional Management
Techniques de ventes professionnelles	– Professional Selling Principles
Microinformatique pour le marketing	– Computers and Marketing

4th semester

Entrepreneurship	– Entrepreneurship
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Administration des Affaires

Business Administration

1st term

Mathématiques d'affaires – Business Mathematics
Économie I – Microeconomics

2nd term

Statistiques d'affaires – Business Statistics
Comptabilité II – Accounting II
Économie II – Macroeconomics

Intersession

Stage pratique

Students in the Accounting, Financial, and Management streams transfer to NAIT for the completion of their program.

Administration des Affaires – Marketing

Business Administration – Marketing Stream

3rd term

Communication d'affaires III – Business Communications III
Comptabilité de management – Managerial Accounting

4th semester

Communication d'affaires IV – Business communications IV
Le commerce électronique – E-Commerce
La recherche en marketing – Marketing Research
La gestion du marketing – Marketing management
Techniques de ventes appliqués – Applied Sales

Tourisme
Tourism

1st term

Les produits et services touristiques
Attraitis touristiques de l'Alberta

2nd term

Introduction à l'industrie de tourisme
Attraitis touristiques : Canada, Etats-Unis, Mexique

Intersession

Stage pratique

3rd term

Communication d'affaires III – Business Communications III (core with Business Administration)
Diversité culturelle
Techniques de recherche
Développement de forfaits
Accueil et animation des clientèles touristiques
Tourisme d'avanture et écotourisme

4th semester

Communication d'affaires IV – Business communications IV (core with Business Administration)
Guide Touristique
Organisation d'activités spéciales
Gestion des ressources humaines
Hébergement : ses produits et ses services

Communications – Relations Publiques

Communications – Public Relations

1st term

Option of either :

Économie I

– Microeconomics (core with Business Administration)

Psychologie de développement I

– Developmental Psychology (core with Early Childhood Development)

2nd term

Économie II

– Macroéconomics (core with Business Administration)

Education Programs Cluster Profiles

Core Courses

1st term

Psychologie de développement I
Français I

- Developmental Psychology I
- French I

2nd term

Rôles, responsabilités, et travail d'équipe
L'enfant en santé
Français II

- Effective Team Skills
- Health, Nutrition and Safety
- French II

Petite enfance

Early Childhood Development

1st term

Initiation au milieu de garde

- Introduction to Early Childhood

Introduction à la recherche documentaire

- Basic Research Skills

Rôle pédagogique du jeu

- Learning through Play

Stage d'observation I

- Observation I

2nd term

Éveil musicale et psychomotricité

- Mouvement and music

Arts plastiques

- Fine Arts with Children

Communication interpersonnelle

- Applied Communication Skills

Développement de l'enfant II

- Child development II

Stage d'observation II

- Observation II

Intersession

Stage pratique II et III

- Field placement II and III

Aide-enseignant

Teaching-assistant

1st term

Le milieu éducatif

- Working in Schools

Les programmes scolaires

- School curriculums

Apprentissage de l'enfant I

- Working with students I

Stage d'orientation

- School orientation

2nd term

Apprentissage de l'enfant II

- Working with students II

Gestion du comportement

- Managing Student Behavior

Ordinateurs en salle de classe

- Technology in Education

Dynamique personnelle positive

- Effective Interpersonal Communications

Intersession

Stage pratique

- Practicum

40

Petite enfance
Early Childhood Development

3rd term

Littérature pour enfants et l'art de raconter

Développement de l'enfant III

Science humaines et naturelles

L'importance de la famille

Français III

- Children literature and storytelling

- Child development III

- Social Studies, Math and Science

- Family-centered Practice

- French III

4th term

Diversité humaine

L'influence de la famille et de la community

Système de garde

Français IV

Stage pratique IV

- Cultural diversity

- Family and Community issues

- Introduction to Out of School Care

- French IV

- Field placement IV

Community Development Cluster Profiles

Animation Socio-Culturelle Voluntary Sector Management

1st term

Le secteur à but-non-lucratif au Canada
Intervention communautaire et technique de travail
Le développement et la gestion de programmes
Le recherche de fonds et la gestion des finances
Préparer des rencontres efficaces
Communications en français I

- Introduction to the Voluntary/Nonprofit Sector in Canada
- Community Building Through Collaboration
- Volunteer Program Development and Management
- Fundraising and Financial Management
- Conducting effective meetings
- French communications I

2nd term

Marketing et relation publiques
Supervision et développement de bénévoles
La gestion des ressources humaines
Travailler avec un conseil d'administration et les comités
Communications en français II

- Marketing and Public Relations
- Supervision and Development of Volunteers
- Managing Human Resources in Volunteer Programs
- Working with Not-for-Profit Boards and Committees
- French communications II

3rd term

Stage pratique

- Field placement

Aide en soins de santé
Health Care Aide

Prestations des soins de santé	- Wellness and Health Promotion
Les relations interpersonnelles	- Interpersonal communications
Croissance et développement	- Growth and Development
Introduction à la gérontologie	- Introduction to gerontology
La sécurité en milieu de travail	- Safety in the Environment
Activités de la vie quotidienne I	- Activities of Daily Living I
Activités de la vie quotidienne II	- Activities of Daily Living II
Soins aux personnes âgées et aux malades chroniques	- Palliative Care
La prestation des soins à domicile	- Homemaking
Communications en français I	- Communications in French I
Stage clinique	- Practicum

MacEwan College Tuition Fee Schedule for Canadian Students - Fall 2005/Winter 2006

Fees are calculated by term.

Credits per Term	2005/6 Cost Per Credit(s)	Less Gov't Tuition Rebate*	Cost Per Credit after Rebate	Student Term Fee	Global Fee	Tech. Fee	Suppl. Health Plan	Dental Plan	Term Total
1	\$374	-\$29	\$345			\$2			\$347
2	\$465	-\$37	\$428			\$4			\$432
3	\$556	-\$45	\$511			\$6			\$517
4	\$647	-\$53	\$594	\$60		\$8			\$662
5	\$738	-\$61	\$677	\$75		\$10			\$762
6	\$829	-\$69	\$760	\$90		\$12			\$862
7	\$920	-\$77	\$843	\$105		\$14			\$962
8	\$1,011	-\$85	\$926	\$120		\$16			\$1,062
9	\$1,102	-\$93	\$1,009	\$135	\$1	\$18	\$60	\$49	\$1,272
10	\$1,193	-\$101	\$1,092	\$135	\$1	\$20	\$60	\$49	\$1,357
11	\$1,284	-\$109	\$1,175	\$135	\$1	\$22	\$60	\$49	\$1,442
12	\$1,375	-\$117	\$1,258	\$135	\$1	\$24	\$60	\$49	\$1,527
13	\$1,466	-\$125	\$1,341	\$135	\$1	\$26	\$60	\$49	\$1,612
14	\$1,557	-\$133	\$1,424	\$135	\$1	\$28	\$60	\$49	\$1,697
15	\$1,648	-\$141	\$1,507	\$135	\$1	\$30	\$60	\$49	\$1,782
16	\$1,739	-\$149	\$1,590	\$135	\$1	\$30	\$60	\$49	\$1,865
17	\$1,830	-\$157	\$1,673	\$135	\$1	\$30	\$60	\$49	\$1,948
18	\$1,921	-\$165	\$1,756	\$135	\$1	\$30	\$60	\$49	\$2,031
19	\$2,012	-\$173	\$1,839	\$135	\$1	\$30	\$60	\$49	\$2,114
20	\$2,103	-\$181	\$1,922	\$135	\$1	\$30	\$60	\$49	\$2,197
21	\$2,194	-\$189	\$2,005	\$135	\$1	\$30	\$60	\$49	\$2,280
22+	\$91/credit		\$83/credit						

NAIT Instructional Fees and Expenses

Academic Year 2005/06

Full-time Tuition		
Full Year (2 semester programs, 384 hours)	\$3591.10 CDN	
Single Semester (192 hours)	\$1795.55 CDN	
E-learning Fee		
Fee per year	\$100 CDN	
Fee per semester	\$50 CDN	
NAIT Students' Association Fee		
Campus Location	Per Year	Per Semester
Edmonton (Full-time/Part-time)	\$187.00	\$93.50

Possible Sources of Federal Funding

1. Official Languages in Education Program – Canadian Heritage
 - a. This recurring federal-provincial agreement in support of official language programs in the education sector is presently being renegotiated. Canadian Heritage and the Canadian Ministers of Education Canada (CMEC) have arrived at an agreement on a funding framework for the period of 2005-2009. They have fixed June 30, 2005 for the successful completion of a Protocol for this funding after which bilateral agreements will be finalized with each province and territory.
 - b. The last 5 year Protocol, ending in 2003, contributed approximately **870M\$** in funding to the provinces and territories. Since that time, provisional agreements have been signed for 2003-2004 and 2004-2005 with funding equivalent to the level of funding available in the last year of the last Protocol (2002-2003).
 - c. Not knowing the structure and funding envelopes of this new Protocol, suffice it to say that, in the past, this federal-provincial agreement supplied funding support for:
 - i. the ongoing delivery of minority and second official language programs at the basic and postsecondary levels;
 - ii. program expansion and extension initiatives;
 - iii. language bursaries for full-time postsecondary students;
 - iv. summer language bursaries; and
 - v. language monitors in schools and postsecondary institutions.
2. Action Plan for Official Languages 2003-2008 (Government of Canada)

- a. Canadian Heritage (Education)

Targeted Funding – minority language	\$209.0 M
Targeted Funding – second language	\$137.0 M
Summer Language Bursary Program	\$24.0 M
Official Language Monitor Program	\$11.5 M
Total over five years	\$381.5 M

- b. Health Canada

Networking	\$14.0 M
Training and Retention	\$75.0 M
Primary Health Care Transition Fund (2000 Agreement on Health)	\$30.0 M
Total over five years	\$119.0 M

- c. Industry Canada (Economic Development)

Outreach and Counselling	\$8.0 M
Internships	\$2.0 M
Pilot Projects (Tele-Training and Tele-learning)	\$10.0 M
<i>Francommunautés virtuelles</i>	\$13.0 M
Total over five years	<u>\$33.0 M</u>

GRAND TOTAL **\$533.5M**

Proposal for the Establishment of

**Collège Saint-Jean
CSJ**



November 2007



Proposal for the Establishment of

**Collège Saint-Jean
CSJ**



November 2007





UNIVERSITY OF ALBERTA

REQUEST FOR APPROVAL OF A NEW PROGRAM - SYSTEM GROWTH

SECTION A: PROGRAM INFORMATION

Title of Proposal Collège Saint-Jean (CSJ) – formerly titled Centre d’études appliquées de l’Alberta/French Centre for Applied Learning

Contact Person(s) Name: Dr Marc Arnal
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Fax: (780) 465-8760
E-mail: marc.arnal@ualberta.ca

Type of Initiative **New Programs**

Credentials to be Awarded College diplomas and certificates

Program Length 1 to 2 years (some programs may be shorter in duration)

Implementation Date Fall 2008

Program Synopsis Context

The spectrum of French language education programs has evolved significantly in Alberta during the past decade. Basic education programs at the K-12 levels have augmented in French immersion at around 31,516 students, have increased in French second language programs to approximately 123,675 students and have more than doubled in Francophone programs to roughly 5,300 students. At the postsecondary level, programs have been added at Campus Saint-Jean in Business Administration, Engineering, Nursing, Environmental Studies, and at the Master’s level. The one area where there remains a significant void in French language education is for college and technical level programs. While a *Bilingual Business Administration* program was introduced by NAIT in 1996, it has been suspended indefinitely as of 2007-08, and there are no other French language college level programs available in Alberta.

Purpose

The Collège, a Campus Saint-Jean, University of Alberta entity, will provide French college programs that will meet the needs of a growing Alberta labour market as well as provide continued learning opportunities for students completing their secondary school French or French Immersion programs.

Initial planned program offerings would focus on three clusters. These program selections may be changed based on a critical analysis of prevailing conditions in the future.

1. Business programs

Three different Diploma programs would be offered in order to take advantage of common curricula:

- Bilingual Business Administration program
- Tourism program
- Public Relations (Communications) program

2. Education programs

Two different programs would be offered:

- Early Childhood Development Diploma
- Teaching-assistant Certificate

3. Community Development programs

Two certificate programs would be offered:

- The Health Care Aide program
- The Voluntary Sector Management program

The main objective of the programs is to train highly qualified individuals capable of responding to the changing demands of the work place. Graduates will be able to interact effectively in a bilingual work environment and demonstrate proficiency in their career choice.

For a listing of the program courses, please consult Appendix A.

Program Implementation

The activities of the Collège will be phased in over a three-year period:

April 2008: Setting-up the Centre

September 2008: Offer Year One of Business Cluster programs

September 2009: Offer Year One of all programs and Year Two of Business Cluster programs

September 2010: Offer Year One and Year Two in all programs

Note: The timelines may need to be revised should approvals and transfers of the program from NAIT be delayed.

Method of Program Delivery

The Teaching-assistant, Health Care Aide and Voluntary Sector Management programs will make use of a blended learning environment where a significant portion of the program will be offered on-line with 2 or 3 face-to-face weekend sessions interspersed during the schedule. The courses will be organized to allow collaboration and interaction through the use of on-line discussion forums and tutoring. This type of delivery avoids the need for students to relocate to a central site and can accommodate those who prefer part-time studies while continuing to work. These programs cater mostly to an adult population wishing to obtain skills that can be acquired in a short time period and applied directly in their home community. Agreements are already in place for the use of teleconferencing bridges (REFAD – University of Ottawa) and CSJ has in-house capability in Web design and e-learning. In addition, CSJ was the first Faculty within the University of Alberta to be fully linked to the Alberta SuperNet. Current IT infrastructures can fully support this new initiative (with amounts added into Core and Program budgets for on-site and on-line course development and equipment purchases).

The Business programs and the Early Childhood Development Diploma will be offered on Campus Saint-Jean and make use of technological tools to allow for enhancement of face-to-face courses.

Benefits to the University of Alberta

The creation of the Collège will contribute to Alberta's advanced education system by enhancing learning opportunities and engaging individuals in a vibrant learning community found at Campus Saint-Jean. This Collège will enhance the University of Alberta's reputation as a leader in French language postsecondary education West of Manitoba. It will consolidate the position of CSJ and the University of Alberta as a key institution and as an important presence in the national and international francophonie. As well, the Collège will directly address the President's vision in Dare to Discover and in the strategic plan Dare to Deliver. In addition to adding to the diversity within a Campus that already contributes significantly to diversity within the University, the nature of the Collège will foster innovation and development of new teaching and learning approaches which will be transferred to the Campus' university programming. CSJ will also enhance its presence in the government and corporate sectors in Alberta through the provision of qualified personnel in areas where there is a high demand for bilingual capabilities. The Collège will also strengthen CSJ's contributions to citizenship and community development and so doing, underscore the University's commitments to community and citizenship. The Collège will also support efforts by the UofA to contribute to seamless transitions within Alberta's postsecondary system.

In early 2005, Advanced Education mandated a feasibility study regarding the delivery of French language college programs. The following elements are taken from the final report - Bissonnette, G. (2005). French Language College Program Delivery Feasibility Study, Edmonton, AB: Alberta Advanced Education:

(1) Government of Alberta policy directions and strategies

In recent years the government of Alberta has adopted policies and strategies with a view to creating an Alberta better able to compete in the global economy – the Alberta Advantage. Some of these have underlined the need for knowledge of languages other than English and their cultures. French language college programs would support these policies and strategies for the French language and culture.

a. *People and Prosperity – a human resource strategy for Albertans*

The expansion of French language college programs will support the goal 6 strategy of promoting the study of international languages by producing students with French (international language) language skills and cultural understanding. These graduates would become available to the component of the market looking to pursue opportunities for new trade and develop our province's tourism potential with the French speaking world. It would also supply the components of the Alberta and Canadian markets requiring bilingual personnel in Canada's two official languages

b. *Enhancing Second Language Project*

The implementation of a second language requirement in grades 4 to 9 beginning in 2006 will require the training of qualified second language non-certificated staff to support the increased numbers of students registering in second language programs, in this instance French immersion, Francophone and FSL programs in Alberta. Also, the expansion of French college level programs will be a concrete demonstration for school students that enhancing their language skills as they develop marketable employability skills is important. This would undoubtedly have an impact on the retention of students studying French in school.

c. *International Education Strategy*

Globalization is driving rapid change in knowledge, skills, and innovation. The economic well-being of future generations of Albertans depends on education that helps learners develop an understanding of international cultures. For individuals, knowledge of other languages and cultures increases opportunities to participate in international research, study, travel, or to enjoy other aspects of international life. Knowledge of other cultures and their languages also increases understanding of world events and of Alberta's relationship to these events.

d. *Campus Alberta*

Alberta high school graduates of French immersion programs and Francophone schools would have increased access to an array of quality and relevant college level learning opportunities, in French, to accommodate their life goals and commitments.

e. *Integrating Skilled Immigrants into the Alberta Economy*

This economic integration strategy is just one piece of a larger picture that includes the social and cultural integration of all new Albertans, regardless of their credentials or qualifications. Since greater numbers of French speaking immigrants are coming to Alberta, French language college programs and services would facilitate bridging programs that incorporate supported work experience or training-on-the-job components for immigrants or mentoring programs that are effective at providing opportunities for immigrants to acculturate and demonstrate their knowledge and skills to Canadian employers.

(2) Community development

In order for communities to maintain vitality and continued development, opportunities for education, training and personal development are required. This is especially the case for linguistic communities that are sparsely scattered across a large region and for whom educational, training and personal development opportunities in their language are not readily available. A French language college program delivery mechanism would be a strong “shot in the arm” for the Francophone and Francophile communities of Alberta in their continued development and vitality. (Bissonnette, 2005, p. 2 -3)

Governance and reporting

Governance of the Collège’s programs will fall under the direction of the Dean and Faculty Council of Campus Saint-Jean. All programs and courses will be subject to the same approval processes as any other program or course within the University. An Advisory Council will be created to advise on the implementation of programs and other matters as determined by the Faculty Council. It will be comprised of eleven individuals appointed by the Faculty Council of Campus Saint-Jean: seven external councilors who reflect the various sectors of the community the programs are meant to serve; two internal councilors, one a student registered in the college programs and the other a Collège staff member; and the Dean and the Director of the Collège as ex-officio members. As representatives of the community the major responsibilities will be:

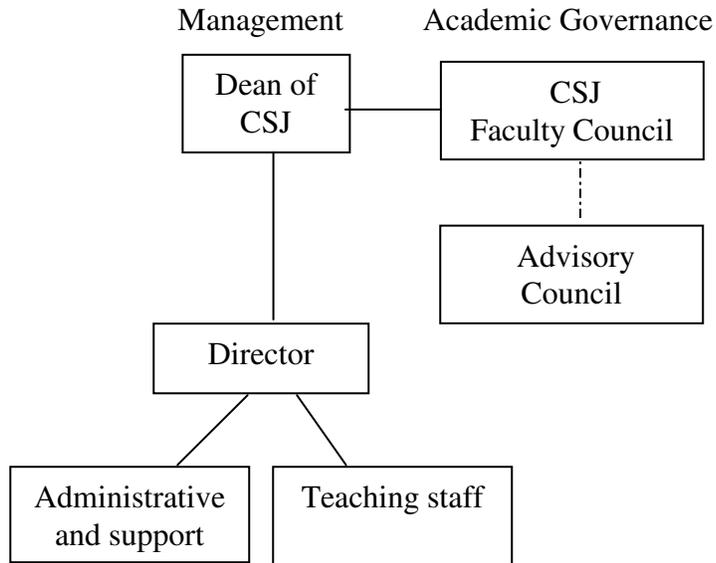
- Strategic advice on the development and implementation of the Collège’s mission and strategic plan.
- Participation in the selection and evaluation of the Director of the Collège.
- Advice on policies for the delivery of high quality instruction.
- Maintenance of effective communication with the community.
- Monitoring of performance in key educational and administrative areas such as: student retention and graduation; assessments by employers of graduates; comparable costs of programs; student and staff satisfaction surveys; early-career graduates satisfaction surveys; assessing the validity of the performance measures and outcomes in the planning process.

The Director of the Collège will report directly to the Dean of Campus Saint-Jean and (s)he will be responsible for preparing an annual report, including information on:

- The programs and activities undertaken during the previous year
- Performance measures and outcomes
- Recommendations for future action

Administrative structure

The organization will be as follows:



Leadership

Under the executive direction of the Dean, the Director will develop the needed infrastructure for the successful delivery of French language college programs. This includes the development of a strategic plan within the parameters of the strategic directions for the University and CSJ, the academic planning of programs, the search for funding sources, and the implementation of the programs. A graduate degree in Educational Administration, or equivalent, and a commitment to French language education are essential.

Enrollment Summary (based on currently planned programming)	Projected enrolments	2008-09	2009-10	2010-11	2011-12	2012-13
		FTE	FTE	FTE	FTE	FTE
	Diplômes – Diplomas (2 year programs)					
	Administration des affaires					
	Business Administration					
	1ère année - Year 1	20	40	60	60	80
	2e année Marketing - Year 2 Marketing		10	15	15	15
	2e année Management en 2009-10					
	Year 2 Management in 2009-10			12	12	15
	Note – The program offers four streams: Marketing, Management, Accounting and Finance. Students registered in the Accounting and Finance stream will complete Year 2 at NAIT. Students registered in the Management stream will complete Year 2 at NAIT until the stream is offered at the CSJ (co) in 2009.					
	Tourisme					
	Tourism					
	1ère année - Year 1	20	40	40	40	40
	2e année - Year 2		15	30	30	30
	Communications - Relations publiques					
	Communications - Public relations					
	1ère année - Year 1	10	15	20	20	20
	2e année en 2010-11					
	Year 2 in 2010-11				15	15
	Petite enfance					
	Early Childhood Development					
	1ère année - Year 1		20	20	20	20
	2e année - Year 2			15	15	15
	Certificats – Certificates (1 year programs)					
	Aide-enseignant					
	Teaching-assistant		20	20	20	20
	Aide en soins de santé/à domicile					
	Personal/Home Care Aide		15	15	15	15
	Animation communautaire					
	Voluntary Sector Management		15	15	15	15
	Totals per year	50	190	262	277	300

SECTION B: DETAILED SYSTEM COORDINATION ANALYSIS

Fit with Mandate and Business Plan

The third cornerstone of the U of A's vision statement – Connecting Communities – is especially relevant to the Collège's mandate and business plan:

- “Foster partnerships with business and industry to advance mutual goals for supporting talented people through employment and internship opportunities for our students and access to life-long learning, identifying research challenges, and translating and disseminating our research outcomes.
- Engage with, serve, and draw strength from the diversity of our external communities, in particular Aboriginal, Franco-Albertan, multicultural, rural, and northern communities”.

CSJ has always promoted learning, discovery and citizenship. With the addition of the Collège it will enhance its service to the community, while gaining an opportunity to attract talented people who have an interest in applied and community-based research. It will also provide opportunities for students who may subsequently choose to transfer to university-level programs.

Impact on the Faculty

Additional students always bring additional pressures on a system, but these will be controlled with adequate planning and organization. Budgets for the college programs will be kept separate from the university programs in order to maintain clear assignment and reporting of revenues and expenses. The need for services such as student recruitment, technology assistance, French language support will be purchased by the Collège based on an agreed formula between the Collège and CSJ. Some service areas would profit from additional students since it would allow CSJ to offer full-time employment (rather than part-time employment) to individuals working in the service areas.

The biggest impact will be the need for space, both classroom and residence. In the short term, classroom space has been rented in the new *Centre de santé Saint-Thomas* which will accommodate up to 50 students, the projected short-term enrolment. The construction of the proposed Science building on CSJ in the near future will accommodate the expected enrollment increases beyond 2008. Discussions have begun around construction of a new residence in the next four to five years.

Relationship to Existing Programs at the Institution

College programs will operate separately from university offerings. Transferability between college and university programs will be managed by CSJ using criteria based on the Alberta Council on Admissions and Transfer regulations.

Synergies in research, scholarly work, and teaching will benefit a number of programs that have similar domains. For example, expertise in the teaching of a second language can benefit both university level education programs as well as college programs focusing on early childhood or teaching-assistants. In another example, research in the Business domain could complement instruction in the college level Business program.

Similarity or Relationship to Other Programs (in the Region, Provincially, Nationally)

Although many English language college programs exist in Alberta, only one program offered instruction in both French and English – NAIT’s Bilingual Business Administration Program (discontinued in 2007-08).

The closest competitor of the Collège would be *Collège Universitaire de Saint-Boniface (CUSB)* in Manitoba. *Collège ÉducaCentre* in Vancouver (a private non-certified college) offers a few certificate programs but does not offer diploma programs at this time, and accreditation for its programs is provided by its partners. Indeed, it acts more as a broker. In this way, it could see the Collège as a service provider for its clientele. Ultimately, Alberta students and the potential client base in British Columbia, Saskatchewan and the Western Territories should find the Collège programs attractive.

Partnerships

CSJ has already had several offers of co-operation from *Collège Boréal* (Sudbury), *la Cité collégiale* (Ottawa), *le CEGEP de Matane* and *le CEGEP de Chicoutimi*. All are interested in assisting with program development and in some cases in providing web-based programs for adaptation and delivery through the Collège.

Representatives from Alberta post-secondary colleges have indicated an interest in exploring potential partnerships for the delivery of college programs. The exact details have yet to be defined.

Consultation with Other Alberta Institutions Offering Similar Programs

A letter dated May 18, 2005 and signed by Paul Hunt, Vice-President of Academic and Student Services at NAIT, confirmed his institution’s position that the Bilingual Business Administration program could benefit from a relocation to a Francophone milieu at Campus Saint-Jean. For students, having access to linguistic services and support services in French is an added value when seeking competence in a second language. Those features are not available at NAIT. The report by G. Bissonnette also reports clearly that GMCC has no interest in developing this type of French-language programming.

The existing NAIT program offers four streams: Accounting, Finance, Marketing, and Management. At this time, the Collège proposes to offer the full 2-year Marketing stream, the full 2-year Management stream as of 2009-10, and only the first year of the Accounting and Finance streams. Students registered in these last two streams would complete their studies at NAIT.

What Alternatives Exist and Why is this Proposal the Best Strategy for the System?

During the feasibility study, two models of French language college program delivery were discussed:

- a. Replicate the Campus Saint-Jean model at NAIT or MacEwan College to offer French language college programs

OR

- b. The University of Alberta offer French language diploma and certificate college

programs at CSJ

These models were discussed with officials of three post-secondary institutions:

MacEwan College

- Paul Byrne, President
- Janet Patterson-Weir, Vice President Academic
- Susan May, Associate Vice President Academic

NAIT

- Paul Hunt, Vice President Academic

University of Alberta

- Carl Amrhein, Provost and Vice President Academic
- Marc Arnal, Dean of Campus Saint-Jean
- Rhonda Williams, Director of Governance

Bissonnette (2005), author of the feasibility study, recommended

In consideration of the totality of the factors, the context and discussions with senior administrators of MacEwan College, NAIT and the University of Alberta, the table below attempts to summarize the extent to which the two identified models are in the best position to implement and operate successful French language college programs:

Factors	Campus Saint-Jean	MacEwan College	NAIT
Able to receive and allocate dedicated funding from AAE	+	+	+
Governance	±	±	±
French language student services, programs and activities	+	-	-
Support programs and services for linguistic enhancement	+	-	-
French language milieu	+	-	-
Mandate for and expertise in French language post-secondary education	+	-	±
Available residence facilities	-	+	-
Adapted recruitment and promotion strategies and activities	+	-	-
Mandate for and expertise in college level education	-	+	+
Available facilities to offer programs	±	-	-
TOTAL +	7	3 ½	3

Note : Values: + is 1, - is 0, ± is 0.5

This synthesis demonstrates clearly that the University of Alberta can best offer French language college programs through Campus Saint-Jean (p.16).

SECTION C: MARKETABILITY ASSESSMENT

Results of Student Demand Analysis

Potential clientele

The data have been taken from the 2005 Alberta Advanced Education feasibility study:

Since there is no French language college operating west of Winnipeg, the potential clientele has been identified for the region encompassing the three western provinces and the Yukon and Northwest Territories.

The potential clientele for French language college programs is composed of two categories of individuals – students graduating from school with appropriate French language skills and bilingual individuals already in the job market wanting to upgrade, in the French language, their employability and/or their linguistic skills.

The proposed selection of courses was based on three factors: job prospects and labour market demand in the areas; student preferences as per an extensive survey carried out in the feasibility study phase, and clustering of programming options around a common core. Actual program selection in the future will consider these variables as well as program cost, availability of funding, alternative sources for the programs and availability of partnerships.

Data on school enrolments in French immersion and Francophone programs for the region are:

(1) K-12 enrolments (2004-2005)

Francophone education

Grade levels	ALTA	BC	SASK	YU	NWT	Totals
K	442	425	109	15	18	1009
1	424	392	95	13	18	942
2	361	392	87	7	12	859
3	390	400	104	10	18	922
4	362	372	95	10	17	856
5	327	289	98	14	14	742
6	333	281	86	10	9	719
7	268	232	75	12	9	596
8	252	200	80	8	7	547
9	239	138	67	7	6	457
10	161	117	61	5	6	350
11	137	117	64	4	-	322
12	143	98	33	6	-	280
Totals	3839	3453	1054	121	128	8595

French immersion education

Grade Levels	ALTA	B C	SASK	YU	NWT	Totals
K	3467	3870	1015	51	47	8450
1	3276	3885	974	61	38	8234
2	2869	3383	883	48	45	7228
3	2658	3047	760	33	30	6528
4	2541	2632	645	31	75	5924
5	2158	2639	660	24	59	5540
6	2075	3705	600	30	64	6474
7	2826	3085	601	26	62	6600
8	2337	2708	543	20	54	5662
9	2111	2179	564	27	47	4928
10	1538	1874	468	20	38	3938
11	1338	1617	445	22	34	3456
12	1100	1361	492	18	19	2990
Totals	30294	35985	8650	411	612	75950

Surveys undertaken in 2003-2004 with grade 10-11-12 French immersion and Francophone program students in Alberta demonstrated a significant level of interest in the pursuit of postsecondary education in French at the college level. Students were requested to indicate their interest in pursuing college level training in French as well as identifying their 3 priority areas of study. Over 2000 students responded to the survey and approximately 700 indicated an interest in pursuing their education in French college programs.

Programs	Students
Radio and Television Arts	173
Licensed Practical Nurse	152
Journalism	152
Graphic and Media Arts	140
Police Services	138
Tourism	134
Travel Agent	131
Business Administration	99
Administration Assistant	96
Child Care	68
Personal Support Services	55
Teacher Aide	46
Correctional Services	43
Other	226

While data for students enrolled in French as a second language programs (FSL) have not been included in the above tables, there is some potential with this group of students. While we can be more certain that students graduating from the French immersion and Francophone programs have the necessary linguistic skills to succeed in French language college programs, the same certainty is not possible with students graduating from FSL programs because of the variety of programs offered and available to students. For example, in Alberta schools, programs can range from those that begin teaching French in kindergarten or grade one, in grade 4, in grade 7 or in grade 10. Also, FSL courses do not have grade 12 diploma exams to evaluate, in a systemic manner, the level of linguistic competence of FSL students as do diploma exams in *Français 30* and French Language Arts 30 for students in Francophone and French immersion respectively.

In Alberta schools this school year, 116,137 students (21% of K-12 population) are enrolled in FSL programs. In B.C. there are 261,000 students enrolled in FSL programs during this school year. This number represents 41% of B.C.'s school age population. It is conceivable that the implementation of the compulsory second language requirement for grades 4 to 9 beginning September 2006 in Alberta schools will increase enrolments in FSL to levels similar to those in B.C. That being the case, FSL enrolments in Alberta could reach 230,000 students if the second language school requirement has a similar impact here as in B.C. where their second language requirement applies in grades 5 to 8.

In Saskatchewan schools this year, there are 65,630 students enrolled in FSL programs this school year.

(2) Bilingual adult populations:

The 2001 census of Canada identified citizens with bilingual skills in Canada’s two official languages. For the region pertinent to this study, this census data is as follows:

Jurisdiction	French only	French & English
Saskatchewan	355	49,000
Alberta	1,890	202,905
British Columbia	1,815	269,260
Yukon Territory	50	2,890
Northwest Territories	35	3,130
Totals	4,145	526,985

This data is significant to the extent that enrolments in English language programs in Edmonton – MacEwan and NAIT – are composed of approximately 50% by individuals categorized as “adults” – 20 years of age or more (Bissonnette, 2005, p. 5 – 6).

Results of Economic Demand Analysis and Employability Outcomes

Labour Market Needs

Again the data from the 2005 Alberta Advanced Education feasibility study are presented:

While the timeline for this feasibility study did not permit the undertaking of systematic surveys of labour market needs for bilingual personnel, many contacts were established (Appendix 1 p 23) to determine areas of significant potential need.

As a country with English and French as official languages, there are significant areas of need for bilingual personnel – (1) the federal civil service, (2) the business sector, (3) the tourism and hotel sector, and (4) the education and health sectors.

(1) The federal civil service

To meet the requirements of the Official Languages Act, the federal government must staff its civil service in a manner to ensure services and programs in the two languages. To this end, the federal civil service complement of ± 165,000 personnel is staffed by ± 65,000 bilingual individuals. This complement of personnel crosses all categories of staffing:

Language Requirements of positions in the Public Service, by Occupational Category (2003)

Category	Bilingual	Unilingual	Incomplete record	Total
Management	3,187 (84.5%)	583	0	3,770
Scientific/Professional	9,675 (42.4%)	13,066	99	22,840
Admin. & Foreign service	32,845 (49.8%)	32,749	305	65,899
Technical	4,416 (26.1%)	12,474	42	16,932
Administrative support	10,465 (31.1%)	22,999	108	33,571
Operational	1,994 (0.9%)	18,174	107	20,275
Total	62,582 (38.3%)	100,044 (61.3%)	661 (0.4%)	163,287 (100%)

It is important to note that, while 38.3% of federal civil service positions are designated bilingual overall, much higher proportions of positions requiring postsecondary education require bilingual skills: Management – 84.5% and targeting 100% by 2008, Administrative/Foreign service – 48.8% and Scientific/Professional – 42.4%.

While the table below shows that only 1,605 positions out of 35,598 are designated as bilingual for western and northern Canada, it would be a disadvantage to Albertans if they were not able to acquire and develop their linguistic skills to compete for the other 60,000+ bilingual positions in

the Federal civil service! Since Alberta has 10% of Canada's population, it would be appropriate to expect that approximately 10% of the 62,582 (6,200) bilingual positions be held by Albertans.

Language Requirements of positions in the Public Service, by Region (2004)

Region	Bilingual positions	Unilingual positions	Incomplete records	Total
Western and Northern Canada	5% - 1,605	95% - 33,984	0% - 9	35,598
Ontario (excluding NCR)	10% - 2,079	90% - 18,244	0% - 7	20,330
National Capital Region (NCR)	64% - 44,798	36% - 25,031	0% - 249	70,078
Quebec (excluding NCR)	60% - 12,119	40% - 8,106	0% - 59	20,284
New Brunswick	49% - 2,649	51% - 2,746	0% - 24	5,419
Other Atlantic provinces	10% - 1,368	90% - 11,829	0% - 20	13,217
Outside Canada	80% - 603	20% - 150	0% - 0	753

Source: PCIS as of March 2004

It has often been decried that western Canada and Alberta, in particular, do not have political clout in Ottawa. While this may, in part, be attributable to the fact that, in the last decade, the majority of MPs elected from the west and Alberta have not been part of the governing party (though that was not the case with the Conservative government in the 1980's and early 1990's), it is also possibly attributable to the fact that westerners and Albertans do not, proportionately to their demographic weight, occupy senior and influential positions in the federal civil service which increasingly require bilingual skills.

The above data represents the labor market potential for bilingual individuals in the federal public service but it represents only 35% of positions in federal institutions and all other organizations that, under federal legislation, are subject to the Official Languages Act or parts thereof. In total, there are ±460,000 positions in these sectors which, if filled by bilingual personnel at the same rate as the federal civil service is, produce an additional ±115,000 bilingual positions. The table below identifies total numbers of positions in some crown corporations:

Crown Corporation Employment

Crown Corporation	Employees
Canada Post	64,174
Canadian Broadcasting Corp.	6,929
Atomic Energy of Canada	3,456
Via Rail Canada	3,100
Canada Mortgage and Housing	1,850
Marine Atlantic	1,286
Business Development Bank Can.	1,200
Farm Credit Canada	1,000
Export Development Canada	992
Total	83,987

(2) The business sector

The need for bilingual personnel in the business sector can be extrapolated, to some extent, as follows.

a. Head offices of Canadian corporations

In 2002, Calgary had 204 head offices, second only to Toronto (470) and ahead of Montreal (174) and Vancouver (169). These head offices along with head offices situated elsewhere in Alberta, produced over 21,000 positions. While it was not possible to determine the level of bilingual personnel required by these head offices, it is safe to assume that bilingual personnel is required by some if not all of these head offices.

Head office employment by province and territories

	1999	2000	2001	2002
Newfoundland and Labrador	1076	952	984	988
Prince Edward Island	121	130	120	136
Nova Scotia	2,500	2,407	2,478	2,455
New Brunswick	3,985	3,261	2,951	4,013
Québec	41,853	41,512	39,420	40,846
Ontario	67,919	66,872	72,657	73,566
Manitoba	8,009	8,186	8,355	7,152
Saskatchewan	2,964	2,867	2,695	2,763
Alberta	16,975	18,643	19,286	21,058
British Columbia	19,592	16,848	16,566	16,505
Territories	56	56	80	80
Total	169,050	161,734	165,601	169,562

Head office employment by selected cities

City	1999	2000	2001	2002
Halifax	2,086	1,952	1,885	1,868
Québec City	1,757	1,926	1,972	2,550
Montréal	37,110	36,416	34,173	34,587
Ottawa	3,755	3,814	5,347	4,768
Toronto	51,394	50,982	54,684	56,022
Hamilton	1,855	1,797	2,002	2,358
Winnipeg	7,535	7,713	7,939	6,732
Calgary	11,946	13,672	14,794	16,167
Edmonton	3,574	3,568	3,090	3,415
Vancouver	17,295	14,630	14,523	14,515

b. External trade and exports

Alberta has significant trade relations with countries where French is a commonly used language. Fifty one countries, along with five observer states, make up the *Organisation Internationale de la Francophonie* (Francophone Commonwealth). While perhaps not a necessity, bilingual skills in trade dealings with these countries undoubtedly enhance some Alberta companies' chances in vying for exports there.

Alberta exports to western European countries, where French is commonly spoken (France, Belgium, Switzerland, Luxembourg), totaled approximately \$343M in 2004. This represents 30% of all trade with western European countries.

Exports to African countries in 2004 where French is commonly spoken (Algeria, Tunisia, Morocco, etc.) totaled \$123M. This corresponds to 60% of all trade with African nations.

Alberta's International Exports
January – Dec 2004
Alberta Economic Development

While overall data is not available for exports to Québec and New Brunswick, there is, undoubtedly, a need for bilingual personnel for companies and businesses involved in trade and exports with these provinces.

Statistics Canada does not track Interprovincial trade between provinces; hence, we do not have any reliable export statistics for Alberta, to Quebec or New Brunswick. This has always been a challenge for Statistics Canada, as there are no formal mechanisms in place for capturing or reporting trade between Canada's provinces. As additional information, many years ago, we used to generate estimates of Alberta's Interprovincial trade, but the program was terminated as data sources dried up and data quality eroded. The only piece of Interprovincial information which we are still wrestling to

maintain (data quality eroding after BSE and related sensitivities) is our beef supply and disposition balance sheet. Our latest estimates suggest that in 2002 (prior to BSE), Alberta exported 124,302 tons of carcass and boxed beef valued at approximately \$506 million to Québec. Breakout for Québec in 2003 and 2004 is not available. Also, we do not have similar data for New Brunswick.

April 2005
Alberta Economic Development

(3) Tourism and hotel/convention industries

Activities in the tourism sector aimed at French speaking clients from eastern Canada and Europe are developing. Travel Alberta in partnership with *La Chambre économique de l'Alberta* (CÉA) (Alberta French Language Chamber of Commerce) has developed a French language version of its website as part of an effort to attract French speaking tourists from elsewhere in Canada and Europe. The CÉA, in partnership with the *Collège de Matane* in Québec, is coordinating work experience placements in Alberta's tourism industry for 12 students this year.

Increasingly, convention organizers (EEDC) are faced with the challenge of being able to guarantee services in French to attract national conventions to the city. Along with convention services in French, the possibility of being able to offer hotels services in French is also an advantage to attracting national conventions.

(4) Education sector

The education sector needs in college level education are in the areas of teacher-aides, preschool teachers, daycare workers. The greatest need is in the area of trained bilingual teacher-aides to supply the 150+ French immersion and Francophone schools educating their 32,000+ enrolled students. In addition, there are at least 50 French language pre-kindergartens, playschools and daycares in the province.

With the impending implementation of compulsory second language requirements in Alberta schools and the lack of qualified teachers to do so, French language college programs could become an important supplier of personnel with appropriate language skills to support.

(5) Health sector

The federal government's Action Plan on the Official Languages (2003-2008) targets considerable resources to the training of health workers in the French language to permit Francophones, outside Québec to have access to certain health programs and services in French. Resources are available for these programs through the *Consortium de formation en santé (CNFS)* (National Consortium for Health Training in French). *Réseau santé* (Western Canada Health Network) has been created of representatives from Alberta, British Columbia, the Yukon and the Northwest Territories in order to develop and implement a strategic plan flowing from the national strategy. It has defined the following areas of college level health sector French language training needs for the next three years (2005-2008):

- a. Personal and Home care aides;
- b. Medical secretary;
- c. Dental hygiene/assistant;
- d. Health & social service administration; and
- e. Language upgrading for healthcare workers. (Bissonnette, 2005, p. 6 to 10).

Risk and losses of not creating the Collège

A decision not to create the Collège would maintain the gap that exists in Alberta's post-secondary education system. There is presently very little opportunity for students completing secondary French or French Immersion studies to attend college level programs in French. There are also few French professional development opportunities for workers employed in Alberta. The Ministry of Advanced Education has recognized the problem and is prepared to invest in supporting the development of appropriate programs. The time is right for the creation of the Collège Saint-Jean at Campus Saint-Jean.

Statement of Potential Risks

Staff at Campus Saint-Jean have all the requisite knowledge and abilities to implement college level programs. The greatest risks are of a financial nature. To ensure sustainability of the Collège the following steps will be taken:

1. Adequate funding from the Ministry of Advanced Education will be sought in order to allow for proper implementation.
2. College level programs will not compete for Access funds within the University of Alberta's allocation. Rather it will be requested that the proposals be considered with other college level programming.
3. Additional Federal funding will be sought and it will be kept separate from the allocation for university needs. Where there are shared services, a charge-back system will be implemented.
4. Fund-raising will be implemented to create scholarship and bursary funds. These funds will be handled according to U of A policies through the Office of the Registrar and Student Awards.
5. Since students of the Collège will be University of Alberta students, they will pay additional fees as other students and they will enjoy the same access to university services.
6. The programs are not meant to operate on a cost-recovery basis and they will be funded through the University of Alberta as regular programs by a combination of provincial and federal government funding. Discrete funding will be sought for core operating. Programs will be funded individually under the Alberta Advanced Education Enrolment Planning Envelope funding (formerly ACCESS). The francophone community will be helpful in providing development support for student assistance and student mobility.

Evidence of support from employers [eg, industry], professional organizations, other institutions, interested individuals

Letters of support from :

- Denis Collette, *Centre de santé Saint-Thomas*
- Jean Johnson, *Association canadienne-française de l'Alberta*
- Suzanne Corneau, *Accès-Emploi*
- Frank Saulnier, *La Chambre économique de l'Alberta*
- Henri Lemire, *Conseil scolaire Centre-Nord **
- Laurie Hodge, *Canadian Parents for French-Alberta*
- Douglas Aitkenhead, *Elk Island CSR Division No.41*

- Joan Carr, Edmonton Catholic Schools
- Lee Lucente, College of Alberta School of Superintendents
- Gordon Thomas, Alberta Teachers' Association

* requested, but still not received 11-15-07

SECTION D: DEMONSTRATION OF FINANCIAL VIABILITY

Annual Budget and Funding Sources Appendix B contains the financial information for the Collège:

- a core operating budget
- a sample budget for each of the proposed program clusters

Collège Saint-Jean is not a cost-recovery program: it will be largely funded by provincial government contributions with possible complementary funding from the federal government. Tuition revenues will be collected by the University of Alberta which will provide limited base funding for the program. Community support will be sought for scholarships and bursaries. The Francophone community in Alberta is heavily taxed to support community initiatives hence their contributions will be limited (Centre Saint-Thomas \$50M., La Cité expansion \$12M., Science Centre-CSJ \$40M., Monument à la legislature \$125K.)

Anticipated Impact on Internal Resources CSJ has already rented classroom space for the 2008-09 year that will facilitate accommodation of Collège students in the first year. Existing library facilities and computer network support can address the initial demands of the programs. Provisions in the Collège's budget have been allocated to provide funds for other resources such as recruitment, admission, registration services and student support. The new science building will provide space for currently projected enrolments (either directly or through repurposing of existing laboratory space). Residence facilities will also be further taxed and discussions have been initiated around construction of a second residence at Campus Saint-Jean.

Anticipated Financial Impact on Students and Students Finance (SF) The fee structure for the programs will be set annually by the University at a level consistent with similar community college programs offered in the province. It is expected that access to Students Finance will be in the same percentage as students attending university programs, recognizing that there may be a larger proportion of students attending from outside of the Edmonton region.

SECTION E: EVALUATION PLAN

Procedures for Evaluation The Collège will employ a number of measures to evaluate the performance and success of the programs on an annual basis. Performance measures will be assessed and feedback from students, employers and the community will be integrated into follow-up actions.

The evaluation team will be composed of the Dean of CSJ, the Director of the Collège, the Chair, a staff member, and a student from the Collège's Administration Council.

Every five years the Collège will be reviewed by an external review committee. Members of the team would be selected by the Dean of CSJ.

Performance Measures and Expected Outcomes or Performance Targets

The performance measures that will attest to the success of the programs will be as follows:

- quality of programs
- quality of instruction
- quality and quantity of opportunities for practice-based learning
- a sustained enrollment
- 75% or better of students completing the program requirements
- 97% of graduates finding employment (according to applicable provincial standards)
- levels of satisfaction of students and graduates
- levels of satisfaction of employers
- levels of satisfaction of instructors
- financial sustainability

SECTION F: SPACE NEEDS *(if applicable)*

Total Space Needs for the New Project

In the very short term (2008-09) provisions have been made to accommodate the program. Nevertheless, office space and classroom space is at a premium. The construction of the proposed Science building will alleviate the looming shortage of space. The preliminary business plan and the space utilization plan on this building have been approved and detailed planning is proceeding.

SECTION G: REQUIRED CONSULTATIONS AND APPENDICES

Faculty Council Approval

September 29, 2006

Support from Other University Academic Units, Associations (Professional; Student), Accrediting Agencies, *et al*

Letters of support from :

- Dean, Faculty of Arts *
- Dean, School of Business *
- Dean, Augustana Campus *
- Dean, Faculty of Education *

* requested, but still not received 11-15-07

Office of the Registrar and Student Awards	After consultation with the Office of the Registrar it was initially agreed that CSJ would administer admissions, registration and management of academic files. However, the Registrar's Office has reviewed its role and it is now projected that these students will be treated the same way as university-level students, with the Registrar's Office ensuring their full integration into existing systems. The cost of this integration is projected at \$50,000 not included in the pre submission for the Collège). A separate request for funding of those changes will be forwarded with this request. Scholarships and Bursaries will be handled by the Office of the Registrar and Student Awards.
Computing and Network Services	Students will require computing ID's and access to Network services.
Library Administration	See Appendix D - Library Impact Statement.
Facilities and Operations (regarding space requirements/needs)	Space plan for the proposed Science building has already been approved.
Human Resources Impact	The number of additional sessional hires will be limited to less than five initially, since some courses will be offered by tenured professors (for example, French, Economics, etc.)
Student Services	Students will participate in Student Services to the same degree as CSJ university level students.
AAS:UA/NASA	Staff for the Collège will be hired according to AAS :UA or NASA Collective Agreements.
APPENDICES	<p>Appendix A – Listing of courses in the programs</p> <p>Appendix B – Financial information</p> <p>Appendix C – Letters of support</p> <p>Appendix D – Library Impact Statement</p> <p>Appendix E – Memo. from Registrar re: cost of PeopleSoft upgrade</p>

Collège Saint-Jean

APPENDIX A – Listing of courses in the programs

Section I – Business Programs Cluster Profiles

Core Courses

1st term

Communications d'affaires I – Business Communications I
Comportement organisationnel I – Organisational Behavior I
Introduction à la comptabilité – Intro to Accounting
Introduction au marketing – Intro to Marketing

2nd term

Communications d'affaires II – Business Communications II
Microinformatiques d'affaires – Computers in Business
Économie II – Macroeconomics

3rd term

Stratégies d'affaires – Organisational Behavior II
Droit & éthique d'affaires - Business Law
Comptabilité spécialisée – Managerial Accounting

4th term

Entrepreneurship
Communication d'affaires III – Business Communications III
Gestion de projets – Project Management

Administration des Affaires
Business Administration
(2 year Diploma)

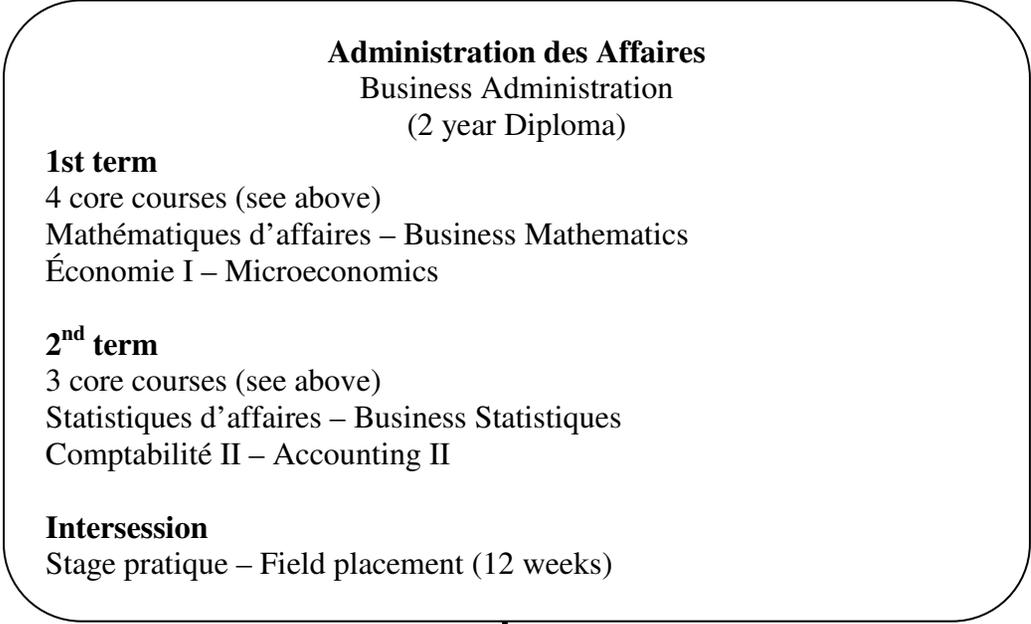
See list of remaining courses
below

Tourisme
Tourism
(2 year Diploma)

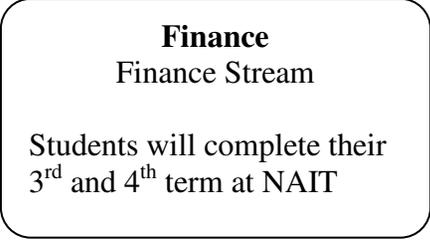
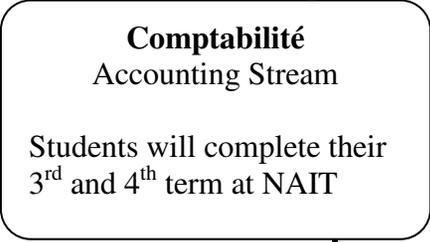
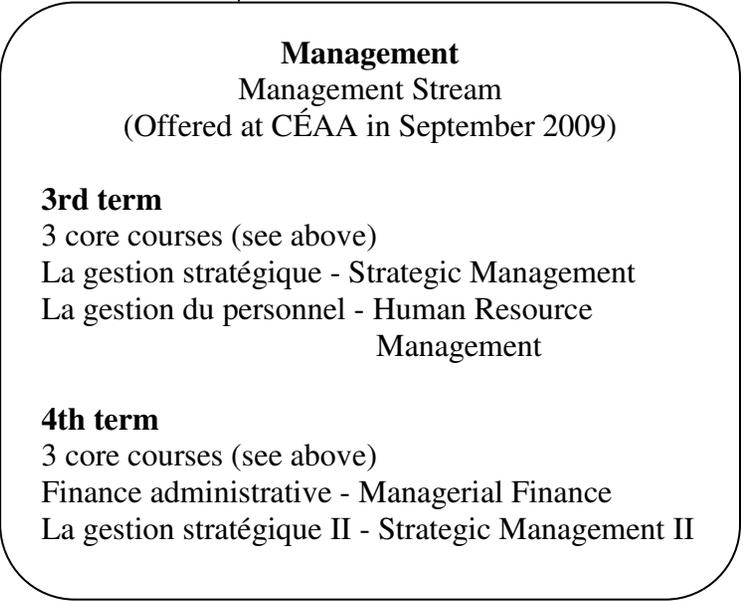
See list of remaining courses
below

Communications – Relations Publiques
Communications – Public relations
(2 year Diploma)

See list of remaining courses below



4 STREAMS:



Tourisme
Tourism
(2 year Diploma)

1st term

4 core courses (see above)

Les produits et services touristiques – Products and Services in the Tourist Industry

Attraites touristiques de l'Alberta – Tourist attractions in Alberta

2nd term

3 core courses (see above)

Introduction à l'industrie de tourisme – Introduction to Tourism

Attraites touristiques : Canada, États-Unis, Mexique – Tourist attractions in Canada, US and Mexico

Intersession

Stage pratique – Field Placement (12 weeks)

3rd term

Diversité culturelle – Cultural Diversity

Techniques de recherche – Research techniques

Développement de forfaits – Developing all-inclusive vacations

Accueil et animation des clientèles touristiques – Organising and Managing Client Groups

Tourisme d'aventure et écotourisme – Adventure and Eco Tourism

4th term

Communication d'affaires III – Business communications III (core with Business Administration)

Guide Touristique – Travel Guides

Organisation d'activités spéciales – Organising special activities

Gestion des ressources humaines- Human resource management

Hébergement : ses produits et ses services – Accommodations : Products and Services

Communications – Relations Publiques

Communications – Public Relations

(2 year Diploma)

1st term

4 core courses (see above)

Option of either :

Économie I – Microeconomics (core with Business Administration)

Psychologie de développement I – Developmental Psychology (core with Early Childhood Development)

2nd term

3 core courses (see above)

Statistiques d'affaires – Business Statistiques (core with Business Administration)

Option of either:

Rôles, responsabilités, et travail d'équipe – Effective Team Skills (core with Education)

Introduction à la recherche documentaire – Basic Research Skills (core with Early Childhood)

Students would transfer to MacEwan College for the completion of their studies during 2008 and 2009.

Year 2 of the program would be offered as of May 2010

Intersession

Stage pratique – Field Placement (12 weeks)

3rd term

La gestion publicitaire – Promotional Management (core with Marketing stream)

Stratégies d'affaires – Organisational Behaviour II (3rd term core course)

Relations publiques: Principes et pratiques - Public Relations Fundamentals and Practice

Les relations médiatiques - Media Relations and Mass Media

Les publications digitales I - Digital Publishing I

4th term

Communication d'affaires III – Business Communications III (4th term core course)

Gestion de projet – Project Management ((4th term core course)

Les publication digitales II - Digital Publishing II

Recherche et planification en communication - Communications Research and Planning

Writing and Editing in English

Core Courses

1st term

Psychologie de développement I - Developmental Psychology I
Français I – French I

2nd term

Rôles, responsabilités, et travail d'équipe – Effective Team Skills
L'enfant en santé – Health, Nutrition and Safety
Français II – French II

Petite enfance

Early Childhood Development
(2 year Diploma)

1st term

Initiation au milieu de garde – Introduction to Early Childhood
Introduction à la recherche documentaire – Basic Research Skills
Rôle pédagogique du jeu – Learning through Play
Stage d'observation I – Observation I

2nd term

Éveil musicale et psychomotricité – Mouvement and music
Arts plastiques – Fine Arts with Children
Communication interpersonnelle – Applied Communication Skills
Développement de l'enfant II – Child development II
Stage d'observation II – Observation II

Intersession

Stage pratique II et III – Field placement II and III (12 weeks)

Aide-enseignant

Teaching-assistant
(1 year Certificate)

1st term

Le milieu éducatif – Working in Schools
Les programmes scolaires – School curriculums
Apprentissage de l'enfant I – Working with students I
Stage d'orientation - School orientation

2nd term

Apprentissage de l'enfant II – Working with students II
Gestion du comportement – Managing Student Behavior
Ordinateurs en salle de classe – Technology in Education
Dynamique personnelle positive – Effective Interpersonal
Communications

Intersession

Stage pratique – Practicum (6 weeks)

End of program

Petite enfance
Early Childhood Development

3rd term

Littérature pour enfants et l'art de raconter - Children literature and storytelling

Développement de l'enfant III – Child development III

Science humaines et naturelles – Social Studies, Math and Science

L'importance de la famille – Family-centered Practice

Français III – French III

4th term

Diversité humaine – Cultural diversity

L'influence de la famille et de la community - Family and Community issues

Système de garde – Introduction to Out of School Care

Français IV - French IV

Stage pratique IV – Field placement IV (6 weeks)

Section III– Community Development Cluster Profiles

Animation Socio-Culturelle Voluntary Sector Management (1 year Certificate)

1st term

Le secteur à but-non-lucratif au Canada – Introduction to the Voluntary/Nonprofit Sector in Canada
Intervention communautaire et technique de travail - Community Building Through Collaboration
Le développement et la gestion de programmes - Volunteer Program Development and Management
Le recherche de fonds et la gestion des finances - Fundraising and Financial Management
Préparer des rencontres efficaces - Conducting effective meetings
Communications en français I – French communications I

2nd term

Marketing et relation publiques - Marketing and Public Relations
Supervision et développement de bénévoles - Supervision and Development of Volunteers
La gestion des ressources humaines - Managing Human Resources in Volunteer Programs
Travailler avec un conseil d'administration et les comités - Working with Not-for-Profit Boards and Committees
Communications en français II– French communications II

Intersession

Stage pratique – Field placement (6 weeks)

Aide en soins de santé
Health Care Aide
(Certificate)

1st term

Prestations des soins de santé - Wellness and Health Promotion
Les relations interpersonnelles – Interpersonal communications
Croissance et développement - Growth and Development
Introduction à la gérontologie – Introduction to gerontology
Activités de la vie quotidienne I - Activities of Daily Living I
Activités de la vie quotidienne II – Activities of Daily Living II
La sécurité en milieu de travail - Safety in the Environment
Soins aux personnes âgées et aux malades chroniques - Palliative Care
La prestation des soins à domicile – Homemaking
Communications en français I – Communications in French I

2nd term

Stage clinique – Practicum (4 weeks)

Note: Program is completed in 20 weeks of full-time attendance

Appendix B

Budgets

**Collège Saint-Jean
Budget**

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments
Students	0	50	190	262	277	300	
PROGRAM COSTS							
1. Business Cluster		217 186	419 281	488 125	573 103	574 817	3 two-year diplomas, including 1 with 4 streams
2. Education Cluster		0	218 115	314 424	313 252	317 316	Two-year diploma + 1 year certificate
3. Personal Care Aide Cluster		0	128 215	107 553	108 218	113 500	Certificate (20 weeks full-time)
4. Voluntary Sector Management Cluster		0	126 415	122 162	122 876	126 208	One-year certificate
5. Program / Course Development	115 000	355 000	110 000	75 000	40 000	40 000	Reflects program/cost development for all 4 clusters
Total Program Costs	115 000	572 186	1 002 027	1 107 263	1 157 448	1 171 840	
Operational Infrastructure							
Salaries and Benefits							
Director	98 800	101 764	104 817	107 961	111 200	114 536	
Financial Officer		69 561	71 648	73 797	76 011	78 292	
Administrative Support - General		46 443	47 604	97 588	100 028	102 529	Gr. 7 + 5% Language Pay; increases of 2.5%-3.9%/yr
Administrative Support - Registration Services		23 221	23 802	47 604	48 794	50 014	
Administrative Support - Student Services		23 221	23 802	47 604	48 794	50 014	Variable as student numbers increase
Administrative Support - Library Personnel		69 223	70 954	72 727	74 546	76 409	Reference Library Impact Study
Administrative Support - Linguistic Support		23 221	23 802	47 604	48 794	50 014	Cultural Coordinator
Benefits (20%)		71 331	73 286	98 977	101 633	104 361	
Sub-total Salaries & Benefits	98 800	427 985	439 714	593 864	609 801	626 169	
ADMINISTRATIVE COSTS							
Rent/Lease	0	30 000	30 000	30 000	0	0	Rent in effect until new science building constructed
Furniture - office	55 000	6 000	6 000	6 000	6 000	6 000	
Office equipment	75 000	6 000	6 000	6 000	6 000	6 000	computers, printers, fax, PDAs, server
Office services	0	9 000	12 000	15 000	19 000	19 000	phone, ld, photocopier, internet
Office supplies	0	4 000	8 000	10 000	11 000	11 000	Misc. stationary
Meetings	0	1 250	1 500	1 750	2 000	2 000	
Travel	0	3 500	4 000	4 500	5 000	5 000	
Relocation of Instructors	20 000	20 000	20 000	20 000	20 000	0	Needed at start-up; part of course dev preparations 1st year of program
Recruitment services	55 000	55 000	60 000	60 000	65 000	55 000	Shared with CSJ; not expected to fluctuate with student numbers
Library services - collection	53 000	38 500	38 500	38 500	38 500	38 500	Reference Library Impact Study
Student Field Placement; Employment Support	0	20 000	40 000	50 000	60 000	60 000	New endeavour but essential to the vision
Web Design	45 000	7 000	7 000	20 000	10 000	10 000	Design, information gathering, maintenance
Sub-total Administrative Costs	303 000	200 250	233 000	261 750	242 500	212 500	
Total Operational Infrastructure	401 800	628 235	672 714	855 614	852 301	838 669	
INSTITUTIONAL COSTS	77 520	180 063	251 211	294 432	301 462	301 576	15% of Program Costs + Faculty costs; incl. PeopleSoft Upgrade
TOTAL CORE BUDGET	594 320	1 380 484	1 925 952	2 257 308	2 311 212	2 312 085	

**Collège Saint-Jean
Business Cluster**

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments					
		# of sect.	# of sect.	# of sect.	# of sect.	# of sect.						
Students		50	95 + 25	120 + 57	120 + 72	140 + 75	3 two-year diplomas, including 1 with 4 streams					
Salaries												
Academic Staff		138 000	23	282 000	47	342 000	57	408 000	68	408 000	68	\$6,000 per section
Non-academic		22 655	0,5	46 443	1	47 604	1	48 794	1	50 014	1	
Benefits (20%)		32 131		65 689		77 921		91 359		91 603		
Sub-total Salaries & Benefits		192 786		394 131		467 525		548 153		549 617		
Operating												
Course Development **	115 000	120 000		50 000		55 000		20 000		20 000		Course development for 3 two-year diplomas, including 1 with 4 streams, is costed over 4 years; in 2011, year 2 of the accounting and finance streams would be integrated from NAIT (10 sections); in 2012, year 2 of the Public Relations Diploma would be integrated from GMCC (11 sections).
Communications/marketing		8 000		8 000		10 000		10 000		10 000		PR /advertisement
Capital items		8 000		8 000		2 000		4 000		4 000		computers @\$2,000
Office furniture		2 400		2 400		600		1 200		1 200		Desk, chair and shelving unit for \$600
Equipment		2 500		2 500		3 000		3 500		3 500		items under \$750
Reference books		2 000		2 000		2 000		2 000		2 000		
Office supplies		1 000		1 500		2 000		3 000		3 000		
Meetings		500		750		1 000		1 250		1 500		
Rent / lease		0		0		0		0		0		
Sub-total Operating		24 400		25 150		20 600		24 950		25 200		
TOTAL		217 186		419 281		488 125		573 103		574 817		

B-3

****Note: Course Development Expenses are not reflected in the overall total of the Business Cluster, but are in the Budget under 'Program/Course Development'.**

Collège Saint-Jean
Education Cluster

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments				
		# of sect.	# of sect.	# of sect.	# of sect.	# of sect.					
Students		0	40	40 + 15	40 + 15	40 + 15	two-year diploma + one-year certificate				
Salaries											
Academic Staff		0 0	144 000	24	204 000	34	204 000	34	204 000	34	\$6,000 per section
Non-academic		0	23 221	0,5	47 603	1	48 793	1	50 013	1	
Benefits (20%)		0	33 444		50 321		50 559		50 803		
Sub-total Salaries & Benefits		0	200 665		301 924		303 352		304 816		
Operating											
Course Development**		120 000	50 000		10 000		10 000		10 000		Course development for a two-year diploma and one-year certificate is costed over two years and the remaining cost are considered maintenance.
Communications/marketing		0	5 000		5 000		5 000		5 000		PR /advertisement
Capital items		0	6 000		2 000		0		2 000		computers @\$2,000
Office furniture		0	1 800		600		0		600		Desk, chair and shelving unit for \$600
Equipment		0	1 500		1 500		1 500		1 500		items under \$750
Reference books		0	1 200		1 200		1 200		1 200		
Office supplies		0	1 200		1 200		1 200		1 200		
Meetings		0	750		1 000		1 000		1 000		
Rent / lease		0	0		0		0		0		
Sub-total Operating		0	17 450		12 500		9 900		12 500		
TOTAL		0	218 115		314 424		313 252		317 316		

B-4

**Note: Course Development Expenses are not reflected in the overall total of the Education Cluster, but are in the Budget under 'Program/Course Development'.

Collège Saint-Jean
Personal Care Aide Program

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments
		# of sect.	# of sect.	# of sect.	# of sect.	# of sect.	
Students		0	15	15	15	15	Certificate (20 weeks full-time)
Salaries							
Academic Staff		0	66 000	11	66 000	11	\$6,000 per section
Non-academic		0	23 221	0,5	23 802	0,5	
Benefits (20%)		0	17 844		10 552	10 622	
Sub-total Salaries & Benefits		0	107 065		100 353	101 018	101 700
Operating							
Course Development**		55 000	5 000	5 000	5 000	5 000	Either development of new courses or adaptation of existing materials from partner institutions - in year one 11 courses will be developed.
Communications/marketing		0	2 500	2 500	2 500	2 500	PR /advertisement
Office furniture		0	1 200	0	0	600	desk, chair and shelving unit for \$600
Equipment		0	1 500	1 500	1 500	1 500	items under \$750
Reference books		0	1 200	1 200	1 200	1 200	
Office supplies		0	1 000	1 000	1 000	1 000	
Meetings		0	750	1 000	1 000	1 000	
Rent / lease		0	0	0	0	0	
Sub-total Operating		0	8 150	7 200	7 200	7 800	
Capital items							
computers		0	4 000	0	0	2 000	computers @ \$2000
hospital beds			6 000			1 000	3 beds @ \$2000
lifting devices			3 000			1 000	2 @ \$1500
Sub-total Capital			13 000	0	0	4 000	
TOTAL		0	128 215	107 553	108 218	113 500	

B-5

****Note: Course Development Expenses are not reflected in the overall total of the Personal Care Aide Program, but are in the Budget under 'Program/Course Development'.**

Collège Saint-Jean
Voluntary Sector Management

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments				
Students		0	15	15	15	15					one-year certificate
Salaries											
Academic Staff		0	72 000	72 000	72 000	72 000					\$6,000 per section
Non-academic		0	23 221	23 802	24 397	25 006					
Benefits (20%)		0	19 044	19 160	19 279	19 401					
Sub-total Salaries & Benefits		0	114 265	114 962	115 676	116 408					
Operating											
Course Development**		60 000	5 000	5 000	5 000	5 000					Either development of new courses or adaptation of existing materials from partner institutions - in year one 12 courses will be developed.
Communications/marketing		0	2 500	2 500	2 500	2 500					PR /advertisement
Office furniture		0	1 200	0	0	600					Desk, chair and shelving unit for \$600
Capital items		0	4 000	0	0	2 000					computers @2000
Equipment		0	1 500	1 500	1 500	1 500					items under \$750
Reference books		0	1 200	1 200	1 200	1 200					
Office supplies		0	1 000	1 000	1 000	1 000					
Meetings		0	750	1 000	1 000	1 000					
Rent / lease		0	0	0	0	0					
Sub-total Operating		0	12 150	7 200	7 200	9 800					
TOTAL		0	126 415	122 162	122 876	126 208					

B-6

**Note: Course Development Expenses are not reflected in the overall total of the Voluntary Sector Management, but are in the Budget under 'Program/Course Development'.

Appendix C
Letters of support



Le 31 août 2006

Monsieur Marc Arnal
University of Alberta
Campus Saint-Jean
8406 rue Marie-Anne-Gaboury
Edmonton, Alberta T6C 4G9

Monsieur le Doyen,

C'est avec grand intérêt et enthousiasme que nous avons pris connaissance de votre projet de création du *Centre d'études appliquées de l'Alberta (CEAA)*.

Comme vous le savez, notre organisme est dédié aux francophones qui sont à la recherche d'un emploi ici à Edmonton, dans le but de s'y établir.

À ce titre, nous sommes en mesure de constater à quel point il est difficile, et ce pour plusieurs de nos candidats, de voir leur formation reconnue ici en Alberta. Nous croyons que la venue de ce *Centre* permettrait à plusieurs francophones de mettre leurs connaissances à niveau et par conséquent, d'accroître leurs perspectives d'emploi.

Qui plus est, nombreux sont les candidats qui souhaiteraient pouvoir poursuivre ou tout simplement compléter une formation débutée ailleurs, sans pour autant avoir l'obligation de s'inscrire à un programme d'études universitaires.

Nous ne pouvons que saluer cette initiative du Campus Saint-Jean et nous y donnons notre appui sans aucune réserve.

En espérant que votre projet se réalise dans un très proche avenir, recevez monsieur le Doyen, nos salutations les plus cordiales.

Suzanne Corneau
Directrice
Accès-Emploi



Alberta Branch

Office: Room 211 15120 104 Avenue
Mail: Kingsway Postal Outlet
Box 34094
Edmonton, Alberta T5G 3G4

Tel: (780) 433-7311
1-800-433-6036
Fax: (780) 433-7306
Email: info@cpfalta.ab.ca
www.cpfalta.ab.ca

August 28, 2006

Dean Marc Arnal
Campus Saint-Jean
8406 rue Marie-Anne-Gaboury
Edmonton, Alberta T6C 4G9

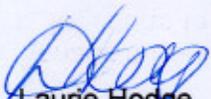
Re: **French Centre for Applied Learning**

Canadian Parents for French, Alberta Branch is pleased to extend its support to Campus Saint-Jean in its efforts to secure college-level accredited programming within this campus of the University of Alberta.

As more and more students progress from FSL programs, notably French Immersion, to post-secondary, the opportunities to continue their studies in French are diminishing as a result of increased demand and program options. We see this opportunity as an ideal fit with CSJ's excellent program offering and reputation and the increased demand for options expressed by bilingual secondary graduates.

On behalf of Canadian Parents for French, please be advised we will offer our support and assistance in any way we can to see this project to fruition on behalf of our students and community.

Good luck!


Laurie Hodge
Executive Director



La Chambre économique de l'Alberta

Siège social (Edmonton)
8929, 82 Avenue
Edmonton, AB T6C 0Z2
Tél. : 780-414-6125
Sans frais : 888-414-6123
Téléx. : 780-414-2885
Courriel : cea@lacea.ab.ca

Bureau de Calgary
Pièce 101
1000, 8 Ave. S.-O.
Calgary, AB T2P 3M7
Tél. : 403-802-0880
Téléx. : 403-234-0670

Bureau de Saint-Paul
Casier postal 38
4918B, 50 Avenue
Saint-Paul, AB T0A 3A0
Tél. : 780-645-1195
Téléx. : 780-645-2023

Bureau de Falher
Casier postal 628
14, rue Principale Sud
Falher, AB T0H 1M0
Tél. : 780-837-3700
Téléx. : 780-837-3701

w w w . l a c e a . a b . c a

Le 15 août 2006

M. Marc Arnal, Doyen
Campus St-Jean
8406, rue M-A-G (91 Street)
Edmonton, AB T6C 4G9



Objet : **Projet de marketing communautaire**

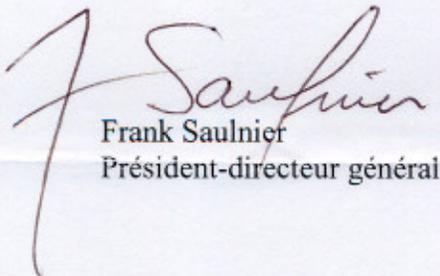
Cher Monsieur Arnal,

Faisant suite à votre lettre du 26 juillet 2006, La Chambre économique de l'Alberta supporte les programmes proposés dans les trois grands domaines suggérés.

Ces programmes sont toujours sur la liste de priorités de La CÉA tel que demandé lors du début des consultations sur la formation du collège. Nous avons aussi collaboré étroitement avec M. Bissonnette lorsqu'il a complété l'étude de faisabilité.

La CÉA souhaite l'intégration de ces programmes à l'intérieur du Centre d'études appliquées de l'Alberta (CÉAA).

Veillez accepter, cher Monsieur Arnal, l'expression de mes salutations distinguées.


Frank Saulnier
Président-directeur général

RDEE Alberta Membre de RDEE Canada

La communauté francophone offre une valeur ajoutée au développement économique et touristique de l'Alberta

The francophone community offers a value added advantage to the economic and tourism development of Alberta



Association canadienne-française de l'Alberta



8627, rue Marie-Anne-Gaboury (91^e Rue), bur. 303
Edmonton (Alberta) T6C 3N1
Téléphone: (780) 466-1680
Télécopieur: (780) 465-6773
Courriel: acfaprov@acfa.ab.ca
Internet: www.acfa.ab.ca

Edmonton, 2 August, 2006

Dr. Marc Arnal
Dean
Campus Saint-Jean
8406 rue Marie-Anne-Gaboury
Edmonton AB
T6C 3N1

Re : Support for the « Centre d'études appliquées de l'Alberta »

Dr. Arnal,

On behalf of the Association canadienne-française (ACFA) Board of Directors, I wish to offer our support in the strongest terms possible for the creation of the *Centre d'études appliquées de l'Alberta (CÉAA)* of the University of Alberta.

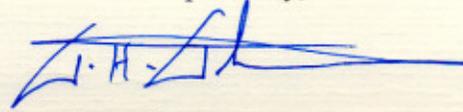
The Francophone community of Alberta has been growing in numbers and in vitality in recent years. As a result, the pressures to train a competent, bilingual work force in Alberta have been extremely high. Over the past 10 years, the public, private and community sectors have been in full expansion. The Francophone school system has doubled in the number of students and schools since 1998 and that rate of growth is expected to continue for many years to come. Increased demand for French services in the health and social services sectors has also been palpable. The public, corporate and private sectors have been drawing upon Francophone employment agencies throughout the province to fill bilingual positions in Alberta, whether it be in federal government offices, call centres, national and international sales and service centres, or other key positions. Meeting these demands requires a skilled French-speaking workforce in applied science, technical and administrative trades.

To meet these challenges, we believe that the *Centre d'études appliquées de l'Alberta (CÉAA)* of the University of Alberta will be the essential link between the excellent French-language education available at the primary/secondary and university levels. The *Campus Saint Jean* is recognized internationally as a pillar of excellence for French language higher learning in Western Canada. We believe, without reserve, that the *Campus* will build upon its reputation for excellence in building the *Centre d'études appliquées de l'Alberta (CÉAA)*.

The ACFA was founded in 1926 and recognized in 1964 by a special act of the Legislative Assembly of Alberta, notably Chapter 107, as the official spoke organization of Alberta's Francophone population.

Please do not hesitate to contact our offices should you require additional information on this or any other subject matter, we remain,

Yours respectfully,



Jean Johnson
President



**ELK ISLAND
CATHOLIC SCHOOLS**

Elk Island Catholic Separate Regional Division No. 41



August 28, 2006

Dr. Marc Arnal, Dean
University of Alberta
Campus Saint-Jean
8406 rue Marie-Anne-Gaboury (91 St.)
Edmonton, Alberta T6C 4G9

Dear Dr. Arnal,

With reference to your letter dated July 26, 2006, Elk Island Catholic Separate Regional Division #41 is supportive of the proposed creation of a French Centre for Applied Learning within Campus Saint-Jean of the University of Alberta.

I wish you every success with the proposal of the innovative Centre.

Sincerely,

Doug Aitkenhead "Everyone"

Doug Aitkenhead
Superintendent of Schools

/dy



le 14 août 2006

M. Marc Arnal
Doyen
Campus Saint-Jean, University of Alberta
8406 rue Marie-Anne-Gaboury
Edmonton (Alberta)
T6C 4G9

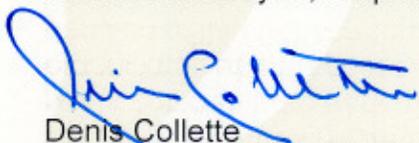
Monsieur le Doyen,

Je vous écris au nom du *Centre de santé Saint-Thomas* pour appuyer la demande du Campus Saint-Jean pour la création du Centre d'études appliquées de l'Alberta (CÉAA).

Nous sommes très heureux de voir se concrétiser ce projet si longtemps attendu par la communauté francophone d'Edmonton et plus spécifiquement les organismes et entreprises à la recherche d'un personnel formé pour œuvrer dans un milieu francophone.

Comme vous le savez, nous prévoyons dès l'automne 2007 l'ouverture d'un établissement qui logera plus de 200 personnes âgées en perte d'autonomie et qui offrira dans son centre de soins de santé primaires une gamme complète de soins et de services en français à l'ensemble de la population. Dès la première année, nous devons recruter de 50 à 100 employés ayant la capacité de fonctionner en français. De ce nombre, plus de la moitié devront avoir obtenu une formation comme aide en soins de santé. L'introduction de cours au Campus Saint-Jean pour préparer ce groupe d'employés à servir nos futurs résidents nous intéresse au plus haut degré. Nous serions prêts à collaborer avec vous et vos collègues dans la mise en œuvre de ce nouveau programme.

En vous souhaitant succès dans vos démarches auprès des autorités de la University of Alberta et des instances gouvernementales, je vous prie d'agréer, Monsieur le Doyen, l'expression de mes sentiments distingués.


Denis Collette
Coordonnateur des projets

EDMONTON CATHOLIC SCHOOLS

Faith and Choice

August 9, 2006

Marc Arnal
Dean, Campus Saint-Jean
University of Alberta
8406 rue Marie-Anne-Gaboury (91 St.)
Edmonton, Alberta. T6C 4G9

Dear Marc,

Thank you for your letter of July 26, 2006 in which you describe your proposal to create a French language community centre in Alberta. On behalf of the Edmonton Catholic School District I offer our complete support for this project.

Your proposal is in keeping with two fundamental goals of the Edmonton Catholic School District. First, our district is committed to exploring innovative and alternative educational programming and to ensure that we remain responsive to the needs and wants of our parents and students in regards to educational programs of choice. Second, our school district seeks to foster and promote community within the district by building and maintaining partnerships in the provision of programs and services for students with educational stakeholders such as Campus St. Jean.

As leaders in French bilingual education in Edmonton, the Edmonton Catholic School District wholly endorses your endeavour, which we agree, is long overdue in providing training to qualified French bilingual students who wish to respond to the changing demands of the work place.

Sincerely,

Joan Carr
Superintendent



8
Characters of
CATHOLIC
EDUCATION

COMMUNITY
HOSPITALITY
JUSTICE
TRADITION
SACRAMENTALITY
HUMANNESS
RATIONALITY
SPIRITUALITY

Catholic Education Services
9807-106 Street
Edmonton, Alberta
T5K 1C2
Tel (780) 441-6000
Fax (780) 425.8759
www.ccsd.net



September 18, 2006

Dr. Marc Arnal
Dean, Campus Saint-Jean
University of Alberta
8406 rue Marie-Anne-Gaboury (91 St.)
Edmonton, AB T6C 4G9



Dear Dr. Arnal:

RE: French Centre for Applied Learning

On behalf of the College of Alberta School Superintendents, I am pleased to advise you that the Executive has approved supporting, 'in principle,' your proposal for the creation of a French Centre for Applied Learning at your Campus. Our sector is most interested in the Education cluster which identifies programming for Early Childhood and Teacher-assistants.

Prior to giving full its full support, the Executive would appreciate receiving a draft copy of the proposal to review.

It seems that this proposal would indeed fill an important gap in Alberta's post secondary infrastructures and offer increased possibilities for graduates of Alberta's excellent French Immersion programs.

I look forward to receiving your draft proposal on behalf of the Executive.

Sincerely,

Lee Lucente
Executive Director

LL/nl



The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

2006 09 20



Dr Marc C Arnal, Dean
Campus Saint-Jean
University of Alberta
8406 91 Street NW
Edmonton AB
T6C 4G9

Dear Dr Arnal *marc*

Re Proposed French Centre for Applied Learning at Campus Saint-Jean

I am replying to your letter of 2006 07 28 in which you outlined a proposal to create a French Centre for Applied Learning (Centre d'études appliquées de l'Alberta) at Campus Saint-Jean. As you have described it, the centre would consist of college-level accredited programming within Campus Saint-Jean of the University of Alberta. The proposed programming would be arranged in three clusters—Business, Education and Community Health—and would have as its main objective the training of qualified bilingual individuals capable of responding to the changing demands of the workplace.

The Association's table officers considered your request at their recent meeting. The Association supports the creation of the proposed French Centre for Applied Learning at Campus Saint-Jean. The Association regards this initiative as a positive, viable and useful contribution to the postsecondary offerings provided to the Francophone community in Alberta. In particular, the Association anticipates that this new programming will provide enhancements to offerings for graduates studying in the areas of early childhood and teacher assistantship and thereby contribute support to French language teachers within the province.

We would be happy to provide you with a letter (or letters) to assist you with your proposal. Please let me know how you would like to proceed.

Yours sincerely

Gordon
Gordon R Thomas
Executive Secretary

GRT/bb

(780) 447-9400 in Edmonton, toll free in Alberta 1-800-232-7208

Fax (780) 455-6481

Frank Bruseker
President

Carol D Henderson
Vice-President

John Waterhouse
Vice-President

Kim E Fraser
Past President

Dr Gordon R Thomas
Executive Secretary

Earl L. Hjeltner
Associate Executive Secretary



November 21, 2007

Dr. Marc Arnal, Doyen
Campus Saint-Jean
University of Alberta
8406 rue Marie-Anne-Gaboury
Edmonton AB
T6C 4G9

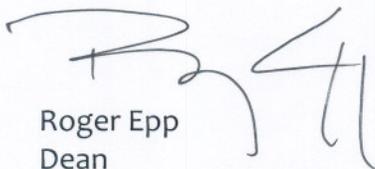
Dear Dr. Arnal:

Please accept this letter in support of your proposal to offer college-level accredited diploma programming in the three identified clusters at Campus Saint-Jean.

Insofar as your program proposal is an unconventional one within a University setting, it presents governance challenges and also reputational risks. I know that you have given careful, systematic consideration to those matters. Above all, I have been impressed by the commitment that this proposal reflects, on behalf of your Campus, to serve the needs of the francophone community in Alberta in innovative, credible ways. Assuming that the need exists for these programs, your Campus seems a natural – and hospitable – location for them.

All the best as you move this project through its final approval stages.

Sincerely,



Roger Epp
Dean

Appendix D
Library Impact Statement



UNIVERSITY OF ALBERTA

September 11 septembre 2006

Dr. Marc Arnal, Dean
Campus Saint-Jean
University of Alberta
8406, 91st street
Edmonton

Dear Dr. Arnal,

Please find attached the *Library Impact Statement* required for the proposal of a French Community College at Campus Saint-Jean. Estimates are based on the assumption that all new students enrolled in those programs will be considered University of Alberta students.

The kinds of programs being proposed appear to be a mix of certificate, diploma and continuing education programs and students in some of these programs may not be eligible for library service. Normally, inclusion of the student's record in the OASIS database makes them eligible for library service both electronically and in-person. As you know, in order to have access to Library services, students need a valid ONEcard, also based on the OASIS database. This is also the case for distance students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Karen Adams".

Karen Adams
Director of Library Services and
Information Resources

A handwritten signature in red ink, appearing to read "Hélène Larouche".

Hélène Larouche
Directrice de la Bibliothèque Saint-Jean

Bibliothèque Saint-Jean

8406, rue Marie-Anne Gaboury (91 St.), Edmonton, T6C 4G9

Téléphone: (780) 465-8711 • Fax: (780) 468-2550

<http://www.library.ualberta.ca/francais>

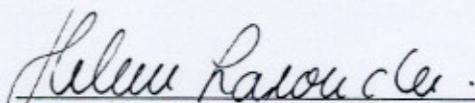
NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT
Campus St-Jean college and certificate programs
Submitted to the Academic Development Committee

The immediate impact on the Library is primarily collections and staff required to develop this unique collection. As programs grow, the Library will be monitoring the impact on staff, computers, instruction and facilities. In recent years, the Campus Saint-Jean has added many new programs with no increase in resources (human, budget, facilities). The number of new programs is substantial: Master in Canadian Studies, Master in Education, Bilingual baccalaureate in Environment and Conservation, Bilingual baccalaureate in Business. The Bibliothèque Saint-Jean was not funded to increase the services and collections in any of these cases.

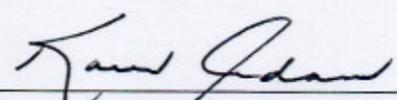
To summarize the resources needed as outlined in Appendix A, it is estimated that 13 new periodical titles in the French language will be needed. Regarding monographs, it will be necessary to make a one time purchase of 1120 titles with further annual purchases of 775 titles. As the number of students increases, twenty new computers will be necessary: 4 for consultation on site and 16 to increase the capacity of our training room. Provisions have also been made for staff to offer services as well as process the new materials. Furthermore, one new librarian would need to be hired the first year to compensate the augmentation of the work load and one associate staff at the last year of the program implementation.

EXECUTIVE SUMMARY OF COSTS

	Start Up	Year 2	Year 2010/11
1. Collections budget	\$ 53,111	\$ 38,501	\$ 42,625
2. Capital budget	\$ 51,155		
3. Operating/staffing budget	\$ 79,300	\$ 82,472	\$ 178,246
Total Costs: Summary	\$ 183,566	\$ 120,973	\$ 220,871


Bibliothèque Saint-Jean Head Librarian

Date August 29, 2006


Director of Libraries, University of Alberta

Date August 29/06

Impact on staff

In a recent discussion with Dean Arnal, he mentioned that one professional librarian will be essential to build on the Community College programs and to develop a specific expertise. This is an essential resource which the current BSJ Head Librarian supports strongly.

The college programs will bring an increase of a third in the clientele. In accordance with the *Standards for Canadian College Libraries*, the number of employees for serving a college of a 1000 students or less should be of 7 persons: an administrative librarian, 2 librarians and 4 support staff. In 2010-2011, the real impact will be known and if the overall Campus Saint-Jean student's population reaches 1000, we will need to take this data in consideration for staffing.

A new approach needs to be taken regarding the type of resources that will be needed as well as a close collaboration with the instructors in order to respond properly to this clientele of a technical level. Even though the Library possess a well-stocked collection, it is essential to understand the needs of the students who are headed for the technical environment in order to meet the labour market expectations. More significant research will be needed to find a variety of resources in French for this new clientele.

Impact on collections

BSJ can generally count on an excellent collection in French language for the needs of the training programs. Furthermore, the University of Alberta Library network gives access to an imposing collection of English language materials but in general the University of Alberta resources aim for a university clientele whereas in this case it is a question of college level programs. The level will sometimes be equivalent, but we will at times be looking for technical manuals. In the case of early childhood development and health care aide, tridimensional objects and audio-visual resources will be needed to expand our collection.

This current impact study evaluates the supplementary needs in resources for French language and the calculations are based on general acquisition statistics of BSJ. The library catalogues and sites of francophone colleges in Canada that are offering similar programs have been consulted in order to identify fields/subjects to cover: the Université Laval, La Cité collégiale in Ottawa and the Collège Boréal in Sudbury. The statistical data (the edition statistics of Quebec) and the repertory of books available in French language do not provide useful data. Indeed, the nature of these information sources prevents one from knowing the number of titles published annually in the appropriate subjects. We therefore used the average of titles acquired per student in the past years at BSJ to establish a number of titles per new class to create a basic collection. The cost of these resources is also based on the average observed in 2005-2006 and on the anticipation of 4% inflation.

The French courses and practicums have not been included in the calculations for this evaluation since our collection for French teaching is well furnished as well as the practicums that do not require specific resources.

Since most of the courses do not appear in the University directory, an evaluation of the courses potentially similar to the ones already offered has been done. These courses have been ignored in the calculation for the establishment of the basic collection but added to the following years. In brief, 56 new courses on a total of 91 courses listed in the proposition have been considered for the initial evaluation.

Monographs and audio-visual resources

For the 56 new courses, we anticipate to purchase 20 titles per course for a total of 1120 new titles the first year. The second year and following, 775 new items will be added. The existing reference collection answers adequately the potential needs of this clientele.

Periodicals

The periodical collection of the BSJ covers the sectors of business and education well. The titles related to marketing, tourism, early childhood development and health care aide will be considered. The databases *Repère* and *Ulrich's* have been used to identify 13 new titles. The library already subscribes to the publications of Statistiques Canada that includes publications regarding tourism and early childhood development.

Databases

The databases actually available cover the subjects/fields of the college level programs. It is thus not necessary to subscribe to new resources. The licenses negotiated by the University of Alberta are often priced based on actual enrollment at the University. We will need to determine if the addition of new students will increase the costs usually charged to the institution for licensing.

Impact on development collections/choice, selection and ordering work

The addition of 1120 new documents for the basic collection will require an intensive research for relevant titles. The resources in French language being less numerous, they require more time for research and the identification of relevant resources of quality. We evaluate the time for development of the basic collection at 40 days of work. The following years, this work load will be 25 days.

Impact on reference and information services

If each student registered in a course asks one reference question per course and this question takes 15 minutes to answer, we obtain 35 weeks of work a year at the reference and information desk. This work can be achieved by librarians and non-academic staff.

The creation of pathfinders in these four new programs will require 21 days of work for the initial conception and 3 days a year for maintenance in subsequent years.

Impact on information literacy

For each of the four programs, an initiation session at the library and a specialized one in accordance with the field of study will be offered. A total of eight sessions per year is a minimum to anticipate. Furthermore, some programs will be offering distance learning courses. Additional time for developing tutorials/on-line courses and services for long-distance students will be required. An evaluation of 10 days per year is anticipated for this last function. A total of 18 days is then calculated for this activity.

Impact on circulation

The increase in the number of students will bring an increase in the circulation of the documents and consequently an increase in the time required for shelving. According to the annual statistics for 2005-2006, the students are each borrowing an average of 44 documents per year. The 300 new students registered in the collegial programs would then use an extra 13,200 documents with the same amount to be shelved - an activity that will generate 5 days of work for the circulation clerks.

Impact on the work spaces – desk and instruction lab

The computers installed in the Library have been planned to serve a clientele of 400 students while 800 students are currently on campus. The addition of 300 students will raise the total numbers to more than 1000, which is triple the initial number. A more detailed evaluation of the costs will be essential; only the additional computers have been evaluated in this present document. As the programs grow, there will be a need of estimations for space planning, the addition of furniture, etc. The Library currently has two study rooms and this number is presently insufficient. Many aspects need to be considered: the addition of office spaces for the additional personnel required, work stations in the training room, computers, etc.

We currently have four Public Access Stations available at BSJ and will need to double this number. Furthermore, our training room is too small to cope with an increase in our clientele. We may need to double our capacity and add 16 new productivity stations.

REQUIRED RESOURCES

Explanation of the calculations determining necessary resources, budgets and human resources.

Impact on collections

Monographs and audiovisuals

Time allocated for the Development of Collections

The collection includes monographs, multimedia documents and audio-visuals.

Basic collection	1120 titles X 15 minutes	40 days
Development – maintenance	710 titles X 15 minutes	25 days
Total : 65 days		

Calculation of the number of documents to meet the needs of 4 collegial programs.

In our calculation, we consider that 56 new courses will be offered on a total of 91 courses. For the first year, we evaluate our needs at 20 titles per new course, an average cost per title of 45\$, for a total of 1120 documents.

Starting the second year, we consider the renewal and the update of all courses by calculating that approximately 20 students will register for each of the 91 courses. We obtain 1820 “registrations” and multiply this number by 20\$ -being the amount that is currently calculated for the renewal of the collection at BSJ – the third year we add 4% for inflation.

	Year 1	Year 2	Year 3
Basic collection	50 400 \$		
Number of titles	1120		
Maintenance		36 400 \$	37850 \$
Number of titles		775	775

Periodicals

Affaires – Marketing et Tourisme / Business – Marketing and Tourism

ISSN 0703-9905
 Titre **Marketing Voyages**
 Mensuel 25 \$ par année

ISSN 1194-5303
 Titre **Geo plein air**
 6 fois par année 30 \$ par année

ISSN 1189-3788

Titre **Communication information - medias - théories - pratiques**
60 \$ pour les institutions

Titre **Voyages D'Affaires et
Congres**
20 \$ par année

ISSN 0838-6838
Titre **Le Magazine Voyages Plus**
30 \$ par année

ISSN 0836-205X
Titre **Tourisme Plus, le Journal des Voyages**
50 \$ par année

Titre **ESPACES tourisme & loisirs**
250 \$ par année

Petite enfance Early / Childhood Development

ISSN 0007-9820
Titre **Cahiers de puériculture**
160.00\$ par année

ISSN 1258-780X
Titre **Métiers de la Petite Enfance**
120,00 \$ par année

ISSN 0013-7545
Titre **Enfance psychologie, pédagogie, neuro-psychiatrie, sociologie**
65.00 \$ par année

Soins à domicile / Health Care Aide

ISSN 0225-4271
Titre **Vie et vieillissement** Association québécoise de
gérontologie
25 \$ par année

ISSN 0835-8702
Titre **Le Bel Age**
30 \$ par année

Voluntary Sector Management

ISSN 1481-4447
Titre **Organismes Communautaires du Québec**
65 \$ par année

13 new titles for an annual budget of \$ 930.

Impact on reference and information services

Calculations for reference and information time

Each registered student asks one question per class and the question takes 15 minutes to answer.

Health Care Aide	15 students X 11 courses	41 hours
Early childhood development	35 students X 26 courses	227 hours
Tourism	70 students X 28 courses	490 hours
Business Administration	107 students X 17 courses	454 hours
		1212 hours = 35 weeks = 175 days
Total : 175 days		

Pathfinders : 4 programs X 2 guides per program

Development	8 guides X 3 days	21 days
Maintenance		3 days
Total : 24 days		

Impact on information literacy

Information literacy

General and specific training sessions	4 programs X 2 sessions = 8 sessions	8 days
Tutorials development/on-line courses and long-distance students		10 days
Total : 18 days		

At the reference and training services, we will need to add time for the liaison work. The librarian will need to develop new assessments and above all work at the level of this new clientele. It is easy to add 5 days per program, so 20 days of work per year for one librarian.

Liaison work	5 days X 4 programs	20 days

Appendix E

Correspondence from Registrar's Office

Marc Arnal

From: Byrne, Carole [carole.byrne@ualberta.ca]
Sent: Wednesday, January 03, 2007 11:03 AM
To: Marc Arnal
Cc: Quinney, H Art; Rose, Hilary; Schmude, Ada; Kendal, Gerry
Subject: FW: costs for CSJ

Dear Marc. One of the "to do's" from our meeting in late December on the College, was to give you the estimate of the Registrar's Office costs to included the College in our system. \$50K appears to be the consensus. Please let us know if you need more information.

Sincerely, C

-----Original Message-----

From: Schmude, Ada
Sent: Tuesday, January 02, 2007 1:56 PM
To: Byrne, Carole
Subject: FW: costs for CSJ

Hi Carole,
Gerry and I agree that an approximate cost of \$50,000 could be passed on to Dr Arnal for inclusion in the CSJ proposal.

Thank you.

Ada

Ada

1/3/2007

OUTLINE OF ISSUE

Agenda Title: **Proposal for the Formal Establishment of Collège Saint-Jean at Campus Saint-Jean**

Motion: THAT the Board of Governors, on the recommendation of the Board Educational Affairs Committee, approve the proposal submitted by the Dean of Faculté Saint-Jean (FSJ) for the establishment of Collège Saint-Jean (CSJ) at FSJ, to take effect September, 2008, conditional on the provision of adequate funding from the Provincial Government (with possible complementary funding from the Federal Government) to ensure the proper implementation and sustainability of the Collège and on the understanding that all programs and courses to be offered by the Collège must be approved according to the appropriate University of Alberta's governance processes.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Marc Arnal, Dean, Campus Saint-Jean (ie, Faculté Saint-Jean)
Presenter	Marc Arnal, Dean, Campus Saint-Jean
Subject	Proposal to Establish a Collège Saint-Jean at Campus Saint-Jean

Details

Responsibility	Provost and and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish a French-language college at Campus Saint-Jean that will have the responsibility for delivering French language college-level programs.
The Impact of the Proposal is	To offer in Western Canada French-language college programs that are not currently available.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September, 2008
Estimated Cost	See the attached proposal (pages 32 to 37).
Sources of Funding	See proposal (page 19).
Notes	This proposal was considered and recommended by General Faculties Council (GFC) to the Board of Governors at Council's January 28, 2008 meeting.

Alignment/Compliance

Alignment with Guiding Documents	CSJ Business Plan; the Board-approved University of Alberta Mandate
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. GFC Academic Planning Committee Terms of Reference (Section 3): According to the GFC Academic Planning Committee's (APC's) terms of reference, the Mandate of the Committee is "[t]o recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University's longer term academic, financial, and facilities development."</p> <p>Further, GFC APC is "[t]o review all proposals for the establishment of or change to general University admission or transfer policies affecting students [...] and to recommend to GFC on proposals involving major change."</p> <p>GFC APC also shall "recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its</p>

general responsibility.”

2. *Post-Secondary Learning Act (PSLA)*: According to the *Post-Secondary Learning Act (PSLA)* (Section 26(1)), “subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to [...]

(b) consider and make decisions on the reports of the faculty councils as to the programs of study in the faculties;

(c) determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit towards the requirements for any degree or diploma; [...]

(l) recommend to the board the establishment of [...] programs of study in the university in any subject that the general faculties council thinks fit; [...] [and]

(o) make recommendations to the board with respect to [...] academic planning [...] and any other matters considered by the general faculties council to be of interest to the university.”

Note: According to the *PSLA* (Section 1(n)), a “‘program of study’ means a group of credit courses that, on completion, leads to the granting of a degree, diploma, certificate or applied degree.”

3. *Board Educational Affairs Committee (BEAC)*: According to BEAC’s terms of reference (Section 3/Mandate of the Committee), “the Committee shall review, evaluate and provide information and recommendations to the Board where the Board is making decisions in areas generally related to areas of responsibility of the Committee.”

Further, BEAC’s terms of reference states “the Committee shall [...]

(i) [...] review academic matters that pertain to the quality of the educational experience at the University;

(j) monitor educational trends, community expectations and demands;

(k) ensure that the academic teaching and research activities at the University are administered and undertaken in a manner consistent with the vision and mission of the University; [and]

(l) consider future educational expectations and challenges to be faced by the University [...].”

4. *PSLA* and the *Board of Governors (as final approver)*: According to the *PSLA* (Section 19), the Board of Governors “must consider the recommendations of general faculties council, if any, on matters of academic import prior to providing for [...] (e) the establishment of faculties, schools, departments, chairs, programs of study and any other activities the board considers necessary or advantageous.”

Further, according to Section 60(1) of the *PSLA*, “the board of a public post-secondary institution shall (a) manage and operate the post-secondary institution in accordance with its mandate; [and] (b) develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or

	<p>cultural advancement of the people of Alberta [...]."</p> <p><u>Additional Note for Information:</u></p> <p><u>Approval of the Programs to be Offered by Collège Saint-Jean (CSJ):</u></p> <p>All new Diploma programs to be offered by CSJ would proceed through University Governance, as follows:</p> <ul style="list-style-type: none"> ➤ GFC Academic Standards Committee (for admissions/transfer and academic standing/graduation requirements and examination regulations) recommending to . . . ➤ GFC Academic Planning Committee (APC) recommending to . . . ➤ Board Educational Affairs Committee (BEAC) (final approver) <p>All new credit Certificate programs to be offered by CSJ would proceed through University Governance, as follows:</p> <ul style="list-style-type: none"> ➤ GFC Academic Standards Committee recommending to . . . ➤ GFC Academic Planning Committee (APC) recommending to . . . ➤ Board Educational Affairs Committee (BEAC) (final approver) <p>All programs (Diploma/Certificate) would be submitted by the Office of the Provost and Vice-President (Academic) to the Ministry (ie, Advanced Education and Technology) (via the Program Registry System) for the establishment of appropriate program codes.</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	<u>Discussion/Provision of Advice:</u> Institutions in Alberta and other Provinces offering similar programs; Alberta's Francophone Community; the Executive Committee of Campus Saint-Jean Council; and GFC APC
Approval Route (Governance) (including meeting dates)	Campus Saint-Jean Faculty Council (June 15, 2007) GFC Academic Planning Committee (November 28, 2007); General Faculties Council (January 28, 2008); Board Educational Affairs Committee (March 10, 2008); and Board of Governors (March 28, 2008)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (pages 1 - 59)

Prepared by: Andrea Bernier, Executive Assistant – abernier@ualberta.ca in consultation with University Governance



Centre collégial de l'Alberta

Comité consultatif

Procès-verbal de la 1^{ère} rencontre ordinaire du comité consultatif du Collège Saint-Jean, tenue à Edmonton le mardi 13 décembre 2011, à 13 h dans les locaux du collège.

Sont présents :

M. Marc Arnal
Mme Corinne Collins
Mme Suzanne Corneau
Mme Line Croussette
M. Marc Dumont
Mme Vivian Cunningham
M. Denis Fontaine
M. Jean Johnson
M. Frank McMahon
M. Donald Michaud
M. Jean Mongrain
Mme Dolorèse Nolette
M. Frédéric Paré
M. Stéphane Perreault
M. Réal Poirier
M. Marc Tremblay

Sont absents :

M. Jean Claude Ndumbi
Mme Jo Ann Nettleton

1. Ouverture de la séance

La séance est ouverte à 13 h 10. M. Marc Arnal, Doyen du Campus Saint-Jean et président par intérim, souhaite la bienvenue aux membres du comité consultatif présents à la 1^{ère} réunion du comité consultatif du Collège Saint-Jean, un moment important pour le dossier collégial. M. Arnal profite de l'occasion pour faire un résumé des étapes et des implications importantes du

dossier collégial en Alberta et pour présenter Mme Line Croussette, nouvelle directrice générale du Collège Saint-Jean.

2. Présentation des membres

M. Arnal invite chacun à se présenter, à tour de rôle, en indiquant son nom et son secteur d'implication.

M. Fontaine demande si une représentation étudiante est prévue au sein du comité consultatif. Mme Line Croussette indique qu'un étudiant occupera un poste élu au sein du comité consultatif dès que le Collège Saint-Jean a des étudiants.

3. Adoption de l'ordre du jour

Monsieur Marc Arnal, président par intérim, demande à ce que l'ordre du jour de la 1^{ère} rencontre du comité consultatif soit adopté. M. Frank McMahon demande à ce que le point **remerciement** soit ajouté dans les **Questions diverses**. L'adoption de l'ordre du jour ainsi modifié est proposée par Jean Johnson, appuyé par Franck McMahon; l'ordre du jour est adopté à l'unanimité.

4. Mise en contexte

Mme Line Croussette présente les différents dossiers en cours au Collège Saint-Jean afin de mettre en contexte les membres du comité consultatif. La présentation de Mme Croussette regroupe les points de discussion suivants : l'historique, la Gouvernance, l'équipe, l'infrastructure, la formation, les priorités et le financement.

5. Élection d'un président et d'un vice-président

M. Marc Arnal invite les membres du comité consultatif de se proposer ou de proposer des personnes pour assurer le rôle de présidence du comité consultatif du Collège Saint-Jean. Mme Vivian Cunningham propose M. Donald Michaud. La proposition est appuyée par M. Marc Tremblay et adoptée à l'unanimité.

M. Donald Michaud invite les membres du comité consultatif de se proposer ou de proposer des personnes pour assurer le rôle de vice-président du comité consultatif du Collège Saint-Jean. Mme Suzanne Corneau propose Marc Tremblay. La proposition est appuyée par M. Stéphane Perreault et adoptée à l'unanimité.

6. Modalité de fonctionnement

Mme Line Croussette fait la lecture du document intitulé «Comité consultatif du Collège Saint-Jean». Ce document présente le mandat, la composition, le fonctionnement et la structure de Gouvernance du comité consultatif du Collège Saint-Jean.

M. Jean Johnson propose qu'un mode de fonctionnement par consensus soit adopté par le comité consultatif. Cette proposition est adoptée à l'unanimité. Cette décision sera donc

ajoutée au document sous la section fonctionnement du comité consultatif du Collège Saint-Jean.

M. Marc Tremblay indique que le mandat du comité consultatif mentionne que les membres doivent donner des recommandations sur le budget annuel. M. Tremblay se demande donc si les membres du comité consultatif doivent prendre des assurances pour siéger sur le comité consultatif du Collège Saint-Jean? M. Arnal indique que les responsabilités financières reviennent au Doyen du Campus Saint-Jean. Line Croussette posera la question au département des finances du Campus Saint-Jean pour s'en assurer.

M. Marc Tremblay se questionne par rapport à la responsabilité de l'organisme ou de la compagnie des membres du comité consultatif s'il se produit un changement de poste durant le mandat de deux ans. M. Arnal indique qu'il en revient à l'organisme ou à la compagnie de déléguer un nouveau représentant qui siégera au comité consultatif.

7. Changement de nom du Collège Saint-Jean

M. Marc Arnal présente le projet de changer le nom officiel du Collège Saint-Jean. Avant de présenter la proposition officielle, M. Arnal dresse le contexte qui a porté à cette décision.

M. Frank McMahon fait la proposition suivante:

Que l'appellation «Collège Saint-Jean» soit remplacée par «Centre collégial de l'Alberta» pour désigner la nouvelle unité collégiale à l'intérieur de la Faculté Saint-Jean de l'Université de l'Alberta.

La proposition est appuyée par M. Jean Johnson et adoptée à l'unanimité.

M. Tremblay demande si le nom Centre collégial de l'Alberta sera représenté sur le site internet du collège et si un domaine et une adresse URL ont été réservés. Line Croussette indique que des discussions ont été amorcées avec M. Denis Fortin, Doyen adjoint aux affaires externes du Campus Saint-Jean, et que celui-ci a appuyé le changement de nom.

8. Mission, vision et valeurs

Mme Line Croussette présente un document de travail de base sur la mission, vision et les valeurs du Centre collégial de l'Alberta et invite les membres du comité consultatif d'y apporter des commentaires ou recommandations. Mme Line Croussette, après consultation avec des membres de la communauté, suggère la mission suivante :

«Partenaire francophone mondialement connu pour améliorer la qualité de vie personnelle, professionnelle et communautaire.»

M. Perreault indique que l'énoncé de mission devrait contenir un verbe affirmatif et préciser la clientèle visée. M. Marc Tremblay indique que l'énoncé de mission est trop général. De plus, le

terme connu devrait être remplacé par le mot reconnu. M. Frank McMahon précise que la mission devrait mettre l'accent sur l'étudiant.

Mme Line Croussette, après consultation avec des membres de la communauté, suggère la vision suivante :

«Le Collège Saint-Jean permet aux personnes de se développer globalement, y compris leur capacité d'apprendre continuellement. Il offre des ressources et des environnements stimulants qui préparent à vivre une carrière valorisante.»

M. Jean Mongrain indique que la notion de citoyenneté devrait être ajoutée à la vision. La vision devrait également inclure l'expression «apprenant du 21e siècle». M. Tremblay indique que le verbe soutiennent devrait venir appuyer le verbe préparent dans la deuxième phrase de l'énoncé de vision «... d'environnements stimulants qui préparent et soutiennent une carrière valorisante.».

Mme Line Croussette, après consultation avec des membres de la communauté, suggère les valeurs suivantes : Respect, citoyenneté, innovation, éthique, pertinence, ouverture d'esprit et qualité.

M. Jean Johnson joindrait les valeurs citoyenneté et ouverture d'esprit et ajouterait la valeur francophonie. M. Réal Poirier indique qu'il serait préférable de créer un énoncé de valeur qui inclurait la francophonie. M. Marc Arnal indique la dualité linguistique devrait être intégré à un endroit dans la mission, la vision ou les valeurs. M. Mar Dumont précise qu'il voit davantage la dualité linguistique comme une valeur ajoutée que d'une mission ou d'une vision.

M. Line Croussette indique que les recommandations ont été prises en note et que l'équipe administrative du Centre collégial de l'Alberta fera parvenir une nouvelle version du travail prochainement.

9. Priorité des dossiers

Mme Line Croussette demande aux membres du comité consultatif de préciser si selon eux, des modifications devraient être apportées à la liste de priorités présentée en début de rencontre.

M. Marc Arnal indique qu'il sera important que le Centre collégial de l'Alberta se taille une place au sein de l'Université de l'Alberta. Le Centre collégial de l'Alberta doit devenir un axe important dans la structure de l'Université.

M. Perreault indique qu'il sera nécessaire pour le Centre collégial de l'Alberta de prioriser des stratégies de recrutement afin de devenir un établissement privilégié pour les futurs étudiants.

Mme Corneau appui l'importance de prioriser une campagne de recrutement puisque le faible recrutement a été la cause de la fin du programme bilingue à NAIT.

10. Indicateurs de rendement

Mme Line Croussette présente une feuille résumant les indicateurs de rendement qui permettront d'évaluer le niveau de performance du Centre collégial de l'Alberta. Tous étaient d'accord avec la liste proposée.

11. Alphabétisation

M. Donald Michaud présente son projet de collaboration en EDUK et le Centre collégial de l'Alberta. M. Jean Johnson propose que la demande d'EDUK à l'effet que :

La Société EDUK demande au comité consultatif du Centre collégial de l'Alberta, avec le soutien de son équipe administrative aux plans technique et financier, de déléguer des membres au CA d'EDUK de façon à demeurer conforme à la structure de gouvernance de la Fédération canadienne pour l'alphabétisation; de s'occuper des exigences administratives d'EDUK en tant que Société; de faciliter ses réunions et ses activités; d'exécuter des projets contractuels émanant d'EDUK et, de façon générale, faciliter la mission d'EDUK.

La proposition est appuyée par M. Stéphane Perreault et adoptée à l'unanimité par les membres du comité consultatif.

12. Remboursement des dépenses de remboursement

Cindy Garneau invite les membres du comité consultatif externe de remplir de formulaire «Create a new person ID form» aux fins de remboursement. Cindy Garneau rappelle aux membres du comité consultatif qu'ils doivent nous faire parvenir les copies originales des reçus par la poste maximum 1 semaine après la réunion.

13. Questions diverses

- i. **Remerciement** : M. Franck McMahon tenait à remercier le M. Marc Arnal, Doyen du Campus Saint-Jean, pour son implication et sa détermination dans le dossier collégial.

14. Date de la prochaine rencontre

La prochaine rencontre du comité consultatif doit précéder la prochaine rencontre du comité de la Faculté Saint-Jean soit, le 15 avril 2012.

15. Levée de la réunion

La réunion est levée à 16 h 25

**Procès-verbal de la
118^e réunion du Conseil du Campus Saint-Jean
Le mercredi 7 décembre 2011 à 14 h 30, salle 3-04 Pavillon Lacerte**

Présences

Arnal, M.
Beaudoin, M.
Blackburn, E.
Boerger, A.
Boily, F.
Bouferguène, A.
Boulanger, P.
(Faculty of Science)
Cavanagh, M.
Croussette, L.
d'Entremont, Y.
Dubé, P.
El Atia, S.
El Ghoul, S.
Fagnan, L.
Fontaine, D.
Fortin, D.
Golanski, M. (A.U.F.S.J. –
Sc.)
Gignac, D.
L'abbé, S. (A.U.F.S.J. –
Éduc.)
Ladouceur, L.
Long, J. (Fac. of Educ.)
Maillet-Rao, C.
Mandin, L.

Marcoul, P. (A.L.E.S.)

McMahon, F.
Mulatris, P.
Nolette, D.
Pelletier, S.
Ruban, F. (A.T.A.)
Safouhi, H.
Scott, Laura
(A.U.F.S.J. – A & L)
Sing, P.
Smith, S. (Regis. & Stud.
Aw.)
Snauwaert, M.
Usova, T.
Villaseca-Curry, J.
(A.U.F.S.J. – Sc. Soc.)
Wilson, S.

Absences motivées

Aunger, E.
Boeglin, J.
Bugeaud, S.
Camarata, L.
Castelein, P.
(Faculty of Nursing)
Charest, C.
Couture, C.
Davoine, F.
de Montigny, M.
Ipperciel, D.
Langevin, R.
Lemaire, E.
Lemieux, H.
Léonard, C.
Maheux-Pelletier, G.
(Faculty of Arts)
Mounsef, D.
Pageau, F. (Société
Radio-Canada)
Parent, R.
Pellerin, M.
Perreault, S. (A.C.F.A.)
Ravi, S.
Sangwa-Lugoma, G.
Skogen, R.

Secrétaire

Johnson, R.

Observateurs**Invités**

Aucun

1. Adoption de l'ordre du jour de la réunion du 7 décembre 2011

Que l'ordre du jour soit adopté.

P. Sing/P. Dubé
Adoptée à l'unanimité

2. Approbation du procès-verbal de la réunion du 31 août 2011

Que le procès-verbal de la réunion du 31 août 2011 soit approuvé avec ajouts et corrections.

Y. d'Entremont/H. Safouhi
Approuvé

3. Commentaires du doyen/Mise à jour

Le doyen souhaite la bienvenue aux nouveaux membres et aux représentants des autres facultés et des organismes externes. Le doyen remercie les membres du Comité d'évaluation (FEC) - Donald Ipperciel, Yvette d'Entremont, Jacques Després, Laurier Fagnan et Hassan Safouhi - pour leur travail. Il souligne les prix qui ont été attribués aux membres du personnel académique depuis la dernière réunion et il signale que le Campus compte un nombre record (8) d'éditeurs de revues savantes. Le processus de planification entrepris durant la dernière année a été très sérieux et ardu mais a donné de bons résultats. La prochaine phase du rapport du Comité de synthèse est l'implantation, phase qui exigera des collaborations individuelle et collective. Deux groupes (Éducation et Arts et Langues) ont déjà amorcé le processus. Le doyen encourage toutes et tous à assister aux réunions de leur secteur et à y contribuer.

4. Affaires découlant du procès-verbal

Aucunes.

5. Changement à l'annuaire : Article 183.6 Crédits par évaluation spéciale

Ed Blackburn explique les changements proposés.

Que le Campus Saint-Jean accepte les changements à la description de l'article 183.6 concernant les crédits par évaluation.

E. Blackburn/P. Dubé

Adoptée à l'unanimité (CCSJ 2011-12-07-1)

6. Admission au programme de maîtrise en éducation

Martine Cavanagh constate que le changement facilitera l'admission d'étudiants au programme de maîtrise en éducation.

Que le Campus Saint-Jean accepte les demandes d'admission au programme de maîtrise en éducation en septembre et en janvier.

M. Cavanagh/L. Fagnan

Adoptée à l'unanimité (CCSJ 2011-12-07-2)

7. Changement à l'annuaire : Article 231.185 MATHQ 160

Martine soumet que la description est modifiée pour correspondre à MATH 160 et pour mieux s'aligner avec les objectifs du programme d'études. Hassan signale qu'à la réunion du CE il avait été convenu d'enlever le mot « supérieure » du titre du cours.

Que les modifications au cours MATHQ 160 soient acceptées.

M. Cavanagh/Y. d'Entremont

Adopté à l'unanimité (CCSJ 2011-12-07-3)

8. Changement à l'annuaire : Nouveau cours M EDU 522

Martine Cavanagh décrit le nouveau cours en soulignant que Laurent Cammarata a développé la description.

Que le nouveau cours, M EDU 522, soit créé dans le cadre du programme de maîtrise en sciences de l'éducation au CSJ.

M. Cavanagh/L. Mandin
Adopté à l'unanimité (CCSJ 2011-12-07-4)

9. Changement à l'annuaire : Nouveau cours ANGL 227

Laurier Fagnan constate qu'il n'y a présentement pas de cours d'anglais au niveau 200 offert au Campus et que le nouveau cours répond aux exigences de certains programmes dont le Bac ès sciences infirmière bilingue.

Que le Campus Saint-Jean offre un cours de rédaction et rhétorique en anglais au niveau 200 – ANGL 227 Advanced Expository Writing and Communication.

L. Fagnan/P. Sing
Adopté à l'unanimité (CCSJ 2011-12-07-5)

10. Changement à l'annuaire : FRANC 328

Laurier Fagnan souligne qu'il s'agit d'un changement aux préalables.

Que les modifications à la description de FRANC 328 soient acceptées.

L. Fagnan/D. Fontaine
Adopté à l'unanimité (CCSJ 2011-12-07-6)

11. Comité consultatif du Collège Saint-Jean

Line Croussette présente une proposition pour la composition initiale du Comité consultatif du Collège Saint-Jean. Le doyen trace la genèse du comité et il explique le modèle de gouvernance du Collège ainsi que la procédure pour l'approbation des nouveaux cours et des nouveaux programmes. Il affirme qu'il ne s'agit pas d'un Conseil décisionnel mais d'un comité consultatif qui offre à la communauté le plus grand contrôle possible sur le collège tout en respectant les contraintes législatives de l'Université. Le pouvoir académique demeure au Conseil de la Faculté.

Deux ajouts au Comité consultatif sont recommandés : un(e) représentant(e) du corps professoral et un(e) représentant(e) de Francophonie Jeunesse.

Que le premier comité consultatif du Collège Saint-Jean soit composé de dix-neuf (19) membres plutôt que onze (11) pour assurer un bon démarrage des activités collégiales et une saine gestion du collège dès la première année de ses activités;

Que le siège du représentant étudiant et celui de l'employé du collège, en l'absence de ces personnes pour le premier mandat des membres du comité consultatif, soient occupés par un plus grand nombre de représentants de la communauté et du système éducatif albertain;

Que le premier comité consultatif du Collège Saint-Jean soit composé de :

- deux membres d'office :
 - Doyen Marc Arnal;
 - Directrice générale Line Croussette;
- trois représentants de la Faculté Saint-Jean :

- *Directrice aux affaires académiques et de la gouvernance Dolorèse Nolette;*
- *Doyen adjoint aux affaires étudiantes Denis Fontaine;*
- *Un membre du corps professoral;*
- *quatre représentants des domaines de formation :*
 - *Administration des affaires;*
 - *Santé;*
 - *Tourisme;*
 - *Éducation;*
- *trois représentants du système éducatif francophone :*
 - *Fédération des conseils scolaires francophones;*
 - *Centre francophone d'éducation à distance;*
 - *Alphabétisme et compétences essentielles;*
- *Sept représentants de la communauté :*
 - *Francophonie Jeunesse de l'Alberta*
 - *Conseil de développement économique;*
 - *Association canadienne-française de l'Alberta;*
 - *Accès-emploi;*
 - *Centre d'accueil pour les nouveaux arrivants francophones;*
 - *Les Entreprises EFE ltée;*
 - *Canadian Parents for French, Alberta Branch.*

Que les représentants étudiants du Campus Saint-Jean soient invités à assister à titre d'observateurs.

L. Croussette/D. Nolette

Adopté à l'unanimité (CCSJ 2011-12-07-7)

12. Changement du nom du Collège Saint-Jean

Line Croussette soumet une proposition conditionnelle pour changer le nom du Collège Saint-Jean. Le doyen explique que l'appellation « Collège Saint-Jean » en était une de convenance et que dès le début, il était entendu qu'une appellation plus appropriée serait choisi une fois que le processus d'approbation de l'unité collégiale était terminé.

Que l'appellation « Collège Saint-Jean » soit remplacée par « Centre collégial de l'Alberta » pour désigner la nouvelle unité collégiale à l'intérieur de la Faculté Saint-Jean de l'Université de l'Alberta, sous réserve d'une recommandation formelle des membres du comité consultatif du Collège Saint-Jean.

L. Croussette/F. McMahon

Adopté à l'unanimité (CCSJ 2011-12-07-8)

13. Information

Le doyen renchérit sur les documents d'information.

13.1 GRISF. Une structure de gestion et d'appui sera développée pour les nombreux groupes de recherche au Campus.

13.2 Récompense financière pour les prix de l'excellence. Les montants ont été ajustés pour être plus près du même niveau que les autres facultés.

13.3 Les procès-verbaux du Comité exécutif sont soumis tel que convenu.

13.4 Rapport annuel du Bureau de la pratique de l'enseignement. Le doyen remarque que les prévisions de main-d'œuvre de la province de l'Alberta prévoient une pénurie d'enseignants à l'échelle de la province mais particulièrement aigue chez les francophones et dans les programmes d'immersion. Il note aussi qu'il y a eu une diminution d'inscriptions dans notre programme d'éducation ainsi que dans celui au Campus nord et dans d'autres institutions de la province.

13.4 Tableau de dates importantes du CPA et du CE. La création du CPA a permis de réduire le nombre de réunions du Comité exécutif.

14. Divers

Le doyen invite les questions ou les commentaires.

Laurier Fagnan invite les membres au concert de la Chorale Saint-Jean le 11 décembre et il partage l'initiative de M. Ken Kowalski de créer un disque de la Chorale Saint-Jean pour le centenaire de la législature.

Sur proposition de Dennis Gignac, appuyée par Frank McMahon, la séance est levée à 15h15.

Renée Johnson



UNIVERSITY OF ALBERTA

Nom du collège et de l'année préparatoire

**Propositions
Septembre 2008**

Principes de marketing à considérer :

Rappelons-nous que nous devons trouver des noms qui possèdent les qualificatifs suivants :

- Qui ne porteront pas à confusion avec d'autres instances ou programmes (surtout au Campus Saint-Jean)
- Qui décriront aussi bien que possible ce que sera le collège et l'année préparatoire
- Qui seront assez facile à dire dans les deux langues
- Qui pourront être identifiés par un acronyme ayant une bonne résonance
- Qui seront appropriés au fil des années (perdurera à travers les modes)
- Qui inciteront de bonnes émotions, de bons sentiments
- Qui seront attrayants pour nos diverses clientèles soit, « l'fun, catchy, et sexy » !!!!

Collège :

1. CSJ - Collège Saint-Jean
2. CCSJ - Collège communautaire Saint-Jean
3. CDA - Collège de l'Alberta
4. CCA - Collège communautaire de l'Alberta
5. CEPa - Collège d'éducation postsecondaire de l'Alberta
6. CECA - Centre d'éducation collégiale de l'Alberta
7. CEGEPa - Collège d'éducation générale et professionnelle de l'Alberta
8. CEPTA - Collège d'éducation professionnelle et technique de l'Alberta
9. CEGPTA - Collège d'éducation générale, professionnelle et technique de l'Alberta (celui-ci décrit spécifiquement toute la programmation)
10. Collège des Prairies
11. Collège Nordique (Edmonton est une des villes majeures les plus nordiques au monde)
12. Collège (nom d'un personnage de notre histoire)
13. L'Institut Collégial Saint-Jean
14. L'Institut Collégial de l'Université de l'Alberta
15. Le Collège de l'Université de l'Alberta
16. L'Académie Collégiale Saint-Jean
17. L'Académie Collégiale de l'Université de l'Alberta
18. Le Collège de formation professionnelle Saint-Jean
19. Le Collège de formation professionnelle de l'Université de l'Alberta
20. Le Collège Albertain

21. Le Collège de formation professionnelle de l'Alberta
22. Le Collège André Boudreau
23. Campus 3000
24. TechAlberta (SAIT et NAIT n'offrent pas seulement des programmes technologiques malgré leur nom)
25. TechSaint-Jean

Note : J'ai remplacé le terme « enseignement » pour « éducation » dans tous les noms ci-haut. Aussi, lorsqu'on parle de niveau collégial, on fait souvent référence à de la « formation ». À prendre en considération dans la nomenclature finale.

Année préparatoire aux études postsecondaires ou supérieures :

1. PPÉS – Programme de préparation aux études supérieures
2. PÉP – Programme d'études préparatoires
3. PÉPAP – Programme d'études préparatoires au postsecondaire
4. PAVÉS – Programme avant les études supérieures
5. PAVÉS – Programme pour l'avancement vers les études supérieures

... et poussons un peu plus loin.

November 29, 2011

Ms Line Croussette
Assistant Dean and Director
Collège Saint-Jean
Campus Saint-Jean
University of Alberta
Bureau 140, La Cité francophone
8627, rue Marie-Anne-Gaboury (91^e rue)
Edmonton (Alberta) T6C 3N1

RE : Name change for Collège Saint-Jean to Centre collégial de l'Alberta

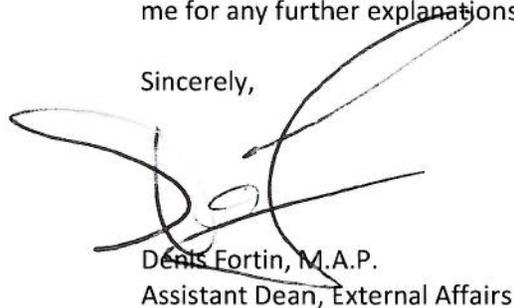
Dear Ms Croussette:

I acknowledge your request for information about the potential impacts of a change of name for the Collège Saint-Jean. After a quick audit and an analysis of the situation, I came to the following conclusions:

1. From a communication and marketing perspective, the name Collège Saint-Jean is unpractical since it refers to the Campus, 25 years ago. It contributes to create confusion within the franco-albertan community and it becomes a significant handicap in the creation of distinctive branding and marketing strategies. This situation can even generate supplemental expenses since the efforts required to promote the college will be more important.
2. This is currently the best timeframe to change the name to Centre collégial de l'Alberta since no significant expenses have been invested yet in the marketing of the college. We just began the development of the marketing plan four weeks ago. Consequently, we still have time to create a consistent strategy around the new name.
3. The expression "Centre collégial de l'Alberta" makes great sense since it refers to a concept that is well-known and well-understood in all the francophone communities across Canada, including in Quebec. Linguistically, it is easy to exploit and reuse in any communications without tedious explanations. The name Centre collégial de l'Alberta defines the nature of the institution.

I hope the above will prove useful and answer some of your questions. Please do not hesitate to contact me for any further explanations.

Sincerely,



Denis Fortin, M.A.P.
Assistant Dean, External Affairs

500, 10055 - 106 Street
Edmonton, Alberta, Canada T5J 1G3
Tel.: 780-415-3348
Fax: 780-422-7533
francosec@gov.ab.ca

November 24, 2011

Ms. Line Croussette
Doyenne adjointe et directrice générale du Centre collégial de l'Alberta
Campus Saint-Jean, University of Alberta
8627, rue Marie-Anne-Gaboury, bureau 140
Edmonton (Alberta) T6C 3N1

Dear Ms. Croussette:

The Government of Alberta's Francophone Secretariat is pleased to provide the Campus Saint-Jean (CSJ) with a letter of support to change the name of the new *Collège Saint-Jean* to the *Centre collégial de l'Alberta* with the intent of distinguishing its name and acronym from the current Campus and the historical *Collège Saint-Jean*, the institution that preceded the CSJ from 1943 to 1970.

The Francophone Secretariat was involved in the CSJ's consultations with a number of other stakeholders for the establishment of the *Centre collegial de l'Alberta*. Given that an institution's name is vitally important and becomes engrained in the identity of its members and the community, we were pleased to see that discussions regarding the name were held throughout the consultation process.

Based on feedback it received and cultural, historical and political considerations, the Campus Saint-Jean chose the name *Centre collégial de l'Alberta*. Contrary to the old *Collège Saint-Jean*, which defines a precise moment in time for community members, the *Centre collegial de l'Alberta* accurately reflects the new chapter in the CSJ's rich history and its intent to offer province-wide French language college level postsecondary education as part of the University of Alberta.

Therefore, we fully support the Campus Saint-Jean's proposal and would recommend the necessary administrative bodies approve the name change for *Centre collegial de l'Alberta*.

Sincerely,



Denis Tardif
Executive Director

Association des universitaires de la faculté Saint-Jean (A.U.F.S.J.)

8406, Rue Marie-Anne Gaboury, Edmonton

Campus Saint-Jean, Université de l'Alberta



Ms. Line Croussette
Doyenne adjointe et directrice générale du Collège Saint-Jean
Campus Saint-Jean, University of Alberta
8627, rue Marie-Anne-Gaboury, bureau 140
Edmonton (Alberta) T6C 3N1

Object: Support for name change from Collège Saint-Jean to Centre collégial de l'Alberta

Ms. Croussette,

On the behalf of the student body of the Campus Saint-Jean, I am writing in support of the request to change the name of Collège Saint-Jean to Centre collégial de l'Alberta, made by Dean Marc Arnal.

This request was made in order to distinguish the new Collège Saint-Jean from the Faculté Saint-Jean and its predecessor, the renowned Collège Saint-Jean. The selection of the name Centre collégial de l'Alberta was made based on the current role of the establishment. We believe that it reflects more accurately the province-wide French language college-level postsecondary education programming offered as part of the University of Alberta.

The community has had the opportunity to express its view regarding the proposed name change, after consultation by key stakeholders and members of the consultative committee, led by the Faculté Saint-Jean.

Thank you for considering this request. We look forward to this name change coming into effect.

Sincerely,

Eric Lamarre

Président – A.U.F.S.J.



OFFICE OF THE COMMISSIONER OF OFFICIAL LANGUAGES - COMMISSARIAT AUX LANGUES OFFICIELLES

10055 106 Street, Room 400, Edmonton, Alberta T5J 2Y2 Tel. : (780) 495-3111 Fax : (780) 495-4094

November 29th, 2011

Ms. Line Croussette
Doyenne adjointe et directrice générale du Collège Saint-Jean
Campus Saint Jean, University of Alberta
8627, rue Marie-Anne Gaboury, bureau 140
Edmonton, Alberta
T6C 3N1

RE : Support for name change from Collège Saint-Jean to Centre collégial de l'Alberta

Ms. Croussette :

I am writing in support of Dean Marc Arnal's request to change the name of Collège Saint-Jean to Centre collégial de l'Alberta. Dean Arnal requested this change with the view of distinguishing the Collège Saint-Jean from the current Faculté Saint-Jean and the former historical Collège Saint -Jean which provided education for Alberta's francophones and Francophiles between 1908 and 1969.

I was informed that key stakeholders and the leadership of the Faculté Saint-Jean were consulted by the reviewing committee and that the community has had ample to time and opportunity to provide feedback regarding the proposed name change.

The name Centre collégial de l'Alberta has been selected as a name which best reflects the nature of the institution.

Thank you for your consideration of this request.

Yours sincerely,

Deni J. Lorieau
Commissioner's Representative
Alberta, B.C and Northern Region

November 17th, 2011

Ms. Line Croussette
Doyenne adjointe et directrice générale du Collège Saint-Jean
Campus Saint-Jean, University of Alberta
8627, rue Marie-Anne-Gaboury, bureau 140
Edmonton (Alberta) T6C 3N1

Re: Support for name change from Collège Saint-Jean to Centre collégial de l'Alberta

Dear Ms. Croussette,

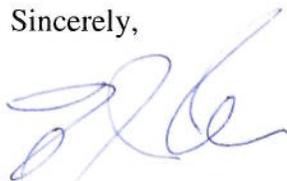
I am writing in support of Dean Marc Arnal's request to change the name of Collège Saint-Jean to Centre collégial de l'Alberta. Dean Arnal made this request in view of distinguishing the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean.

After consultation by key stakeholders and members of the consultative committee with the leadership of the Faculté Saint-Jean, the community has had the opportunity to provide ample feedback regarding the proposed name change.

The name Centre collégial de l'Alberta has been selected based on a fair description of what this establishment is. Centre collegial de l'Alberta reflects more accurately the province-wide French language college level postsecondary education programming offered as part of the University of Alberta.

Thank you for your consideration of this request. We are looking forward to seeing this change come to fruition.

Sincerely,



Frank McMahon
Director



8627 rue Marie-Anne-Gaboury (91^e Rue)
Pavillon II, Bureau 303
Edmonton, Alberta T6C 3N1
www.acfa.ab.ca

Edmonton, November 24th, 2011

Ms. Line Croussette
Doyenne adjointe et directrice générale du Collège Saint-Jean
Campus Saint-Jean, University of Alberta
8627, rue Marie-Anne-Gaboury, bureau 140
Edmonton (Alberta) T6C 3N1

Re: Support for name change from Collège Saint-Jean to Centre collégial de l'Alberta

Ms. Croussette,

I am writing in support of Dean Marc Arnal's request to change the name of Collège Saint-Jean to Centre collégial de l'Alberta. Dean Arnal made this request in view of distinguishing the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean. After consultation by key stakeholders and members of the consultative committee with the leadership of the Faculté Saint-Jean, the community has had the opportunity to provide ample feedback regarding the proposed name change.

The name Centre collégial de l'Alberta has been selected based on a fair description of what this establishment is. Centre collégial de l'Alberta reflect more accurately the province-wide French language college level postsecondary education programming offered as part of the University of Alberta.

Thank you for your consideration of this request. We are looking forward to seeing this change come to fruition.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Perreaux", is written over a horizontal line.

Denis Perreaux,
Executive Director



Le futur - une planification proactive!
Proactive change for the future!

T 780.504.1749
F 780.665.7328
9427 - 52^e rue N.O.
Edmonton, Alberta, T6B 1G5
ttada@shaw.ca

November 17th, 2011

Ms. Line Croussette
Doyenne adjointe et directrice générale du Collège Saint-Jean
Campus Saint-Jean, University of Alberta
8627, rue Marie-Anne-Gaboury, bureau 140
Edmonton (Alberta) T6C 3N1

Re: Name change from Collège Saint-Jean to Centre collégial de l'Alberta

Dear Ms. Croussette,

I hereby offer my total support to Dean Marc Arnal's request to change the name of Collège Saint-Jean to a more suitable name: 'Centre collégial de l'Alberta'. Dean Arnal has formally made this request in order to clearly distinguish the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean.

After consultation with key stakeholders and members of Campus Saint-Jean's consultative committee we are satisfied that the community has had the opportunity to provide ample feedback regarding the proposed name change.

The name Centre collégial de l'Alberta has been selected as the name itself provides a clear description of what this establishment is. Centre collégial de l'Alberta accurately reflects the province-wide French language college level programming offered as part of the University of Alberta.

I would like to both thank you and congratulate you for the excellent work that is being done to move this critically important institution into full operation. I look forward to working with you to assist the Centre collegial de l'Alberta.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Johnson', with a long horizontal flourish extending to the right.

Jean Johnson