



Monday, September 20, 2021
Zoom Virtual Meeting
2:00 PM - 4:00 PM

OPENING SESSION 2:00 – 2:25 p.m.

Ceremony

Francis Whiskeyjack

1. Approval of the Agenda Bill Flanagan
2. Report from the President Bill Flanagan
- Meeting format for GFC and standing committees

CONSENT AGENDA 2:25 – 2:30 p.m.

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

Bill Flanagan

3. Approval of the Open Session Minutes of June 7, 2021
4. New Members of GFC
5. Duolingo English Test: Extension of Short-term Use
Motion: To Approve

ACTION ITEMS 2:30 – 3:00 p.m.

6. Proposed Revisions to Terms of Reference – General Faculties Council Bill Flanagan
Motion: To Approve
7. FGSR Supervisory Initiatives, Faculty of Graduate Studies and Research Brooke Milne
Anas Fassih
Motion 1: To Approve
Motion 2: To Recommend Board of Governors Approval

DISCUSSION ITEMS 3:00 – 4:00 p.m.

8. Question Period Bill Flanagan
 - 8.1 Student Accommodation
 - 8.2 Online Programming
 - 8.3 Masks
 - 8.4 Service on GFC
 - 8.5 Vaccinations
9. Proposed Changes to the General Faculties Council Guiding Documents Brad Hamdon
Moin Yahya

10. Teaching, Learning and Evaluation Policy

Steven Dew
John Nychka
Wendy Rodgers

INFORMATION REPORTS

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

11. Report of the GFC Executive Committee
12. Report of the GFC Academic Planning Committee
- APC has not met since their last report to GFC in June 7, 2021.
13. Report of the GFC Programs Committee
14. GFC Nominations and Elections
A. Report of the GFC Nominating Committee
B. Recent Elections by GFC
15. Report of the Board of Governors
16. Information Items:
A. Report on Metrics on Academic Restructuring
B. Report on Remote Learning Taskforce
C. COVID-19 Emergency Protocols Decision Tracker
17. Information Forwarded to GFC Members Between Meetings
- Report on Library Pandemic Response - 2020
- Meeting format for GFC - September 20, 2021

CLOSING SESSION

18. Adjournment
- Next Meeting of General Faculties Council: October 25, 2021

Presenter(s):

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Brooke Milne	Vice-Provost and Dean FGSR
Anas Fassih	President, Graduate Students' Association
Brad Hamdon	General Counsel and University Secretary
Moin Yahya	Elected Faculty Member, Faculty of Law
Steven Dew	Provost and Vice-President (Academic)
John Nychka	Vice-Provost (Learning Initiatives)
Wendy Rodgers	Deputy Provost

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by: Kate Peters, GFC Secretary
University Governance www.governance.ualberta.ca



PRESIDENT'S REPORT

TO THE GENERAL FACULTIES COUNCIL – September 20, 2021

Welcome to all new and returning GFC members! With the start of fall term, and the return of thousands of students, there is renewed vitality and energy on campus. I have had the opportunity to meet with several students and staff over the last couple of weeks and I look forward to meeting GFC in-person as soon as we are able.

The safe return and continuation of in-person classes and campus life depends on high vaccination rates among the members of our community and I have been pleased to be able to work with eight other Alberta post-secondaries to bring in mandatory vaccinations policies on our campuses. This is a significant step forward in ensuring the long-term health and safety of students, faculty and staff, not just as we reopen but throughout the coming year. As we have done throughout the pandemic, we have been monitoring and responding to the changes in rates of transmission—we will continue to monitor and adjust our approach as needed. Thank you to all students, faculty and staff for doing your part by getting vaccinated, declaring your status, and/or undergoing rapid testing when required.

I also want to thank the members of GFC Executive for their quick action in July, approving (as per delegated authority) a motion to amend the university's academic schedule in observation of the [National Day of Truth and Reconciliation on September 30th](#). This change is part of our ongoing commitment to reconciliation and I invite all members of the university to also use the day to learn and reflect on the history and ongoing legacy of the Indian residential school system, to remember those who lost their lives and to commemorate survivors. While university buildings and services will be closed on September 30, as a community we will be marking [Orange Shirt Day](#) on September 29. Please watch for more details this month about some of the activities that will be happening across the U of A in recognition of these two days.

Over the summer, we made significant progress on several priorities. Early in July, we formally launched the Colleges of Social Sciences and Humanities, Health Sciences, and Natural and Applied Sciences. The Academic Leaders Task Group continued its work throughout the summer and will make recommendations at the end of this month. After extensive consultation and development involving more than 800 internal and external stakeholders, we began the phased roll-out of the university's new brand, with a refreshed website on July 5. The change embodies our brand promise to lead and work together with purpose; more details on the brand will be shared in the coming weeks. We also reached major milestones in our restructuring efforts, with the opening of [Shared Services](#), [Staff Service Centre](#) and [Student Service Centre](#). A full summary of UAT activities is available in the section below.

I look forward to working with all of you over the coming year.

U of A for Tomorrow

The summer months continued to be a busy time as work progressed on planning, implementing and launching new structures, service centres, positions, and much more. Some of the key milestones included the launch of:

- A new academic structure with the introduction of [three colleges](#),
- A new [Shared Services](#) unit and [Staff Service Centre](#), and
- A [new Student Service Centre](#).

This restructuring, along with many other activities to implement the [UAT operating model](#), will help put the university on solid, financial footing from which we can seize opportunities for growth and reinvestment in our core mission of teaching, research, and community engagement. Here are the key UAT activities and milestones from over the summer months:

June

- June 3: [Release of the external engagement service catalogue](#)
- June 10: [Introduction of U of A's one operating model under the UAT initiative](#)
- June 15: [The President hosts a UAT Town Hall for the U of A community](#)
- June 17: [Review of administrative milestones and staff transitions](#)
- June 17: [Research administration stream completes discovery phase](#)

July

- July 1: [Launch of the three new colleges: Health Sciences, Natural and Applied Sciences, Social Sciences and Humanities](#)
- July 1: [Looking back on year one of the UAT initiative](#)
- July 8: [Update on the Academic Leaders Task Group](#)
- July 15: [SET hosts Ask SET Anything: Shared Services Edition](#)
- July 15: [New Student Service Centre prepares for launch](#)
- July 22: [Release of the new External Relations organizational structure](#)
- July 26: [Launch of Shared Services and the Staff Service Centre](#)
- July 29: [Release of the spring results from the UAT pulse survey](#)

August

- August 16: [Launch of the new Student Service Centre](#)
- August 19: [First IT services transitioned across the university](#)
- August 19: [External engagement stream completes discovery phase](#)
- August 25: [SET hosts Ask SET Anything: External Engagement Edition](#)

For the Public Good

BUILD

U of A students return to campus for a unique school year

[Safe and successful learning experiences](#) are top priorities as nearly 36,000 students converge on campus for the first time in almost 18 months. Students' Union president Rowan Ley noted that packed orientation tours introducing arriving students to their new campus was a sure sign that students were eager to be on campus to begin or continue their university experience.

Public health students help community groups improve programs

A new [week-long course offered by the School of Public Health is centred on measurements and evaluation](#) of community programs. The course brings together public health students and community groups to build evaluation plans that help groups assess and improve their programs.

EXPERIENCE

Space designers test bioengineered knee cartilage in microgravity

A [testing device built by](#) the [University of Alberta Space Design Group](#) could help medical researchers learn more about how osteoarthritis develops and why it is more likely to affect women. The student club used the Canadian Space Agency's [Falcon 20 parabolic aircraft](#) to perform their tests in microgravity.

Future Energy Systems - 2021 Research Symposium

As part of Energy Week (Sept 20-24), Future Energy Systems' [2021 Research Symposium](#) will celebrate excellence in energy research across our U of A campuses. The symposium will feature presentations, pitches, and posters from students and post-doctoral fellows. This event also provides unique interdisciplinary networking opportunities for all participants.

EXCEL

Four leading researchers named to Royal Society of Canada

[Four outstanding researchers from the U of A](#) have joined the ranks of Canada's most prestigious scholarly institute. They are innovators in women and children's health, water safety, nutrition and archeology.

- Sandra Davidge - Royal Society of Canada Fellow
- Xing-Fang Li - Royal Society of Canada Fellow
- Carla Prado - Member of RSC's College of New Scholars, Artists and Scientists
- Kisha Supernant – Member of RSC's College of New Scholars, Artists and Scientists

New Fellows Canadian Academy of Health Sciences announced

The Canadian Academy of Health Sciences (CAHS) has announced the [list of individuals that were elected as Fellows for 2021](#). The U of A is pleased to see that we have has eight Fellows on this list:

- Neal Davies, Pharmacy and Pharmaceutical Sciences
- Catherine Field, Agricultural Life and Environmental Sciences
- Tom Hobman, Medicine and Dentistry
- Richard Long, Medicine and Dentistry
- Vivian Mushahwar, Medicine and Dentistry
- Gavin Oudit, Medicine and Dentistry
- Shannon Scott, Nursing
- Richard Wozniak, Medicine and Dentistry

U of A ranked among world's top 100 in research performance

Bolstered by a strong showing in the field of agriculture, the [University of Alberta landed in the top 100](#) of the [2021 NTU Ranking](#). This world ranking compares the scientific performance of universities based entirely on academic publications. The U of A ranked 91st globally—up one spot over last year—and fourth in Canada. The U of A has ranked in the world's top 100 in the NTU Rankings for the 15th year in a row.

ENGAGE

Student-led academic journal showcases undergrad arts research

A [new student-led academic journal](#)—peer reviewed by students—has launched in the University of Alberta's Faculty of Arts to showcase some of the finest undergraduate work in the social sciences, humanities and fine arts. The editor-in-chief of [Crossings](#), says the new student-led journal is the first to feature outstanding undergraduate research across all arts programs.

Convocation round-up

In 2020, we saw 8,887 students convocate without crossing a physical stage together. This past June, 7,136 more U of A students were conferred degrees through virtual celebrations. Here is a collection of stories from this past summer, highlighting just a fraction of the amazing students – now the newest alumni – of our university:

- [Philosophy grad aims to bridge communication divides that put academics at odds with everyday people](#)
- [Business grad manages all-star performance in school and sports](#)
- [Blending empathy with excellence: Pharmacy doctoral grad's international experience gives him unique perspective](#)
- [Leading Students' Union through pandemic and other trials sets grad up for success](#)
- [Nursing grad finds career direction after his own health scare in residence](#)
- [Grad mixes science with student journalism in quest for versatile skill set](#)
- [Creative writing puts recent arts grad on unexpected journey of learning and healing](#)
- [Earning two degrees in one helps grad turn passion for fashion into a dream career](#)
- [Education grad and powwow dancer follows in her father's footsteps](#)
- [Public health grad uses community-based research to improve health of northerners](#)
- [Combined program was a perfect fit for grad with a passion for business and for helping people](#)
- [Grad leans on family, cultural community to persevere after heartbreaking losses](#)
- [PhD grad finds her calling serving those who serve their country](#)

SUSTAIN

\$4.8M in foundational research infrastructure for 23 projects

Nutrition researcher, Catherine Field, has received new funding to find out why diet affects immunity. Her project is [one of 23 projects set to receive funding](#) through the Canada Foundation for Innovation. These include projects from the Faculties of ALES, Arts, Engineering, Medicine & Dentistry, and Science.

\$2.85M for new platform to accelerate and support ALS research

A [U of A researcher is at the helm of a new initiative](#) to create the most comprehensive biological picture ever produced of patients with the complex disease ALS. Often referred to as Lou Gehrig's disease, ALS is a neurological disease that affects nerve cells and slowly severs the communication between the brain and the muscles of the body. Sanjay Kalra is leading a team of investigators awarded \$2.85 million from Brain Canada to create a platform that will help ALS researchers better understand and find ways to treat patients with a more personalized approach.

Leadership changes

Among many people taking on new positions and adjusted roles throughout our campuses, the following outstanding individuals are joining GFC for the first time in their new roles:

- Simaan AbouRizk, Interim Dean, Faculty of Engineering
- Nick Holt, Interim Dean, Faculty of KSR
- Tammy Hopper, Interim Dean, Faculty of Rehab Medicine
- Christine Hughes, Interim , Faculty of Pharmacy & Pharmaceutical Sciences
- Diane Kunyk, Acting Dean, Faculty of Nursing
- Kyle Murray, Acting Dean, Faculty of Business
- Steve Patten, Interim Dean, Faculty of Arts
- Wendy Rodgers, Interim Dean, Faculty of Extension and Deputy Provost
- Fred West, Acting Dean, Faculty of Science
- Rowan Ley, President of the Students' Union
- Anas Fassih, President Graduate Students' Association

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

The following graduate student representatives at-large to serve on GFC for terms commencing September 20, 2021 and ending April 30, 2022:

Laura Reifferscheid	Nursing
Shubham Soni	Medical Sciences
Shuce Zhang	Chemistry

The following University Library Academic Staff Representative to serve on GFC for a term commencing September 20, 2021 and ending June 30, 2024:

Allison Sivak	University of Alberta Libraries
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MOTION II: TO RECEIVE:

The following statutory faculty members who have been elected/re-elected by their Faculty, to serve on GFC for term of office beginning July 1, 2021 and ending June 30, 2024:

Jaymie Heilman	Faculty of Arts
Sourayan Mookerjea	Faculty of Arts
Weimin Mou	Faculty of Arts
Carol Birkman-Hodgson	Faculty of Medicine and Dentistry
Sadeet Andrews	Faculty of Medicine and Dentistry
Laura Stovel	Faculty of Medicine and Dentistry
Michael Hendzel	Faculty of Medicine and Dentistry
Richard Wozniak	Faculty of Medicine and Dentistry
Nesse Yuksel	Faculty of Pharmacy and Pharmaceutical Sciences
Mario Nascimento	Faculty of Science
Sandeep Agrawal	Faculty of Science
Vadim Kravchinsky	Faculty of Science

The following statutory faculty members who has been elected/re-elected by their Faculty, to serve on GFC for term of office beginning July 1, 2021 and ending June 30, 2022:

Runjuan Liu	Faculty of Business
John Spence	Faculty of Kinesiology, Sport, and Recreation
Moin Yahya	Faculty of Law

The following ex officio member to serve on GFC for a term beginning July 1, 2021 and extending for the duration of the appointment:

Wendy Rodgers	Interim Dean of the Faculty of Extension
Christine Hughes	Interim Dean of the Faculty of Pharmacy and Pharmaceutical Sciences

**Governance Executive Summary
Action Item**

Agenda Title	Duolingo English Test: Extension of Short-term Use
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Motion

<p>THAT General Faculties Council approve the proposed extension of the Duolingo English Test to meet English Language Proficiency requirements for undergraduate and graduate programs, for 2022-2023 and 2023-2024 admissions.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter(s)	Melissa Padfield, Vice-Provost and University Registrar

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is to request an extension to accept the Duolingo English Test (DET) for all applicants to undergraduate and graduate programs as an additional option to demonstrate ELP for two additional years, i.e., students applying to the Fall 2022 and Fall 2023 intakes. DET was initially approved as a response to COVID disruptions to international testing centres. As the conditions have not materially changed we are proposing this extension.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>In response to ongoing Covid-19 disruptions to international testing centres, the Duolingo English Test (DET) is currently being accepted for all applicants to undergraduate and graduate programs as an additional option to demonstrate English Language Proficiency (ELP). The DET has been adopted temporarily by many U15 institutions, including U of T, UBC, McGill, and the University of Calgary. These institutions are continuing to accept DET as part of their admissions requirements due to its accessibility and affordability.</p> <p>As of April 1, 2021, 1,240 undergraduate applicants have submitted DET scores to meet ELP requirements since the DET was put in place as an urgent measure through executive authority in March 2020. For the Fall 2020 cycle, approximately 15% of admitted undergraduate applicants who submitted test scores to fulfill ELP used DET scores to meet the requirement. Most applicants who submit the DET are applying from countries/regions where the IELTS and/or TOEFL remain inaccessible (in person or online), including China, India, and Nigeria.</p> <p>The Office of the Registrar recently conducted an analysis that compared the performance of international students at the University of Alberta who met the ELP requirement with a DET score to other groups of registered students for Fall 2020. Based on the results, we do not have any evidence to suggest that the DET is inferior to the TOEFL and</p>

Item No. 5

	<p>IELTS tests. Further investigation would require a much larger sample size.</p> <p>Minimum DET scores currently required by the University of Alberta are as follows:</p> <ul style="list-style-type: none"> • 115 for English Language Proficiency, with no subscore below 95 • 125 for Spoken English Proficiency, with no subscore below 105 <p>Because the circumstances driving the initial decision have not materially changed, we recommend extending the approval for two additional years. This extension will also provide a larger sample size in our analysis of how applicants presenting the DET for ELP perform in their academic programs, thereby informing our decisions around whether to include the DET option as a permanent fixture in our admission requirements.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>Those who are actively participating:</p> <ul style="list-style-type: none"> • Faculty of Graduate Studies and Research • Office of the Registrar <p>Those who have been consulted: Subcommittee on International Enrolment Management [SCIEM], April 6, 2021 Administrative Committee on Enrolment Management [ACEM], April 23, 2021 Graduate Program Support Team, May 27, 2021 Undergraduate Program Support Team, June 3, 2021 GFC Programs Committee, June 24, 2021</p> <p>Those who have been informed: Dean’s council was informed in the original proposal in 2020</p>
Approval Route (Governance) (including meeting dates)	<p>GFC Programs Committee for recommendation - June 24, 2021 GFC Executive Committee for discussion - September 13, 2021 General Faculties Council for approval- September 20, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.</p>
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Item No. 5

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

Prepared by: <Jane Lee, Assistant Registrar & Director, Admissions, jane.lee@ualberta.ca>

Governance Executive Summary
Action Item

Agenda Title	Proposed Revisions to Terms of Reference – General Faculties Council
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Motion

THAT General Faculties Council approve, as recommended by the GFC Executive Committee, the proposed changes to the General Faculties Council Terms of Reference as set forth in Attachment 1, to take effect upon approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	General Faculties Council
Presenter(s)	Bill Flanagan, Chair, General Faculties Council (GFC)

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the Executive Committee to discuss proposed revisions to the terms of reference for General Faculties Council (GFC) to amend the composition of GFC to include College Deans.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>On December 11, 2020, the Board of Governors approved the creation of the three new colleges and the college dean positions. The position description approved by the Board Human Resources and Compensation Committee on January 12, 2021 indicates that College Deans are responsible for leadership of the shared administrative and academic services of the College, leading the development of a collective vision for the College as well as fostering interdisciplinary scholarship and academic programming within the College.</p> <p>Given the importance of their role to the academic mission of the University, GFC is asked to consider adding the three College deans responsible for the College of Health Sciences, the College of Natural & Applied Sciences, and the College of Social Sciences & Humanities as appointed members as set out in their Terms of Reference.</p> <p>As a self-governing body, GFC has added appointed members to its composition to deal with, discern, and discuss items. GFC currently has 158 members, 84 are statutory members named in the <i>Post-Secondary Learning Act</i>, the remaining 74 are appointed members added by GFC over the years. The addition of three College Deans as appointed members will increase the size of GFC to 161 members.</p>
Supplementary Notes and context	<i>The size of GFC was a matter of concern discussed in the Report of the ad hoc Committee on Academic Governance including Delegated Authority recommended that the composition of General Faculties Council be reviewed on or before April 2019 with the intention of decreasing its size, keeping in mind the parameters of the PSLA. During consultations concerning the composition of GFC in Spring, 2019, there was general support for the addition of new members including an elected member of the Post-Doctoral Fellows Association and the President of St Stephen's College (consistent with the President of St</i>

Item No. 6

	<i>Joseph's College who was already an appointed member of GFC). Committees also discussed the importance of having the right people at the table to discuss the items before GFC.</i>
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Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • College Deans • General Faculties Council • GFC Executive Committee
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Dean's Council • College Council of Deans
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	September 13, 2021 – GFC Executive Committee (for recommendation) September 20, 2021 – GFC (for approval)

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act	

Attachments (each to be numbered 1 - 2)

1. Proposed GFC terms of reference
2. Position Description for College Dean

Prepared by: Kate Peters, Secretary to General Faculties Council, peters3@ualberta.ca



1. Mandate and Role of the Committee

The University of Alberta is governed bicamerally by the Board of Governors and General Faculties Council (GFC); they share and balance power within the University and are called upon to provide both oversight and strategic vision. The proper functioning of the Board and GFC are essential to the university's institutional autonomy and the processes of collegial academic governance.

GFC is the University's senior academic governing body defined in the *Post-Secondary Learning Act (PSLA)* and is responsible for the **academic affairs** of the University, subject to the authority of the Board of Governors. The Board of Governors has primary responsibility for the business affairs of the institution.

2. Areas of Responsibility

General Faculties Council (GFC) operates by authority of the Post-Secondary Learning Act (PSLA). The PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons.

GFC has delegated authority on many matters to GFC standing committees, faculty councils, officials of the University, and other bodies (see Section 6), thus allowing it to focus on high level strategic items of academic significance which include, but are not limited to:

- high level strategic and academic stewardship policy issues or matters of significant academic consequence to the University;
- alterations to the mandate, terms of reference, composition, or structure of a Standing Committee;
- those things which a Standing Committee considers to be of major strategic significance to or long-term impact on the University;
- those matters on which, in the opinion of a Standing Committee chair, there has been a strong division of opinion within the Standing Committee; and
- issues in which there is a lack of clarity as to which Standing Committee is responsible.

3. Composition

Voting Members (159)

Statutory:

Ex-officio (27) – PSLA, Sec 23(a)

- President, Chair
- Vice-Presidents (6)
- Dean of each Faculty (18)
- Vice-Provost and Chief Librarian
- Vice-Provost and University Registrar

Statutory Student Members (3) – PSLA, Sec 23(c)

- 2 students nominated by the Students' Union
- 1 student nominated by the Graduate Students' Association

Elected members (54) – PSLA, Sec 23(b)

- full-time academic staff (A1.1 and A1.6) elected by Faculty/School Council in the numbers assigned by GFC



Appointed -- PSLA, Sec 23 (d):

Elected Students

- undergraduate students (40)
- graduate students (14)

Other appointees (21)

- Vice-Provost and Dean of Students, or delegate
- President of AASUA
- President of St. Joseph's College, or delegate
- Principal of St. Stephen's College, or delegate
- 1 representative from Chairs' Council
- Board of Governors Representatives (6)
 - 1 academic staff member, nominated to the Board by GFC
 - 1 academic staff member, nominated to the Board by AASUA
 - 2 undergraduate students, nominated to the Board by the Students' Union
 - 1 graduate student, nominated to the Board by the Graduate Students' Association
 - 1 non-academic staff, nominated to the Board by NASA
- 2 non-academic staff; elected by NASA, up to 1 may be from excluded category
- 1 APO/FSO Representative, elected by AASUA
- 2 Academic Teaching Staff (ATS), elected by AASUA
- 3 library academic staff elected by the academic staff of the University Library
- 1 Postdoctoral Fellow, elected by the Postdoctoral Fellows Association
- 1 elected Management and Professional Staff (MAPS) representative, election conducted by University Governance
- 3 College Deans

Reapportionment of elected faculty and student seats takes place every three years with at least one faculty and one student per Faculty.

Each Faculty shall adopt a method of election for their respective elected faculty representatives to GFC. Academic staff members serve three year terms, elected individuals may serve more than one term. Faculties may elect members to serve one- or two-year terms in order to provide overlapping terms. Persons on leave normally do not serve.

Elected students are elected in accordance with the principles approved by GFC February 3, 1971. Student members serve a one year term, elected individuals may serve more than one term.

The President will chair GFC. In the absence of the President, GFC will be chaired by the Provost or by the Dean serving on the GFC Executive Committee.

Non-voting Members

- University Secretary
- GFC Secretary

4. Delegated Authority from the Board of Governors

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

- 4.1 Physical Testing and Immunization of Students - individual Faculty regulations (sub-delegated to GFC Academic Standards Committee)



- 4.2 General Space Programs for academic units (sub-delegated to GFC Facilities Development Committee)
- 4.3 Proposals concerning the design and use of all new facilities and the repurposing of existing facilities (sub-delegated to GFC Facilities Development Committee)

5. Responsibilities Additional to Delegated Authority

- 5.1 Receive an information session on the proposed budget each year just prior to being introduced to the Board approval process, and receive information on the budget, however 'soft', at the first GFC meeting in September.

6. Delegations from General Faculties Council

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

- 6.1 The PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons. Specific delegations from GFC are outlined in the following:

[GFC Delegations](#)

7. Limitations to Authority

GFC is subject to the authority of the Board of Governors

8. Reporting

GFC reports regularly to the Board of Governors with respect to its activities and decisions through the GFC nominee to the Board of Governors.

9. Definitions

Reapportionment - The process by which the number of members that may be elected by each Faculty is determined. This number elected faculty members shall be proportional to the number of faculty members in each Faculty. The number of elected undergraduate student members shall be proportional to the number of undergraduate students in each Faculty. It is, in effect, a "representation-by-population" system. Reapportionment occurs every three years.

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

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

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

NASA – [Non-Academic Staff Association](#)

10. Links

[Procedure for Reapportionment](#)



[GFC Apportionment Table](#)

[Post-Secondary Learning Act \(2003\)](#)

Approved by General Faculties Council: April 29, 2019

POSITION DESCRIPTION COLLEGE DEAN

Reporting to the Provost and Vice-President (Academic), the College Dean is responsible for leadership of the shared administrative and academic services of the College, leading the development of a collective vision for the College as well as fostering interdisciplinary scholarship and academic programming within the College. The College Dean serves as Chair of the College Council of Deans, provides regular reporting to the Council of Deans, sits on Deans' Council, and is a senior administrator of the University. The College Dean, in consultation with the Provost and the College Council of Deans, cultivates a respectful and inclusive environment in which College- and University-level collaborations thrive.

LEADERSHIP

- Demonstrates a high level of personal and professional integrity and commitment to the University and its values. Sets an appropriate leadership tone by modeling ethical, respectful, inclusive, and collegial conduct.
- Implements pathways and addresses barriers to equity, diversity, and inclusion in all activities of the College.
- In consultation with the College Council of Deans, and as Chair of the College Council of Deans, inspires a shared vision of the College in support of the University's Mission and Values.
- Through an inclusive consultation and decision making process, which includes regular reporting to the Council of Deans, is a leader in the planning process for the College, initiating discussion, defining College priorities, and developing and articulating the College vision.
- Communicates the College's vision to the senior administration of the University to enhance understanding and build support for the College's unique place within the University community.
- Develops and leads a strong team of staff who provide the shared administrative services that support the College and its Faculties in collaboration with the Vice-President portfolios.
- Fosters a culture of excellence, efficiency, innovation, collaboration, engagement, commitment, responsibility and accountability throughout the College.
- Promotes opportunities for collaboration of programs across the College and University. Contributes to effective, collaborative relations with staff and student associations.
- Provides strong leadership within a shared-governance structure. Builds trust through openness, transparency, and accountability.

RESEARCH AND SCHOLARLY ACTIVITY

- Demonstrates sound intellectual leadership.
- Promotes excellence and integrity in research and scholarly activity
- Fosters a climate that encourages interdisciplinarity and collaboration across the College and the University.
- Works with the Faculty Deans to increase research funding support from international, federal and provincial agencies, while demonstrating resourcefulness and creativity in identifying alternative funding sources in collaboration with the Vice-President, Research and Innovation.
- Plays a partner role with Faculty Deans in developing research contracts, exchanges and collaborative initiatives with other local, provincial, national and international institutions.
- As appropriate, builds and enhances research infrastructure that supports strategic priorities and common activities within the College.

ADVOCACY

- Builds effective relationships, promotes and advocates for the University and College to a broad spectrum of constituents, including senior administration, faculty members, students, other community leaders, agencies and key institutions regionally, nationally and internationally.
- Builds effective partnerships with other Colleges and Faculties for broader initiatives.
- Promotes meaningful mechanisms within the College for engaging scholarship with communities.

TEACHING AND LEARNING

- Convenes and supports the Faculty Deans in the development of interdisciplinary programming, common learning resources and facilities and shared course delivery.
- Works with the College Council of Deans to build strategic recruitment and retention plans for students.

FACULTY AND STAFF RELATIONS

- Plans and prioritizes human resource needs for College-level administration of shared services
- Establishes strategies to enhance the College's ability to compete in the recruitment and retention of high caliber faculty and staff.
- Is accessible and fair in dealing with personnel issues, and follows effective, transparent processes.
- Builds an environment of collegiality in which faculty, students and the broader community jointly participate in and benefit from the unique nature of the College.
- Actively identifies and attends to issues of equity and inclusion.

ADMINISTRATION

- Ensures compliance with University policies and procedures and collaborates in the development of more fair, efficient and consistent administrative processes and systems.
- Oversees the preparation, management and monitoring of the planning and budgeting processes within the College. Demonstrates financial acumen in preparing, managing and balancing budgets; ensures fiscally responsible use of funds and transparent financial processes.
- Ensures the effective and efficient use of resources (human, financial, information, and material).
- Exercises good judgment in the management of change and risk.

UNIVERSITY RELATIONS AND ADVANCEMENT

- Works with the College Council of Deans to attract College-level partnerships and resources by building stronger linkages with the municipal, provincial, national and international community, education and research institutions, governments, non-governmental organizations and the private sector. Pro-actively looks for new challenges and funding sources to foster excellence and facilitate excellence.
- Supports the Faculty Deans in their advancement activities and leads fund development to support College-level initiatives. Acts as steward of gifts granted to the College.

ADDITIONAL RESPONSIBILITIES SPECIFIC TO COLLEGE

- TBD

**Governance Executive Summary
Action Item**

Agenda Title	FGSR Supervisory Initiatives, Faculty of Graduate Studies and Research
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Motion I

THAT General Faculties Council approve the changes to program requirements and regulations for graduate students and supervisors as submitted by the Faculty of Graduate Studies and Research and set forth in attachment 4, to take effect in January 2022 and to be published in the 2022-2023 *University Calendar*.

Motion II

THAT General Faculties Council recommend that the Board of Governors approve the FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy, and the Graduate Student Supervision Development Procedure, as submitted by the Faculty of Graduate Studies and Research and as set forth in attachments 1 and 2, to take effect in January 2022.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Faculty of Graduate Studies & Research
Presenter(s)	Brooke Milne, Vice-Provost & Dean, FGSR Anas Fassih, President, Graduate Students' Association

Details

Office of Administrative Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to consider three Supervisory initiatives which will build capacity in the Graduate Student experience, support Graduate Student success, and enhance the Graduate Student-Supervisory relationship: <ul style="list-style-type: none"> (1) FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & Graduate Student Supervision Development Procedure (2) Student-Supervisor Guidelines (3) Progress Report
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Graduate Supervision forms an important component of a faculty member's teaching/research duties, and it is foundational to graduate student success at the U of A. Graduate students make notable contributions to undergraduate teaching as TAs, and the research they complete as RAs is essential to the university's mission. The supervisory relationship is the most important relationship that a graduate student will have while at the U of A, and strong, well supported, and positive working conditions directly influence time to completion and the overall student experience (including mental health and wellbeing).

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These complementary initiatives will function to address several pivotal components of the supervisory relationship:

- (1) The **FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & the Graduate Student Supervision Development Procedure** formally recognizes the important role supervisors have working with graduate students at the University of Alberta. The FGSR Adjunct Academic Appointment and Graduate Student Supervision Development Procedure embodies shared principles across all faculties wherein we collectively recognize, and work to promote and support best practices resulting in strong graduate student supervision, and constructive working relationships for both students and their supervisors. Part of this includes providing formative development training for new employees and academic colleagues so that they have access to information and resources, and are informed about university policies and procedures that will help them to succeed at the start of their professional academic careers. New employees and academic colleagues appointed after the final approval and implementation date will be required to complete the development procedure within their first two years to retain academic adjunct status. All employees and academic colleagues appointed prior to the approval and implementation date will be automatically granted academic adjunct status and are not required to take the development procedure but are able and encouraged to do so. The net goal is to establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs.
- (2) The **Student-Supervisor Guidelines** will ensure that newly established supervisory relationships start out strong since they facilitate discussion on topics that are important to both graduate students and supervisors including: expectations, roles and responsibilities, modes and frequency of communications/meetings, funding supports, work schedule, authorship, data collection and stewardship, IP, among others.
- (3) The **Progress Report** is completed at least once per year and provides opportunity for students to meet with their supervisors (and committee when established) to discuss academic progress, celebrate successes, identify areas needing improvement, setting new goals for the next year, and revisiting any items in the Student-Supervisor Guidelines that many have changed year-over-year. The progress report provides important feedback for students and allows supervisors to set clear

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	<p>expectations and timelines for improvement should progress be considered unsatisfactory.</p>
<p>Supplementary Notes and context</p>	<p><i>At their meeting of June 24, 2021, as per the committee's mandate, the GFC Programs Committee was asked to consider the changes to the section of the proposal related to academic standing regulations (Attachment 4, pages 5-7). During the discussion of the item, members asked for clarification on the decision they were asked to make and the scope of authority of the GFC Programs Committee over academic standing regulations, and noted that it was difficult to recommend on just one aspect of the proposal. Members expressed concern with the progress report ratings (i.e. satisfactory, in need of improvement, unsatisfactory) and that a student could be required to withdraw after one rating of "unsatisfactory" on their progress report. It was suggested that the initial step should be probation in the event of an unsatisfactory rating. In response the Vice-Provost and Dean of FGSR explained that students were never required to withdraw without just cause and pointed to the University Calendar language which requires there be adequate warning and opportunity to rectify the inadequacy, consultation with advisors, and the provision of supports before a student is required to withdraw. The motion to recommend the changes to academic standing regulations was defeated.</i></p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who have been consulted:</u></p> <p>(1) FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & the Graduate Student Supervision Development Procedure</p> <ul style="list-style-type: none"> ● FGSR Decanal and Executive Team – ongoing ● GSA President and VP Academic - ongoing ● GEFAC - December 12, 2019 ● Policy Review Committee (FGSR) - January 8, 2020 ● GEFAC - January 30, 2020 ● Policy Review Committee (FGSR) - February 5, 2020 ● BLRSEC - May 29, 2020 ● GEFAC - October 22, 2020 ● Policy Review Committee (FGSR) - November 4, 2020 ● FGSR Council - November 25, 2020 (<i>Notice of Motion</i>) ● GEFAC - December 3, 2020 ● UofA Legal Team/Faculty Relations (Provost's Office) - December 16, 2020 (Consultation) ● Vice-Provost's Council - January 11, 2021 ● Grad Program Support Team - January 28, 2021 ● Faculty Relations (Provost's Office) - February 2021 ● BLRSEC - February 12, 2021 (Written Update) ● PACC - February 16, 2021 ● FGSR Council - February 17, 2021 ● GEFAC - February 25, 2021
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	<ul style="list-style-type: none"> ● GFC Exec - March 8, 2021 ● Chairs Council - March 16, 2021 ● GFC Programs Committee - March 18, 2021 ● GFC - March 22, 2021 ● FGSR Council - March 24, 2021 ● GEFAC - April 1, 2021 ● Policy Review Committee - April 7, 2021 ● AASUA and Faculty and Staff Relations - April 7, 2021 ● FGSR Council - April 21, 2021 ● Policy Review Committee - May 5, 2021 ● GEFAC - May 6, 2021 ● GFC Exec - May 10, 2021 ● Faculty and Staff Relations -Spring 2021 ● Q&A Meetings with Faculty Members: <ul style="list-style-type: none"> ○ Faculty of Native Studies - May 18, 2022 ○ Faculty of Science - May 19, 2022 ○ Faculty of Nursing - May 20, 2021 ○ Faculty of Arts - May 21, 2021 ○ Faculty of Education - May 21, 2021 ● FGSR Council - May 26, 2021 ● GSA Council Meeting - June 21, 2021 ● GFC Programs Committee - June 24, 2021 <p>(2) Student-Supervisory Guidelines and (3) Progress Report</p> <ul style="list-style-type: none"> ● FGSR Decanal and Executive Team – ongoing ● GSA President and VP Academic - ongoing ● Graduate Students Association Council - October 28, 2019 ● Policy Review Committee (FGSR) – October 30, 2019 ● GEFAC (FGSR) – October 31, 2019 ● FGSR Council – October 16, 2019 ● GFC Exec - November 4, 2019 ● FGSR Council - November 13, 2019 ● Provost's Advisory Committee of Chairs (PACC) – November 19, 2019 ● GFC - November 25, 2019 ● BHRCC – November 26, 2019 ● Statutory Deans Council – November 27, 2019 ● BLRSEC – November 29, 2019 ● Committee on the Learning Environment (CLE) - December 4, 2019 ● Graduate Students Association Council - January 20, 2020 ● Graduate Program Administrators Committee - January 29, 2020 ● Policy Review Committee (FGSR) - January 8, 2020 ● Policy Review Committee (FGSR) - February 5, 2020 ● Committee on the Learning Environment (CLE) - April 29, 2020 ● ASC-SOS - June 4, 2020 ● BHRCC - November 24, 2020 ● FGSR Council - November 25, 2020 ● GEFAC - December 3, 2020 ● Policy Review Committee (FGSR) - January 6, 2021 ● Grad Program Support Team - January 28, 2021 ● BLRSEC - February 12, 2021 (Written Update) ● PACC - February 16, 2021
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	<ul style="list-style-type: none"> ● FGSR Council - February 17, 2021 ● GEFAC - February 25, 2021 ● GFC Exec - March 8, 2021 ● Chairs Council - March 16, 2021 ● GFC Programs Committee - March 18, 2021 ● GFC - March 22, 2021 ● FGSR Council - March 24, 2021 ● Graduate Program Administrators Committee - March 31, 2021 ● GEFAC - April 1, 2021 ● Policy Review Committee - April 7, 2021 ● AASUA and Faculty and Staff Relations - April 7, 2021 ● FGSR Council - April 21, 2021 ● Policy Review Committee - May 5, 2021 ● GEFAC - May 6, 2021 ● GFC Exec - May 10, 2021 ● Q&A Meetings with Faculty Members: <ul style="list-style-type: none"> ○ Faculty of Native Studies - May 18, 2022 ○ Faculty of Science - May 19, 2022 ○ Faculty of Nursing - May 20, 2021 ○ Faculty of Arts - May 21, 2021 ○ Faculty of Education - May 21, 2021 ● FGSR Council - May 26, 2021 ● GSA Council Meeting - June 21, 2021 ● GFC Programs Committee - June 24, 2021
Approval Route (Governance) (including meeting dates)	FGSR Council: May 26, 2021 GFC Programs Committee (for recommendation on Academic Standing Regulations: June 24, 2021 - <i>motion defeated</i> GFC Executive Committee (for discussion): September 13, 2021 General Faculties Council: September 20, 2021 Board of Governors: TBD

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>FGSR is uniquely positioned to realize Objective 14 in <i>For the Public Good</i>: “Develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship.”</p> <p>Also, positively bolstering the student-supervisor relationship will assist with Objective 19, which is to “prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives”.</p>		
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i>		

	<p><u>(1) FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & the Graduate Student Supervision Development Procedure</u></p> <ul style="list-style-type: none">• Article 7.02.1 of the Faculty Agreement lists the "supervision of graduate students" as a form of "participation in teaching programs".• As noted in the University of Alberta calendar under Graduate Regulations, the Supervisor's basic duties are noted under Responsibilities Related to Graduate Programs: Supervisor.• Established University of Alberta policies (e.g. Discrimination, Harassment and Duty to Accommodate, or Sexual Violence). <p><u>(2) Student-Supervisory Guidelines</u></p> <ul style="list-style-type: none">• The Student-Supervisor Guidelines (SSG) formalizes an existing policy currently within the GFC approved Academic Calendar. This policy requires a meeting early in the supervisory relationship between graduate students and their supervisors to discuss and arrive at a shared understanding of a range of important topics.• The SSG also formalizes the "FGSR Template Conversation Checklist for New Graduate Students" that was established several years ago, and takes into account additional expectations on communication between graduate students and their supervisors. <p><u>(3) Progress Report</u></p> <ul style="list-style-type: none">• The Progress Report similarly formalizes and standardizes an existing policy within the GFC approved Academic Calendar. This policy mandates formal regular meetings to take place at least once annually between graduate students and their supervisors (and supervisory committees when constituted). The Report also provides a template to maintain a year-over-year record of student progress that is discussed at these meetings.
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Attachments:

1. FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy (UAPPOL)
2. Graduate Student Supervision Development Procedure (UAPPOL)
3. Graduate Student Supervision Development - Draft Course Design
4. Student-Supervisor Guidelines and Progress Report Calendar
5. Letters of Support

Prepared by: Brooke Milne - Vice-Provost and Dean, FGSR; graddean@ualberta.ca

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

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

Most Recent Editorial Date: **May 12, 2021 DRAFT**

FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy

Office of Accountability:	Provost and Vice President (Academic)
Office of Administrative Responsibility:	Faculty of Graduate Studies and Research
Approver:	Board of Governors and General Faculties Council
Scope:	Compliance with this University policy extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) in addition to visiting speakers, professor emeriti, and undergraduate and graduate students.

Overview

Graduate student supervision forms an important component of an academic staff member’s teaching and research duties, and the University of Alberta recognizes and respects the essential role that both graduate students and graduate student supervisors serve in the academic and research mandates of the institution. One of the most important indicators of graduate student success is a positive working relationship with their supervisor. Strong, positive working relationships between supervisors and graduate students directly influence the student’s learning experience and the graduate student supervisory experience including the overall mental health and wellbeing of all parties.

The University will ensure that graduate students are taught, advised, and mentored throughout their degree programs by graduate student supervisors who possess relevant supervisory and mentorship experience, who are active in research and teaching, and who understand and support University policies and procedures. The University will also ensure resources and administrative supports are readily available and easily accessible to graduate student supervisors to promote professional development and success in this essential mentorship role.

Graduate student supervisors will receive an **adjunct academic appointment** in the Faculty of Graduate Studies and Research (FGSR). This appointment acknowledges the shared commitment of FGSR, graduate student supervisors and the graduate program academic units to promote graduate student success and effective mentorship in a safe, equitable, and respectful work and learning environment.

Purpose

This policy sets out the criteria for an adjunct academic appointment in FGSR, and states explicitly existing expectations for what constitutes satisfactory graduate student supervision.

All graduate students at the University are registered in FGSR for the duration of their graduate program. FGSR is responsible for setting and maintaining institutional standards in graduate education and confers all graduate degrees.

These policies and procedures formalize the central role FGSR holds within the University of Alberta, its relationship to graduate students and graduate education, and its responsibilities to provide academic administrative supports and professional development opportunities for graduate students and their supervisors.

POLICY

1. CRITERIA FOR GRADUATE STUDENT SUPERVISORS

- a. A graduate student supervisor must:
 - i. Be active in the general subject area of the graduate student's research;
 - ii. Demonstrate continuing scholarly or creative activity of an original nature; and
 - iii. Either hold a degree equivalent to or higher than that for which the graduate student is a candidate or have a demonstrated record of successfully supervising students for the degree.
- b. Employees in the following categories as defined in Recruitment Policy Appendix A are able to serve as graduate student supervisors with specific supervisory privileges as recommended by the Dean of the academic unit to the Vice-Provost and Dean (FGSR) (**template TBD**):
 - i. Academic Faculty Members appointed under Schedule A of the Collective Agreement;
 - ii. Executive Members (Excluded), who will be appointed or re-appointed as Academic Faculty Members on the conclusion of their term;
 - iii. Academic Administrators (Excluded), who will be appointed or re-appointed as Academic Faculty Members or Faculty Service Officers on the conclusion of their term;
 - iv. Faculty Service Officers appointed under Schedule B of the Collective Agreement;
 - v. Academic Teaching Staff Members appointed under Schedule D of the Collective Agreement; and
 - vi. Trust Research Academic Staff Members (including Research Associates) appointed under Schedule E of the Collective Agreement.
- c. Academic colleagues (who are not employees of the University) in the following categories as defined in Recruitment Policy Appendix A are able to serve as graduate student supervisors with specific supervisory privileges as recommended by the Dean of the academic unit to the Vice-Provost and Dean (FGSR) (**template TBD**):
 - i. Special Continuing Academic Colleagues;
 - ii. Academic Affiliates (Secondees to the University);
 - iii. Adjunct Academic Colleagues; and,
 - iv. Clinical Academic Colleagues.
- d. Professors Emeriti will complete supervision of those graduate students actively registered in a program but, normally, will not take on supervision of new students post-retirement unless otherwise defined within the graduate program's supervisory policies and/or as approved by the Dean of the academic unit.
- e. Conflicts of interest and conflicts of commitment will be disclosed by graduate student supervisors and managed in accordance with University and FGSR policies.
- f. Graduate programs will maintain their own supervisory guidelines, which will be shared with FGSR and which must align with any other FGSR minimum requirements, as applicable. The graduate program supervisory guidelines will specify criteria for granting limited or unlimited supervisory privileges.

2. ADJUNCT ACADEMIC APPOINTMENTS IN FGSR

- a. Graduate student supervisors that are eligible in accordance with this Policy will receive an adjunct academic appointment in FGSR.
- b. The adjunct academic appointment in FGSR will be active for the duration of the individual's appointment at the University, subject to fulfillment of responsibilities in section 3.b, and will not require an application for renewal.
- c. All existing employees under section 1.b and academic colleagues under section 1.c (whether currently supervising graduate students or not) prior to [the approval date of this Policy], are able to serve as graduate student supervisors and will automatically receive an adjunct academic appointment in FGSR. These adjunct academic appointees in FGSR are encouraged to complete the FGSR supervisory development program (see Published Procedure below), but it is not required.
- d. New employees under section 1.c appointed to the University after the effective date noted in section 2.c will be able to serve as graduate student supervisors and will receive an adjunct academic appointment in FGSR, however, they will be required to successfully complete the FGSR supervisory development program in order to retain their adjunct academic appointment in FGSR. The supervisory development program should be completed as soon as possible but no later than two years after the employee's official start date.
 - i. If the supervisory development program is not completed within two years, the Dean of the academic unit will assign a co-supervisor who has active adjunct academic status in FGSR.
 - ii. In consultation with the Dean of the academic unit, the Vice-Provost and Dean of FGSR will pause the new employee's adjunct status until the development program is completed.
 - iii. Upon completion of the development program, the new employee's adjunct status will be reinstated by the Vice-Provost and Dean (FGSR), and the Dean of the academic unit will decide if the co-supervisor will remain in place.
- e. Notwithstanding section 2.d, in instances where a new employee is appointed at the rank of associate or full professor, a request to automatically grant an adjunct academic appointment in FGSR can be made by the new employee's Chair and/or Dean of the academic unit to the Vice-Provost and Dean of FGSR. These adjunct academic appointees in FGSR are encouraged to complete the FGSR supervisory development program but it is not required.
- f. New academic colleagues under section 1.c appointed to the University after the effective date noted in section 2.c will be able to serve as graduate student supervisors with specific supervisory privileges as recommended by the Dean of the academic unit and will automatically receive an adjunct academic appointment in FGSR. These adjunct academic appointees in FGSR are encouraged to complete the FGSR supervisory development program but it is not required.

3. RESPONSIBILITIES OF A GRADUATE STUDENT SUPERVISOR

- a. If a graduate student has a co-supervisor, then the term "graduate student supervisor" refers to the both supervisors.
- b. The graduate student supervisor is directly [responsible](#) for:
 - i. Assisting the student in planning a program of studies;
 - ii. Assisting in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the academic unit and the FGSR;
 - iii. Providing counsel on all aspects of the student's program;
 - iv. Staying informed of the student's research activities and progress;
 - v. Ensuring, to the best of their abilities, that the student conducts their research in a manner that is as effective, safe, and as productive as possible;

- vi. Arranging for, and attending, all supervisory committee meetings and the student's examinations, and ensuring that these are scheduled and held in accordance with the FGSR regulations;
 - vii. When going on leave or an extended period of absence, ensuring that the student is adequately supervised by assigning an acting supervisor. (When the student is in a doctoral program, the acting supervisor should be a member of the supervisory committee); and,
 - viii. Reviewing the thesis, both in draft and in final form, and returning feedback in a timely manner.
- c. The graduate student supervisor will:
- i. Meet with their thesis-based graduate student(s) and complete with them, and the supervisory committee when established, the FGSR student progress report form at least once during a 12 month period (progress reports can be filled out once every four months as required);
 - ii. Hold an introductory meeting with all incoming thesis-based graduate students in the first term of the student's program, and no later than 12 months from the program start date, and complete the Student-Supervisor Guidelines (**template TBD**); and
 - iii. Be familiar with the Guidelines for Supervision and Mentorship for Faculty and Administrators resource (see Related Links below).
- d. If an employee under section 1.b or a special continuing academic colleague under section 1.c.i resigns from the University, the academic unit will notify FGSR of their resignation and the affected individual's adjunct academic appointment in FGSR will be retained in order to facilitate the completion of those graduate students already in their program. The Dean of the academic unit may, in accordance with the graduate program's supervisory guidelines, recommend specific supervisory privileges to accompany this change of appointment.
- e. If an academic colleague under sections 1.c. ii, iii or iv leaves the University prior to the end of their appointment term, the academic unit will notify FGSR and the affected individual's adjunct academic appointment in FGSR and supervisory privileges will be ended (see also section 2.b).
- f. The annual evaluation of graduate student supervisors will be completed in accordance with the evaluation processes defined within the **Collective Agreement** for academic staff members or relevant policies and procedures for other categories of supervisors.

4. COMPLIANCE AND COMPLAINTS

- a. Failure to comply fully with this Policy, or parts thereof, will be dealt with in compliance with the Collective Agreement and/or relevant University policies and procedures.
 - i. While this Policy outlines the role and responsibilities of supervisors, student compliance is addressed by [The Code of Student Conduct](#), which outlines the expected behaviours for students; as well as the policies and regulations affecting them as set out in the University calendar.
- b. Concerns related to a graduate student-supervisor working relationship may be taken to the Associate Dean (Graduate), the Dean of the academic unit, and/or to the Vice-Provost and Dean (FGSR).
- c. Any complaint, formal or informal, that is made will be handled within an environment of safe disclosure for complainants where they are not subject to reprisal for reporting allegations made in good faith.

For further information on complaints and both the informal and formal resolution processes, refer to the *Discrimination, Harassment and Duty to Accommodate Policy*, the *Discrimination and Harassment*

Complaint Procedure, and the *Student Concerns and Complaints Policy – Records and Privacy* (see Related Links below).

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲Top	
Graduate Student	A student registered with the Faculty of Graduate Studies and Research
Adjunct academic appointment	Employees and academic colleagues who make substantial contributions to another department/faculty outside of their home department/faculty without expectation of compensation from the other department/faculty.
Collective Agreement	This is the agreement between AASUA and the Governors of the University of Alberta in effect at the relevant time.

FORMS

[Template for New Appointment Recommendation \(TBD\)](#)

[Appointment of Supervisor\(s\) and Supervisory Committee Form \(TBD\)](#)

RELATED LINKS

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

[UAPPOL:Consensual Personal Relationships INFORMATION DOCUMENT](#)

[UAPPOL: Recruitment Policy Appendix A](#)

[UofA Calendar: Graduate Regulations](#)

[UofA Calendar: Supervision and Supervisory Committees](#)

[UofA Calendar: A Supervisor’s Responsibilities Related to Graduate Programs](#)

[UofA Calendar: Conflict of Interest for Graduate Student Supervisory and Examination Committees](#)

[FGSR Guidelines for Supervision and Mentorship for Faculty and Administrators](#)

[UAPPOL: Discrimination, Harrassment and Duty to Accomodate Procedure](#)

[UAPPOL: Student Concerns and Complaints Policy – Records and Privacy](#)

[UAPPOL: Discrimination and Harassment Complaint Procedure](#)

PUBLISHED PROCEDURES OF THIS POLICY[FGSR Supervisory Development Program](#)

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

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

Most Recent Editorial Date: **April 1, 2021** **DRAFT**

Parent Policy: [FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy](#)

Graduate Student Supervision Development Procedure

Office of Administrative Responsibility:	Faculty of Graduate Studies and Research
Approver:	General Faculties Council and Board of Governors
Scope:	Compliance with this University procedure extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) in addition to visiting speakers, professor emeriti, and undergraduate and graduate students.

Overview

The University supports a culture that focuses on the importance of the working relationship between a graduate student supervisor and their graduate students. This procedure establishes the required development for new employees to undertake in order to attain an adjunct academic appointment in the Faculty of Graduate Studies and Research (as outlined in the FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy).

Purpose

To outline the development requirements for new employees, and the availability of optional development for continuing graduate student supervisors.

PROCEDURE

1. IMPORTANCE OF DEVELOPMENT

Supervisors will acquire through the development program:

- a. An understanding of best practices in graduate student advising;
- b. An awareness of the policies and procedures at the University of Alberta and how these apply to the campus community; and,
- c. Familiarity with teaching supports available on campus and where they can be accessed.

2. CONTENT OUTLINE

- a. The development program will emphasize the need to incorporate Equity, Diversity, Inclusion, as well as Indigenous perspectives in graduate education;
- b. It will also include material / resources on University policies and procedures, and EDI and Indigenous perspectives; and,
- c. Ideally, graduate student supervisors will participate in a practice of self-reflection to understand what it means to become, and remain, a conscientious and successful graduate student supervisor and mentor.

- d. Areas identified for the development program will be the following:
 - i. Building Student Supervisor Relationships;
 - ii. Communication;
 - iii. Professional Development;
 - iv. Conflict Resolution; and,
 - v. Wellness.
- e. Content for the development program will be regularly updated, in consultation with an *ad hoc* “Supervisory Development Requirement” advisory group, taking into account new supervisor feedback, emerging areas of need/concern, refinement of best practices, etc.
- f. The delivery of the development program will embody principles in universal design and accessibility, and combine both online modules and in-person workshops.
- g. The duration will be approximately 10 hours total (8 online and 2 in-person) and new supervisors will be able to access the development program as soon as their appointments are approved. Ideally, the in-person workshops will be held during new staff orientation activities so as to foster a cohort effect across campus.

3. RESPONSIBILITY FOR THE DEVELOPMENT PROGRAM

- a. The graduate supervision development program content will be created, delivered, and maintained by FGSR in collaboration with campus partners (e.g. the Office of the Vice-Provost (Learning Initiatives), Office of the Vice Provost (Indigenous Programming and Research), Centre for Teaching and Learning, Office of the Vice-Provost and Dean of Students, senior academic staff members); and,
- b. FGSR will be responsible for tracking the FGSR academic adjunct appointments and completion of the supervision development program.
- c. Graduate programs will maintain their own development, training, mentoring, and orientation practices specific to their academic units.

DEFINITIONS

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

Term	Enter the definition for the term in this column. There is no limit to the number of terms you may define. Terms should be listed here in the order they appear above. If you do not need to define any terms, do not delete this section. Delete this row only and change the above message to read “There are no definitions for this Procedure.”

FORMS

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DRAFT 5.0 - 10 May 2021

GRADUATE STUDENT SUPERVISION DEVELOPMENT PROGRAM: OVERVIEW

FGSR Supervisory Initiatives - Building Capacity in the Graduate Student Experience, Graduate Student Success, and Enhancing the Graduate Student-Supervisory Relationship

While every supervisor has first hand experience of being supervised through the course of their own graduate experience, typically this supervisory experience is made up of a handful of people. While reflection on personal experience is undoubtedly valuable, this limited exposure to different approaches to the supervisory relationship can result in a narrow understanding of the characteristics of high quality supervision and may not be informed by University of Alberta policies and procedures.

The Graduate Student Supervision Development Program seeks to advance and support strong graduate supervision while ensuring that all new faculty appointees know where to access support, information, and resources related to graduate supervision. The Program provides information and education about universal principles related to high quality supervision and creates awareness and understanding about university policies, procedures and resources. This education will help new faculty appointees to be successful at the start of their academic careers. The end goal is to build a strong foundation of institutional support and awareness that will proactively work to shift our institutional culture as it relates to graduate student supervision. The program will also give supervisors the tools to be more efficient in their training of graduate students by knowing where to seek resources, what are the best practices in graduate supervision, and how to deal with issues effectively.

For current graduate student supervisors, little will change; they will be automatically granted an FGSR Adjunct Academic Appointment. While not mandatory, current supervisors are also encouraged to participate in the Graduate Student Supervision Development Program. **The Graduate Student Supervision Development Program is, however, required for new appointees to retain full FGSR Adjunct Academic Appointment status.** The Program aims to establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs. Current graduate student supervisors can support the development of the community of practice by sharing their knowledge and expertise in the optional panel discussion that rounds out the Program.

[Program Design Description, Objectives, and Intended Learning Outcomes](#)

[Program Detailed Module Overview](#)

[Supporting Resources by Module](#)

[Resources for Further Investigation by Module](#)

PROGRAM: DESIGN DESCRIPTION, OBJECTIVES AND OUTCOMES

The Graduate Student Supervision Development Program advances and supports strong graduate supervision by providing formative training for new faculty appointees. It ensures that all new faculty appointees have equal access to support, information and resources related to graduate supervision, and are informed about university policies and procedures that will help them be successful at the start of their academic careers.

The Program takes 10 hours in total and consists of asynchronous online learning and facilitated discussion. Upon completion of the 10 hours, participants also have the opportunity to participate in an optional, interdisciplinary panel discussion where experienced supervisors will share their knowledge and expertise about graduate student supervision. The Program design is grounded in:

- A hybrid format that blends flexible, self-paced learning (Modules 1-6) with synchronous facilitated discussion (Module 7)
- Compliance with universal and accessibility principles
- Research related to best practices in supervision/mentorship
- UAlberta policy and legislative frameworks that support the supervisory relationship
- Interdisciplinary perspectives on high quality graduate student supervision
- Institutional priorities related to EDI, including Indigenization and Decolonization

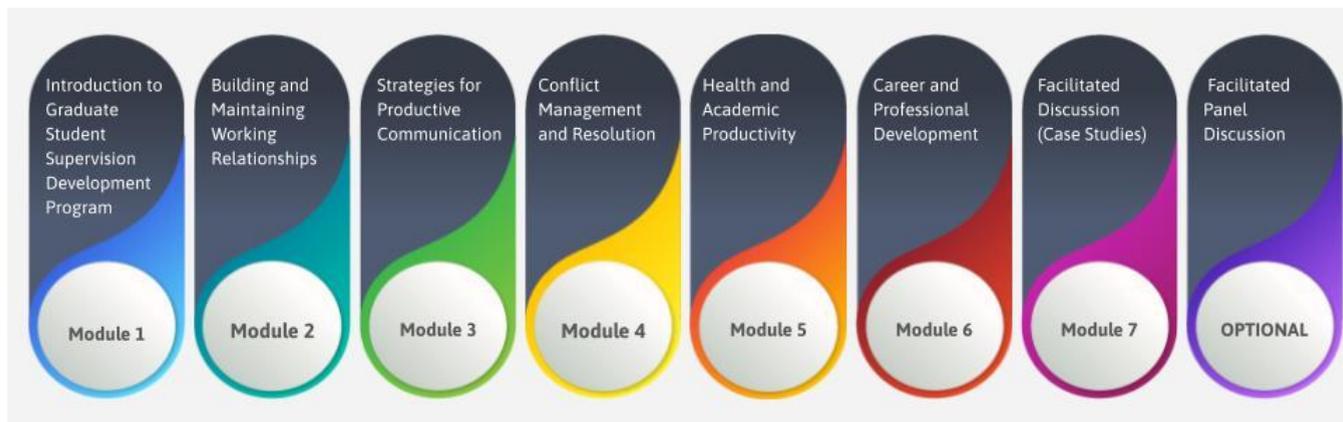
PROGRAM OBJECTIVES

- Equip graduate student supervisors with education and support related to graduate supervision, university policy, and procedures
- Furnish graduate student supervisors with strategies to deal with typical and more difficult mentoring situations
- Establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs
- Support an ethical imperative and leadership role in cultivating high quality graduate supervision
- Embody and foster shared principles across all faculties wherein we collectively recognize, and work to promote and support best practices resulting in strong graduate student supervision
- Support in development/revision of a Statement of Mentorship

INTENDED LEARNING OUTCOMES

- Distinguish supervision and mentorship and describe the roles and responsibilities therein
- Identify and explain key policies, legislative frameworks, and procedures that guide the supervisory relationship and ensure an environment of safety and dignity for all
- Identify and describe strategies that support high quality graduate supervision, including relationship building, productive communication, conflict resolution, wellness, and career development
- Define, recognize, analyze issues that can emerge in the supervisor-student relationship
- Set and monitor personal goals related to graduate student supervision
- Create or revise a Faculty Statement of Mentorship

PROGRAM MODULE OVERVIEW



MODULE 1: INTRODUCTION TO THE GRADUATE STUDENT SUPERVISION DEVELOPMENT PROGRAM (Asynchronous)

Objectives:

- Build an understanding of why supervisory development supports graduate student supervisors and students, and excellence and innovation in research and scholarship
- Develop an understanding of why land acknowledgement is important in the supervisory relationship
- Provide an overview of the knowledge, behaviours, and attitudes that characterize high quality supervision
- Outline the roles and responsibilities related to graduate education
- Provide an overview of a Faculty Statement of Mentorship, its purpose and the main components

Time	Module Breakdown	Learning Objectives
10 min	1.0 Welcome to the Graduate Student Supervision Development Program	Welcome to the Supervisory Development Program FGSR's role in graduate education and support for supervisors Support and resources for supervisors
15 min	1.1 We are all Treaty People	Examine why Land Acknowledgements important in the supervisory relationship and how to create your own territorial acknowledgement Explore what it means to live, work, research, and mentor graduate students with land
10 min	1.2 Mentoring Mentors: Building a culture of growth in graduate supervision	Contextualize graduate supervision training within: 1) University of Alberta priorities; and, 2) the Canadian post-secondary landscape Examine how graduate student supervision training as means to support: 1) better graduate supervision and mentorship; 2) increased research productivity and the responsible conduct of research; and, 3) adherence to university policy and procedures

10 min	1.3 Indicators and Outcomes of High Quality Supervision:	Explore student-supervisor relationships as professional, academic relationships Examine indicators and outcomes of high-quality supervision
15 min	1.4 Student-supervisor Guidelines	Examine the University of Alberta policies and procedures that support the supervisory relationship Outline areas for responsibilities for: 1) graduate students; 2) supervisors; 3) academic advisors; 4) supervisory committee; 5) departments, 6) Faculty of Graduate Studies and Research; and 7) Council of the Faculty of Graduate Studies and Research
10 min	1.5 Developing a Statement of Mentorship: A Introduction	Explore how a statement of mentorship supports a reflective approach to graduate supervision and how it can support professional development and growth? Outline the structure and components that make up a statement of mentorship Explain how the Graduate Student Supervision Development Program will facilitate the development of a Statement of Mentorship
15 min	1.6 Learning in Action	Faculty Statement of Mentorship: Part 1

TOTAL: 85 minutes

MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS (Asynchronous)

Objectives:

- Distinguish supervision and mentorship
- Build knowledge of the policy and legislative frameworks that support an inclusive supervisory relationship
- Explore approaches to Indigenization and decolonization in post-secondary institutions
- Understand policies and procedures that support the safety, dignity and inclusion of all members of the UAlberta campus

Time	Module Breakdown	Learning Objectives
15 min	2.0 The Mentorship Relationship	Explore the mentorship relationship--graduate students as junior colleagues Examine the difference between supervision and mentorship and explore the benefits of a combined approach Explain what it means to be a self-reflective mentor and outline behaviours and attitudes that signal this approach
15 min	2.1 Equity, Diversity and Inclusivity and the Supervisory Relationship	Examine the policy and legislative frameworks that support EDI in the supervisory relationship Outline rights and responsibilities related to human rights, accomodation, and inclusive learning and working spaces

Modified DD: 19 May 2021

		Introduce critical theory: Intersectionality and oppression Outline strategies to EDI in the supervisory relationship
15 min	2.2 Indigenizing and Decolonizing the Academy	Approaches to Indigenization within post-secondary institutions Indigenous Programming and Research Portfolio at the University of Alberta: Implementing the Truth and Reconciliation Commission of Canada's Calls to Action Mentoring Indigenous students
30 min	2.3 Supporting a Safe Teaching and Learning Community	Discrimination, Harassment, and Duty to Accommodate Policy (15 min) Sexual Violence Policy (15 min)
15 min	2.4 Learning in Action	Faculty Statement of Mentorship: Part 2

TOTAL: 90 minutes

Campus Consultation/Design Partners

Janet A. W. Elliott, University of Alberta Distinguished Professor and Canada Research Chair in Thermodynamics (Faculty of Engineering)

Victoria Ruetalo, Associate Dean, FGSR- SSHRC

Indigenous Research Task Force

Florence Glanfield, Vice-Provost--Indigenous Programming and Research

Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic

Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning

Kisha Supernant, Co-lead, Situated Knowledges (Anthropology)

Donnell Willis, Advisor, Office of Safe Disclosure

Evelyn Hamdon, Senior Advisor, Equity and Human Rights, Office of the Provost and Vice-President (Academic)

Sam Pearson, Director, Sexual Assault Centre

Trudy Cardinal, Associate Professor and Associate Chair, Faculty of Education

MODULE 3: STRATEGIES FOR REGULAR, OPEN AND PRODUCTIVE COMMUNICATION (Asynchronous)

Objectives:

- Build knowledge of the role and responsibility of the supervisor and mentor
- Develop strategies for regular, open, and productive communication
- Establish foundational knowledge of how cultural differences can be leveraged
- Develop an understanding of the importance of listening in the supervisory relationship
- Build understanding of how the annual progress report can be used as tool to for a student productivity and a shared understanding of academic milestones

Time	Module Breakdown	Topics
10 min	3.0 Establishing a Foundation for High Quality Supervision	Leveraging the first meeting to: 1) align expectations; 2) set norms for healthy communication; 3) establish a foundation for productivity; 4) discuss students' goals for their program of study; and, 5) initiate a plan for degree completion

Modified DD: 19 May 2021

10 min	3.1 Annual Progress Report	The annual progress report as a tool to support an iterative, self-reflective approach that balances students' need for structure while fostering academic independence and intellectual growth
15 min	3.2 Understanding and Leveraging Intercultural Differences with Your Mentees	Cross-cultural challenges that emerge within the supervisory relationship Decolonizing the supervisory relationship Strategies for a productive intercultural relationship How can you help students to bring their worldviews into their research? Cultural diversity as a pathway to creativity and innovation
30 min	3.3 The Art of Listening	The importance of listening in the mentorship relationship Barriers to effective listening Overcoming barriers to effective listening "Already-Always Listening:" What we hear and what we listen "Authentic Listening"
Campus Consultation/Design Partners Victoria Ruétalo, Associate Dean, FGSR Anne-José Villeneuve, Faculty St. Jean International Student Services, University of Alberta International Remonia Stoddart-Morrison, Student Ombuds Billy Strean, Professor, KSR		
MODULE 4: Guiding Research and Scholarship		
<ul style="list-style-type: none"> ● Outline researchers' internal and external accountabilities ● Examine the policies, procedures, and resources that support supervisors in guiding research and scholarship 		
80 min	4.0 Ethics and Academic Citizenship Requirement for Graduate Students (5 minutes)	<ul style="list-style-type: none"> ● How does the new Ethics and Academic Citizenship Requirement help graduate students understand the benefits and responsibilities of belonging to an academic community, including activities associated with research, teaching, and learning? ● What are program specific requirements and deadlines for completion related to the Requirement?
	4.1 Mentoring for Ethical Research (15 minutes)	<ul style="list-style-type: none"> ● Research at the University of Alberta: Institutional, scholarly, and professional expectations, and external accountabilities ● Resources available to UAlberta researchers ● Supporting graduate students with research ethics: What they need to know

	4.2 Intellectual Property (15 min)	<ul style="list-style-type: none"> ● How is authorship determined? ● What are graduate students' intellectual property rights in their various research roles? ● Who owns data produced in a graduate student's thesis ● What are supervisors' rights to graduate students' discoveries/inventions ● What resources are available should a dispute arise regarding intellectual property and/or co-authorship?
	4.3 Publishing and Copyright (15 minutes)	<ul style="list-style-type: none"> ● How does copyright intersect with scholarly communications and open access publishing ● What are graduate students' rights and responsibilities related to copyright What support and resources are available for interpreting publisher policies and negotiating publication agreements
	4.4 Data management (15 min)	<ul style="list-style-type: none"> ● What responsibilities and accountabilities do researchers' have as it relates to data management ● What is involved with a Data Management Plan (DMP) and what supports are available for creating one? ● What support and resources are available to researchers for the ethical management of data?
15 min	3.3 Learning in Action	Faculty Statement of Mentorship: Part 3
TOTAL 145 minutes		
Campus Consultation/Design Partners Susan Babcock, Director, Research Ethics Office Amanda Wakaruk, Copyright and Scholarly Communication Librarian James Doiron, Research Data Management Services Coordinator and Academic Director, University of Alberta Research Data Centre		
MODULE 5: CONFLICT MANAGEMENT AND RESOLUTION (Asynchronous)		
Objectives: <ul style="list-style-type: none"> ● Build knowledge of underlying sources of conflict ● Develop strategies for conflict management and resolution 		
Time	Module Breakdown	Topics

45 min	5.0 Conflict Management and Resolution in the Supervisory Relationship	Common sources of conflict and how parties perceive it Communication strategies and early intervention methods as a tool to resolve and manage conflict, including: conflict management coaching, restorative conferences, and facilitated mediation Modeling and learning best practices in conflict management and resolution
15 min	5.1 Learning in Action	Faculty Statement of Mentorship: Part 4

TOTAL 60 minutes

Campus Consultation/Design Partners

Natalie Sharpe and Remonia Stoddart-Morrison, Student Ombuds
Office of Safe Disclosure

MODULE 6: HEALTH AND ACADEMIC PRODUCTIVITY (Asynchronous)

Objectives:

- Examine how health impacts students and supervisors in their academic life
- Explore strategies to healthy strategies to manage personal and academic commitments, support ethical personal conduct, and build productivity

	Module Breakdown	Topics
30 min	6.0 Framing The Conversation: Data and Mental Health Context of Graduate Students at the University of Alberta (15 minutes)	What does the data tell us? What does the data tell us about International, Indigenous, Black, and students who parent or are caregivers? What are graduate students' rights related to health? (10 min)
	6.1 Identifying, Referring and Helping Students in Distress (15 minutes)	What are common indicators of distress among graduate students? What are key strategies for assisting graduate students in distress? How do I distinguish between a situation requiring a referral and one demanding immediate action? What are the resources available to graduate students and supervisors?
15 min	6.2 Health and Academic Productivity	The impact of health on academic productivity for students and supervisors Health as a pathway for productivity Promoting and supporting health in the supervisory relationship
15 min	6.3 Learning in Action	Faculty Statement of Mentorship: Part 5

TOTAL: 60 minutes

Campus Consultation/Design Partners

Janice Causgrove Dunn, Associate Dean, FGSR

Sarah Flower, Manager, Health Promotion, HR

Suman Varghese, Registered Psychologist, Clinical Counselling Services

Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support

Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education

MODULE 7: CAREER AND PROFESSIONAL DEVELOPMENT**(Asynchronous)****Objectives:**

- Build understanding of the Professional Development Requirement
- Explore how supervisors can support students' professional aspirations
- Develop strategies to support career conversations

Time	Module Breakdown	Topics
10 min	7.0 Professional Development (PD) Requirement	Why a Professional Development (PD) Requirement? What is involved in the PD Requirement? What is the role of FGSR, f departments and supervisors in the PD Requirement?
20 min	7.1 Mentoring for Career Conversations: Supporting Graduate Students in Times of Uncertainty Me	Why is it important to supervisors to have career conversations as part of the mentorship relationship? Why are supervisors well-positioned to mentor for career conversations? What does it mean to have a career conversation with graduate students? How do I get started with mentoring for career conversations?
10 min	6.2 Learning in Action	Faculty Statement of Mentorship: Part 6

TOTAL: 40 minutes**Campus Consultation/Design Partners:**

Deanna Davis, Senior Lead and Educational Curriculum Developer, Graduate Teaching and Learning, FGSR

Tyree McCrackin, Career Advisor, Career Centre

Renee Polziehn, Director, Professional Development, FGSR

MODULE 8: FACILITATED DISCUSSION-- CASE STUDIES**(Synchronous, F-2-f/Virtual)**

Time	Module Breakdown	Topics
105 min	8.0 Applying Your Knowledge: Facilitated Cohort Discussion	Participants will analyze several case studies that bring together complex issues outlined in Modules 1-6

Modified DD: 19 May 2021

15 min	8.1 Next Steps: Refining Supervisory Skills and Competencies	Building a supervisory reflective practice Support and resources for supervisors for ongoing skill and competency development
TOTAL: 120 minutes		
<p>Campus Consultation/Design Partners</p> <p>Indigenous Research Task Force Florence Glanfield, Vice-Provost--Indigenous Programming and Research Jennifer Ward, Lead Ed. Developer, Indigenous Focus Janet A. W. Elliott, CRC in Faculty of Engineering -CIHR, NSERC Victoria Ruetalo, Associate Dean, FGSR Billy Strean, Professor, KSR Student Ombuds (Natalie Sharpe and Remonia Stoddart-Morrison) Office of Safe Disclosure Janice Causgrove Dunn, Associate Dean, FGSR Sarah Flower, Manager, Health Promotion, HR Suman Varghese, Registered Psychologist, Clinical Counselling Services Jasmine Bajwa, Registered Psychologist, Clinical Counselling Services Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education Deanna Davis, Senior Lead and Educational Curriculum Developer, Graduate Teaching and Learning, FGSR Tyree McCrackin, Career Advisor, Career Centre Renee Polziehn, Director, Professional Development, FGSR</p>		
<p>Supporting Resources/Resources on Hand</p> <p>The case studies will apply much of the theory and research discussed in each of the modules. See below for further references.</p>		
<p>Resources for Further Investigation</p> <p>The case studies will apply much of the theory and research discussed in each of the modules. See below for further references.</p>		

Supporting Resources

MODULE 1: INTRODUCTION TO GRADUATE STUDENT SUPERVISION DEVELOPMENT PROGRAM

[For the Public Good: Institutional Strategic Plan, University of Alberta](#)

[University of Alberta: Vision, Mission, and Values](#)

[Acknowledgement of Traditional Territory](#)

[Territorial Acknowledgments: Going Beyond the Script](#)

Quality of Graduate Supervision Committee 2010, [“Recommendations on Improving Quality of Graduate Student Supervision at the University of Alberta” Report](#)

[Krogman Report \(2014\) “The Quality of Graduate Student and Post-Doctoral Supervision at the University of Alberta”](#)

Report to Board Human Resources and Compensation Committee (BHRCC) on supervision in 2016, 2017, 2018, and 2019

Report to Board Learning, Research and Student Experience Committee (BLRSEC) on supervision in 2018, 2019
[Supervisory Guide](#) developed and endorsed by FGSR Council in 2018

[Responsibilities Related to Graduate Programs](#)

[Supervision and Examinations](#)

[Code of Student Behaviour](#)

[Conflict Policy: Conflict of Interest and Commitment and Institution Conflict](#)

[Information Document: Consensual Personal Relationships](#)

[OHS Act, Regulation and Code](#)

Johnston, J. (2010). Mentoring Graduate Students. Vanderbilt University Center for Teaching. Retrieved 14 April 2021 from <https://cft.vanderbilt.edu/guides-sub-pages/mentoring-graduate-students/>.

MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS

[What is Reconciliation?](#)

Team ReconciliAction YEG (2018) [“As Long as The Sun Shines, The Grass Grows and The River Flow,” Faculty Blog](#), Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021, <https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flow-s.html>

[Indigenous Research Guide, University of Alberta Library](#)

Naomi Krogman and Sarah Ficko (2018) *Supervision Guide*, Faculty of Graduate Studies and Research (October 18, 2018), Accessed 5 February 2021, <https://www.ualberta.ca/graduate-studies/media-library/about/faculty-and-staff/resources-for-supervisors-and-graduate-coordinators/20181018-guidelines-for-supervision-and-mentorship-for-faculty-and-administrators.pdf>

[Protected Areas and Grounds Under the Alberta Human Rights Act](#)

[Human Rights at the University of Alberta](#)

[Strategic Plan for Equity, Diversity, and Inclusivity, University of Alberta](#)

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

[Duty to Accommodate Procedure](#)

[Sexual Violence Policy](#)[Ethical Conduct and Safe Disclosure Policy](#)

Gardner, S.K. and Barnes, B.J., *Advising and Mentoring Doctoral Students: A Handbook*. Faculty and Staff Monograph Publications, 210: 2014). Retrieved from:

https://digitalcommons.library.umaine.edu/fac_monographs/210; Knox, S., Schlosser, L.Z., Pruitt, N. T. and Hill, C.E. (2006), "A qualitative examination of graduate advising relationships: The adviser perspective," *The Counseling Psychologist*, 34(4), 489-518; Laverick, D., *Mentoring Processes in Higher Education* (London: Springer International Publishing, 2016).

Baird, L.L., "Helping graduate students: A graduate adviser's view." In *Student services for the changing graduate student population*, ed. A.S Pruitt-Logan & P.D. Isaac (San Francisco: Jossey-Bass, 1995), 25-32; Barnes, B. "The nature of exemplary doctoral advisor's expectations and the way they may influence doctoral persistence," *Journal of College Student Retention*, 11.3 (2010), 323-343

Barnes, B.J. & Austin, A.E., "The role of doctoral advisors: A look at advising from the advisor's perspective," *Innovative Higher Education* 33.1 (2009), 297-315; Council of Graduate Schools, "Ph.D. Completion and Attrition: Findings from exit surveys of Ph.D. completers" (Washington, DC: Council of Graduate Schools, 2009). Retrieved from: <https://cgsnet.org/phd-completion-and-attrition-findings-exit-surveys-phd-completers-0>; among others.

Golde, C.M., "The role of the department and discipline in doctoral student attrition: Lessons from four departments," *Journal of Higher Education*, 76.6 (2005), 669-700; Lovitts, B., *Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study* (Lanham, MD: Rowman and Littlefield, 2001). Wright-Harp, W. and Cole, P., "A Mentoring Model for Enhancing Success in Graduate Education," *Contemporary Issues in Communication Sciences and Disorders* 35.1 (2008), 9-11.

MODULE 3: STRATEGIES FOR REGULAR, OPEN AND PRODUCTIVE COMMUNICATION[Communicating Expectations](#)[Template for Conversation Checklist for a New Graduate Student](#)[Supervisory Committees](#)[Guidelines for Ownership of Research Materials](#)[Ethics Review](#)[Research and Scholarship Integrity Policy](#)[Research Administration Roles and Responsibilities](#)[Animal Research Ethics](#)[Human Research Ethics](#)[Tri-Agency Frameworks: Responsible Conduct of Research](#)[Tri-Agency Statement of Principles on Digital Data Management](#)[Defining Academic Citizenship](#)[Intellectual Property Guidelines for Graduate Students and Supervisors](#)

"Guiding Principles for Graduate Student Supervision," Canadian Association for Graduate Studies, <https://cags.ca/documents/publications/working/Guiding%20Principles%20for%20Graduate%20Student%20Supervision%20in%20Canada%20-%20rvsn7.pdf>

[Intellectual Property Guidelines for Graduate Students and Supervisors](#)[Progress Report Policy](#)[How to Ensure a Rewarding Thesis-based Student-Supervisory Experience at the University of Alberta](#)[Defining Academic Citizenship](#)

MODULE 4: CONFLICT MANAGEMENT AND RESOLUTION

Harrison, Tyler R. "My professor is so unfair: Student attitudes and experiences of conflict with faculty." *Conflict Resolution Quarterly* 24, no. 3 (2007): 349-368.

Tantleff-Dunn, Stacey, Michael E. Dunn, and Jessica L. Gokee. "Understanding faculty–student conflict: Student perceptions of precipitating events and faculty responses." *Teaching of Psychology* 29, no. 3 (2002): 197-202.

Noble, Cinnie (2011). *Conflict Management Coaching: The CINERGY Model*. CINERGY™ Coaching

Noble, Cinnie (2011). *Conflict Mastery: Questions to Guide You*. CINERGY™ Coaching

Fisher, Roger, Ury, William and Bruce Patton (2011). *Getting to Yes*. Penguin Books.

William Wilmot and Joyce Hocker (2013). *Interpersonal Conflict*. McGraw-Hill Education.

Stone, Douglas; Patton, Bruce; Heen, Sheila; and Roger Fisher (2010). *Difficult Conversations: How to Discuss What Matters Most*. Penguin Random House.

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<https://www.beyondintractability.org/bksum/mayer-dynamics>

Mayer, Bernard (2015). *The Conflict Paradox: Seven Dilemmas at the Core of Disputes*. Jossey-Bass.

Ewert, Charles; Barnard, Gordon, Laffier, Jennifer; and Michael L. Maynard (2019). *Choices in approaching conflict: Principles and practice of dispute resolution* (Second ed.). Emond Publishing.

Zehr, Howard (2012). *The Little book of restorative justice: Revised and updated*. Simon and Schuster.

[Foundations of Responsible Research](#)

[Research Security Policy Statement, Spring 2021, Government of Canada](#)

MODULE 5: HEALTH AND ACADEMIC PRODUCTIVITY

[Graduate Student Mental Health and Wellness Report \(July 2018\)](#)

Ro, Christine, Pandemic harms Canadian grad students' research and mental health, *Nature* 18 August 2020,

<https://doi.org/10.1038/d41586-020-02441-y>

Chirikov, I., Soria, K. M., Horgos, B., & Jones-White, D. (2020). Undergraduate and graduate students' mental health during the COVID-19 pandemic. SERU Consortium, University of California - Berkeley and

University of Minnesota. <https://cshe.berkeley.edu/seru-covid-survey-reports>

Graduate Student Mental Health Toolkit: A guide to supporting graduate students' mental health, Centre for Innovation in Campus Mental Health, Canadian Mental Health Association, 2020

MODULE 6: CAREER AND PROFESSIONAL DEVELOPMENT

[Mentoring for Career Conversations](#) (Presentation)

Resources for Further Investigation by Module

MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS

[Indigenous Canada MOOC, Faculty of Native Studies](#)

[First Nations, Métis, Inuit Subject Guides](#)

[Aboriginal/Indigenous Resources](#)

[Truth and Reconciliation Commission of Canada: Calls to Action](#)

[National Centre for Truth and Reconciliation](#)

[Office of the Treaty Commissioner: We are All Treaty People](#)

[North Campus Indigenous Student Services \(First Peoples' House\)](#)

[Resources for Supervisors, FGSR](#)

Episode 1: Bullying and Harassment, [Podcasts on Effective Supervision](#), FGSR

Episode 4: Sexual Violence, [Podcasts on Effective Supervision](#), FGSR

MODULE 3: STRATEGIES FOR REGULAR, OPEN AND PRODUCTIVE COMMUNICATION

Episode 3: A Healthy Psychological Environment for Grad Students and their Supervisors, [Podcasts on Effective Supervision](#), FGSR

MODULE 4: CONFLICT MANAGEMENT AND RESOLUTION

The Faculty of Extension and ADR Learning Institute offer a certificate through their course series in Conflict Resolution <https://ext.ualberta.ca/enroll/conflict-resolution>

MODULE 5: HEALTH AND ACADEMIC PRODUCTIVITY

Episode 2: The Mental Health Games We Play, [Podcasts on Effective Supervision](#), FGSR

[Graduate Student Assistance Program- Homewood Health](#)

[Mental Health Resources](#)

[Supporting Student Mental Health](#)

[Supporting Mental Health for Faculty](#)

MODULE 6: CAREER AND PROFESSIONAL DEVELOPMENT

[Mentoring for Career Conversations: IDP Review Guide for Faculty](#)

[FGSR's Professional Development \(PD\) Requirement: Information for Supervisors](#)

Melissa Dalgleish (2019) [Supporting Your Supervisees in Career Exploration](#), Inside Higher Ed, 11 February 2019, Accessed 24 October 2020,

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Modified DD: 19 May 2021

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DRAFT

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>The Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Responsibilities Related to Graduate Programs</p> <p>Student Graduate students are ultimately responsible for their own programs, and are expected to be familiar with all regulations and deadlines relating to their programs.</p> <p>The students' fundamental responsibilities include</p> <ul style="list-style-type: none"> ensuring that their registration is accurate and does not lapse submitting appropriate forms to the department for signature and processing paying all fees required by the deadline dates set out in the Calendar maintaining open communication with their supervisor or advisor and graduate coordinator concerning any problem in the event of a conflict in the supervisor-student or advisor-student relationship, discuss with the supervisor or advisor and graduate coordinator in a timely fashion in a thesis-based program, providing the supervisor with an annual report for distribution to the supervisory committee being aware of the expectations of the supervisor and the department informing the supervisor or advisor regularly about progress making research results accessible (beyond their appearance in a thesis) to an appropriate audience. 	<p>The Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Responsibilities Related to Graduate Programs</p> <p>Student Graduate students are ultimately responsible for their own programs, and are expected to be familiar with all program regulations and related deadlines.</p> <p>The student's fundamental responsibilities include:</p> <ul style="list-style-type: none"> ensuring that their registration is accurate and does not lapse; submitting appropriate forms on time to their department for signature and processing; paying all fees required by the deadline dates set out in the Calendar; maintaining open communication with their supervisor or advisor and graduate coordinator concerning any problem; in the event of a conflict in the supervisor-student or advisor-student relationship, discussing it with the supervisor or advisor and graduate coordinator in a timely fashion; being aware of the expectations of the supervisor and the department; and, making research results accessible (beyond their appearance in a thesis) to an appropriate audience. If registered in a thesis-based program, the student is also responsible for: <ol style="list-style-type: none"> completing the Student-Supervisor Guidelines, with their supervisor, within the first term of study, but no later than 12 months from the student's program start date, and; ensuring the completion of the Progress Report at least once annually and no more than once every four months as required

Please read the Calendar carefully. If you are in doubt about the regulations pertaining to your graduate program, consult your department or the FGSR.

Supervisor

If a student has ~~more than one supervisor~~, then the term "supervisor" refers to ~~the entire group of~~ supervisors.

The supervisor is directly responsible for ~~the supervision of the student's program. The supervisor~~

- assists the student in planning a program of studies
- assists in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the department and the FGSR
- provides counsel on all aspects of the student's program
- stays informed of the student's research activities and progress
- ensures that students conduct their research in a manner that is as effective, safe, and productive as is possible
- arranges for and attends all supervisory committee meetings and the student's examinations, ensuring that these are scheduled and held in accordance with FGSR regulations
- when going on leave or an extended period of absence, ensures that the student is adequately supervised by the provision of an acting supervisor. In the case of doctoral students this should be a member of the supervisory committee
- reviews the thesis both in draft and in final form.

to appropriately monitor progress in program.

Students are encouraged to carefully read the Calendar and to contact their department or FGSR if they have questions or require clarification about their specific program regulations.

Note: If a student switches streams to a thesis-based stream, they will be required to complete a Student-Supervisor Guidelines form within the first 12 months of their new program, and Progress Reports following the regulations as outlined in the calendar.

Supervisor

The supervisor is essential to the successful completion of thesis-based graduate degree programs. If a graduate student has a co-supervisor, then the term "supervisor" refers to both supervisors.

The graduate student supervisor is directly responsible for:

- assisting the student in planning a program of studies;
- assisting in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the department and the FGSR;
- providing counsel on all aspects of the student's program;
- staying informed of the student's research activities and progress;
- ensuring that the student conducts their research in a manner that is as effective, safe, and productive as is possible;
- arranging for and attending all supervisory committee meetings and the student's examinations, and ensuring that these are scheduled and held in accordance with FGSR regulations;
- when going on leave or an extended period of absence, ensuring that the student is adequately supervised by assigning an acting supervisor. (When the student is in a doctoral program, the acting supervisor should be a member of the supervisory committee); and,
- reviewing the thesis both in its draft and final form, and returning feedback in a timely manner.

The graduate student supervisor will:

- meet with their thesis-based graduate student(s) and complete with them, and the supervisory committee when established, the FGSR student

<p>Academic Advisor</p> <p>[...]</p> <p>Graduate Coordinator The term graduate coordinator refers to an associate chair, associate dean, director, or any other individual officially designated by the head of the unit as being responsible for the unit's graduate programs.</p> <p>Graduate coordinators must be tenured or tenure-track faculty members.</p> <p>Graduate coordinators have a duty to ensure that departmental and Faculty rules are administered in a fair and equitable manner. This often involves going beyond a mere application of the rules, and may entail using moral persuasion on colleagues and students.</p> <p>However, since the various units within the University contain a variety of graduate programs and operate under a diversity of policies, regulations and customs, the exact role of the graduate coordinator will vary.</p> <p>The responsibilities of the graduate coordinator may include:</p> <ul style="list-style-type: none"> ensuring that the regulations and requirements of the FGSR and the University are met being the official representative of the department to its graduate students admitting applicants to graduate programs acting as an advisor concerning the appointment of supervisors, supervisory committees, and external examiners <ul style="list-style-type: none"> acting as an advisor concerning any changes to a student's status or program carrying out FGSR and University policies relating to graduate students 	<p><u>progress report form at least once during a 12 month period (progress reports can be filled out once every four months as required);</u></p> <ul style="list-style-type: none"> <u>hold an introductory meeting with all incoming thesis-based graduate students in the first term of the student's program, and no later than 12 months from the program start date, and complete the Student-Supervisor Guidelines; and,</u> <u>be familiar with the Guidelines for Supervision and Mentorship for Faculty and Administrators resource.</u> <p>Academic Advisor</p> <p>[...]</p> <p>Graduate Coordinator The term graduate coordinator refers to an associate chair, associate dean, director, or any other individual officially designated by the head of the unit as being responsible for the unit's graduate programs.</p> <p>Graduate coordinators must be tenured or tenure-track faculty members.</p> <p>Graduate coordinators have a duty to ensure that departmental and Faculty rules are administered in a fair and equitable manner.</p> <p>The responsibilities of the graduate coordinator may include:</p> <ul style="list-style-type: none"> ensuring that the regulations and requirements of the FGSR and the University are met; being the official representative of the department to its graduate students admitting applicants to graduate programs acting as an advisor concerning the appointment of supervisors, supervisory committees, and external examiners <ul style="list-style-type: none"> <u>completing the Supervisor-Student Guidelines with thesis-based students in instances where a supervisor has yet to be appointed after 12 months since the start of the student's program;</u> acting as an advisor concerning any changes to a student's status or program; carrying out FGSR and University policies relating to graduate students;
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- acting as a liaison between the FGSR and the unit
- coordinating financial support for graduate students, including fellowships and assistantships
- monitoring the academic progress of graduate students
- providing advice to graduate students on the rules and procedures of the FGSR and the department
- keeping the FGSR informed of any changes in the student's program, including student status, course and program changes, scheduling of examination dates,
- initiating and coordinating graduate student recruitment activities.

[...]

Regulations of the Faculty of Graduate Studies and Research

[...]

Registration

Registration Procedure

Once newly-admitted and continuing graduate students in degree programs have determined their program requirements in consultation with their departments, they register using the Bear Tracks web registration system. See [Registration and Fees](#) for University regulations on registration in courses, re-registration in courses, changes in registration, cancellation of registration and auditing courses. See Academic Schedule for registration deadlines.

Faculty of Graduate Studies and Research deadline dates may differ from undergraduate deadline dates (see Academic Schedule and End-of-Program Registration Deadlines for thesis-based students.

There may be academic record and fee implications for withdrawing from courses. See Registration and Fees.

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There may be academic record and fee implications for withdrawing from courses. See Registration and Fees.

In instances where a student and supervisor do not complete the Student-Supervisor Guidelines (within 12 months of the student's program start date) and/or the Progress Report (annually at minimum), the student's registration in subsequent terms will be restricted as a last resort and temporarily so as to determine a plan for completion. In these unlikely instances, FGSR will assist the student and supervisor in the completion of the requirement(s) and remove registration restrictions immediately. Note: both the student and supervisor(s) will receive reminders to complete the requirement(s) in

[...]

Academic Standing

[...]

Minimum Faculty Requirements

Regardless of the student's category, the pass mark in any course taken while registered in the Faculty of Graduate Studies and Research is a grade of C+.

All students in degree programs (including time spent as a qualifying graduate student) or diploma or certificate programs must maintain a minimum cumulative grade point average of 2.7 throughout the course of the program. (In cases where the cumulative grade point average falls between 2.3 and 2.7, departments may recommend the student be required to withdraw, or continuation in the program for a specified probationary period; in any case, convocation shall not take place with a cumulative grade point average of less than 2.7.) Notwithstanding the above, a student whose cumulative grade point average falls below 2.7 may be required to withdraw.

The above are minimum grades and grade point averages acceptable to the Faculty of Graduate Studies and Research. Individual departments may require higher grades than these. See Graduate Programs.

Academic Probation

Academic probation is used to address deficiencies in program or performance standards relevant to a student's particular program of studies such as CGPA, or progress in research. The conditions attached to a period of academic probation are designed to meet the specific needs of a student's academic situation.

When a student's term or cumulative grade point average falls between 2.3 and 2.7 or the minimum required by the program (See Graduate Programs), departments may recommend to the Faculty of Graduate Studies and Research continuation in a graduate program on academic probation for a specified period.

[advance of any deadlines, allowing for inquiries to assist or to set out an alternate completion deadline.](#)

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[Students in thesis-based programs must ensure they complete, with their supervisor and/or supervisory committee, a Progress Report <link to new section> and submit it to FGSR at least once annually.](#)

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Change of Category

Departments may recommend a change of category to FGSR for doctoral students to master's programs due to poor academic performance.

When this occurs following the doctoral candidacy examination, please refer to Decision of the Candidacy Committee for details.

Required to Withdraw

Departments may recommend to FGSR that students be required to withdraw on academic grounds. Reasons for the recommendation include:

- Failure to maintain adequate academic standing; failure to meet requirements set out in a conditional admission; candidacy or final oral examination failure; or expiry of program time limit. Requests to require to withdraw for these reasons must be documented in the academic record or student's file: for example, grades, exam reports, etc;
- Failure to make satisfactory academic progress in other aspects of the program, such as adequate progress in research. Requests to require to withdraw for these reasons should be supported by evidence that the process of feedback, assessments and warnings has been followed;
- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program;
- Failure of the department to secure alternate supervision for a thesis-based student following dissolution of a supervisory relationship (see Resolving Conflicts in Supervisor-Student Relationships) as it is an academic requirement that thesis-based students have a supervisor (see Appointment of the Supervisor(s)).

For students in thesis-based programs, a student rating of 'In Need of Improvement' on a Progress Report <link to new section> will normally result in a recommendation for Academic Probation as determined by the supervisor and/or supervisory committee in consultation with the student.

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- Failure to make satisfactory academic progress in other aspects of the program, such as adequate progress in research. Requests to require to withdraw for these reasons should be supported by evidence that the process of feedback, assessments and warnings has been followed;
- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program;
- Failure of the department to secure alternate supervision for a thesis-based student following dissolution of a supervisory relationship (see Resolving Conflicts in Supervisor-Student Relationships) as it is an academic requirement that thesis-based students have a supervisor (see Appointment of the Supervisor(s)); and,
- For students in thesis-based programs, two consecutive student ratings of 'In Need of Improvement' or one rating of 'Unsatisfactory' on their Progress Report <link to new section> will normally result in a recommendation to withdraw from their program.

The following considerations apply:

- Cannot require to withdraw except for just cause;
- Students shall be given adequate warning, feedback and timelines related to what is the nature of the inadequate progress, what special performance would be required to rectify the inadequacy, and what is the timeline for demonstration of the required improved performance;
- Student should be given an opportunity to respond in writing to any warning given;
- Meetings with appropriate advisors (members of supervisory committee; Chair's designate, etc.) may assist the process of providing adequate warning and advice.

The decision to require a student to withdraw rests with the Associate Deans, FGSR. Students may appeal to the FGSR Academic Appeals Committee. For details, see [Appeals and Grievances](#).

[...]

Supervision and Examinations

Supervision and Supervisory Committees

Departmental Regulations and Responsibilities

Departments are responsible for preparing a set of regulations and guidelines for supervisors and students. Guidelines should deal with the selection and functioning of supervisors and should outline the joint responsibilities of faculty members and graduate students. Options for students to pursue who believe they are receiving unsatisfactory supervision should also be specified.

Appointment of the Supervisor(s)

Every student in a thesis-based program is required to have a supervisor. The department that admits a student to a thesis-based graduate program is responsible for providing supervision within a subject area in which it has competent supervisors, and in which the student has expressed an interest.

Normally there is only one supervisor. Departments may consider the appointment of more than one supervisor for a student.

Implicit in the admission process is the following: on the applicant's part, that there has been an indication of at least

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Implicit in the admission process is the following: on the applicant's part, that there has been an indication of at least

a general area of interest and, preferably, provision of some form of proposal, particularly if the program is at the doctoral level; on the department's part, that the application has been reviewed, the area of interest examined, academic expectations and potential performance considered, and that the department accepts its obligation to provide appropriate supervision for the applicant in the specified subject area.

It is expected that every effort will be made to arrive at a mutually agreeable arrangement for supervision between the student and the department. Students are normally involved in the process for selecting their supervisor(s) although this process varies from program to program.

The authority for the appointment of supervisors rests with the Dean ~~of the department's Faculty~~. Such appointment decisions are final and non-appealable.

Article 7.02.1 of the Faculty Agreement lists the "supervision of graduate students" as a form of "participation in teaching programs". It is expected that a department will monitor and review the performance of supervisors.

Supervisors on Leave

It is the responsibility of supervisors to make adequate provision for supervision of their graduate students during their leave. Therefore, if a supervisor is to be absent from the University for a period exceeding two months, it is the supervisor's responsibility to nominate an adequate interim substitute or indicate the means by which supervision will be maintained. It is the supervisor's responsibility to inform the student and the department in writing at the time the leave is approved.

Supervisors planning to take a sabbatical should follow the requirements found in Appendix E of the Faculty Agreement with respect to adequate advance arrangements for graduate students while a supervisor is on sabbatical.

[...]

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It is expected that every effort will be made to arrive at a mutually agreeable arrangement for supervision between the student and the department. Students are normally involved in the process for selecting their supervisor(s) although this process varies from program to program.

The authority for the appointment of supervisors rests with the disciplinary Dean. Such appointment decisions are final and non-appealable.

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In instances when an interim supervisor is appointed, they are not required to complete Supervisor-Student Guidelines since the primary supervisor relationship remains intact during the leave period. The interim supervisor may, however, be required to complete a Progress Report <link to new section> if their appointment coincides with the annual deadline and a previous report during the calendar year has not already been completed (e.g. by the supervisor prior to the start of their leave).

Supervisors planning to take a sabbatical should follow the requirements found in Appendix E of the Faculty Agreement with respect to adequate advance arrangements for graduate students while a supervisor is on sabbatical.

[...]

Eligibility for Appointment as Supervisor

Time Line for the Appointment of Supervisors

Ideally, the supervisor for a thesis-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin their program of studies. If this is not possible, an interim academic advisor should be appointed by the department.

Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty and submitted to FGSR.

Introductory Meetings

Every department must develop a list of topics that will be covered during the introductory meetings between a supervisor and a graduate student. These meetings should be held during the term in which a supervisor is first appointed. Topics likely to be listed include program requirements, academic integrity requirements, the role of the supervisor, the composition of the supervisory committee, the preferred means of communication, the availability of funding, and scholarly practices and outputs.

Eligibility for Appointment as Supervisor

Timeline for the Appointment of Supervisors

Ideally, the supervisor for a thesis-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin their program of studies. If this is not possible, an interim academic advisor should be appointed by the department.

The interim academic advisor or the graduate coordinator will be responsible for completing the Supervisor-Student Guidelines with the student in instances where a supervisor has not yet been appointed after the student's first 12 months in their program.

Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty and submitted to FGSR.

Responsibilities Related to Supervision

The supervisor is directly responsible for the supervision of the student's program. Refer to [Responsibilities Related to Graduate Programs](#) for further regulations.

Completion of the Supervisor-Student Guidelines

All students registered in a thesis-based program are required to meet with their supervisor (assigned at admission or with a interim academic advisor or the graduate coordinator if one has not yet been assigned - see [Timeline for the Appointment of Supervisors](#)) to complete the Supervisor-Student Guidelines as soon as possible after registration in the first academic term but no later than the submission of the first Progress Report, which is due in FGSR within 12 months from the student's program start date.

If there is a change in supervisor at any point in a student's program of study, the guidelines will be completed anew in accordance with the timeline noted.

Completion of the guidelines is required. In instances where the Supervisor-Student Guidelines are not submitted within the first 12 months from the student's program start date, the student's registration in subsequent terms will be restricted as a last resort and temporarily so as to determine a plan for completion. In these unlikely instances, FGSR will assist the student and supervisor(s) in the completion of the guidelines and remove registration restrictions immediately. Note: both the student and supervisor(s) will receive reminders to complete the guidelines in advance of any deadlines, allowing for inquiries to assist or to set out an alternate completion deadline.

	<p><u>If changes to the content of the Supervisor-Student Guidelines are made or required, these changes will be recorded on the student's Progress Report indicating both parties have discussed and mutually agreed to them.</u></p> <p>Progress Report <u>Student progress in thesis-based programs will be reported at least once annually to the Faculty of Graduate Studies and Research using the standardized Progress Report form. Progress reports are due in FGSR at minimum once every 12 months of the student's original program start date. The progress report form should be filled out during the annual meeting required for all PhD students. Master's thesis-based students also require at least one progress report completed within a full academic year.</u></p> <p><u>Completion of the progress report is required. In instances where the progress report is not submitted at least once within a 12 month period, the student's registration in subsequent terms will be restricted as a last resort and temporarily so as to determine a plan for completion. In these unlikely instances, FGSR will assist the student and supervisor(s) in the completion of the progress report and remove registration restrictions immediately. Note: both the student and supervisor(s) will receive reminders to complete the progress report in advance of any deadlines, allowing for inquiries to assist or to set out an alternate completion deadline.</u></p> <p><u>In instances where more detailed monitoring of a student's academic standing may be required, a progress report form may be filled more than once annually; however, only one (1) progress report may be submitted every four (4) months.</u></p> <p><u>A student who receives two (2) consecutive evaluations of "in need of improvement" or one (1) "unsatisfactory" rating will normally be required to withdraw from their program and FGSR on the recommendation of the Associate Chair (grad) within their academic department and/or the Department Chair to the Dean of FGSR.</u></p>
<p>Justification: Approved by:</p>	

2-01 North Power Plant (NPP)
11312 - 89 Avenue NW
Edmonton, Alberta, Canada T6G 2N2
Tel: 780.492.0459
www.uab.ca/reo

June 29, 2021

Dr Brooke Milne, Dean
Faculty of Graduate Studies
University of Alberta
VIA EMAIL

Dear Dr. Milne:

Re: Faculty of Graduate Studies & Research (FGSR) Graduate Supervisory Initiatives

I am writing on behalf of the Research Ethics Boards and the Animal Care and Use Committees administered by my office to add our support to the Faculty's proposed Graduate Supervisory Initiatives, which will be presented for approval at an upcoming meeting of General Faculties Council, including the:

1. FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & Graduate Student Supervision Development Procedure,
2. Student-Supervisor Guidelines, and
3. Progress Report.

The Research Ethics Office provides review processes for all human participant research conducted by university staff and students, from minimal risk interviews to regulated clinical trials, as well as all research, teaching and testing involving animals. Of the 5,600 active studies we currently oversee, there are very few that do not involve students whether as principal investigators, co-investigators or members of the study team.

Graduate Student Supervision Policy and Graduate Student Supervision Development

Between 25-30% of all new ethics applications received by the Research Ethics Boards are for student research projects. Student research is typically time sensitive and efficient ethics approval requires coordinated action by the student and the supervisor. Depending when and where the supervisors were trained, they are often not familiar with current research ethics requirements and may provide poor direction to their students. As a result, these ethics applications go through several rounds of revision and re-submission, which adds to the reviewers' burden, triggers knock-on effects for all other ethics applications and holds up the students' research. In all too many cases, both ethics approval and research are delayed because supervisors simply fail to fulfill their obligations and rely on the review committees to do their work for them.

We see similar problems with student research involving animal use. Approved animal use protocols detail what will happen to the animals, when and how, and who will perform the work.

Depending on the research group, students may not have access to complete or current protocols. They may not receive adequate orientation, training or supervision to their work with animals. This leads to animal welfare issues and protocol non-compliance. In the worst cases, supervisors have told their students to conduct research (human and animal) without ethics approval and correcting these breaches is extraordinarily difficult and time consuming for the students, the supervisor, the academic units and my office.

Looking beyond research ethics requirements, over the past 15 years I have seen an increase in problems related to research data management (ownership, access and use) related to course-based research as well as graduate student research, often when it is part of a larger program of study led by the supervisor. The obligations imposed by provincial legislation, the [Tri-Agency Research Data Management Policy \(2021\)](#) and respectful research with Indigenous communities, as well as the core principles of research ethics should be addressed in student research plans well before they apply for ethics approval. If supervisors and students have a better, shared understanding of these requirements, as well as human and animal research ethics requirements, then both student projects and faculty research will proceed more smoothly. Importantly, valuable time and resources (faculty, student and administrative) will not be wasted on pounds of cure for problems that might be better addressed by an ounce of prevention.

Progress Report

When these initiatives were discussed at the June 7, 2021 GFC meeting, much of the criticism focused on the progress reports. Some members suggested these were an unacceptable administrative burden. Others observed individual supervisors and departments already had their own progress reports so an institutional solution was not needed. The latter comments suggest, in fact, this is a reasonable and useful practice that many supervisors have already adopted and that both students and supervisors benefit from these reports. To the question of burden, budget cuts and staff reductions mean that the university must move to standardized institutional processes and practices wherever possible. We simply cannot afford to maintain the current variety of reporting forms and practices. Although there may be some adjustments to the new e-form, standardized progress reports will also save staff and student time through consistent record keeping and reporting as well as early identification and intervention for problems.

As the proposal clearly outlines, most supervisors are effective and engaged, including the faculty members who volunteer on our ethics committees. However, this should not be an argument for the *status quo*. Instead, it should prompt us to question the exceptions and to look for ways to improve the student-supervisor relationship wherever possible. Although this proposal focuses on graduate students, the benefits will accrue to supervisor interactions with undergraduate students and post-doctoral fellows as well. Finally, these initiatives align with [proposed revisions](#) to the [Tri-Agency Framework for the Responsible Conduct of Research](#), which underpins our [Research and Scholarship Integrity Policy](#). The Panel for the Responsible Conduct of Research, coincidentally chaired by one of our faculty members, recently proposed the addition of a new responsibility for researchers and a corresponding responsibility for institutions that are worth quoting in full.

Appropriate oversight, training and fair treatment in the conduct of research: *Researchers should familiarize themselves with principles of responsible conduct of research and foster the application of these principles in their research environment. Researchers with supervisory roles should provide adequate oversight of, and training to, their trainees and staff in responsible conduct of research. Fair treatment in peer review, in performance assessment and in resolving intellectual disagreements, is essential for a healthy research environment.*

Rationale: Although institutions may already have separate policies that address academic supervision there are elements to supervision in the context of research that are distinct and should be considered an integral part of any RCR policy. This proposed new responsibility clearly demonstrates that responsible supervision and promotion of a healthy research environment are elements of responsible research conduct. Incorporating responsibilities related to fostering a culture of RCR, providing appropriate oversight and ensuring fair treatment into the RCR Framework would allow institutions to conduct inquiries and investigations, and for the Agencies to potentially impose a recourse, when these issues have the potential to negatively impact that quality of research conducted under their auspices.

Ensuring that their researchers comply with institutional policies that may impact the responsible conduct of research, in particular those policies that relate to providing appropriate oversight, adequate training, and fair treatment to individuals in their research team. Institutions should also be proactive in supporting a healthy research environment.

Rationale: This is a new institutional responsibility for fostering a culture of responsible conduct of research and for ensuring appropriate oversight and fair treatment in research. This addition will give institutions clearer authority to conduct inquiries and investigations when these issues have the potential to negatively impact that quality of research.

In summary, the Research Ethics Office supports these initiatives for two reasons. Clear and shared understanding of research requirements for students and supervisors will enable us to focus on early identification and resolution of problems. The healthier our research environment is, the more time all students and faculty will for scholarship, which enhances all our work.

Yours truly,



Susan Babcock
Director

/seb

Dear Colleagues of the University of Alberta,

I write this letter on behalf of the 2020-21 Graduate Students' Association Executive in support of the Faculty of Graduate Studies and Research's supervisory initiatives. The proposed mechanisms of graduate program oversight are welcome developments which faithfully recognize the concerns raised over a decade of advocacy from the GSA. As you are all aware the issue of student-supervisory relationships has been a longstanding priority for our association, and while we acknowledge that most supervisory relationships on campus are positive, there are still many cases of communication breakdown, neglect, and abuse which need to be documented, addressed, or better yet prevented.

From my perspective, the power and information asymmetry between a new graduate student and their supervisor can make necessary conversations difficult. When matters regarding the professional relationship are not properly addressed, including expectations around working hours, communication guidelines, funding, and so on, this can lead to tensions with potential to bring about animosity. I agree with the assessment that if these topics were part of a mandatory, institutional-level reporting process a significant number of these reported issues would be preventable. Given the requirements for tracking graduate student progress are outlined in the University Calendar, it follows that a unified approach is appropriate.

As per my previous statements at tables across campus, the current approach to assisting graduate students facing supervisory issues is inadequate, and not due to the efforts of the many units who contend with these issues. The problem is structural, as for a graduate student to raise a formalized complaint requires them to out themselves in a manner that poses significant risk to their studies and future academic career, especially in cases of malicious abuse by a supervisor. Typically, this results in the student choosing to keep their complaint anonymous, and they graduate or drop out with no resolution. Every time this cycle repeats, we allow for real harm, waste valuable time, and lose a potential advocate for our university.

The lack of a formalized progress tracking system lends itself to a "their word/your word" situation during conflicts, in which the faculty member disproportionately benefits. To reiterate, clear expectations and standardized reporting can shift the burden off the student to prove they are a teachable, productive trainee, and they can focus on their studies which then leads to the production of further positive records. It goes without saying this works *vice versa* given that this is common practice

through standard disciplinary measures for any student who is not meeting the minimum requirements of their program.

While I am personally aware of roughly a dozen cases of graduate student-supervisory conflicts, ranging from miscommunication, neglect, to outright abuse, I cannot share any of the accounts publicly. When I ask my colleagues if I can share their de-identified experiences, the answer always returns as no, with concerns that they will be found out and retaliated against for sharing their experiences. I believe this speaks to a deep-rooted culture of fear perpetuated in corners of the academy, which if left unchecked, will continue to levy an unconscionable human toll. Once we have reached the point that even anonymous accounts cease to be provided, we have crossed into truly dangerous territory as an institution.

During my tenure as GSA President, I had the privilege of watching the development of FGSR's proposal, from the numerous consultations across the University of Alberta, to the extensive research of comparable procedures at fellow Canadian U15 institutions, and the demonstrations of the essentially complete IT reporting platform. The good-faith effort made to develop tools and procedures that both address the long-standing asks of the GSA and support academic units on campus is remarkable, and I believe the result is a fair balance between accountability, flexibility, standardization, and transparency.

Ultimately, the goal is not to develop punitive, reactionary measures that will further burden faculty members and administrative staff. Rather, the approach recommended here will alleviate workloads for many on campus, ensure institutional requirements are met, and markedly improve the aggregate supervisory quality on campus. To this end, the collaboration of exemplary supervisors on campus will be critical, as their guidance and leadership will be necessary to see that these efforts are fruitful. I believe that the collegial, humane instinct will triumph in the end.

If there are any questions, I believe the current GSA Representatives are equipped to speak to the matter and can contact me for any further comment or clarifications.

Kind regards,

A handwritten signature in black ink, appearing to read 'Marc Waddingham', written in a cursive style.

Marc Waddingham

GSA President (2020 – 2021)

25-05-2021

To: Chairs and Associate Chairs of Graduate Studies
Faculty of Science

Dr. Brooke Milne
Vice-Provost and Dean of FGSR

Dr. Matina Kalcounis-Rueppell
Dean of Science

We are writing on behalf of the Science Graduate Student Associations' Council which collectively represents over 1200 graduate students over seven departments in **strong support of the proposed FGSR Graduate Supervisory Excellence Initiative and Academic Membership program**. As a council of research-based graduate students, we have collectively bore witness to the deleterious effects of supervisory mismanagement in our peer group. We acknowledge that many supervisory relationships are exemplary; however, **roughly 22% of PhD students at the University of Alberta found the quality of mentorship unsatisfactory** (CGPSS 2019, in Supervisory Initiatives Package). If the University of Alberta hopes to continue growing its international reputation for high standards of research, priority should be given to actively creating a space in which students can thrive.

We understand that while this initiative may be viewed as an additional burden to supervisors, it would be an essential component for the graduate program at UAlberta, closer aligning us with expectations for conduct and research already in place at other U15 Institutions.

We feel current administrative structures at the University of Alberta leave graduate students susceptible to neglect and exploitation by their supervisors. Standardization of expectations across campus provides a minimum standard of supervision that protects the most vulnerable students. The proposed initiative will also streamline existing Annual Report submission, eliminating administrative demands at the departmental level. It would also facilitate faster response times to conflicts via the inclusion of a confidential reporting system within the Annual Report which allows for students to disclose any supervisory issues to a neutral/external third party (FGSR). We laud the inclusion of this confidential reporting structure, as faculty and administration are often unaware of the reasons students struggle with their research, and default to attributing under-performance to student-based deficits. This leaves common institution-based drivers un-addressed (for review, see [Sverdlik et al., International Journal of Doctoral Studies, 2018](#)). Departments are therefore unlikely to effectively detect internal stress points or address recurring problem behaviours in the student-supervisor relationship. The proposed Supervisory Initiative will build a culture of accountability within departments and the supervisor-student guidelines, established at the beginning of the degree, will increase the transparency of expectations from both parties.

We also support the inclusion of training modules available across departments. At present, onboarding of faculty is frequently left up to individual departments, which may not have sufficient resources to ease the transition to supervisor. Mandatory training for new faculty will ensure new supervisors have the relevant skills necessary to effectively and efficiently mentor graduate students through their studies. While this training is not being mandated for existing Faculty, centralized training available through the FGSR will allow for rapid response in cases where additional training is deemed necessary by Student-Supervisor conflicts.

We thank you for considering our letter of support for the FGSR Supervisory Initiatives and Academic Membership program. By providing consistent guidelines, comprehensive resources, and ongoing training through the Supervisory Initiatives, the FGSR may begin to ameliorate the pervasive mental health, discrimination and harassment problems that accompany academia (see [Nature Editorial, 2019](#)). We hope that by implementing the proposed initiatives we will see greater student retention through their degree programs, an increase in student wellbeing, and improvements in the quality and output rate of research. While we support the Student/Supervisor Initiatives as proposed by the FGSR, we feel strongly that it could do more to fully align us with the standards of supervision and accountability expected of other U15 Institutions. Below, we propose further improvements to the UAlberta initiative, both novel and incorporating structures from other U15 institutions.

Should you have any questions regarding the contents of the letter, please contact sgsac@ualberta.ca.

Regards,

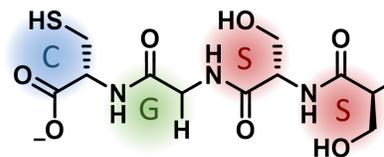


sgsac@ualberta.ca

BGSA

Biology Graduate Students' Association

bgsa@ualberta.ca



cgss@ualberta.ca



physgpsa@ualberta.ca



atlaseas@ualberta.ca



csgsa@cs.ualberta.ca

February 22, 2021

Dear Dr. Milne,

The Office of the Student Ombuds sees up to 400 graduate students annually; over 60% of their concerns are framed as conflict with their supervisors. We believe that the majority of these conflicts are tied to perceptions of relational and equitable unfairness and could be resolved by early intervention. Too often we see students hastily changing their supervisors or leaving their programs, damaging chances to recover their academic future. The repercussions of lack of early intervention include long-term damage to physical and mental health well-being, financial loss, family disruption, etc. The impact on international graduate students is exacerbated by cultural and linguistic miscommunication. We also recognize the toll on the supervisor-mentor, including time lost on projects, the loss of a future colleague and loss of funding that have been invested in the work the student was undertaking. The reputational damage to all parties, including the University, is considerable.

For several years, the OSO has worked collaboratively with FGSR, the GSA and others to help graduate students with supervisor concerns on an ad hoc basis. However, we know the necessary resources are there to restore relationships if we start with earlier, informal modes and strategies of intervention.

We therefore support FGSR in its Supervisory Initiatives and offer our expertise and support to rebuild supervisory relationships which we believe will help to reduce, if not eliminate, the negative repercussions of conflicts in these relationships. We believe that the University of Alberta has the capacity to provide leadership on best practices in maintaining healthy supervisor relationships.

Our staff: Dr. Brent Epperson, Graduate Ombudsperson (on leave), Remonia Stoddart-Morrison (PhD Candidate), interim Graduate Ombudsperson, Veronica Taylor, Graduate Ombuds Intern, and Natalie Sharpe (Director), look forward to contributing to this initiative.

Sincerely,

Natalie Sharpe, B.A. (Hon), M.A.
Director, Office of the Student Ombuds
University of Alberta

1-037 Li Ka Shing
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Tel: 780.492.7357
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March 1, 2021

To: Dr. Brooke Milne, Dean, Faculty of Graduate Studies and Research

From: Donnell Willis, Advisor, Office of Safe Disclosure and Human Rights

Re: Letter of Support for FGSR Supervisory Initiatives

The Office of Safe Disclosure and Human Rights (OSDHR) provides this letter in support of the Faculty of Graduate Studies and Research (FGSR) Supervisory Initiatives, including the introduction of academic membership and training, student-supervisor guidelines, and progress reports.

OSDHR's mandate is to provide a safe, confidential, and neutral space for any university community member to disclose concerns of any potential wrongdoing, including but not limited to discrimination and harassment. Unfortunately, OSDHR receives a high number of disclosures pertaining to concerns between graduate students and supervisors.

Disclosures received by the OSDHR office include allegations of:

- Non-equitable practices of choosing graduate students, leading to further exclusion of under-represented, marginalized, or racialized students
- Miscommunication between student and supervisor, often leading to:
 - Break-down of supervisory/interpersonal relationship(s)
 - Unclear expectations regarding hours of work, lab time, or scheduling
- Intellectual proprietorship regarding research and data
- Harassment, including bullying
- Sexual harassment and/or sexual assault of graduate students by their supervisor
- Discrimination, on the basis of protected grounds covered under the Discrimination, Harassment and Duty to Accommodate (DHDA) policy. Discrimination also includes the failure to accommodate graduate students.
 - For example, graduate students have disclosed that they have not been accommodated on the basis of gender-pregnancy, mental disability, physical disability, and/or religious beliefs.

It is crucial to realize the importance of the supervisory relationship between a supervisor and graduate student. A graduate student's likelihood of succeeding in their program and research, is largely dependent on the relationship, mentorship, and guidance from their supervisor. Given these factors, it must be recognized that there is a significant power dynamic within a supervisory relationship.

The supervisory initiatives led by FGSR will help create a more equitable and positive environment for both faculty and students. Academic membership and training, student-supervisor guidelines, and progress reports will provide clearer expectations for both parties. The supervisory initiatives will enable the University to respond more proactively, which will minimize harm to either party, through early intervention mechanisms.

OSDHR is fully supportive of this initiative, and encourages that it be implemented to all faculty members, not just new faculty members, or that it be adopted as best practices/culturally required training. Ideally, these supervisory initiatives will decrease the number of disclosures OSDHR receives regarding supervisor relationships.

Sincerely,

Donnell Willis

March 1, 2021

Dear Colleagues in Graduate Administration,

This letter is to share my strong support for FGSR's Supervisory initiatives, particularly the Academic Membership in FGSR for all faculty eligible to supervise graduate students. I write this to you as a former Associate Dean for the Faculty of Graduate Studies from 2016-2019 who held the portfolio on graduate student supervision, and who authored a report in 2014 as the University of Alberta Provost's Fellow entitled, "The Quality of Graduate Student Supervision and Post-Doctoral Supervision at the University of Alberta." I also co-created, along with current Associate Dean Victoria Ruetalo, the podcasts on graduate student supervision. Both these podcasts and the supervision report are available for supervisory training resources through FGSR today (<https://www.ualberta.ca/graduate-studies/about/resources-for-faculty-and-staff/resources-for-supervisors/index.html>).

One of the most outstanding strengths of the University of Alberta is its research productivity and impact. Graduate students are a large part of that productivity and impact. Most graduate students come to the University of Alberta with great ideas, career hopes, and an earnest willingness to work hard to complete their degrees. A key element of their success, and a professor's success with their research program, is the nature of the supervisory relationship. In my three years at FGSR I witnessed brilliant co-production of knowledge and creative works between supervisors and graduate students, and life-altering disasters because of poor relationships between supervisors and graduate students. Not only students suffer when there is acrimony or disappointment in a supervisor-student relationship, professors suffer as well. A culture of secrecy and shame often allows these relationships to fester or dissolve, with unhappy resolutions. Professors generally have no training around how to supervise graduate students when they start their positions, nor on-going training on how to manage a group of people on both individual and collective projects. Higher education institutions can do more to support these critically important relationships.

The Supervisory Initiatives FGSR is proposing helps set up both supervisors and students for success, recognizing that to supervise students, and hold such enormous influence over their success during their graduate education at the University of Alberta, is a privilege and opportunity. The training FGSR provides tips, exercises, recommend practices, and avenues for problem-solving to celebrate the role of the supervisor as a responsible and wise supervisor. The training offered is not a "one size fits all" approach, but recognizes both supervisors and students as whole persons in different disciplines with varied backgrounds. As now a Dean, overseeing five graduate programs in my faculty, I can attest to the need for a formal way to proactively support a positive supervisory culture on campus that sets out accountabilities and responsibilities for both students and supervisors, and their working relationship.

Respectfully,



Naomi Krogman
Dean, Faculty of Environment

To Whom It May Concern,

Please accept these letters of support for all of the Faculty of Graduate Studies and Research's current proposed initiatives aimed at addressing long-standing issues in graduate student supervision at the University of Alberta. These letters demonstrate that ongoing systematic issues in graduate student supervision have been of principal concern to the graduate student population for many years. The Graduate Students' Association's advocacy on this issue year-after-year shows that the issue has not whatsoever been addressed in a satisfactory manner up to this point. We hope that the accompanying letters will help others to understand the severity of this issue and the importance of FGSR's ongoing work in this area.

Yours Sincerely,

The past executives of the Graduate Students' Association

To Whom It May Concern,

The supervisory relationship is the most important relationship a graduate student has while at the UofA. The student-supervisory relationships underpin the working conditions and overall experience of graduate students. Despite the importance of the student-supervisory relationship, the UofA has a history of wide-scale supervisory issues that have gone largely unaddressed by the institution.

The GSA has records dating back many years regarding severe issues in supervisory relationships. Documented concerns arising from supervisory relationships are diverse. The most concerning have been cases of harassment, discrimination, and abuse experienced by students. These records were—unsurprisingly—accompanied by records of actions taken by the GSA to attempt to resolve these issues at the individual student level while advocating for systemic institutional change. In particular, the GSA has continued to raise that no accountability mechanisms exist to prevent recurring problematic concerns within supervisory relationships.

Throughout our term, we brought this issue to the attention of countless committees—including as a discussion item at the highest governing body at the U of A: the Board of Governors (Board Human Resources and Compensation committee & Board Learning, Research and Student Experience committee). As we advocated on this issue, we encountered knowing glances of other members of the university community in a privileged enough position to have been witness to what can only be adequately described as the grotesque atrocities that have been perpetrated on our university's grounds. Despite the reputational and institutional risks, these members of the university community have been complacent to a longstanding problem while allowing the UofA to become an outlier among U15 institutions when it comes to institutional measures to support supervisory excellence.

Dr. Brooke Milne and the FGSR leadership team have taken what we believe to be the necessary steps to address these issues and bring forward mechanisms that align with best practices in graduate education. The critical work that FGSR is doing in that regard is one step forward to compete with other institutions that have been for long addressing the student-supervisor issues. For example, the U of C has issued what is known as the U of C Graduate Student Supervision Policy to ensure productive relationships between students and their supervisors as well as to have accountability mechanisms in place.

We sincerely believe that the continuation of widespread issues in graduate supervision at the university presents a real and present threat to the institution and everyone affiliated with it. To those that have seen the scale of this issue, this risk of this is all too obvious.

We—as veterans of this line of advocacy—believe that the proposed initiatives are imperative actions that must be adopted. FGSR and these tools are the U of A's best shot at avoiding catastrophe and to begin to end a pervasive culture of tolerating problematic behaviour.

Yours Sincerely,

Fahed Elian (GSA President 2019-2020)

Dylan Ashley (GSA Vice-President Academic 2019-2020)

Chantal Labonté (GSA Vice-President Student Services 2019-2020)

To Whom It May Concern,

With this letter, we would like to offer our support for the proposed reforms currently presented by the FGSR to foster an environment of excellence in graduate supervision at the University of Alberta.

The close interpersonal relationships supervisors and graduate students need to navigate are fragile, especially when it comes to cross-cultural communication. One particularly memorable case from our cohort was a student that came to the GSA to disclose that their supervisor had requested them to perform a task, but their workload was already heavy. It was clear that the student felt uncomfortable saying no to their supervisor, afraid of the potential consequences. The GSA supported the student in providing feedback by email communication to the supervisor, explaining the situation and politely saying no. It became clear later on, that the supervisor had actually been very satisfied with the performance of the student and therefore requested them to do more. However, they were unaware of the cross-cultural differences and the fact that the student, who had a different nationality, would feel uncomfortable setting boundaries if their superior would request an extra task to be performed. This, unintentionally, created stress for the student and tension within the relationship.

In the above-described situation, the case was resolved in a positive manner and the supervisor was receptive to the communication of the student, relieving the tension. However, often students come to the GSA when tensions have already arisen in a conflict or beyond. It has become apparent that the problematic supervisory issues involve a minority of academic staff who are resistant to guidance on their supervisory practices. Despite intervention at all levels of university governance, this causes repeated problems for multiple students, meanwhile the individual supervisors are able to continue recruiting students despite their demonstrated incompetence as mentors.

The reforms proposed by FGSR would provide additional incentives for supervisors with a problematic record to improve their behaviour. It would prevent these individuals from reflecting poorly on their colleagues and on the generally excellent standard of supervision at the University of Alberta. In addition, with proposed training, supervisors can identify and navigate cross-cultural differences and adapt their communication and expectations accordingly. This would prevent a large number of the cases seen by GSA executives on a yearly basis. Therefore, we hope you will support the presented changes to solve the current issues and foster excellence in supervision at the University of Alberta.

Yours Sincerely,

Sasha van der Klein (GSA President 2018-2019)

Beth Richardson (GSA Vice-President Labour 2018-2019)

To Whom It May Concern,

With this letter, the 2017-2018 GSA President and VP Labour would like to support the proposed changes by FGSR, particularly the components that can address processes for students to resolve conflicts with their supervisor.

Up to now, only two routes have been available to students; either an Article 16 complaint under the Faculty Collective Agreement, or, in case a student is also employed as a Graduate Assistant, a grievance under the GSA Collective Agreement. Both processes take a long time to resolve and often requires students to disclose their identity. For many students, this is impossible, as the ramifications of possible retaliation are higher stakes than the need to resolve the conflict. The power-imbalance between student and supervisor and the role of the academic lifeline a supervisor plays in a graduate student's academic career are the undeniable cause of students unwillingness to address even the most heartbreaking problems. It is common knowledge within the GSA Executive team and our professional management, that grievances under the current Collective Agreements are not a useful tool in either preventing or resolving issues.

Only once in the past decade has a graduate student put forward a grievance under the GSA Collective Agreement based on supervisory issues. Although the grievance was started in the 2014-2015 cohort, only during our academic year was the case concluded, when the student had already left the university several years earlier due to the conflict. As was expected, the grievance process dragged on for a long time and the case was carried over between many executives. Our cohort learned in 2018 that the final conclusion of the case was unsatisfactory and still damaging for both parties. The current proposed Supervisory Initiatives, including Faculty of Graduate Studies and Research Academic Membership, will provide a solid structure for preventing the above-described situations and provide tools to resolve recurring issues in a better manner.

In the history of graduate supervision, the Graduate Students' Association has advocated for improved quality of supervision at the University of Alberta and supported graduate students who are victims of supervisory negligence or abuse. Systemic issues have been carried over from one Executive to the other, often without satisfactory solutions for the root cause of the problem. Herewith, the 2017-2018 GSA Executive would like to stress the importance of addressing the cause, support the current presented solutions, and commend the leadership of FGSR for striving towards becoming a champion in supervisory excellence in the academic world.

Yours Sincerely,

Babak Soltania (GSA President 2017-2018)

Sasha van der Klein (GSA Vice-President Labour 2017-2018)

To Whom It May Concern,

With this letter, we would like to support the current FGSR Supervisory Initiatives by highlighting some examples of the caseload on supervisory issues of the 2016-2017 term. One case was particularly memorable, where multiple individual students came forward separately, all with similar stories about their supervisor's behaviour. The stories ranged in level of severity, but amongst others, the following situations were described:

- Performing physical labour unrelated to their project or their laboratory projects, without proper safety gear or working conditions
- Intrusion to privacy of students by installing cameras in office areas
- Financial retaliation on performance
- Prolonging examination without just cause, either candidacy or final exam
- Intentionally setting students up against each other, creating tension, unhealthy competition, and distrust within the group
- Disrespectful communication, both verbally and in writing

In this specific example, the Office of the Provost and the GSA worked together diligently to try to resolve these issues either on an individual basis or collectively. Unfortunately, only a few of our efforts were successful, where it pertained to potential legal risk. Some students transferred to other supervisors, restarting their program from scratch, others were able to graduate after the involvement of the Department Chair and Faculty Dean, but lost their most important reference for their career after graduation. Yet, no tools were available to prevent new students from joining the laboratory group and it is expected that the GSA and the Office of the Provost may need to intervene again in years to come.

In the narrative of supervisory concerns, often the phrase has been used 'bad apples will always exist'. This is factually correct, however, neither FGSR nor the U of A currently has the right tools to remove or reduce the harm caused by these supervisors, and graduate students continue to become victims of such individuals. The proposed FGSR academic membership and training program for supervisors could provide a tool to ensure supervisors continue to grow and learn throughout their careers to meet the current needs of their students. In addition, it also ensures restrictions and training for poor supervisors, or even removal of their supervisory privileges which would prevent new graduate students from facing similar distressing, disturbing, or even abusive experiences as their predecessors, and protects the reputation of the University.

Yours Sincerely,

Sarah Ficko (GSA President 2016-2017)

Sasha van der Klein (GSA Vice-President Labour 2016-2017)

To Whom It May Concern,

The student-supervisor relationship is perhaps the most critical component of a thesis-based graduate program. A good supervisor facilitates their students' academic learning and guides the scholarly output required for their degree program. Supervisors also mentor their students as junior colleagues, helping them to explore and develop their personal and professional goals, often even beyond the end of the student's program.

While the consequences of poor supervision are, by now, well-known, their familiarity only makes the existence of such supervision more grotesque. For example, within our year in office, the GSA filed a labour grievance on behalf of a student for the first time under the GSA's Collective Agreement. However, the grievance was not resolved for three years, leaving the student with no option but to leave their program, which also put their immigration status in Canada at risk. We dealt with another case of a supervisor exhibiting stalking behaviour, and still others where inappropriate expectations rooted in cultural differences were placed upon students. We helped multiple students in a single research group who, because their supervisor failed to edit their work in a timely manner and repeatedly changed expectations, took more than eight years to graduate.

But perhaps the most concerning cases were those which never happened. Numerous students used the GSA as a sort of safety valve, confiding to our organization numerous stories of unprofessional supervisory behaviour. These included situations involving sexual coercion and threats of academic, professional, and personal consequences. But despite the seriousness of these stories, the students did not wish to file formal complaints. They were too afraid of possible repercussions from their supervisor.

This is not to say that poor supervisors are bad people. Often, they do not realize how their words, actions, or expectations may be perceived by their students; what seems of little consequence to someone in authority can seem of existential importance to those whose future depends on that authority. Even the very best supervisors can benefit from additional training, and it is important to remember that most new faculty members are only recently removed from being Ph.D. students and postdoctoral researchers themselves. The skills necessary to succeed in those roles are not necessarily the same as those required to be an outstanding supervisor and mentor.

This is why GSA has consistently advocated for supervisors to maintain membership in a supervisory college. As part of this, new faculty members would be expected to partake in a training program, to ensure they have the skills, tools, and knowledge necessary to be effective supervisors and mentors, and to ensure their groups are run in accordance with the University of Alberta's policies, philosophies, and expectations.

To this end, the FGSR created a non-mandatory Mentorship Academy in 2017, and then released a Supervisory Guide in 2018 to highlight best practices. We are pleased to see FGSR now taking the next step by instituting a formal Supervisory and Training Membership program. We understand that many faculty members may see this as an encroachment on their academic freedom. Instead, we see it as an opportunity for them to become even better equipped in their mission of uplifting the whole people.

Yours Sincerely,

Colin More (GSA President 2015-2016)

Sarah Ficko (GSA Vice-President Labour 2015-2016)

To Whom It May Concern,

We are writing to express our strong support for the Faculty of Graduate Studies and Research's proposed initiatives to address ongoing issues in graduate student supervision at the University of Alberta. High-quality supervision and mentorship are essential to the success of a graduate student. While the vast majority of graduate supervisors take their roles seriously and work with professionalism and dedication to help graduate students succeed, every year the GSA sees cases of neglect and unethical behaviour. The worst cases involve discrimination as well as instances of personal, physical, sexual, and psychological harassment. GSA records showed that these problems preceded our time at the GSA. We regrettably had to handle them during our terms, and we know from the attached letters of our GSA colleagues that they continued. Despite the consistent advocacy of the GSA on the issue, as well as the hard work of FGSR, the Dean of Students Office, the Office of the Student Ombuds, the Office of Safe Disclosure and Human Rights, University of Alberta International, and others in complex individual cases, the issue persists because there are inadequate accountability mechanisms to deal with problematic supervisors.

During our term, we raised the issue to FGSR, the Office of the Provost, the Office of the President, and the Board of Governors. While there were positive outcomes in individual cases—some supervisors accepted constructive criticism and changed behaviours, other students transferred to new supervisors and successfully completed degrees—others sadly withdrew from programs or switched from PhD to masters programs to secure quicker exits from abusive supervisory relationships. Each of those unresolved cases is a loss for the student, the institution, and the academy. Each case is a story of broken dreams, wasted resources, a damaged institutional reputation, and an abuser emboldened by the lack of consequences. Some students reported lasting effects on their physical and mental health. The time has come to take responsibility for the institutional shortcomings that allow these enduring problems.

In the current context, labour grievances are incredibly rare. While students consider the option, they often decide not to follow through when faced with the complexity and timelines. Similarly, Article 7 (formally Article 16) complaints occur, but the process is incredibly slow and difficult to navigate. With decisions taking many months or even years, the formal article complaint process is often not a reasonable option for graduate students in time-limited programs who face financial and other constraints. The current Supervisory Initiatives that Dean Milne and FGSR propose, including Academic Membership in the Faculty of Graduate Studies and Research, will establish a new framework to address cases of neglectful or abusive graduate supervision and provide much-needed tools to resolve these issues earlier and more effectively.

Thank you for your consideration.

Yours Sincerely,

Brent Epperson (GSA President, 2013 - 2014; GSA VP Labour, 2012 - 2013)

Monty Bal (GSA VP Labour, 2013 - 2015)

Question from GFC Elected Faculty Member Nelson Amaral on Student Accommodation

When an instructor receives an Accommodation Letter Notification from the Academic Success Centre, the instructor logs into the clockwork instructor services site. In that site, it says in bold big letters:

"Due to current service restructuring, accommodated exams will continue to be administered remotely throughout Fall Term 2021. The Academic Success Centre will work with instructors to coordinate students' academic accommodations. Accommodations will be managed by the Academic Success Centre in collaboration with course instructors and students."

(<https://clock.uss.ualberta.ca/ClockWork/user/instructor/default.aspx>)

Then there is clarification:

"The Academic Success Centre is not proctoring exams until further notice. All accommodated exams will be administered and proctored remotely/online via eClass or other online exam systems managed by instructors."

(<https://www.ualberta.ca/current-students/academic-success-centre/accessibility-resources/exam/index.html>)

This is an unacceptable abdication of the University of Alberta responsibility to a population of vulnerable students. This is also another way in which the service restructuring is offloading responsibilities to instructors. This is unfair and unwise in multiple levels:

- Preparing two sets of exams, one for in-person writing and another for eclass writing is an unreasonable burden on instructors and takes a very significant effort and time commitment. One cannot simply print an eclass exam to give to the students that are writing the exam through the student success centre.
- There is a significant jeopardy to the integrity of assessment when the management of the exam administration for students that require the accessibility services is left for individual instructors.
- Many disadvantaged students require additional accommodations beyond the amount of time allowed to write the exam. Some instructors may not be able or knowledgeable to set up the proper accommodations to make the assessments fair for such students.
- The long-term reputation of a research-intensive university rests on how well it supports research faculty and how much time it allows for them to dedicate to research and graduate student supervision. This decision takes significant time away from these core activities.
- For contract instructors, this decision significantly increases their workload with changing their compensation.

Given these considerations, the questions for the Dean of Students and for the Provost are:

- (1) What is the rationale for the University of Alberta to abdicate its responsibility to its most vulnerable students that are taking courses in person on campus?
- (2) Was there a legal review of this decision? Does this decision put the University of Alberta in jeopardy of not fulfilling its duties to accommodate according to current legislation?
- (3) Does the Student Success Centre have authority to dictate pedagogical decisions to instructors? An example is the suggestion by them that the accommodated exams should be held online. There is a diversity of courses and delivery methods across campus and many of the accommodated assessments, once not supported by the Student Success Centre, may take a different format. As an illustrative example, an instructor may book a separate room and have a teaching assistant monitoring the exam for the period that the instructor must be in the main classroom.
- (4) Is the transfer of responsibilities from support staff to instructors, as is occurring in this situation, a declared policy of the service restructuring initiatives?

Response from Provost and Vice-President (Academic) and the Vice-Provost and Dean of Students

The following message was distributed late last week to provide additional clarity on how exam accommodations are being handled this year.

The Office of the Dean of Students supports individual instructors and units in increasing accessibility both through Universal Design and accommodation. This semester, where possible and appropriate, we are asking instructors to follow the same protocols as last year for accommodated exams. In other cases, we are working to develop and implement solutions that work for instructors and students. Instructors who have questions about exam accommodation, or accessibility and accommodation in general, can contact us at (dosdean@ualberta.ca). **We will help.**

Please see the information below on the Dean of Students Office new Universal Design and Accessibility Facilitators (UDAF). These are seven new positions that will help instructors and students work on accessibility for learning, including exams and other assessments. For the moment, please email dosdean@ualberta.ca to contact the UDAF.

The Universal Design and Accessibility Facilitators

The Universal Design and Accessibility Facilitator team (UDAF) work with Students, Faculty, and Staff to identify and address barriers to learning that students encounter at the University of Alberta. Their primary goal is to understand the needs of students as learners, the needs of faculty as teachers, and to bridge them with Universal Design for Learning (UDL) solutions whenever possible, with adaptations in some instances, and through accommodation when necessary. Creating and maintaining accessibility is a collaborative process, and this is how UDAF approaches it, along with partners such as the Centre for Teaching and Learning.

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When UDAF become aware of a barrier faced by students in their learning, they first work with faculty, staff and students to see if there is a UDL solution appropriate for the learning environment, and for the learning objectives of the course or program, that can help remove the barrier for all students. This helps ensure that other students in the future do not face this barrier and increases the overall accessibility and inclusiveness of courses and programs.

When a UDL solution is not immediately available or practicable, UDAF will work with faculty, students, and staff to design adaptations that restore accessibility on a case by case basis. In some cases, an accommodation under the Duty to Accommodate procedure may be necessary, and Accommodation Resources will work with faculty, students, and staff to design an accommodation plan.

In all cases, whether working with UDL, adaptations, or accommodations, UDAF will strive to help design plans that respect the needs of students as learners, the needs of faculty as teachers and assessors, and the needs of staff as administrators and implementers.

Question from GFC Elected Faculty Member Carolyn Sale on Online Programming

Online Programming Strategy

Item 12 of the draft agenda for the General Faculties Council's meeting of 7 June 2021 aims to give GFC the opportunity to provide "early input" into the "university's approach" to an "online programming strategy." It is understood that it is too late for written answers to be provided in advance of Monday's meeting, but as time is always limited at GFC, I provide these questions in writing in advance. Given the importance of this item the questions are likely to be formally submitted again for written answers to be provided in advance of the September meeting.

1 First, what is the relation of this strategy to the University's strategic vision for the greater part of its curriculum, which is delivered in-person?

2 How does the senior administration define "an outstanding student experience"?

3 What are the anticipated effects of the Kenney government's budget on the University's ability to offer "an outstanding student experience" either in-person or online, and how will those be informing the strategy for both in-person and online instruction?

4 What is a "well-rounded" student experience in the context of this online programming strategy?

5 In the face of the Kenney budget cuts, what resources will the university have to "support faculty and instructors in the context of online programming"?

6 What are the "several high quality existing online programs" that currently exist at the University?

7 What is meant by "investment" in the declaration "An online programming strategy is intended to provide a framework to guide colleges and faculties in setting priorities for investment and program development"?

8 What are the criteria for determining the "high value potential programs that should receive priority consideration as online offerings"?

9 What are the "lessons" that have been "learning during the pandemic"?

10 Who is the consultant that has been hired "through an open procurement process"? Could GFC please receive the consultant's CV? What is the background and experience of the consultant in "advis[ing] on trends and opportunities in the global market, identify[ing] strategic options, and assist[ing] in developing growth scenarios"?

11 Who are the administrators that have been "engaged to guide the work of the consultant"?

12 What portion of the University's curriculum is intended to be offered online under this strategy one year after implementation; five years after implementation; and ten years after implementation?

Response from Deputy Provost Wendy Rodgers

The online programming steering committee, with representatives that include Deans, the Vice-Provost (Learning Initiatives), the Vice-Provost (Programs), and the Associate Vice-President (IST), are nearing completion of their work with the consultant Nous Group on developing an approach and operating model for online programming at the University.. Nous Group was selected for this work through an open RFP process. Nous Group has significant expertise in online learning and is very familiar with the U of A.

I look forward to the opportunity to share the outcomes of this work broadly with the community. I anticipate that answers to all these questions will emerge during that engagement.

As we noted in the engagement with GFC in June, the online programming strategy:

- Is grounded in our mission as a research-intensive university that offers an outstanding student experience;
- Builds on existing institutional strengths, including several high quality existing online programs;
- Expands the University's brand and reach;
- Generates revenue to support initiatives to increase accessibility for under-served learners; and
- Builds on lessons learned during the pandemic, informed by the work of the Task Force on Remote Learning.

The University of Alberta will always be a predominantly face-to-face institution. The intent here is to reach learners who wouldn't otherwise attend or find an online modality more effective or convenient for them. Growth in online programming offers an opportunity to expand the University's reach and impact of our teaching and research, support enrolment and revenue growth, increase accessibility to high-demand programs and increase accessibility for traditionally under-served learners, expanding the diversity of our learners and our pedagogical modalities.

The University has a number of high-quality online programs already, including the Master of Library and Information Studies, the Graduate Certificate in Pain Management, Masters in Elementary Education in Curriculum and Pedagogy, and a number of others. Future programs will be selected based on factors that include alignment to the University's mission, market and student demand, Faculty priorities and whether the University has capacity and expertise to offer the program successfully. The strategy's implementation will not be based on proportion of the curriculum, but rather on number of Full-Load-Equivalent students enrolled.

Question from GFC Elected Faculty Member Carolyn Sale on Masks

The material posted at <https://www.ualberta.ca/covid-19/campus-safety/safety-measures-general-directives/masks.html> in regard to the University's requirement for the wearing of masks on our campuses indicates that:

The university requires that all faculty, staff, students and visitors to all U of A campuses wear non-medical face masks (masks) at all times in all university indoor common-use spaces —on its property, vehicles and leased spaces. This includes classrooms, labs, common areas in residences, libraries and meeting rooms.

The publicly posted material later states:

Campus safety is a shared responsibility. The university expects all members of its community and campus visitors to know the current campus protocols before coming to campus. *University planners, managers, supervisors and instructors should actively support* their teams, classes, event attendees and colleagues through education and sharing health and safety protocols throughout the COVID-19 pandemic. *(my emphasis)*

The material does not, however, specify who is actually charged with ensuring compliance with the mandated wearing of masks in public spaces.

My questions are about the libraries.

1. Who has been tasked with ensuring compliance with the requirements for all faculty, staff, students, and visitors to wear non-medical face masks when in the University's libraries?

In other words, when a visitor to any of the University's libraries is not wearing a mask who has the responsibility of approaching them and addressing their non-compliance?

2. What are the steps that are supposed to be taken by those tasked with ensuring compliance with the policy?

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

Firstly, we must accept that campus safety is a shared responsibility. The university expects all members of its community and campus visitors to know the current campus protocols before coming to campus. University planners, managers, supervisors, and instructors should actively support their teams, classes, event attendees, and colleagues through education and sharing health and safety protocols.

Non-compliance with the requirement to wear a mask is subject to action under existing university policies, agreements, and laws - including, but not limited to, the Code of Student Behaviour, relevant employment agreements, and vendor contract obligations. Non-compliance with campus safety protocols can result in denied access to campus, removal from campus, and if repeated non-compliance, actions may result in discipline up to and including a student's expulsion and/or exclusion or an employee's termination.

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All of us who are interested in keeping everyone on campus safe should feel empowered to politely remind anyone not wearing a mask of the requirement to do so. Many have reported that this simple, respectful approach has virtually always resulted in an apology and immediate compliance.

Should the situation become highly adversarial and potentially violent, please contact UAPS at 780-492-5050.

Question from GFC Elected Faculty Member Dilini Vethanayagam on Recognition of Service on GFC and Research Ethics Boards

Faculty and Staff on GFC and its subcommittees do not have designated FTE time for this commitment they have made to the University as a whole. This has become more notable over the past 12 months when significantly more hours were spent with extensions of GFC meeting hours and extra meetings added.

The absence of having designated FTE allotment for this activity is also an EDI issue.

- 1) What is the mechanism to ensure recognition in all faculties and departments of faculty and staff who participate in GFC and its subcommittees with a designated FTE?

Faculty and Staff sitting on committees of the University of Alberta's research ethics boards do not have designated FTE time for this commitment they have made to the University as a whole. This has become more notable over the past 12 months when significantly more hours were spent with reviews and reduced supports for the same.

The absence of having designated FTE allotment for this activity is also an EDI issue.

- 2) What is the mechanism to recognize faculty and staff who participate in the REB without a designated FTE?

Response from and the Vice-President (Academic) and the Vice-President (Research and Innovation)

- 1) The Collective Agreement between the University and the AASUA covers the duties of faculty members, including service, and covers the evaluation of faculty members. The University and the AASUA have negotiated how service, including participation in governance, works and how assessment/credit processes work in that regard. There is no special credit assigned to participation in governance in the collective agreement. As the University and AASUA are in active bargaining, unilateral changes to terms that clearly tie into matters that have been bargained are not allowed.
- 2) With respect to workload, the number of ethics applications managed by the Research Ethics Office has increased by 25% since 2017. In 2016/17, REO received 1,564 new study applications and 5,416 applications for amendments and renewals. In 2020/21, REO received 8,849 such applications. Our active file load is now ~5600 studies, compared to ~4600 in 2017. However, to reduce demand on our REB members while maintaining efficient service for researchers, as much REB work as possible has been formally delegated to REO staff over the past two years so that faculty expertise is engaged in the most effective way and REB reviewer workload has likely decreased over the past year. In addition, REO works diligently to populate the committees with more members rather than the minimum required, in order to keep the workload for any single reviewer low. However, reviewer replenishment has historically been difficult and more so in the past 12 months. This may be a function of how ethics committee service is valued by FEC.

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With respect to recognition, for the past three years, REO has prepared letters for all members of the university's Research Ethics Boards and Animal Care and Use Committees to document their service on and contributions to these committees. Signed by the VPRI and distributed by REO in July/August, these letters are sent to the committee member for distribution to their Department Chair/Dean or supervisor, depending on the unit and whether the member is academic or non-academic staff or a student.

The letters for faculty members are intended for inclusion in the recipient's annual report and describe the volume and scope of the committees' work, provide an estimate of the time commitment by that member over the past academic year and discuss the importance of this service in connection with university research and scholarly activities. These letters state that service on the REB and ACUC is comparable to service on a grant review committee and should receive comparable recognition by FEC. The letters also highlight any additional service by the member, for example service on ethics policy committees (the Research Ethics Board Oversight Committee and the University Animal Policy & Welfare Committee) and contributions to program improvements and/or issues management. On occasion, REO has also provided support for tenure & promotion applications and applications for new positions.

Question from GFC Elected Faculty Member Kathleen Lowrey on Vaccinations

The new COVID19 guidelines specify:

" Campus community members who cannot establish that they are **fully vaccinated** or who have not obtained a valid medical or other human rights-based [exemption](#) before November 1 will **NOT** be permitted on U of A campuses."

If you follow the link, you arrive at this statement:

"Staff who may require accommodation must discuss their needs with their supervisor, and seek a verified accommodation. Staff accommodations for medical reasons require medical confirmation from the employee's physician, and will require followup from the university's third-party disability management provider, Homewood Health, to confirm accommodation requirements. Accommodations on the basis of other protected ground(s) will also require verification. Supervisors should seek guidance from their HR Service Partner."

(1) Do the "other protected grounds" include religious belief (one of 7 grounds specified in section 15 of the Canadian Charter of Rights and Freedoms:

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.)?

(2) If religious belief is included as a grounds for exemption, on what legal basis will the University justify inquiring into the religious beliefs of students, staff, and faculty? How will "verification" be accomplished?

(3) If religious belief is not so included, on what legal basis will the University justify disregarding the Charter rights of students, staff, and faculty?

Response from General Counsel and University Secretary

1) Yes. Religious beliefs are a protected human rights ground under the *Alberta Human Rights Act* (AHRA) As such, requests for accommodations may be made on the basis of that protected ground.

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2) As with all requests for accommodation, requests based on the protected ground of religious beliefs are assessed on a case by case basis having regard to the applicable legal principles and standards.

Governance Executive Summary
Discussion Item

Agenda Title	Proposed Changes to the General Faculties Council Guiding Documents
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Item

Proposed by	University Governance
Presenter(s)	Brad Hamdon, General Counsel and University Secretary Moin Yahya, Elected Faculty member, GFC

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (<i>please be specific</i>)	<p>The proposal is before the committee to review proposed changes to the:</p> <ul style="list-style-type: none"> • Principles for GFC Delegation of Authority • Principles for GFC Standing Committee Composition • Roles and Responsibilities of Members • GFC Meeting Procedural rules <p>The changes were developed in consultation with members of GFC through the work of the GFC Executive Committee <i>ad hoc</i> Governance Procedural Review Committee convened in March, 2021 and disbanded in June, 2021. The review of GFC Guiding Documents was recommended by the <i>ad hoc</i> Committee on Academic Governance including Delegated Authority in a report approved by GFC in April, 2017.</p>
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>In accordance with good governance principles, GFC has committed to reviewing its guiding documents on a three year cycle. The review of these documents falls under GFC Executive Committee’s responsibility related to governance rules and procedural oversight. To accomplish this work, the GFC Executive Committee struck the <i>ad hoc</i> Governance Procedural Review Committee in Spring, 2021. The <i>ad hoc</i> Review Committee met four times and discussed changes to the GFC Principles documents, the Roles and Responsibilities Document, and to the GFC Meeting Procedural Rules. In addition, they were asked to contemplate adding content from the stand alone Question Period Procedure, to the GFC Meeting Procedural Rules to ensure clarity for members.</p> <p>The <i>ad hoc</i> Review Committee led consultations with members of GFC including a discussion at GFC on April 26, 2021 and collection of information through an online feedback form. The Committee proposed no changes to the Principles for GFC Delegation of Authority. The changes to the other guiding documents are described below:</p> <p>GFC Principles for GFC Standing Committee Composition</p> <ul style="list-style-type: none"> - The principle that “Standing Committees should be populated with a commitment to diversity and broad representation from across the university” was moved to be the first in the list.

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	<p>Roles and Responsibilities of Members</p> <ul style="list-style-type: none"> - Changes to the principle for collegial academic governance to integrate commitments to Indigenous Initiatives, responding to the Truth and Reconciliation Commission's Calls to Action; to equity, diversity, and inclusion; and to recognize the multiplicity of perspectives, lived experiences and complexity of the diversity within the University. - Removal of language indicating sanctions for missing meetings. - A responsibility to participate in the renewal of GFC. <p>Meeting Procedural Rules</p> <ul style="list-style-type: none"> - Changes to clarify that votes are tallied based on votes cast and not members present. - Integration of the stand-alone GFC Question Period Procedure into the GFC Meeting Procedural Rules. - Clarification on when a super-majority or two-thirds of votes cast, is required for a motion to pass. - Removal of language indicating sanctions for missing meetings. - Clarification on electronic voting process and the process for voting in meetings.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • The GFC Executive Committee <i>ad hoc</i> Governance and Procedure Review Committee • GFC Executive Committee <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Members of General Faculties Council • Members of GFC Standing Committees • Chiefs of Staff for the Offices of the Vice-President <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<p>September 13, 2021 – GFC Executive Committee (for discussion)</p> <p>September 20, 2021 – GFC (for discussion)</p> <p>October 6, 2021 – GFC Executive Committee (for recommendation)</p> <p>October 25, 2021 – GFC (for approval)</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders

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	<input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	GFC Executive Committee Terms of Reference GFC Terms of Reference	

Attachments

1. Attachment 1 (page(s) 1 - 1) Principles for General Faculties Council Standing Committee Composition
2. Attachment 2 (page(s) 1 – 3) Roles and Responsibilities of Members
3. Attachment 3 (pages 1 – 7) Meeting Procedural Rules

Prepared by: Kate Peters, GFC Secretary, peters3@ualberta.ca



Principles for General Faculties Council Standing Committee Composition

Introduction

Governance at the University of Alberta relies upon a structure wherein the General Faculties Council has delegated many of its provincially-mandated authorities to its standing committees. As such, the composition of those standing committees is crucial to ensuring that decisions are made in an informed manner that takes into account the breadth of issues, perspectives and opinions on campus. The following principles provide a framework to create committee compositions which are reflective of the membership of GFC and appropriate to the role and mandate of those committees.

Principles

1. Standing Committees should be populated with a commitment to diversity and broad representation from across the university.
- 1.2. Wherever possible, the majority of elected members of each standing committee should be drawn from the membership of GFC to provide tangible links between GFC and its standing committees and increase engagement of the greater GFC community.
- 2.3. Wherever possible, the number of elected members of a standing committee should exceed the number of ex-officio members.
- 3.4. The voting status of ex-officio members of standing committees should be consistent with their voting status on GFC and should extend to their delegates.
- 4.5. Ex-officio members should be included in the membership of a standing committee only when their portfolio is directly relevant to the mandate and role of the standing committee.
- 5.6. Wherever possible, the Vice-Chair of a standing committee should be elected by the committee from its elected academic staff members and ideally be a member of GFC.
- ~~6. Standing Committees should be populated with a commitment to diversity and broad representation from across the university.~~
7. When cross-appointment of members on standing committees is appropriate, this should be outlined in the terms of reference of each committee and such members shall have voting status on both committees.



Roles and Responsibilities of Members

Introduction

General Faculties Council (GFC) is the principal academic decision-making body of the university. It is established in the *Post-Secondary Learning Act* (PSLA) and given authority, subject to the Board of Governors, over the academic affairs of the university.

For GFC to be successful in fulfilling its terms of reference and meeting its responsibilities to the university it depends on the active engagement of its members. GFC has delegated much of its authority for routine matters to standing committees allowing GFC to engage in high level strategic and stewardship policy issues. GFC members have the opportunity to serve on the standing committees that approve matters with the delegated authority from GFC.

GFC operates under the principle of collegial academic governance including:

- A commitment to advancing equity, diversity and inclusion through dedicated resources, strong leadership, and by ensuring the work is resourced and distributed fairly
- A commitment to supporting Indigenous Initiatives and the University of Alberta's response to the Truth and Reconciliation Commission's Calls to Action
- A commitment to equitable, inclusive and participatory governance decision-making
- A desire to facilitate meaningful individual-level engagement in governance processes
- A commitment to openness, transparency, and respectful communication
- A commitment to responsiveness, respect, and reciprocity between governing bodies and between governing bodies and university administration
- A commitment that, regardless of their membership category, all members of GFC are afforded the same rights to participate within the body
- A commitment to listening to, and being respectful of, a multiplicity of perspectives, lived experiences and the overall complexity of diversity within the University

Roles and Responsibilities of Members

1. Understand GFC

1.1 Members should understand that not all matters under GFC jurisdiction will come before that body for approval. Some decisions are made at the standing committee level as GFC has delegated authority to approve and report on actions taken on certain matters.

1.2 The university operates in a bicameral governance system. Members should understand the distinction between the role and responsibilities of GFC and the Board of Governors.

2. Meeting Attendance

2.1 Members have a responsibility to attend GFC meetings.

- a. ~~If a student misses two consecutive meetings, or more than three meetings in one academic year, the Students' Union or the Graduate Students' Association may request that the Chair declare the position vacant.~~

~~b. If a Faculty representative or a non-student member misses two consecutive meetings or more than three meetings in one academic year without a reason satisfactory to the members of the GFC Executive Committee, the Executive Committee shall declare the position vacant.~~

2.2 Members have a responsibility to serve on GFC committees as appropriate and attend committee meetings.

~~a. If an elected member is absent from three consecutive meetings or is frequently absent without a reason satisfactory to the remaining members of the committee, the Chair shall declare the position vacant.~~

2.3 Members should advise the GFC Secretary or committee coordinator if they are unable to attend a meeting.

3. Participate in GFC Business

3.1 Members should prepare for meetings by reviewing agenda materials in advance that, for open sessions, are publicly available at ualberta.ca/governance.

3.2 Members should engage in candid and respectful discussion of matters which are brought before GFC and its various bodies

3.3 When voting on motions:

a. Members must act in good faith with the view to the best interests of the university as a whole. While members may be informed by matters raised by various constituencies, it is the duty of a member to ensure that all constituencies are fairly considered in the process of decision making.

b. When notified of an e-vote, members should vote in a timely manner in order to ensure that quorum requirements are met.

4. Manage Conflict of Interest and Act Ethically

4.1 Comply with the university's policies and procedures regarding both [ethical conduct](#) and [conflict of interest](#). Members must declare conflicts when they arise.

4.2 Maintain confidentiality of all information included in closed session meetings.

5. Ask Questions

5.1 Information requests may be made of the University Governance office, should members require more information than is provided with the meeting agenda.

5.2 If a member wishes to raise a question at GFC within the jurisdiction of the body, a question may be submitted in writing to the GFC Secretary up to six working days before the next GFC meeting to receive a written response.

5.3 Every GFC meeting has Question Period as a standing item wherein members may raise a question during the time set aside for this item. ~~Procedures for Question Period are available at~~ ualberta.ca/governance

5.4 If a member has a question with regard to an item on the agenda, it ~~may~~ should be raised during consideration of that item at the GFC meeting.

5.5 If a member wishes to add an item to the agenda for debate, the member should contact the Chair or GFC Secretary for assistance.

6. Communicate Information to Constituents

6.1 Members should communicate with their Faculty or constituency regarding agenda items coming before GFC.

6.2 Members should communicate with their Faculty or constituency on matters which were discussed/approved at GFC in Open Session.

7. Participation in Renewal of GFC

7.1 Members of GFC shall support the renewal of membership by encouraging individuals to put their names forward for election in their respective constituencies and being purposeful in reaching out to members of Indigenous and other equity-deserving groups.

Approved at General Faculties Council: April 21, 2017



Meeting Procedural Rules

Introduction

General Faculties Council (GFC) has on many occasions confirmed its commitment to having a set of rules that assist rather than impede the conduct of business. GFC rules are not meant to unduly restrict debate or limit opportunities for participation. Their purpose is to facilitate inclusive and respectful dialogue, while ensuring efficient decision-making. It is the responsibility of the Chair, with the support of GFC, to employ the rules governing general meetings in a manner consistent with these principles. Substantive motions should be handled with considerable formality, but whenever possible the Chair should deal with matters of procedure by general agreement.

The following rules and procedures are based on a number of fundamental principles that encourage participation and engagement of members. These principles include:

- A commitment to inclusive and participatory decision-making.
- A commitment to openness, transparency and respectful communication.

In addition, members of GFC will adhere to the principles of collegial academic governance as set out in the GFC Roles and Responsibilities of Members document.

1. Procedural Rules

- 1.1 GFC and its standing committees are governed by the procedural rules set out below. For matters not covered by these rules, or by the *Post Secondary Learning Act* (PSLA) reference shall be made to the current edition of *Robert's Rules of Order*. If this does not provide clear direction regarding a point in question, then the Chair shall decide how to proceed. However, such rulings by the Chair may be overruled via a motion to appeal the decision of the Chair when seconded and supported by a ~~vote of the majority of those present~~ majority of votes cast.
- 1.2 The chairs of GFC and its standing committees will be responsible for guiding meetings of GFC and its standing committees, enforcing rules, and deciding questions pertaining to those rules. Any decisions of the chair are subject to challenge. ~~(see 10.3).~~
- 1.3 The Chair will not participate actively in debate regarding a motion before GFC without passing the role of the Chair to the Vice-Chair for the duration of the debate and the subsequent vote.

2. Meetings

- 2.1 GFC and its standing committees shall meet regularly during the academic year, the schedule of which will be published on the governance website at least one month before the beginning of each academic year. GFC meetings will not be scheduled during the period set aside for final examinations or Reading Week, however committee meetings may occur during this time.
- 2.2 Cancellation - GFC Executive Committee may cancel a meeting of GFC if it determines that the number and nature of the agenda items make it reasonable to defer consideration, and provided that notice of such cancellation is given to members

at least one week prior to the date of the meeting. The Chair of a GFC standing committee may cancel a meeting if the agenda items make it reasonable to defer consideration, and provided that notice of such cancellation is given to members as early as possible.

- 2.3 From time to time, the Chair of GFC may call special meetings of GFC, provided that notice of such meetings is given to members at least one month in advance. If required, an electronic vote may be used to waive the one-month notice if approved by a two-thirds majority of votes cast.
- 2.4 GFC meetings shall normally be scheduled and planned to end two hours after being called to order. Meetings may be extended by a majority of votes cast.
- 2.5 Debate on new items of business will not be entertained after GFC has been sitting for three hours.
- 2.6 No audio or video recording of meetings shall be permitted unless by express authority of the Chair.

3. Open Sessions

- 3.1 Meetings of GFC and its standing committees are normally held in open session, with the exception of those dealing with nominations and adjudication which are always held in closed session.
- 3.2 Subject to the limitations of space and orderly conduct as determined by the chair, members of the university community and the general public may attend open meetings as observers. Observers may only speak if expressly invited to do so by the Chair.

4. Closed Sessions

- 4.1 From time to time, GFC or its committees may hold meetings or portions of meetings as closed meetings; at that point, proceedings will be confidential and all non-members, except those specifically invited, will be asked to withdraw.

5. Questions

- 5.1 If more information than is provided as part of the meeting agenda is required, information requests may be made of the University Governance office.
- 5.2 Questions on an issue within GFC's jurisdiction may be submitted in writing to the GFC Secretary up to six working days before the next GFC meeting to receive a written response by the appropriate officer(s) of the University. If the officer considers that a question is not factual, contains argument or opinion or facts other than those necessary for explanation of the question, or is outside the scope of GFC responsibilities, or that an excessive amount of time, effort, expenditure and/or resources will be required to provide an answer, the GFC Secretary shall return the question to the questioner and work with the questioner to narrow the scope of the question.
- 5.3 Every GFC meeting has Question Period as a standing item wherein members may raise a question during the time set aside for this item (see 6.5). Procedures for Question Period are available at ualberta.ca/governance

- 5.4 Questions with regard to a specific item on an agenda ~~may~~should be raised during consideration of that item at the GFC meeting.

6. Agendas

- 6.1 The agenda of each GFC meeting will be proposed by the GFC Executive Committee and approved by GFC. The GFC Executive Committee will ensure that items put before GFC are complete and ready for discussion and published in advance of the meeting.
- 6.2 If GFC members want to have an issue debated, they are asked to submit the issue to the GFC Executive Committee. ~~Whenever possible, m~~Members wishing to add items to the agenda should contact the Chair or GFC Secretary ~~two weeks~~five working days in advance of the GFC Executive Committee meeting to allow ~~time~~ for discussion on whether the item is complete and ready to be added to the agenda.
- 6.3 Should a member wish to add an item to the agenda at a meeting of GFC, a two-thirds majority of votes cast of those present is required; the Chair will then determine where the item appears on the agenda. In cases where the Chair or GFC Secretary has been informed in advance of a planned request to add a new item, but after the agenda has been published, the proposal shall be circulated to members through the normal means.
- 6.4 When the Agenda is being approved, the Chair will entertain a request to change the order of items, for specified reasons.
- 6.5 Each agenda of GFC and its standing committees will include Question Period ~~of one half hour in length that may be extended with the approval of members.~~
- a. Question period is comprised of both written questions and, time permitting, questions from the floor.
 - b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting.
 - c. No debate is to be permitted of either the question or the response. Members who have submitted questions will be permitted to ask one or more supplementary questions, after which other members of GFC will have the same opportunity.
- 6.6 Reports from standing committees are included on the GFC agenda for information only. Questions may be asked for clarification, but no debate may take place on such items.
- 6.7 Reports for Information may be moved to the discussion part of the agenda if a member gives two working days notice to the GFC Secretary to ensure that an appropriate person is present to answer questions that may arise during discussion.
- 6.8 Agendas and materials for open session meetings are posted at ualberta.ca/governance

7. Quorum

- 7.1 General Faculties Council - The quorum for a GFC meeting is one-third of the total membership, except in the months of May through August when the quorum shall be one-quarter of the total membership.
- 7.2 GFC Standing Committees – The quorum for standing committee meetings is one-half of the voting members or, in the case where this is an even number, one-half plus 1 member.
- 7.3 Vacancies on GFC and on GFC standing committees are not included when establishing quorum.
- 7.4 Maintaining quorum - A duly-called meeting which starts with a quorum present shall be deemed to have a continuing quorum, notwithstanding the departure of voting members, unless the quorum is challenged by a voting member. In the event of a challenge, the remaining members may choose to adjourn or continue the meeting. In the event of a decision to continue a meeting without quorum, the minutes shall record this fact and any decisions taken must be ratified at the next meeting.

8. Motions

- 8.1 Normally, all motions concerning substantive matters shall be published in the agenda materials.
- 8.2 All motions must be moved and seconded by members of GFC. Motions to appoint new members may only be moved and seconded by statutory members of GFC.
- 8.3 Motions pass with a majority of votes cast, except for the following: (1) motions to add an item to the agenda and to close debate/call the question require a two-thirds majority of ~~those present~~ votes cast; (2) motions to rescind a motion require a two-thirds majority of total members if no Notice of Motion was given.
- 8.4 To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). A two-thirds majority of votes cast will be required to add a motion concerning substantive matters to the agenda as per 8.1 and 8.3. The person making a motion will be invited by the Chair to speak first in any ensuing debate.
- 8.5 ***Amendments to Motions*** - A member may make a motion to amend the wording – and within certain limits the meaning – of a pending motion before the pending motion itself is voted upon. The amendment must be germane and cannot be used to introduce a new subject. An amendment is debatable.
- 8.6 ***Motion to Adjourn*** - A motion to adjourn is a motion to close the meeting. It must be seconded, is not debatable or amendable, and typically requires a simple majority of votes cast. During the months of March and April, motions to adjourn require a two-thirds majority of votes cast if substantive items of business remain on the agenda.
- 8.7 During the course of a GFC meeting, members may make a Notice of Motion for debate at the next GFC meeting. In such cases GFC Executive will be responsible for placement of the motion on the next GFC agenda.

9. Motions for Specific Purposes

- 9.1 **Motion to Table** – Enables the pending question to be laid aside until some future time. The motion cannot be debated. The mover may make a statement regarding what information they believe would be required to remove the item from the table, and the proposer of the item may make a brief comment on the impact of tabling the motion.
- 9.2 **Motion to Take From the Table** – Brings the motion back before GFC and cannot be debated.
- 9.3 **Motion to Reconsider** an item which was voted upon at the current or the last meeting. The motion is debatable and if passed, proceedings are restored to the point immediately prior to the vote to which it applies.
- 9.4 **Motion to Rescind a Motion** is only used when a Motion to Reconsider is out of time. Motions to Rescind are debatable, require support of two-thirds of the total membership if no Notice of Motion was given in the meeting materials, but only a simple majority of votes cast if Notice was given.

10. Debate

- 10.1 A list of speakers will be kept by the Chair and/or Secretary. Normally, a member may not speak for a second time until the Chair is satisfied that all members wishing to speak for their first time have done so.
- 10.2 A member who has the floor may not normally be interrupted. However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the motion/item. If the Chair does not do so, a member may raise this as a point of order. The Chair may raise the speaker's attention to the time if they have had the floor for more than three minutes.
- 10.3 **Point of Order** - It is the right of any member who notices a breach of the rules of Council GFC to insist on their enforcement. If the Chair fails to notice such a breach, any member may make the appropriate Point of Order, calling on the Chair for a ruling. A Point of Order does not require a seconder, it is not debatable or amendable, and cannot be reconsidered.
- 10.4 **Calling the Question** - Upon hearing a member call the question, the Chair will ask members if they are ready to vote on the motion being discussed. If there appears to be opposition to closing the debate, the Chair may ask for a motion to close debate. If seconded, members will then vote on this motion, which will require a two-thirds majority of votes cast, and proceed accordingly.

11. Debates without Motions

- 11.1 When discussion of an issue and the formal rules pertaining to making motions, debate, and voting seem to be a hindrance to thoughtful discussion, the GFC agenda can allow for a less structured discussion guided by the Chair and the consensus of the members in attendance.

12. ~~Attendance Delegates~~

- 12.1 ~~Delegates – members~~ Members who serve on GFC or its standing committees by virtue of their office may send a delegate; such delegates shall act with all the rights of membership. There shall be no alternates for other members.

- ~~—12.2 GFC attendance— If a student misses two consecutive meetings or more than three meetings, the Students' Union or the Graduate Students' Association may request that the Chair declare the position vacant. If a faculty representative or a non-student appointed member misses two consecutive meetings or more than three meetings in one academic year without a reason satisfactory to the members of the GFC Executive Committee, the Executive Committee may declare the position vacant.~~
- ~~—12.3 Standing committee attendance— If an elected member is absent from three consecutive meetings or is frequently absent without a reason satisfactory to the remaining members of the Committee, the Chair shall declare the position vacant.~~

13. Voting

13.1 All members of GFC are charged with the responsibility of examining issues before Council and voting as they judge fit on such issues. No member of GFC, regardless of how that person gains membership on Council, is an instructed delegate.

~~13.2 Motions shall normally be adopted on a simple majority of members present except to add items to the agenda which requires a two-thirds majority of those present, or for a Motion to Rescind which requires a two-thirds majority vote of total membership.~~

~~13.3.2~~ An abstention is not considered to be a vote cast.

13.43 The Chair votes only in the instance of a tie. When there is a tie vote, the motion is lost if the Chair abstains.

13.54 All members may participate in discussions; only voting members may move, second and vote on motions.

13.65 Electronic Votes by Committees – In cases where extensive deliberation is not essential to determining a course of action and it is necessary for a business item to be decided before the next scheduled meeting, the Chair and Secretary of a GFC standing committee may hold an electronic vote. The motion will be duly moved and seconded, quorum must be met, and all normal procedures will be followed in conducting the e-mail ballot. However, upon receiving the item of business and ballot, any committee member may request that the matter be debated at the next meeting or at a special meeting and the vote delayed until after that debate, with the Chair determining the appropriate course of action.

13.76 Electronic Votes by GFC – In cases where GFC is the electing body to populate certain selection committees and other bodies, the election process may use e-vote mechanisms.

13.87 Electronic Approval of Committee Reports by GFC – Reports of recommendations from the Nominating ~~and Replenishment~~ Committees may be distributed electronically to GFC members and are considered approved if no additional nominations are received by the deadlines indicated on the report ~~subject to receipt of additional nominations.~~

13.8 Electronic Votes by GFC in Remote Meetings – When meeting remotely, GFC will vote on motions either using a platform made available for this purpose, or by using the features within the remote meeting platform.

14. Records of Proceedings

14.1 Official Record – The official record of meetings of GFC shall be the minutes taken by the Secretary and approved by GFC.

14.2 Minutes – The minutes shall reflect the decisions made and ~~reasons for the decision~~high-level summary of the discussion.

15. Amendment of these Rules and Procedures

~~Rules and procedures governing meetings of~~ General Faculties Council's Meeting Procedural Rules may be amended by a majority of votes cast of those present and voting at a duly constituted meeting of GFC, provided that notice of the proposed amendment has been given in the meeting materials, and that a quorum is present at the time the vote is taken. Rules are reviewed every three years.

16. Links

[GFC terms of reference](#)

~~[Question period procedures](#)~~

Approved by General Faculties Council: April 21, 2017

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Teaching, Learning and Evaluation Policy
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Item

Proposed by	GFC Committee on the Learning Environment (CLE)
Presenter	Steven Dew, Provost and Vice-President (Academic) Wendy Rodgers, Deputy Provost John Nychka, Vice-Provost (Learning Initiatives) and Chair of GFC CLE

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide a progress update, share the draft policy suite, and continue discussions related to the advancement of the Teaching, Learning, and Evaluation Policy for the University of Alberta.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Background</p> <p>At the March 3, 2021 CLE meeting, the Chair detailed the next steps in advancing the development of a Teaching, Learning and Evaluation Policy (the “Policy”). Support for the project was re-confirmed with committee members who then shared valuable input on overall project scope and development, stakeholder participation and consultation.</p> <p>The project scope relates to the Policy eventually replacing GFC 111 and is intended to: incorporate the principles of the effective teaching framework and communication of expectations; house procedures related to student input on the evaluation and/or experience of teaching; include revised student input questions; and append a guideline on multi-faceted evaluation.</p> <p>Initial consultation has been underway over the past several months, and a project overview was shared with groups such as the AASUA, the GSA, and the Students Union. Other consultation to-date includes GFC Executive (March 8, 2021), the Council on Student Affairs (COSA) (March 18, 2021), and GFC (March 22, 2021) Consultation continued April through June, including town-hall style meetings with various campus student groups as well as a consultation meeting with instructors in June 2021, and feedback being solicited via email (tleinput@ualberta.ca).</p> <p>Some of the key considerations raised through initial consultation to date includes:</p> <ul style="list-style-type: none"> the initiative has value to all vested parties with overall beneficial outcomes for the institution: positive teaching informs a positive

Item No. 10

	<p>student learning experience which can lead to positive recognition for instructors for their teaching expertise;</p> <ul style="list-style-type: none">• there is need for revised student input questions and further exploration around student written comments (intent of their use, extent of accessibility); feedback should be timely, specific, and actionable;• the fact that student completion of USRIs is not mandatory may result in courses not receiving a statistically significant sample of results, which has been a longstanding problem, particularly with the adoption of the on-line survey format. The CLE Taskforce on Student Experience of Teaching and Learning (SETL) has looked at the mandatory aspect; including discussion as to whether written comments are necessary;• address the contextual nature of the learning experience and the feedback instrument; ensure the instrument is at a level that allows for the ability to address different teaching contexts; relevance is a key component to the survey;• there are important EDI considerations, including addressing the bias that exists within USRI evaluation; educate students completing the evaluations beforehand and provide feedback on how the data is used from their evaluations (including annual instructor evaluations, course improvement, etc.); and,• students have a desire to understand how the data collected is/will be used. <p>The attached Policy and Procedure incorporate the feedback raised through the initial rounds of consultation conducted earlier this year, and builds upon GFC 111 as well as existing work-to-date (Effective Framework for Teaching). The drafters have also taken into consideration feedback that was gathered through earlier efforts to modify the USRI process.</p> <p>Changes proposed in the Procedure include, but are not limited to, the following:</p> <ul style="list-style-type: none">- change of working title of the survey to Student Perceptions of Teaching (SPOT);- re-ordering of responses (1 is now Strongly Agree instead of Strong Disagree);- moving from the concept of student evaluation to student perceptions and experiences;- focused commentary for each question;- inclusion of the ability to create a midterm feedback survey and other surveys (already available through TSQS);- updating and emphasis of the possibility of biases;- strong encouragement to allow class time for completion;- surveys open for 2 weeks instead of one (inclusive of the withdrawal date);- ability to isolate the results of surveys of withdrawn students;
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	<ul style="list-style-type: none"> - table to better illustrate who receives what parts of the report when; - hot links to existing information on the University website. <p>A Working Group composed of various faculty members and representation from the Students' Union and Graduate Students' Association, is tasked with developing new USRI questions that incorporate best practice and current research, reflect the work to date of the CLE on the Effective Teaching Framework, and also incorporate or show sensitivity toward the considerations raised through the overall policy consultation process. Work commenced in July 2021; the Working Group will advance draft questions to CLE in late September 2021.</p> <p>Question(s) for the Committee</p> <ol style="list-style-type: none"> 1. Please share your feedback and thoughts on the draft Policy and Procedure (can also be provided to Project Management Team via tleinput@ualberta.ca) 2. Do you feel that the draft policy and procedure are reflective of the perspectives and considerations shared? If not, how do you think this could be better captured? <p>Timeline and Next Steps</p> <ul style="list-style-type: none"> ● Align with work of CLE and SETL (report forthcoming); ● Continue consultations with stakeholders; ● Completion of draft Teaching, Learning and Evaluation Policy, associated procedures, and appendices including the new USRI questions currently under development; ● Piloting and fine-tuning of the new student input (USRI) questions; ● Eventual approval request advanced to GFC (<i>potential</i> Fall 2021 target), and subsequently to Board of Governors (Fall 2021); ● Eventual Rescission of GFC Policy Manual 111.
Supplementary Notes and context	< <i>This section is for use by University Governance only to outline governance process.</i> >

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> ● CLE (December 2, 2020) ● Statutory Deans' Council (March 3, 2021) ● CLE (March 3, 2021) ● EXEC (March 8, 2021) ● AASUA (March 10, 2021; initial consultation meeting) ● Chairs' Council (March 16, 2021) ● COSA (March 18, 2021) ● GFC (March 22, 2021)
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	<ul style="list-style-type: none"> ● Students' Union (April 14, 2021) ● Graduate Students' Association (April 16, 2021) ● Centre for Teaching and Learning (CTL) (April 28, 2021) ● CLE (April 28, 2021) ● Deans Only Deans' Council (May 19, 2021) ● Student Groups Town Hall (May 19, 2021) ● Instructor Town Hall (June 2, 2021) ● COSA (September 9, 2021) ● EXEC (September 13, 2021) ● Deans Only Deans' Council (September 15, 2021) ● Vice-Provosts' Council (September 20, 2021) ● GFC (September 20, 2021) <p><u>Those who will be consulted:</u></p> <ul style="list-style-type: none"> ● PACC (September 21, 2021) ● BHRCC (September 28 & November 23, 2021) ● CLE (September 29, 2021) ● BLRSEC (October 1 & November 26, 2021) ● BOG (December 9, 2021)
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p> <p>MISSION: Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships.</p> <p>VALUES: We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.</p> <p><i>For the Public Good</i> EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act GFC CLE Terms of Reference GFC Policy 111</p>			

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Attachments:

1. UAPPOL Teaching, Learning and Evaluation Policy (August 2021 Draft)
2. UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure (August 2021 Draft)
3. GFC Policy Manual Section 111: Teaching and Learning and Teaching Evaluation
4. References (September 2021)

Prepared by: John Nychka, Vice-Provost (Learning Initiatives) and Chair of CLE

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

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

Most Recent Editorial Date: **August 31, 2021**

Teaching, Learning and Evaluation Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	General Faculties Council and Board of Governors
Scope:	Compliance with this University policy extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) in addition to visiting speakers, professor emeriti, and undergraduate and graduate students.

Overview

A university has at its heart two goals: the creation of knowledge, and the dissemination and preservation of knowledge. **Researchers and scholars** -- those who create knowledge through exploration and discovery -- represents in its broadest sense the learning component of university life. The dissemination and preservation of that knowledge is the teaching component. Within a university, what is taught and how it is taught depends upon researchers and scholars, and the impact of their research and scholarship depends upon its communication. This interdependence and integration of research, scholarship, and teaching is what distinguishes a university from other educational institutions. Although the balance between these activities may vary, all members of the university, whether researchers, scholars, or **students**, are learners who extend the range of their knowledge through exploration and discovery, and they are **instructors** who communicate and develop that knowledge to others.

As a research-intensive institution, the University of Alberta emphasizes the seamless relationship of research and scholarship. More than simply recognizing that what we teach flows from the work of researchers and scholars, we are convinced that undergraduate and graduate curriculum development and delivery are best accomplished by dedicated scholars engaged in both teaching and research. We are committed to providing the best and most appropriate environments for student-instructor and student-student interactions.

Within this context, graduate students serve a multifaceted role during their studies: as students, instructors, researchers, scholars, mentors, and grant or scholarship holders. The need to strike an appropriate balance among their responsibilities gives graduate students a unique perspective in the university community, especially with respect to teaching.

At the University of Alberta, a wide range of disciplines is professed, various research and scholarship models followed, and numerous types of teaching are required within its walls. There is no one teaching model and no one answer to serve all disciplines. Development of new teaching models should emphasize appropriate use, should be derived from within the discipline concerned, and the final arbiter should always be academic excellence.

Purpose

The purpose of this policy is to set out the overarching principles that will apply to teaching and learning and to the evaluation of teaching and learning at the University.

POLICY

A. Framework for Effective Teaching

1. Expertise, Content and Outcomes - what students are expected to learn as well as the expertise that instructors require to facilitate this learning:
 - a. the rigour, breadth and depth of content, knowledge, skills, and attitudes that students are expected to learn during a **course** or learning situation; and,
 - b. the breadth and depth of an instructor's discipline and/or field of knowledge as well as pedagogical knowledge relevant to the subject matter.
2. Course Design - constructive organization of course objectives, resources, assignments, and assessments:
 - a. coherent design of instruction demonstrated through course objectives, syllabus, appropriate pace, and organization;
 - b. constructive assessment strategies demonstrated through the alignment of assessments with course objectives; and,
 - c. meaningful learning resources and materials that support learning relevant to course goals and are as cost-effective as possible.
3. Instructional Practices - teaching preparation, methods, and approaches to facilitate learning:
 - a. facilitation of course delivery demonstrated through instructor preparation, communication of expectations, and provision of feedback;
 - b. student-centered instruction and learning activities through the facilitation of instructor-student and student-student interactions, and active learning;
 - c. feedback, mentorship, and supervision practices demonstrated through the suitability and timeliness of feedback, helpful mentorship practices, and constructive student interactions; and,
 - d. approaches to facilitating a productive and supportive climate for learning through the use of intentional strategies to create a respectful, equitable, diverse, and inclusive learning environment.
4. Learning Environment - physical and virtual support systems:
 - a. suitability of physical and virtual environments and use of education technology;
 - b. availability of teaching assistants, accessibility accommodations, and other supports; and,
 - c. scheduling of course meeting times and/or online module availability.
5. Reflection, Growth and Leadership:
 - a. the extent to which instructors reflect on and improve their own teaching;
 - b. seeking of opportunities for development; and,
 - c. contributing to the growth of the broader teaching community.

B. Students' Contributions and Expected Outcomes

1. To fully participate in and benefit from the teaching programs at the University, entering students are expected to arrive with a set of attitudes and skills that prepares them for academic study. These will expand and grow through participation in the University community. These attributes/skills include:
 - a. motivation to participate in an active learning community that challenges and stimulates intellectual, scholarly, personal, and interpersonal growth;
 - b. a willingness to take a major responsibility for one's own learning;
 - c. curiosity about the discipline of specialization and the integration of specialized knowledge with other disciplines and in society;
 - d. tolerance and appreciation for diversity and multiple viewpoints;
 - e. a sense of responsibility and respect for self and other members of the University community;
 - f. oral and written competency in English or French, mathematical and reasoning skills, competent use of appropriate information, and communication technologies; and,
 - g. respect and adherence to the ethical standards of scholarship including abhorrence of plagiarism, false representation, and cheating.

2. The generic outcomes that should be expected from a program of undergraduate study at the University are:
 - a. critical thinking skills;
 - b. communication skills including oral, written, and group work skills;
 - c. the ability to learn independently;
 - d. the motivation and ability to use personal, creative, and entrepreneurial talents; and,
 - e. an informed understanding of, and a desire to participate in, the intellectual, cultural, social, and political life of local, national, and global communities.

3. Specialized outcomes that should be expected from a program of undergraduate study at the University include:
 - a. the ability to synthesize the core content in a disciplinary or professional field of study;
 - b. knowledge of some of the "big questions" in the field;
 - c. the skills to effectively find, synthesize and apply information in the relevant literature;
 - d. knowledge of and the ability to use the investigative and observational methods of the field;
 - e. interest in and an excitement for some aspect of the specialized field of study; and,
 - f. understanding of the relevance and application of the specialized field of study to everyday life.

C. Principles and Purpose for the Evaluation of Teaching

1. The evaluation of teaching at the University will:
 - a. reflect institutional priorities around teaching and learning;
 - b. be multifaceted, diverse and holistic;
 - c. be flexible enough to apply to diverse teaching contexts;
 - d. be fair, equitable, and transparent in the collection, use, and interpretation of data;
 - e. allow for both summative and formative feedback on teaching; and,
 - f. provide meaningful data across disciplines to instructors, students, and administrators.

2. At the University, evaluation of teaching serves several purposes:
 - a. to provide formative data used by instructors to identify teaching strengths and weaknesses and, in doing so, giving guidance for the improvement or refinement of teaching skills and to improve the students' learning experience;
 - b. to provide summative evaluation as a review and overview of an instructor's teaching that is an essential element in merit, promotion, and tenure decisions;
 - c. to provide information on courses and teaching to students; and,
 - d. to provide information for review of programs and curricula.

D. Multifaceted Evaluation of Teaching and Learning

1. Evidence to support a multifaceted approach to the evaluation of teaching will include feedback from students about their perceptions and experiences through surveys and commentary;
2. The evaluation of teaching will take into account factors such as:
 - a. class size, class level, the Faculty and program in which the course is developed, timing of the class, delivery mode, required versus optional course, accredited program requirements, practicum or clinical contexts, grade expectations, student GPA, age of both students and instructors; and,
 - b. perceived race, gender, religion, ability, sexual orientation, and/or ethnicity of the instructor.
3. Further evidence to support a multi-faceted approach to the evaluation of teaching and learning may include, but is not limited to:
 - a. instructor self assessment, captured in a teaching dossier or portfolio;
 - b. the use of available survey tools including, but not limited to, instructors assessing students, instructors assessing peers, instructors assessing themselves, and/or students assessing themselves;
 - c. instructor development through courses/conferences, and scholarly and service activities;
 - d. trained peer or expert assessment; and,
 - e. teaching awards and honours.

DEFINITIONS

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

Researchers and Scholars	Includes all members of the University who are involved, directly or indirectly, to any extent whatsoever, in research and other scholarly and creative activities.
Students	All learners including undergraduate and graduate students in full-time and part-time degree programs; students in open studies, fresh start program, transition year; international visiting and exchange and study abroad students; postgraduate medical/dental education students; and PDF trainees.
Instructors	Includes Academic Faculty, Faculty Service Officers, Academic Teaching Staff and Excluded Academic Administrators. When their responsibilities include teaching, also includes Academic Colleagues, Postdoctoral Fellows and Graduate Students.

Course	Includes undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses.

RELATED LINKS

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FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy (in progress)

PUBLISHED PROCEDURES OF THIS POLICY

Student Input to the Evaluation of Teaching and Learning Procedure (attached)

Appendix A - Student Perceptions of Teaching (SPOT) Questions (in progress)

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

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

Most Recent Editorial Date: **August 31, 2021**

Parent Policy: Teaching, Learning and Evaluation Policy

Student Input to the Evaluation of Teaching and Learning Procedure

Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	General Faculties Council and Board of Governors
Scope:	Compliance with this University policy extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) in addition to visiting speakers, professor emeriti, and undergraduate and graduate students.

Overview

Evaluation of teaching and learning at the University of Alberta will be multifaceted. Evidence to support a multifaceted approach to the evaluation of teaching and learning will include input from students on **courses**, **instructors**, and the **learning environment** through surveys and commentary.

Student input will be received through a standardized University survey endorsed by General Faculties Council that will be designed to obtain the students’ perceptions and experiences of teaching. Additional input may be received through customized surveys designed by the University, individual instructors, Departments, or Faculties.

Purpose

The following establishes the procedures for the collection and appropriate dissemination of student input to the multifaceted evaluation of teaching and learning at the University.

PROCEDURE

1. Students’ contributions to the evaluation of teaching and learning at the University will be obtained through the following systems administered electronically by the University’s Test Scoring & Questionnaire Services ([TSQS](#)):
 - a. The standardized University survey known as Student Perceptions of Teaching ([SPOT](#)).
 - i. These questions will be determined by the Committee on Teaching and Learning as published in the Teaching and Learning Evaluation Policy (Appendix A) SPOT Questions:
 - ii. Each SPOT question will include a section to allow students to provide focused written comments to explain their selection; the survey will also include a general comment section at the end; and,

- iii. Instructors, Departments and/or Faculties are encouraged to supplement the standard questions.
 - b. The [Midterm Course and Instruction Feedback Survey](#) allows for customized forms for instructors seeking midterm course and instruction feedback from students. These questions may be specifically designed or chosen from available TSQS options.
 2. SPOT will use the following rating scale:
 - a. Strongly Agree (SA);
 - b. Agree (A);
 - c. Neutral (N);
 - d. Disagree (D); and
 - e. Strongly Disagree (SD).
 3. SPOT will be used each time that a course is offered, but will be modified in the following circumstances:
 - a. When there are multiple instructors;
 - b. When there are fewer than 10 registered students; or,
 - c. When there is an individual/independent nature such as independent study courses, special research projects, the culminating exercise for a program, music studios, etc.).
 4. Courses with multiple instructors will use a modified set of SPOT questions that will include:
 - a. One set of questions related to course design and instructional practice for the entire course; and,;
 - b. One set of questions related to each instructor who has taught the equivalent of 20% or more of the course. If no instructor is responsible for at least 20% of the course, only entire course-related questions will be used on the survey.
 5. The method of obtaining student input for courses with fewer than 10 registered students may include, but is not limited to:
 - a. The use of surveys with non-scored questions;
 - b. Combinations of several courses with fewer than 10 registered students taught by the same instructor and/or courses in one classroom but with multiple section numbers taught by the same instructor;
 - c. Interviews of students by the Chair or delegate; and,
 - d. [tbd - what are best practices used by Faculties at the present time?]
 6. The anonymity of student responses in SPOT is of fundamental importance in maintaining student confidentiality and encouraging the free expression of views in accordance with the University's [Statement on Freedom of Expression](#).
 7. In order to maintain anonymity, TSQS ensures that:
 - a. Students cannot be identified through the survey methods unless they self-identify;
 - b. ID/usernames are not included on the survey results; and,
 - c. Students must log in for verification that they have taken, partially taken or not taken some or all of the survey, and answers are completely separate from this verification.
 8. Under normal circumstances, the anonymity of students will be protected. The SPOT and IDQS surveys offer an avenue of feedback, including that which may be critical of instructors. It is understood that it is a normal feature of criticism that it may be regarded as offensive and/or unjustified, and that such characteristics would not justify a departure from the normal rules pertaining to confidentiality and anonymity.

However, the University has a parallel duty to protect the safety (physical or mental) of members of the University community. If a Department Chair has concerns for the safety of instructors, staff or students, arising from statements that are part of SPOT or IDQS responses, they will consult with the Dean of the Faculty. If the Dean believes that there is a valid concern for safety, they may recommend to the Provost and Vice-President (Academic) that the identity of the author of the statements be sought out and disclosed to the appropriate University officials. At any time during this process, the Chair or Dean may invoke the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Section 91, GFC Policy Manual).

On receiving such a request from a Dean, the Provost will follow the terms of the Protocol in determining whether there is: i.) reasonable cause to believe that the safety or security (including significant psychological harm) of persons may be threatened and ii.) that under existing University policies, the statements are grounds for disciplinary action and hence whether the confidentiality of SPOT or IDQS responses should be breached and the provisions of the Protocol invoked.

If the identity of the author is disclosed, the Provost will notify the author of the statements. The Provost will also notify any individuals mentioned in the statements.

9. The SPOT survey will include the following statement of purpose:

“YOUR VOICE MATTERS.

The University of Alberta would greatly appreciate your completion of this survey as this is your chance to provide feedback about your learning experience in this course. The results help instructors, Departments, and Faculties to initiate change in curriculum and instruction, and they are included as one component of a multifaceted approach to the evaluation of teaching and learning that is an essential element in overall instructor evaluation at the University.

The learning process is reciprocal and requires significant effort from the instructor and you, and from the class as a whole. Please provide specific reflections on your experience in the comment section for each question. The most helpful feedback is actionable, thoughtful, and concrete. For this feedback to be as comprehensive as possible, all students are asked to complete this survey.

The University recognizes that responses to these surveys are often influenced by biases relating to the perceived race, gender, religion, ability, sexual orientation, and/or ethnicity of the instructor. Instructors who are women, Indigenous, Black, or people of colour are often rated lower in their teaching evaluations than white men, even when there are no actual differences in materials, teaching or learning.

As you fill out the course evaluation, be aware of biases that you may hold and make an effort to resist stereotypes about particular identities and groups of people. Focus on your experiences with course content such as assignments, textbooks, and in-class material and not on unrelated matters such as the course instructor's appearance.

The survey will be accessible only by CCID and students' anonymity will be protected. If you are concerned about the anonymity of any handwritten comments, those may be provided directly to the Chair, Director or Dean noting the course number, section and name of the instructor.

The numerical SPOT Report for the standard questions listed below will be available to you as well as the Students' Union and the Graduate Students' Association to provide information for future course selections.

Questions about this survey should be addressed to students@ualberta.ca.”

10. Instructors are strongly encouraged to allow class time for completion of the SPOT survey, but will not be present in the room during the time allotted for completion of the survey. In this event, Departments and/or Faculties will ensure that other individuals (e.g., another instructor, students within the class, teaching assistant) are available to be present in the room during the time allotted for completion of the survey. In these cases, online access for completion will still be available for the period described above.
- Access to the survey will normally be available beginning two weeks prior to the last day of classes until the last day of classes; and,
 - Surveys completed by students that have withdrawn from the course will be reported separately.
11. SPOT results are compiled using Tukey's box-and-whisker plot analysis (John W. Tukey, Exploratory Data Analysis, Addison-Wesley Publishing Company, Inc. 1977) and the [statistics](#) are chosen to achieve two main objectives:

- a. To summarize skewed distributions of data; and,
- b. To identify outliers from the general population, if they exist.

12. The [SPOT Report](#) consists of one page generated for each course from which students' surveys have been collected and contains:

- a. The text of each question;
- b. For each question, the number of students responding in each category of the rating scale;
- c. The [median of the responses](#) to one decimal point for the question; and,
- d. Numerical values ([reference data](#)) from Tukey's box-and-whisker statistics to describe the distribution of scores in the Faculty/Department, including the:
 - i. lower cut-off for outlier scores;
 - ii. lower hinge (25th percentile);
 - iii. median; and,
 - iv. upper hinge (75th percentile).

13. Distribution of SPOT Results:

Who Receives ⇒	Dean & Director or Chair (and delegates)	Instructor*	Students Registered in the Course Students' Union^ Graduate Students' Association^	Faculty Evaluation Committees & GFC Secretary
What/When Received ↓				
SPOT Report	yes	yes	yes	yes
	Within 20 working days of course completion	Within 20 working days of course completion, once the Dean, Director or Chair has signed the grade sheet	At least 10 days after the date that the Instructor has received	In accordance with Faculty FEC timelines and upon request by GFC Secretary
SPOT Comments	yes	yes	no	yes
Supplemental Department/Faculty Questions & Comments	yes	yes	no	no
Supplemental Instructor Questions & Comments	no, unless provided by Instructor	yes	no	no, unless provided by Instructor
Midterm Instructor Questions & Comments	no, unless provided by Instructor	yes	no	no, unless provided by Instructor

*Instructors may check the response rate during the SPOT course rating period, by [logging into the SPOT system](#) and their homepage will provide a status overview and the current response rates for their courses.

^Access to online SPOT data is provided to the SU and the GSA only for the purpose of assisting with the selection of courses. Neither the SU or the GSA will undertake analysis of SPOT data available to members of those organizations.

10. SPOT results will include the following statement:

“Student surveys are an important part of providing feedback about perceptions of teaching, but cannot be taken alone as a complete assessment of a course or instruction. Factors outside of an instructor’s control may influence ratings. These factors include, but are not limited to:

- a. class size, class level, the Faculty and program in which the course is developed, timing of the class, delivery mode, required versus optional course, accredited program requirements, practicum or clinical contexts, grade expectations, student GPA, age of both students and instructors; and,
- b. perceived race, gender, religion, ability, sexual orientation, and/or ethnicity of the instructor.

Small differences in evaluation should not be considered meaningful. Scores will be interpreted using the defined rating scale: 1=Strongly Agree (SA); 2=Agree (A); 3=Neutral (N); 4=Disagree (D); and, 5=Strongly Disagree (SD).”

DEFINITIONS

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

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Instructors	Includes Academic Faculty, Faculty Service Officers, Academic Teaching Staff and Excluded Academic Administrators. When their responsibilities include teaching, also includes Academic Colleagues, Postdoctoral Fellows and Graduate Students.
Course	Includes undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses.
Learning Environment	Physical and virtual support systems: <ol style="list-style-type: none"> a. suitability of physical and virtual environments and use of education technology; b. availability of teaching assistants, accessibility accommodations and other supports; and, c. scheduling of course meeting times and/or online module availability.

FORMS

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If this section is used, list hyperlinks to all forms for this procedure in alphabetical order.

If there are no forms for this Procedure, do not delete the FORMS heading. Delete this row and change the above message to read “No Forms for this Procedure.” Do not delete the above message.

RELATED LINKS

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List any related links in alphabetical order. Try to link to lead sites that will remain current (eg: the Government of Alberta’s Queen’s Printer main page).

If there are no related links do not delete the RELATED LINKS heading or above message – indicate “No Related Links for this Procedure”.

111. Teaching and Learning and Teaching Evaluation

Note from the University Secretariat: The Post-Secondary Learning Act gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). GFC has thus established a Teaching and Learning and Teaching Evaluation policy as set out below

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

111.1 Teaching and Learning

Preamble

A university has at its heart two goals: the creation of knowledge, and the dissemination and preservation of knowledge. Research -- the creation of knowledge through exploration and discovery -- represents in its broadest sense the learning component of university life. The dissemination and preservation of that knowledge is the teaching component. Within a university, what is taught and how it is taught depends upon research, and the impact of research depends upon its communication. This interdependence and integration of research and teaching is what distinguishes a university from other educational institutions. Although the balance between these activities may vary, all members of the university, whether scholars or students, are learners who extend the range of their knowledge through exploration and discovery, and they are teachers who communicate that knowledge to others. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

The context of teaching and learning at the University of Alberta

The University of Alberta is a large research-intensive university. Research and teaching, and the important bond between them, are central to our mission, and they are carried out in a multitude of disciplines. This context has significant implications for any discussion of support for teaching and learning.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

As a research-intensive institution, the University of Alberta emphasizes the seamless relationship of scholarly activities. More than simply recognizing that what we teach flows from the work of scholars, we are convinced that post-secondary and graduate curriculum development and delivery are best accomplished by dedicated researcher-teachers and scholar-teachers. We are committed to providing the best and most appropriate environments for student-instructor and student-student interaction.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

Within this context, graduate students serve a multifaceted role during their studies: as students, teachers, researchers, mentors and grant or scholarship holders. The need to strike an appropriate balance among their responsibilities gives graduate students a unique perspective in the university community, especially with respect to teaching. (EXEC 14 JAN 2002) (GFC 28 JAN 2002)

The University of Alberta is committed to developing the teaching expertise of graduate students. The involvement of graduate students in the educational process is a vital and important resource for education and they make a significant contribution to the University's mandate. The University recognizes the importance of the teaching of its graduate students, in terms of participation in curriculum design and course development, didactic teaching, laboratory instruction, class discussions, the provision of ongoing feedback, the preparation and assessment of assignments and examinations and the evaluation of courses and instruction. (EXEC 14 JAN 2002)

(GFC 28 JAN 2002)

The University of Alberta is a multiversity. A wide range of disciplines is professed, various research models followed, and numerous types of teaching are required within its walls. There is no one teaching model, no one answer to serve all disciplines. Development of new teaching models should emphasize appropriate use, should be derived from within the discipline concerned and the final arbiter should always be academic excellence.

(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

The principles of good teaching/learning

Our primary teaching roles are to educate students to the baccalaureate level, and to educate and mentor graduate students and post-doctoral scholars. The University of Alberta is also an intellectual resource for the general and professional community, and we make our faculty and courses available to that community. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

Most major University of Alberta documents of recent years discuss teaching from two points of view: strong affirmation of the University's commitment to the importance and centrality of good teaching, and varying approaches to quality assurance in teaching. These two themes are consistent throughout the corpus of the staff agreement, strategic planning documents, reports of student and faculty surveys, and official documents of various faculties. Interestingly enough, between these two poles of, on the one hand, asserting the importance of excellent teaching in the University and, on the other, explicating a range of questions, opinions and policies about how to ensure teaching excellence, there is a large and evident gap which only becomes clearly visible when the documents are scanned as a group: nowhere, in any document, is there a clear and complete statement of what constitutes excellent teaching. It is taken for granted that we all know. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

The principles of good teaching that underlie all successful learning are applicable to all fields of study whether the arts or the sciences, whether pure or applied. They apply equally for all modes of instruction whether didactic or self directed approaches are used and whether a blackboard and chalk, hands-on demonstration or the most sophisticated technologies support instruction. They apply for all students whether undergraduate or graduate, whether on-campus or at a distance. Four such principles are intrinsic to effective teaching and learning. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

I. The teacher is a scholar who has, and can share with the student, a rich knowledge of the discipline and its place in the larger intellectual community. In his 1990 book *Scholarship Reconsidered*, Ernest Boyer characterizes four sorts of scholarship: teaching, integration, application and discovery. The scholarship of teaching means a professor is widely read, intellectually engaged, and has the ability to transmit, transform and extend knowledge. The scholarship of integration means that a professor can interpret and draw together insights within and between disciplines and fit those insights into larger intellectual patterns. The scholarship of

application enriches teaching and intellectual understanding through the very act of application. The scholarship of discovery, which includes creative work in the visual, literary and performing arts, may engage the professor and student together in increasing the stock of human knowledge and adding to the intellectual climate of the institution. The sort of intellectual engagement implied by these scholarships is essential to good university teaching. It leads the student well beyond the acquisition of a body of knowledge and into the domain of active learning, curiosity, and insight.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

Moreover, teachers actively reflect upon, measure and innovate in their teaching practice. Teaching is both an art and a science. As an art, it progresses through critical review, study of masters, public documentation and celebration and continuous innovation. Like other sciences, teaching advances through development of theory, careful measurement and research design, continuing reflection and peer review and replication of findings. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

II. The teacher engages the mind of the student. This is perhaps the most difficult of the principles of teaching/learning to characterize. What is it that engages the student's mind with the topic, the instructor, and the process of learning? Is it the passion of the instructor for the field of study, and his/her evident enjoyment in sharing it with the student? Is it the stimulus of curiosity cleverly awakened? Is it the glimpse through the mind of the scholar/teacher of the importance of the topic of study to that wider intellectual community? Is it the sense of accomplishment -- of the self empowered --gained by responding successfully to and beyond a teacher's expectations? However it happens, it is rooted in the relationship between the teacher and the student, and it is essential to effective learning. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

III. The teacher respects the student and the student respects the teacher. We expect students will respect their teachers; it is surely a given. As teachers, we try to earn that respect by the way we conduct ourselves. But it is just as important, and perhaps not as much of a given, that teachers should respect their students. We must respect the state of their knowledge when they come to us. We must respect their goals for their study with us, even as we try to widen them. We must respect the circumstances of their lives -- work, other courses, family responsibilities. We must respect the fact they learn in different ways, at different rates, and eventually, to different levels. We must respect their ideas, their aspirations, their beliefs. We must make it evident we respect and value them as individuals if we are to be successful in engaging their minds.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

IV. The teacher ensures a good climate for learning. A good climate for learning starts with the institutional provision for the basic physical comfort of good lighting, heating, and ventilation, and the assurance all students can hear and see what they need to hear and see. It extends to such other organizational matters as having learning materials available on time, as needed, and without frustration; schedules announced and kept; appropriate assessment, and efficient and effective feedback. But above and beyond these matters, a good climate for learning is a climate in which the student is at ease with the teacher and with others in the class, and can risk questions and ideas safe in the knowledge that they will be welcomed, respected, and answered. In such a climate, the student can feel like a contributor rather than a consumer. In such a climate, engagement of the mind and intellectual growth can occur. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

What must students bring to the University teaching and learning environment?

To fully participate in and benefit from the teaching and learning programs at the University of Alberta, entering students are expected to arrive with a set of attitudes and skills that prepares them for academic study. These

will be expanded and grow through participation in University community.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

These attributes/skills include:

- motivation to participate in an active learning community that challenges and stimulates intellectual, scholarly, personal and interpersonal growth
- a willingness to take a major responsibility for one's own learning
- curiosity about the discipline of specialization and the integration of specialized knowledge with other disciplines and in society
- tolerance and appreciation for diversity and multiple viewpoints
- a sense of responsibility and respect for self and other members of the university community
- oral and written competency in English or French, mathematical and reasoning skills, competent use of appropriate information and communication technologies
- respect and adherence to the ethical standards of scholarship including abhorrence of plagiarism, false representation and cheating (EXEC 01 MAY 2000) (GFC 29 MAY 2000)
- What outcomes should be expected from a program of undergraduate study at the University of Alberta?

Generic outcomes include:

- critical thinking skills
- communication skills including oral, written and group work skills
- the ability to learn independently
- the motivation and ability to use personal, creative and entrepreneurial talents
- an informed understanding of and a desire to participate in the intellectual, cultural, social and political life of local, national and global communities

Specialized outcomes include:

- the ability to synthesize the core content in a disciplinary or professional field of study
- knowledge of some of the "big questions" in the field
- the skills to effectively find, synthesize and apply information in the relevant literature
- knowledge of and the ability to use the investigative and observational methods of the field
- interest in and an excitement for some aspect of the specialized field of study
- understanding of the relevance and application of the specialized field of study to every day life. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

If we are successful in helping students develop these attributes and skills we will have both disseminated and preserved the products of our scholarship and prepared them to apply the knowledge of their field in employment or to extend that knowledge through professional programs, graduate studies or continuing education. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

111.2 Teaching Evaluation

1. Evaluation of teaching at the University of Alberta serves two purposes:

- a. Summative - Evaluation provides a review and overview of an instructor's teaching that is an essential element in promotion and tenure decisions. In its summative form, teaching evaluation forms a basis for rewarding excellence, as well as the basis for withholding reward. (GFC 24 NOV 1997)
 - b. Formative - Evaluation provides helpful feedback to teachers by identifying teaching strengths and weaknesses and, in so doing, giving guidance for the improvement or refinement of teaching skills. (GFC 24 NOV 1997)
2. Evaluation of teaching shall be multifaceted. Multifaceted evaluation shall include the Universal Student Ratings of Instruction set out in Section 111.3 and other methods of assessing teaching designed within the individual Faculties to respond to the particular conditions of that Faculty. Such assessments shall include one or more of the following: input from administrators, peers, self, undergraduate and graduate students, and alumni. (GFC 09 JUN 1995) (GFC 24 NOV 1997)
 3. Recognizing that the evaluation of teaching at the University shall be multifaceted, Faculty Evaluation Committee (FEC) decisions concerning tenure, promotion or unsatisfactory teaching performance must be based on more than one indicator of the adequacy of teaching. (GFC 24 NOV 1997)
 4. Assessment of teaching involving input from administrators, peers, self, alumni, or undergraduate and graduate students in addition to the Universal Student Ratings of Instruction should occur annually prior to tenure. For continuing faculty (ie, Categories A1.1, A1.5 and A1.6), such assessment will occur at least triennially. (GFC 24 NOV 1997)
 5. The University shall continue to support University Teaching Services in its education programming which is focused on the development and improvement of teaching and learning and its efforts to enhance research in university teaching. (GFC 28 APR 1980) (GFC 26 SEP 1988) (GFC 12 OCT 1993) (GFC 24 NOV 1997)

111.3 Universal Student Ratings of Instruction

In recognition of the University's commitment to teaching, the General Faculties Council endorses a system of Universal Student Ratings of Instruction. This system, however, is only one part of the multi-faceted approach described in Section 111.2. (GFC 09 JUN 1995) (GFC 24 NOV 1997) (EXEC 29 MAR 1999)

The Universal Student Ratings of Instruction are administered electronically via a system known as the eUSRI system. (GFC 22 SEP 2014)

The Universal Student Ratings of Instruction are designed to provide a minimal university-wide base of information on student ratings to the parties listed in this Section. With this purpose in mind, the General Faculties Council adopts the following policies: (GFC 24 NOV 1997)

A. All Faculties will ensure that evaluation of all instructors and courses will take place each time a course is offered. The term 'instructors' is meant to include tenured professors, tenure-track professors, sessional instructors, clinical instructors, field supervisors and graduate teaching assistants with responsibilities for courses. The term 'course' is meant to include undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses. With the exceptions noted in Section 111.3.B, the assessment will include the Universal Student Ratings of Instruction as set out below.

B. The Universal Student Ratings of Instruction will be modified in the following circumstances:

i. courses with between four and nine registered students will use a department or Faculty developed questionnaire, which may be administered via the eUSRI system, with non-scored questions, such as:

- a) comments on the quality of this course;
- b) suggestions for improving this course;
- c) comments on the quality of instruction in this course;
- d) suggestions for improving the instruction in this course. (EXEC 29 MAR 1999) (GFC 22 SEP 2014)

ii. courses with multiple instructors will use a modified Universal Student Ratings of Instruction questionnaire that will include one set of course-related questions for the entire course and one set of instructor-related questions for each instructor who has taught the equivalent of twenty percent or more of the course. If no instructor is responsible for at least twenty percent of the course, only course-related questions should be used on the questionnaire. (EXEC 29 MAR 1999)

iii. in courses with fewer than four registered students or courses such as alternate delivery style courses, the Chair, Director or Dean will arrange for an alternate method of obtaining student feedback. Such methods could include student course or program exit interviews with the Chair, Director or Dean; or a department or Faculty developed questionnaire, which may be administered via the eUSRI system, with non-scored questions as described in point i. above. (EXEC 29 MAR 1999) (GFC 22 SEP 2014)

C. The Universal Student Ratings of Instruction will take the form of a questionnaire. The following statement of purpose will be included at the beginning of the questionnaire:

The University of Alberta would appreciate your careful completion of this questionnaire. The results help instructors and departments or faculties to initiate constructive change in curriculum and instruction. In addition, the results are one important factor in decisions affecting the career of your instructor. The numerical summaries for the ten questions listed below are available through the Students' Union and the Graduate Students' Association.

The eUSRI system will be accessible only by CCID and students' anonymity will be protected. Students who are concerned about the anonymity of their responses should submit their typewritten comments within the period for which eUSRI is available to the Chair, Director or Dean, making sure to note the course number, section and name of the instructor. (GFC 24 NOV 1997) (GFC 22 SEP 2014)

Questions about this questionnaire should be addressed to your Chair, Director or Dean.

D. The anonymity of student responses to the Universal Student Ratings of Instruction is of fundamental importance in maintaining student confidentiality and encouraging the free expression of views. Under normal circumstances, the anonymity of students will be protected. Universal Student Ratings of Instruction offer an avenue of feedback, including feedback critical of instructors. It is understood that it is a normal feature of criticism that it may be regarded as offensive and/or unjustified, and that such characteristics would not justify a departure from the normal rules pertaining to confidentiality and anonymity. (GFC 28 FEB 2000)

However, the University has a parallel duty to protect the safety (physical or mental) of members of the University community. If a Department Chair has concerns for the safety of faculty, staff or students, arising

from statements that are part of a Universal Student Rating of Instruction, the Chair will consult with the Dean of the Faculty. If the Dean believes that there is a valid concern for safety, he or she may recommend to the Provost and Vice-President (Academic) that the identity of the author of the statements be sought out and disclosed to the appropriate University officials. At any time during this process, the Chair or Dean may invoke the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Section 91.3, GFC Policy Manual). (GFC 28 FEB 2000)

On receiving such a request from a Dean, the Provost and Vice-President (Academic) will follow the terms of the Protocol for Urgent Cases of Disruptive, Threatening or violent conduct in determining whether there is

i. reasonable cause to believe that the safety or security (including significant psychological harm) of persons may be threatened and

ii. that under existing University policies, the statements are grounds for disciplinary action and hence whether confidentiality of USRI should be breached and the provisions in Section 91.3.2 and/or 91.3.3 of the Protocol invoked. (GFC 28 FEB 2000)

If the identity of the author is disclosed, the Provost and Vice-President (Academic) will notify the author of the statements. The Provost and Vice-President (Academic) will also notify any individuals mentioned in the statements. (GFC 28 FEB 2000)

E. The Universal Student Ratings of Instruction questionnaire will use the rating scale

Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree (EXEC 29 MAR 1999)

to gather responses to the following questions:

1. The goals and objectives of the course were clear.
2. In-class time was used effectively.
3. I am motivated to learn more about these subject areas.
4. I increased my knowledge of the subject areas in this course.
5. Overall the quality of the course content was excellent.
6. The instructor spoke clearly.
7. The instructor was well prepared.
8. The instructor treated the students with respect.
9. The instructor provided constructive feedback throughout this course.
10. Overall, this instructor was excellent. (EXEC 29 MAR 1999)

These constitute the ten required Universal Student Ratings of Instruction questions. Instructors, departments, and faculties are encouraged to supplement the set of universal questions.

The questionnaire will include an opportunity to provide comments. (GFC 22 SEP 2014)

F. Certain policies are necessary in order to ensure that the Universal Student Ratings of Instruction Questionnaire is administered in as consistent a fashion as possible. These are:

i. Access to the electronic Universal Student Ratings of Instruction will normally be available from the day after the withdrawal deadline until the last day of classes. Note that an instructor may choose to allow class time for

completion of the questionnaires. In these cases, the instructor will not be present in the room during the time allotted for completion of the questionnaire. Departments or Faculties will create policies to ensure that other individuals (e.g. other instructors, students within the class, teaching assistants) are available to be present in the room during the time allotted for completion of the questionnaire. Also in these cases, online access for completion of the questionnaires will still be available for the period described above. (GFC 22 SEP 2014)

ii. The Chair or delegate will be responsible for transmission of results and comments to the instructor under the conditions set out in Section G. (GFC 22 SEP 2014)

G. The numerical summaries for the ten Universal Student Ratings of Instruction questions will be reported to the instructor, the Chair, Director or Dean and students.

i. the number of students responding in each category;

ii. the median score to one decimal point for the question; and

iii. numerical values from Tukey's boxplot statistics will be provided to describe the distribution of scores in the Faculty/Department:

a. lower cut-off for outlier scores

b. lower hinge (25th percentile)

c. median

d. upper hinge (75th percentile)

e. it is expected that the upper cut-off will always be 5.0 and, therefore, unnecessary to report. (EXEC 29 MAR 1999)

Note: Statistics from Tukey's box-and-whisker plot analysis (John W. Tukey, Exploratory Data Analysis, Addison-Wesley Publishing Company, Inc. 1977) have been selected to describe the distribution of USRI data. These statistics are chosen to achieve two main objectives: (i) summarizing skewed data and (ii) identifying outliers from the general population if they exist.

The median (middle of a ranked set of numbers) is generally preferred rather than the mean in defining the centre of a skewed data set.

The 25th and 75th percentiles provide information about the spread of individual scores around the median. By definition, half of the scores in a distribution are below the median and 25 percent of the scores are below the 25th percentile. Since this occurs "by definition", these values should not be used to determine whether a particular score is "good" or "bad".

The lower whisker or cut-off, which is 1.5 box lengths below the 25th percentile (box length is the distance from the 25th to the 75th percentile), defines a reasonable limit beyond which any score can be considered an outlier. Outliers are scores that identify ratings of instruction falling outside the usual distribution of the scores for the population being tabulated.

Given the nature of the USRI data, the upper whisker or cut-off (1.5 box lengths above the 75th percentile) will usually be above 5.0, and so need not be reported.

H.

i. Access to USRI Data: Parties having access to numerical summaries of the ten Universal Student Ratings of Instruction questions and student comments will be the instructor the Chair, Director or Dean of the unit offering the course; members of Tenure Committees; and members of Faculty Evaluation Committees, including the secretary to the FEC. (EXEC 07 NOV 2011) (GFC 22 SEP 2014)

For questions selected by an instructor, only the instructor will receive the results. For questions initiated or mandated by a department or Faculty, the results will be reported to the instructor and the Chair, Director or Dean.

Normally, instructors will receive the results from the student ratings of instruction within twenty working days after the course is complete and the grade sheet has been signed by the Chair, Director or Dean. (EXEC 29 MAR 1999) (EXEC 07 NOV 2011)

ii. Access to Online USRI Data: Online access to the numerical summaries for the ten Universal Student Ratings of Instruction questions scores for all courses will be provided to undergraduate and graduate students. Instructors will have online access to USRI scores for their own courses. Chairs will have online access to USRI scores for instructors in their departments and Deans will have online access to USRI scores for instructors in their Faculties. Deans and Chairs may also request access for a designated assistant. (EXEC 07 NOV 2011)

The results will not be released online for at least ten days following the provision of the results to the instructor. (EXEC 07 NOV 2011)

Access to online USRI data is provided to students only for the purpose of assisting with the selection of courses. Neither the Students' Union nor the Graduate Students' Association will undertake analysis of USRI data available to members of those organizations. (EXEC 07 NOV 2011)

I. All results given out to students, Chairs, Directors and Deans will have the following cautionary preface:

Student questionnaires form an important part of evaluating teaching effectiveness but cannot be taken alone as a complete assessment of an instructor or course. Factors other than an instructor's teaching ability may influence ratings. These factors include class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, age of both students and instructors.

Small differences in evaluation should not be considered meaningful. Scores will be interpreted using the rating scale defined in 111.3 (E): 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree. By definition, a score of 4.0 means that students agree that "Overall, the instructor was excellent." (GFC 22 SEP 2014)

J. Nothing in this section will prevent instructors from seeking other means of feedback from students during the term.

K. The central administration of the University will undertake the financing and operation of the eUSRI system in support of the University's commitment to teaching. (GFC 22 SEP 2014)

111.4 Graduate Student Teaching Awards

At its meeting of May 3, 2010, the GFC Executive Committee approved, under delegated authority from General Faculties Council (GFC), proposed revisions to the Awards for Teaching Excellence Policy (in UAPPOL); the proposed (new) Graduate Student Teaching Award Procedure (in UAPPOL); and the concurrent rescission of Section 111.4 (Graduate Student Teaching Awards) of the GFC Policy Manual, all to take effect upon final approval.

Graduate Student Teaching Award Procedure

Jump To...

- [111.1 Teaching and Learning](#)
- [111.2 Teaching Evaluation](#)
- [111.3 Universal Student Ratings of Instruction](#)
- [111.4 Graduate Student Teaching Awards](#)

References - September 2021

- Centre for Teaching and Learning (CTL) (2016). *Executive Summary: Teaching Evaluation at The University of Alberta*. www.ualberta.ca/governance/media-library/documents/member-zone/gfc-standing-committees/reference-usris/executivesummary-teachingevaluationattheuofa-september2016.pdf.
- Forgie, S., Nocente, N., Vargas-Madriz, L. F. (2019) *Summary Report of the St. Joseph's College USRI Pilot Project*. Retrieved from: www.ualberta.ca/centre-for-teaching-and-learning/about/ctl-reports.html.
- Forgie, S., Nocente, N., Vargas M., L. F., Best-Bertwistle, R. (2017). *Summary Report of the Evaluation of Teaching at the University of Alberta: A Summary of Department Chair Interviews Across Campus*. Retrieved from: www.ualberta.ca/governance/media-library/documents/member-zone/gfc-standing-committees/cle-motions/2017-04-26-approved-motions.pdf.
- Forgie, S., Nocente, N., Vargas M., L. F., Parker, A., Brown, C., Best-Bertwistle, R. (2017). *Recommendations from CLE on Teaching Evaluation and Use of USRIs as an Evaluation Tool: Summary Report of the Evaluation of Teaching at the University of Alberta*. Retrieved from: www.ualberta.ca/governance/media-library/documents/member-zone/gfc-standing-committees/cle-motions/2017-04-26-approved-motions.pdf.
- General Faculties Council. *GFC Policy Manual Section 111: Teaching and Learning and Teaching Evaluation*. Retrieved from: www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/gfc-policy-manual/111-teaching-and-learning-and-teaching-evaluation.html.

GFC Committee on the Learning Environment (CLE) Subcommittee on the Status of USRIs (2013). *Report of the GFC Committee on the Learning Environment (CLE) Subcommittee on the Status of USRIs*. Retrieved from: www.ualberta.ca/governance/media-library/documents/member-zone/gfc-standing-committees/reference-usris/cle-subcommittee-usri-final-report-june-2013.pdf.

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Marin, F., Poth, C., Miller-Young, J. (2020). *Dimensions of Effective Teaching and Learning: Framework for Describing Qualities and Indicators of Effective Teaching at the University of Alberta*. Retrieved from: www.ualberta.ca/governance/media-library/2020-01-27-gfc-teaching-and-learning-framework.pdf.

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on June 14, and September 13, 2021

2. Items Recommended to GFC
 - Proposed Revisions to Terms of Reference – General Faculties Council

3. Items Discussed
 - Executive ad hoc Governance and Procedural Review Committee
 - Remote Learning Taskforce
 - Proposed Changes to the General Faculties Council Guiding Documents

Terms of reference and records of meetings for this committee can be found at:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC

Submitted by:
W Flanagan, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report**GFC Programs Committee**

1. Since last reporting to GFC, the GFC Programs Committee (PC) met on June 24, and held an e-vote on July 28, 2021. The meeting of September 16, 2021 will be reported for the next meeting of GFC.

2. Items Approved with Delegated Authority from GFC***June 24, 2021***

- Course and Minor Program Changes
 - Arts
 - Augustana
 - Nursing
 - Pharmacy and Pharmaceutical Sciences
- Items Deemed Minor/Editorial
 - Block Transfer Credit Agreements, Faculty of Education
 - BA and BSc Admission Requirements, Augustana Faculty
 - Graduate Application Deadlines, Faculty of Education
 - Name Change for the Certificate in Aboriginal Sport and Recreation Certificate, Faculty of Kinesiology, Sport, and Recreation
- GCE Admissions Based on Three A-Level Subjects
- New Course Designator, IRISH, Faculty of Arts
- Non-Credit Certificate to Canadian Pharmacy Practice, Faculty of Pharmacy and Pharmaceutical Sciences
- Renewable Energy Technologies Certificate, Faculty of Extension
- Front End Web Development Certificate, Faculty of Extension
- C# Back End Web Development Certificate, Faculty of Extension
- Python Back End Web Development Certificate, Faculty of Extension
- Communication Skills for the Workplace Certificate, Faculty of Extension
- Certificate in Subsurface Resource Characterization, Faculty of Engineering
- Certificate in Oil and Gas Well Construction and Production Technologies, Faculty of Engineering
- Certificate in Improved Oil Recovery Technologies, Faculty of Engineering
- Certificate in Reservoir Simulation and Advanced Analytics (Machine Learning) Applications in Petroleum Engineering, Faculty of Engineering
- Changes to Admissions and Program Requirements for the Bachelor of Science/Bachelor of Education Combined Degrees Program, Augustana Faculty, and Faculty of Education

July 28, 2021 (e-vote)

- Teaching English as an International Language Certificate, Faculty of Extension

3. Items Recommended to GFC***June 24, 2021***

- Duolingo English Test: Extension of Short-term Use
- (MOTION DEFEATED) FGSR Supervisory Initiatives - Proposed Changes to Academic Standing Regulations for Graduate Programs, Faculty of Graduate Studies and Research
- Suspension of Majors for the Bachelor of Science/Bachelor of Education Combined Degrees Program, Augustana Faculty, and Faculty of Education

4. Items Discussed

June 24, 2021

- Proposed Teaching English as an International Language Certificate, Faculty of Extension
- Early Consultation on Proposed Changes to Faculté Saint-Jean Programs
- External Programs for Review and Programs in Progress on Campus: Standing Item

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

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:

Janice Causgrove Dunn, Chair
GFC Programs Committee



[Distributed Electronically]

GFC Nominating Committee Report to GFC

Upon receipt and consideration of a GFC Nominating Committee (NC) Report (*sent electronically*), a GFC member has the opportunity to submit an additional nomination. For procedural information, please view [here](#).

The current nomination period ends at 12:00 pm (noon) on Friday, September 17, 2021

If no additional nominations are received by the end of the current nomination period, the Report of the GFC Nominating Committee is considered approved and recommended candidates are declared elected.

Please refer to the following list of *Membership Recommendations* as determined by the NC at their meeting of September 8, 2021, and e-vote of September 10, 2021:

Name	Faculty/Office	Membership Category	Term Start	Term End
GFC Academic Planning Committee (APC)				
Sandeep Agarwal	Science	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	Immediately upon approval	Jun 30, 2024
Jacqueline Leighton	Education	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	Immediately upon approval	Jun 30, 2024
Runjuan Liu	Business	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	Immediately upon approval	Jun 30, 2022
GFC Committee on the Learning Environment (CLE)				
Christine Hughes	Pharmacy & Pharm Sci	Faculty Dean Representative	Immediately upon approval	Jun 30, 2023
Gregory Thomas	Education	Department Chair Representative	Immediately upon approval	Jun 30, 2024
Angela Bayduza	Kinesiology, Sport & Rec	Associate Dean or Associate Chair, Teaching and Learning	Immediately upon approval	Jun 30, 2024
Shauna Wilton	Augustana	Academic Staff (Categories A1.0) and GFC Member	Immediately upon approval	Jun 30, 2024
GFC Executive Committee (EXEC)				
Moin Yahya	Law	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	Immediately upon approval	Jun 30, 2022

GFC Nominating Committee (NC)				
Moin Yahya	Law	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	Immediately upon approval	Jun 30, 2022
Chair Selection Committee				
Uwe Hacke	Agr, Life & Env Sciences	Faculty Panelist - Academic (A1.1, A1.5/A1.6, A1.7) from at-Large	Immediately upon approval	Jun 30, 2024
Sean McMurtry	Medicine & Dentistry	Faculty Panelist - Academic (A1.1, A1.5/A1.6, A1.7) from at-Large	Immediately upon approval	Jun 30, 2024
University Appeal Board (UAB)				
Amy Semaka	Medicine & Dentistry	UAB Panel of Students, Undergraduate Student	Immediately upon approval	Apr 30, 2023
Fernando Sanchez Morales	Education	UAB Panel of Students, Graduate Student	Immediately upon approval	Aug 31, 2023

GFC ad hoc Committee for the Formal Review of the consultations and action processes for academic restructuring in the Fall of 2020	
Marsha Boyd	NASA Rep on GFC
Heather Coleman	History and Classics, Arts, Elected Faculty Rep to GFC
Kyle Foster	NASA Rep on GFC
Kathy Haddadkar	GSA Elected Rep, Graduate Student, Arts, Music
Sue-Ann Mok	Biochemistry, Medicine & Dentistry, Former GFC member, Term ended June 30, 2021
Sujata Persad	Pediatrics, Medicine & Dentistry, Elected Faculty Rep to GFC
Andrei Tabirca	NASA Rep to Board of Governors, Faculty of Arts
Adrian Wattamaniuk	Undergraduate Student Rep to GFC, Engineering

Additional Information:

For online documents about GFC and individual Standing Committees (i.e. Terms of References and current Membership Listings), please visit the University Governance "[Member Zone](#)". For judiciary governance details, please visit: [University-level Appeal Bodies](#).

Contact for GFC Nominations and Elections

Heather Richholt (Assistant Secretary to General Faculties Council)
 Email: heather.richholt@ualberta.ca



GFC Nominations and Elections

Faculté Saint-Jean Dean Selection Committee

September 10, 2021 - The following Academic Staff member (A1.0) from outside Faculté Saint-Jean as defined in the Recruitment Policy Appendix A has been elected by acclamation in accordance with the [Faculty Dean Selection Procedure](#):

- Brandon Alakas, Augustana Faculty

FOR THE GFC MEETING OF SEPTEMBER 20, 2021

The Board of Governors held a special meeting on May 31, 2021 dedicated to the annual financial statements. At the meeting:

- on the recommendation of the Audit and Risk Committee, the Board approved the Audited Financial Statements for the year ended March 31, 2021; and
 - on the recommendation of the Learning, Research and Student Experience Committee, the Board approved the 2021-2022 Investment Management Agreement.
-

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on June 18, 2021:

REPORT OF THE CHAIR

The Chair acknowledged the recent news of the remains of 215 children found at the site of the former Kamloops Indian Residential School, noted National Indigenous People's Day on June 21, and asked Board members to reflect on historical and current relations among Indigenous and non-Indigenous peoples in Canada and what this means for reconciliation.

REPORT OF THE PRESIDENT

The President provided a written report on his activities since May 14, 2021, including updates on University of Alberta for Tomorrow initiatives and the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, President Flanagan provided verbal remarks on the forthcoming launch of the Colleges on July 1, including the recently released College Operating Model, communications with the campus community, and plans for the College strategic planning process.

Andrew Sharman, Vice-President (Facilities and Operations), then provided a COVID-19 update, including that staff would begin a phased return in August and that his team had developed return-to-campus guidelines for the Alberta post-secondary sector, which were awaiting government sign-off.

DISCUSSION ITEMS

The Board discussed the following items:

- committee consultation of the College Metrics proposal, including discussions regarding metrics on financial and quality of shared services at the Finance and Property Committee meeting and interdisciplinarity at the Learning, Research, and Student Experience Committee, and the challenges of developing those metrics;
- the Board Investment Committee Annual Report with Derek Brodersen, Chair of the Board Investment Committee, including an overview of the endowment's performance over the past year, and discussion of potential risks and opportunities related to the economy and inflation.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Finance and Property Committee and the General Faculties Council Academic Planning Committee, the Board of Governors approved

- tuition fees to take effect for the Fall 2022 intake of new international students for all programs with the exception of the Master of Arts in Communications Technology and the Spring 2022 intake of new Master of Arts in Communications Technology international students;
- exceptions to the approved 2021-22 domestic tuition fees proposal in the Master of Science in Internetworking the Master of Science with Specialization in Multimedia programs; and
- the tuition proposal for new graduate certificates in Adapted Physical Activity; Coaching; and Educational Studies, to take effect as described in the proposal.

On the recommendation of the Finance and Property Committee, the Board of Governors approved, on terms and conditions acceptable to the Vice-President (Facilities and Operations):

- the disposition via long-term lease of approximately 0.28 acres of land contained within a parcel legally described as Lot D, Plan 7722357 located in the County of Parkland within the University of Alberta Botanic Garden;
- the disposition via long-term lease of approximately 3.65 acres of land contained within the parcel legally described as L.S. 6 Sec. 18 Twp, 22 Rge 14 W4M located in the county of Newell, Alberta within the University of Alberta's Mattheis Ranch; and
- the disposition via Right of Way of less than one (1) acre of land contained within parcels legally described as the NW & SW ¼ Sec 18 Twp, 22 Rge, 14 W4M located in the county of Newell, Alberta within the University of Alberta's Mattheis Ranch.

On the recommendation of the Reputation and Public Affairs Committee, the Board of Governors approved and adopted the University of Alberta 2020-21 Annual Report.

On the recommendation of the Finance and Property Committee, the Learning, Research and Student Experience Committee, and General Faculties Council, the Board of Governors approved financial, quality of shared services, and interdisciplinarity metrics associated with academic restructuring.

On the recommendation of the Governance Committee, the Board of Governors approved and confirmed the Board Bylaws and rescinded the "University of Alberta Standing and other Committees of the Board of Governors General Terms of Reference".

INFORMATION REPORTS

- Report of the Audit and Risk Committee
 - Annual Review: Board Audit and Risk Committee Terms of Reference
 - University of Alberta Annual Report 2020-2021 (without financials)
- Report of the Finance and Property Committee
 - Collection of GSA U-Pass Program Fees
 - Collection of University of Alberta Students' Union Universal Transit Pass (U-Pass) Fee
 - Budget Update
 - Update on College Metrics: Financial and Service Quality
 - Ancillary Rates Governance
 - Annual Review: Board Finance and Property Committee Terms of Reference
 - Information Systems & Technology Annual Report
 - Integrated Asset Management Strategy Dashboard
- Report of the Governance Committee
 - 2021 Review of Board Committee Structure and Mandates
 - Equity, Diversity, and Inclusion in Member Recruitment
 - Draft External Committee Member Selection / Appointment Procedures
 - Annual Review: Board Governance Committee Terms of Reference
 - Ongoing Opportunities for Board Member Development
- Report of the Human Resources and Compensation Committee
 - Employee/Labour Relations Formal Dispute Summary
 - Annual Review: Board Human Resources and Compensation Committee Terms of Reference
- Report of the Investment Committee
 - Portfolio Compliance – March 31, 2021
 - NACUBO-TIAA (National Association of College and University Business Officers – Teachers Insurance and Annuity Association) Study of Endowments
 - Non-Endowed Investment Pool (NEIP) Liquidity Quality and Diversification Standards
 - Portfolio Performance & Risk – March 31, 2021

- Unitized Endowment Pool (UEP) Strategy Progress Report
- Non-Endowed Investment Pool (NEIP) Strategy Progress Report
- Spending History
- Annual Review Board Investment Committee Terms of Reference
- BIC Membership and Skills Matrix Review

- Report of the Learning Research, and Student Experience Committee
 - Report from the Provost and Vice-President (Academic)
 - Academic Restructuring Implementation
 - Fall 2021
 - Update on College Metrics: Interdisciplinarity
 - Report from the Vice-President (Research and Innovation)
 - Effective Collaboration with Priority International Partners
 - Report from the Vice-Provost and Dean of Students
 - Career Services and Work-Integrated Learning
 - Graduate Enrolment Report
 - Annual Review: Board Learning, Research and Student Experience Committee Terms of Reference

- Report of the Reputation and Public Affairs Committee
 - Emerging Issues and Opportunities
 - Brand Platform Update
 - Senate Update
 - Annual Review: Board Reputation and Public Affairs Committee Terms of Reference

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

The Board of Governors held an electronic vote from June 25 to 29, 2021 and on the recommendation of the Finance and Property Committee, approved the execution of a Borrowing Resolution requesting approval of financing for the renewal of the Myer Horowitz Theatre for a total borrowing amount not to exceed fifteen million, one hundred, sixty five thousand dollars (\$15,165,000) in Canadian funds for a term of not more than twenty five (25) years at an interest rate of not more than 3.5%; and application to the Minister of Advanced Education for the required approval.

Prepared for: Dilini Vethanayagam
GFC Representative on the Board of Governors

By: Erin Plume
Assistant Board Secretary

Please note: official minutes from the open session of the June 18, 2021 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its October 15, 2021 meeting: <https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes>.

Item No. 16A

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Report on Metrics on Academic Restructuring
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Item

Proposed by	Steve Dew, Provost and Vice-President (Academic), Todd Gilchrist, Vice-President (University Services and Finance)
Presenter	Steve Dew, Provost and Vice-President (Academic), Todd Gilchrist, Vice-President (University Services and Finance)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic) Vice-President (University Services and Finance)
The Purpose of the Proposal is (please be specific)	This report provides an update on the metrics approved by the Board of Governors in June 2021. The College Metrics were developed and approved in accordance with the motions approving the new college structure approved by the Board of Governors in December 2020.
Executive Summary (outline the specific item – and remember your audience)	<p>Financial Metric</p> <p>The College Model is integral to the University’s ability to meet its administrative cost reduction goal, projected to be \$29M¹ for the fiscal year 2022-2023.</p> <p>A portion of these savings will come from reduction of administrative staff through UAT, and a portion will come through a reduction in the number of academics in leadership positions, for which savings are realized in two ways:</p> <ul style="list-style-type: none"> ● reduction in hard costs associated with those positions (stipends, teaching release, for example) ● reinvestment of the portion of those leaders’ salaries and benefits towards the core activities of teaching and research. While this does not represent a reduction in actual costs, it nonetheless builds academic capacity that reduces the need to hire additional professors. <p>Exploring structures and roles towards a goal of reducing the number of academics in leadership positions is the work of the Academic Leaders Task Group, which remains on track to finalize its recommendations by early October. This group has a goal of reducing the number of academic leadership roles by 25% by focusing the structure on those responsibilities that are critical to be provided by academics. In addition, the Colleges are in the process of establishing the College Offices, which will include moving activities from the Faculties to the Colleges to realize economies of scale.</p>

¹ Current UAT savings to date and phase 2 targets are being calibrated. This number is subject to change.

Item No. 16A

	<p>Quality of Shared Services</p> <p>No target was identified for the quality of shared services; once the services are implemented, baseline data will be collected to inform target setting.</p> <p>The monthly satisfaction surveys identified as the tool to measure the quality of shared services are in the process of being developed. The surveys will be short and will focus on recently launched functions to identify where positive changes can be made.</p> <p>Interdisciplinarity</p> <p>The metric approach approved by the Board suggested that given the diversity of disciplinary approaches across the institution, interdisciplinarity was better measured in qualitative and narrative forms, and reported at the 18 month review stage.</p> <p>The process of establishing the colleges, and developing their strategic plans, includes consideration of how the new Colleges will build and incentivize interdisciplinary teaching and research opportunities, and how those efforts can be reported and measured. An emerging example can be found in the College of Health Sciences, where early discussions about an undergraduate degree in health sciences are underway.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Office of the Provost Office of the Vice-President (University Services and Finance) Office of Disclosure, Assurance, and Institutional Research Office of Resource Planning Service Excellence Transformation Office
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Strategic Alignment

Alignment with <i>For the Public Good</i>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="581 1598 1531 1801"> <tr> <td data-bbox="581 1598 1089 1801"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1598 1531 1801"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference BLRSEC Terms of Reference BFPC Terms of Reference		

Item No. 16A

Attachments (each to be numbered 1 - <>)

1. Metrics on Academic Restructuring Approved Package (June 2021)

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

Metrics associated with academic restructuring

Background:

On December 11, 2020, the Board of Governors passed three motions that created the new College structure and its leadership model for the University. Reporting requirements were described as follows:

With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months.

The intent of this part of the motion is to provide a mechanism to monitor the effectiveness and progress of the college model through the first year of implementation. However, a major complication is that academic restructuring and SET are tightly integrated and complementary. Both are strategies (economies of scale vs workflow/workforce optimization) to mitigate the organizational impacts that result from the budget cuts so that the academic mission is sustained even as the number of people available to support it is significantly reduced. That they produce overlapping outcomes makes it virtually impossible on a month-by-month basis to separate the financial and service quality impacts resulting from the two strategies. For that reason, the financial and service metrics below are looking at outcomes that result from both elements of UAT.

1) Financial

The purpose of this metric is to track progress towards achieving the UAT goal for cost reduction.

Proposed metric: The annualized cost related to administrative staff and academic leader salaries and benefits (on an FTE basis) will be tracked separately with their sum intended to meet a reduction target of \$29M over the fiscal year ending March 31, 2022. These reductions are inclusive of Deans, College Deans, Vice Deans, Associate Deans, Chairs, Associate Chairs and all salaried administrative staff, excluding student employees.

2) Quality of Shared Services

The purpose of this measure is to provide reassurance that acceptable quality of service is being maintained despite the reduction in expenditure to provide those services.

Proposed Approach: Through a monthly survey of key stakeholders, shared service quality will be monitored at a high level through standardized questions using a 5 point Likert scale, recognizing that different services are being restructured at different times. This will be administered by the SET office to faculty, staff and students as part of its monthly pulse surveying.

Key stakeholders that will be surveyed include key client leaders such as College and Faculty General Managers and Academic Department Managers. For student-facing services, student leaders and a representative sample of users would be polled. For faculty-facing service, faculty leaders and a representative sample of users would be polled. These individuals will be asked to reflect on their personal experience with the services. Respondents will be asked about various aspects of the service including timeliness, whether their particular needs were met and overall satisfaction.

(Note that experience at other institutions indicates that service quality indicators generally initially fall before eventually recovering when restructuring occurs as both providers and users struggle to adjust to new processes. For that reason, a target is not proposed.)

3) Interdisciplinarity

The purpose of this measure is to validate that the college structure is successful at supporting interdisciplinary academic activities.

Proposed Approach: Interdisciplinary scholarship and learning occurs in diverse contexts across the university, making it difficult to quantify in a manner that reflects the different approaches to scholarly work across the academy. We propose that this is an area that is more appropriately assessed through qualitative means and narrative and is perhaps better assessed at the 18 month review rather than on a month by month basis.

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Report on Remote Learning Task Force
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Item

Proposed by	John Nychka (Vice-Provost (Learning Initiatives)), Helen Vallianatos (Associate Dean of Students), Co-Chairs, Provost’s Task Force on Remote Teaching and Learning
Presenter	John Nychka, Helen Vallianatos

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide an update on the work of the Provost’s Task Force on Remote Teaching and Learning
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Since the pandemic first began to substantially affect the University in March 2020, many offices and individuals, including the Dean of Students’ Office and the Centre for Teaching and Learning, have been involved in the provision of resources and advice to help members of our community weather these challenges. Fall 2021 has proven to be the most complicated term yet to manage, given the rapidly evolving nature of the fourth wave, the return to in person learning, and the shifting landscape of additional health measures.</p> <p>In early 2021, it was clear that a number of students had significant challenges with the remote learning environment, including challenges related to 1) the provision of synchronous learning opportunities; 2) to participation grades, and to 3) the use of online proctoring. International students who are studying from time zones far away from Alberta have been particularly impacted, as have students in remote and rural communities with limited or unreliable Internet access. While many positive solutions have been developed, largely through collaborative conversations between students and their instructors to address individual challenges, the University is committed to continuing to work to ensure that no student is negatively impacted by connectivity and accessibility challenges related to the remote learning environment.</p> <p>Following discussions at General Faculties Council in early 2021, the Provost formed a Task Force on Remote Teaching and Learning, co-chaired by Vice-Provost (Learning Initiatives) Dr. John Nychka and Associate Dean of Students Dr. Helen Vallianatos. The Task Force worked to prioritize issues and develop solutions to these challenges, beginning with work to reduce and eliminate, where possible, the use of remote proctoring services.</p> <p>The task force co-chairs continue their work with College Deans and Faculty Deans to understand the scope and scale of remote proctoring usage, in order to be able to develop appropriate institutional policy governing its use.</p>

Item No. 16B

	The Task Force collaborated with External Relations to convey recommendations from the Task Force sub-groups, which were included in the Fall 2021 Recommendations for Instructors document, delivered via PHRT in an email on August 31, 2021.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>Members of the Task Force include undergraduate and graduate students, the International Students' Association, faculty members, and representatives of the Registrar's Office, University of Alberta International, the Office of the Provost, Information Systems and Technology, and the Faculties (through the roles of Associate Deans and Chairs).</p> <p>Groups that have been engaged in discussion about the work of the task force include:</p> <ul style="list-style-type: none"> General Faculties Council Council on Student Affairs Students' Union Deans' Council College Deans Fall Preparedness Working Group (through co-chair) University Governance
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 14	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	GFC terms of Reference	

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



I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
1. 2 1 2 1	March 13, 2020	President and Vice Chancellor	S. 62 - Post-Secondary Learning Act (PSLA)	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended. • On Monday, March 16, all in-person, online and alternate delivery classes and exams are suspended to allow time for preparation for all in-person instruction to move on-line. • All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17. • No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats. 	March 13, 2020	<ul style="list-style-type: none"> • Faculty • Staff • Employees • Students 	Specific Delegation: Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances. :
2.	March 16, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> • Yes • 4.1 of Terms of Reference 	<ul style="list-style-type: none"> • See Agenda Item 5 Motions 		<ul style="list-style-type: none"> • Faculty • Students • Staff 	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> • Yes • 4.1 of Terms of Reference 	<ul style="list-style-type: none"> • See Agenda Item 3 Motions 	March 20, 2020	<ul style="list-style-type: none"> • Faculty • Students • Staff 	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide 	April 6, 2020	<ul style="list-style-type: none"> • Faculty • Students • Employees 	By Email - Discussed by email with Chair of BFPC and Board Chair on April 2 duo
5.	April 6, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> • Yes • 4.1 of Terms of Reference 	<ul style="list-style-type: none"> • See Agenda Item 4 Motions 	April 6, 2020	<ul style="list-style-type: none"> • Faculty • Staff • Employees 	Communication occurred following the passing of the relevant motion during the open session meeting of the General Faculties Council Executive Committee
6.	April 20, 2020	General Faculties Council	S. 26 - PSLA	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • See Agenda Item 6 C Motions from the Floor 	April 22, 2020	<ul style="list-style-type: none"> • GFC Members/ GFC Members' Assistants. 	



I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
7.	May 14, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Presidential Announcement on the Fall 2020 Term 	May 14, 2020	<ul style="list-style-type: none"> • University Community through The Quad on the U of A's initial plans for welcoming incoming and current students to the new academic year in September. 	Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the Covid-19 Fall 2020 Planning Website)].
8.	May 25, 2020	General Faculties Council	S. 26 - PSLA	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • See Agenda Item 11 C Motions from the Floor 	May 26, 2020	<ul style="list-style-type: none"> • GFC Members/GFC Members' Assistants 	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term. 		<ul style="list-style-type: none"> • Faculty • Students • Employees 	<u>Consultations:</u> <ul style="list-style-type: none"> • Joint University Student MNIF Oversight Committee • Representatives of Athletics and Recreation
10.	July 30, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Mandatory use of masks on University Campuses. 	July 30 and 31, 2020	<ul style="list-style-type: none"> • University Community through The Quad. • COVID-19 Information 	Alignment with City of Edmonton bylaw
11.	September 24, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • The Winter 2021 semester will be a combination of in-person, remote and online instruction. 	September 24, 2020	<ul style="list-style-type: none"> • University Community through The Quad. • Email FYI: Announcement on the Winter 2021 Semester 	Subject to evolving public health guidelines
12.	November 19, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description 	<ul style="list-style-type: none"> • The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA COVID-19 related policies, directives, orders and 	December 7, 2020	<ul style="list-style-type: none"> • General Faculties Council, link to Tracker 	Subject to evolving public health guidelines



I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)	guidelines which are required to comply with the Government of Alberta Public Health Orders, Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders.		document on Agenda	
13.	November 26, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Delayed start of Winter 2021 term. 	November 26 and 27, 2020	<ul style="list-style-type: none"> • University Community through The Quad • COVID-19 Information 	
14.	November 26, 2020	Public Health Response Team	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Delegated per I.D. 12 	<ul style="list-style-type: none"> • Safety Measures General Directives Enforcement Procedure 	November 27, 2020	<ul style="list-style-type: none"> • COVID-19 Information 	
15.	January 22, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Approval of Program Delivery Framework for the university's Spring/Summer 2021 terms. 	January 28, 2021	<ul style="list-style-type: none"> • COVID-19 Information 	Subject to evolving public health guidelines
16.	February 11, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Approval of the Faculty of Extension's Fall 2021 communication of course delivery plans. 	mid-February	<ul style="list-style-type: none"> • Extension's Continuing and Professional Education (CPE) learners 	
17.	February 18, 2021	President and Vice-Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Fall Planning Update including delay of Fall 2021/Winter 2022 registration to mid-May. 	February 23, 2021	<ul style="list-style-type: none"> • University Community through The Quad 	
18.	March 11, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Approval of the recommendations of the COVID-19 Vaccination Working Group Report 	March 15, 2021	<ul style="list-style-type: none"> • COVID-19 Information 	Subject to evolving public health guidelines
19.	May 4, 2021	Public Health Response Team	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Delegated per I.D. 12 	<ul style="list-style-type: none"> • Most on-campus activities paused for 24 hrs, effective midnight, May 4 	May 4, 2021	<ul style="list-style-type: none"> • COVID-19 Information 	In response to Government of Alberta Public Health Orders, Directives or Guidelines
20.	August 25, 2021	Public Health Response Team	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Delegated per I.D. 12 	<ul style="list-style-type: none"> • Establishment of a vaccination self-declaration process and a rapid testing program to support safety across our campuses this fall 	August 25, 2021	<ul style="list-style-type: none"> • COVID-19 Information 	



I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
21.	September 13, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Changes to the University vaccination mandate, required vaccination proof, and changes to rapid testing programs. The below protocols will come into effect at the U of A on November 1. 	September 13, 2021	<ul style="list-style-type: none"> • COVID-19 Information 	In response to Government of Alberta Public Health Orders, Directives or Guidelines
22.	September 15, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Changes to the academic schedule to extend the add/drop deadline to September 20, 2021 	September 15, 2021	<ul style="list-style-type: none"> • COVID-19 Information 	In response to Government of Alberta Public Health Orders, Directives or Guidelines
23.	September 16, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Changes to the academic schedule to reflect cancelled classes September 16, 2021 and changes to consolidated exams scheduled for December 9, 2021. 	September 16, 2021	<ul style="list-style-type: none"> • COVID-19 Information 	In response to Government of Alberta Public Health Orders, Directives or Guidelines



UNIVERSITY OF ALBERTA
LIBRARY

ONLINE TOGETHER

*The Library's
Pandemic Year in
Review*

20

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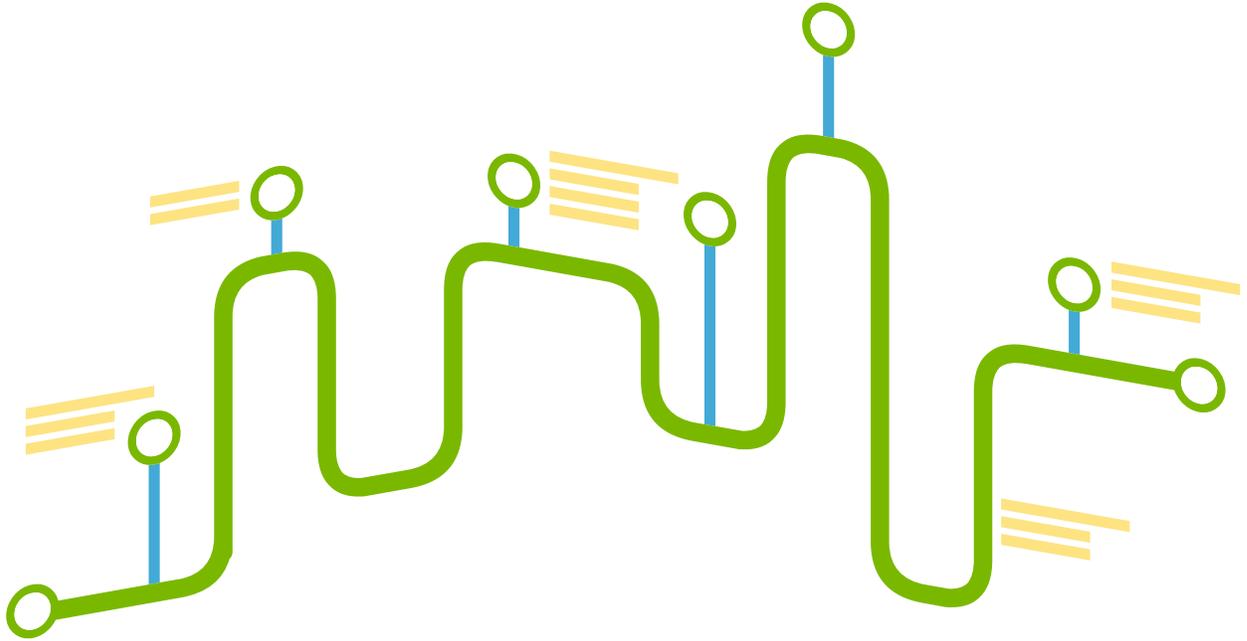
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COVID-19 TIMELINE



Spring 2020

- Library locations close due to provincial mandates; Cameron remains partially open for computer access and solo study until December
- HathiTrust Emergency Temporary Access Service launches
- Library workshops and teaching shift to online delivery
- Provincial OER (Open Educational Resources) program launch
- Curbside pickup service opens at North and Augustana campuses

Summer 2020

- Online Reading List Service launch; integrates seamlessly into eClass
- Digital Scholarship Centre online workshops launch
- Permanent closure of HT Coutts and Winspear Libraries

Fall 2020

- Cameron Library online seat booking system launch
- Librarians shift all course-integrated instruction and workshops online
- Stitching the Curve project accepted into RAM's future COVID collection

Winter 2021

- Curbside pickup resumes after second provincial lockdown
- New Archives website launches
- DMP Assistant 2.0 (national data management planning tool hosted by Library) launch

THE YEAR IN REVIEW: THE CHIEF LIBRARIAN'S PERSPECTIVE



While watching the last sporting event on the planet with a mass audience (Oilers vs. Jets) on March 11, 2020, a colleague looked at his phone and said “the NBA just shut down.” We all sensed that this was a watershed moment. If a multi-billion dollar entertainment conglomerate shut down over a positive COVID case, suddenly it seemed inevitable that we would all follow suit. And so we did.

For the Library, the restrictions on gathering and proximity meant that we shut down all of our locations, with the exception of a portion of Cameron that remained open until December. Our Cameron experience has taught us much about operating libraries according to fluid directives, which will serve us well as we move through resuming activity on our campuses.

Closing our doors also suspended access to Canada’s second-largest academic collection, spread across multiple locations on four campuses. We responded by increasing digital content access in various ways, one of which was to integrate the HathiTrust Emergency Temporary Access Service, making over one million print titles on our shelves available digitally. We also launched a curbside delivery service that has provided essential materials safely and conveniently.

In many other ways, however, the closure of our buildings highlights what libraries have increasingly recognized: we have become digital-first organizations supporting a complex and rich array of online services and platforms. With the exception of increasing staffing for our online chat service, our online presence--including our library catalogue, research and data repositories, open educational resources, local and licensed digital collections, etc.--has continued uninterrupted throughout the pandemic.

THE YEAR IN REVIEW: THE CHIEF LIBRARIAN'S PERSPECTIVE

An important aspect of helping the UofA community not only get through this challenging time but also to continue to learn, research, and grow, has been to recognize that we needed not only to support changing needs but also to create a sense of personal connection and support in an entirely online teaching and learning environment. In a stroke of fortuitous timing, we implemented a new online reading list service just as courses went online, enabling easy integration of custom reading lists into eClass. Our online help services have never been so busy, ensuring that students and faculty can still connect with our expert staff.

As spring and vaccines arrive in Alberta, we join our entire community in hoping that we will soon return to campus. Many have observed that the journey back to normal may not lead us back to our point of departure. I hope that this collective experience has opened our minds and hearts to exploring other ways of doing things that we might just consider integrating into our new normal. If nothing else, this pandemic has made me more confident that the University of Alberta Library's contributions to teaching, learning, and research will remain strong as our institution evolves.



Dr. Dale Askey
Vice-Provost (Library & Museums) and Chief Librarian

STRATEGIC PRIORITIES



01 — Scholarly Communications

Creating bright futures for research and knowledge sharing.



02 — Supporting Research

Active partners in research and knowledge creation.



03 — Inclusion

Recognizing, supporting, and celebrating the diversity of our community.



04 — Student Experience

Enriching student learning.



05 — Indigenous Initiatives

Decolonizing library services, collections and spaces.

RESPONDING



Curbside pickup lockers in Rutherford Galleria

SERVICE	DETAILS	OUTCOME
Curbside Pickup	Provide access to the Library's vast collection in a safe environment.	<ul style="list-style-type: none">• Contactless pick-up• Will continue to provide this service until we can safely reopen
HathiTrust ETAS (Emergency Temporary Access Service)	Provide increased access to digital formats of the Library's collection.	<ul style="list-style-type: none">• Support teaching and research with digital resources• Comply with fair use and copyright

HELPING

"... I must tell you how amazing your chat room staff are. I likely contact them 3 or 4 times a week. They are unfailingly helpful and knowledgeable and kind. You have much to be proud of with such an amazing staff."

- Dawn Green, Graduate Student

Cameron Study Space

Study space has been available for students during the pandemic apart from May, June, & July.

- 28% average occupancy rate for seats available
- 5,424 confirmed bookings over the pandemic

25K

total online chats

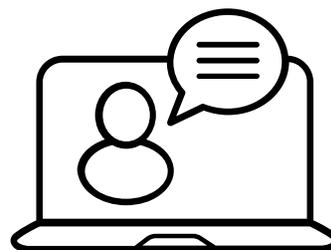
1.9M

library website sessions

453K

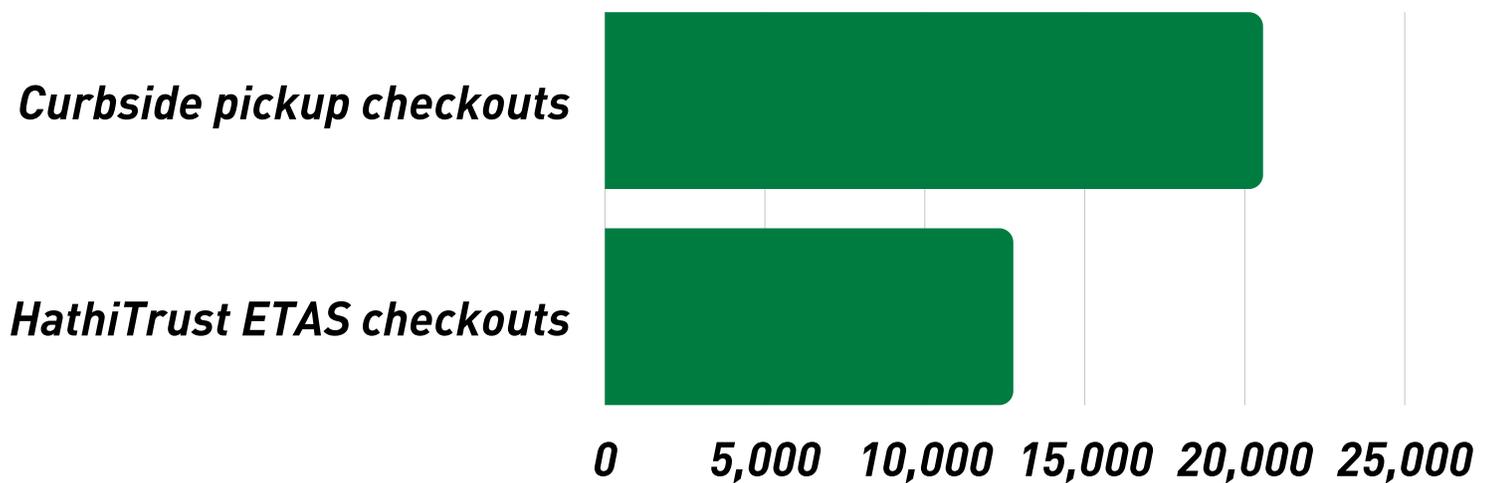
unique user visits to website

"I just wanted to share that I personally love the chat with us tool. I have used it nearly every semester and the people that I speak with are always incredibly helpful, even if it takes a bit of time. I just wanted to say thank you and that I hope it continues in the future for other students to use (especially with lack of in person due to covid)"



- Student via online chat

USE OF PANDEMIC SERVICES



53

visits per day at curbside pickup

32%

Increase in online chat service use between 2019 and 2020

1074

New published articles in our Open Journal Service

3.4M

views of UAlberta's 159,154 items in the Internet Archive



CONTINUITY & GROWTH

SERVICE	DETAILS	OUTCOME
Online Reading List Service	Providing access to library resources in our online learning environments	<ul style="list-style-type: none">• Integrates with eClass• First Canadian Institution to adopt• Ensures students have access to well curated lists
Open Educational Resources (OERs)	The move to emergency online teaching and learning has proved to be a tipping point for our OER program	<ul style="list-style-type: none">• Created 12 textbook for U of A courses• 23 more OER textbooks in production• Founding member of Open Education Alberta
Open Journal Publishing	Publishing more than 60 "Diamond" open-access journals	<ul style="list-style-type: none">• 11 student publications• 52 peer-reviewed scholarly journals
Data Management	The university is in a strong position to support the requirements of the Tri-Agency Research Data Management Policy	<ul style="list-style-type: none">• Library-based RDM services and support• UAL in strong position to meet researcher's data deposit, archiving and preservation needs.
DMP Assistant 2.0	U of A Library hosts nationally the Portage DMP Assistant	<ul style="list-style-type: none">• Gold-standard, freely accessible bilingual web-based tool• Provides both a framework and guidance for development of their own DMPs.



University of Alberta's open access digital archive includes the intellectual output of the university, promotes opportunities for research discovery, and provides archival preservation for individuals at academic institutions as well as those beyond our walls.

era.library.ualberta.ca

13,786

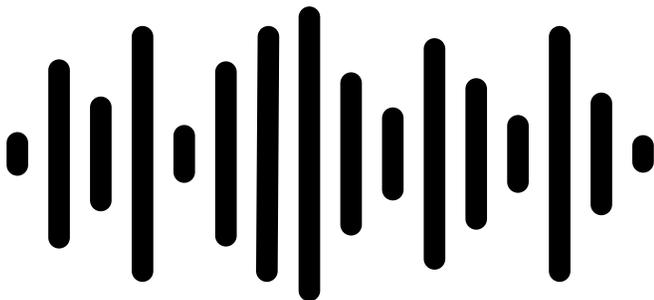
DOIs minted in 2020

61K

Unique items in ERA

361K

Unique page views of ERA items



3K

Audio/Video files
in ERA A+V



dataverse.library.ualberta.ca

116

Dataverses

469

Datasets

54K

File downloads



Clockwise: Turning Women's Trauma into Strength, Sara Nekounamghadirli; A Cross Time through Dementia, Heunjung Lee; Brain Games, Brian Marriott; Surrealist Venus in Translation, Sofia Monzon; Inextricably tied: are humans and wheat truly different?, Habba Mahal.

uab.ca/ior



Images of Research 2021 Winners

*in partnership with FGSR to
highlight and support research*

