Monday, November 29, 2021
Zoom Virtual Meeting
2:00 PM - 4:00 PM

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

1. Approval of the Agenda — Bill Flanagan

2. Report from the President — Bill Flanagan

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

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

3. Approval of the Open Session Minutes of October 25, 2021

4. New Members of GFC

ACTION ITEMS 2:10 - 2:30 p.m.

5. Notice of Motion: Proposed General Faculties Council (GFC) Standing Committee on Governance and Procedural Oversight — Carolyn Sale

   Motion: To Approve

DISCUSSION ITEMS

6. Question Period 2:30 - 3:00 p.m. — Bill Flanagan

7. Residence Community Standards Policy 3:00 - 3:15 p.m. — Janice Johnson

8. Teaching, Learning and Evaluation Policy 3:15 - 3:30 p.m. — Steven Dew, Wendy Rodgers, John Nychka

9. Final Report on the Academic Leaders Task Group 3:30 - 4:00 p.m. — Steven Dew

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.]

10. Report of the GFC Executive Committee

11. Report of the GFC Academic Planning Committee

This agenda and its corresponding attachments are transitory records. University Governance is the official copy holder for files of the Board of Governors, GFC, and their standing committees. Members are instructed to destroy this material following the meeting.

12. Report of the GFC Programs Committee

13. GFC Nominations and Elections
- November 9, 2021 NC Report to GFC

14. Information Items:
A. Metrics associated with academic restructuring
B. Report on Undergraduate Financial Support
C. Academic Schedule
D. Exploration Credits - Request for Feedback
E. Future of Continuing Professional Education
F. Path Forward for the GFC Guiding Documents
G. COVID-19 Governance Emergency Protocols Decision Tracker

15. Information Forwarded to GFC Members Between Meetings
- University of Alberta Mail - Request for Feedback-Draft Indigenous Institutional Strategic Plan
- University of Alberta Mail - Request for Feedback on Proposal for Exploration Credits

CLOSING SESSION

16. Adjournment
- Next Meeting of GFC: January 31, 2022

Presenter(s):

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Carolyn Sale	Associate Professor, GFC Elected Faculty Member
Janice Johnson	Assistant Dean of Students (Residence Life and Education)
John Nychka	Vice-Provost (Learning Initiatives)
Steven Dew	Provost and Vice-President (Academic)

Documentation was before members unless otherwise noted.

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

General Faculties Council
Draft Open Session Minutes

Monday, October 25, 2021
Remote meeting by Zoom
2:00 PM - 4:00 PM

ATTENDEES:

Statutory Members:

Ex-Officio:

Bill Flanagan
Simaan AbouRizk
Chris Andersen
Dale Askey
Barbara Billingsley
Stanford Blade
Greta Cummings
Steven Dew
Todd Gilchrist
Brenda Hemmelgarn
Nick Holt
Tammy Hopper
Christine Hughes
Shanthi Johnson
Diane Kunyk
Elan MacDonald
Brooke Milne
Kyle Murray
Melissa Padfield
Steve Patten
Aminah Robinson Fayek
Wendy Rodgers
Andrew Sharman
Demetres Tryphonopoulos
Jennifer Tupper
Frederick West

Elected Faculty:

J Nelson Amaral
Saadet Andrews
Nicholas Beier
Jennifer Branch-Meuller
Robert Burrell
Marie Carrière
Heather Coleman
Michael Dyck
Anastasia Elias
Jaymie Heilman
Michael Hendzel
Carol Hodgson Birkman
Peter Hurd
Nat Kav
Vadim Kravchinsky
Hollis Lai
Jacqueline Leighton
Pierre Lemelin
Runjuan Liu
Kathleen Lowrey
Derek MacKenzie
Al Meldrum
Sourayan Mookerjea
Sarah Moore
Weimin Mou
Mario Nascimento
Jerine Pegg
Sujata Persad
Frances Plane
Elena Posse de Chaves
Dan Romanyk
Victoria Ruetalo
Carolyn Sale
John Spence
Laura Stovel
Alan Underhill
Mani Vaidyanathan
Jonathan White
Shauna Wilton
Richard Wozniak
Moin Yahya
Yan Yuan
Nese Yuksel

Students:

Talia Dixon
Kathy Haddadkar
Abner Monterio

Appointed Members:

Nikita Adekar
Ashmeen Aneja
Heba Aref
Susan Babcock
Samar Barazesh
Andrew Batycki
Vaughn Beaulieu-Mercredi
Marsha Boyd
Chiara Concini
André Costopoulos
Maddie Dempsey
Andy Deprato
Devin Doherty
Joseph Doucet
Anas Fassih
Levi Flaman
Shawn Flynn
Kyle Foster
Lisa Glock
Jill Hall
Emily Holden
Matina Kalcounis-Rueppell
Simran Kaur Dhillon
Rokhand Khademi
Georgia Korfeh
Jesse Lafontaine
Devshri Lala
Jenny Lam
Rowan Ley
Maggie Lin
Andrew Locke
Angie Mandeville
Tia Marko
Adekunle Mofolasayo
Emily Motoska
Mary Olukotun
Sanhita Pal
Laura Reifferscheid
Sarah Severson
Khandaker Akib Shahriar
Sophie Shi
Chanpreet Singh
Allison Sivak
Aadhavya Sivakumaran
Shubham Soni
Cindy Sun
Andrei Tabirca
Frederick Tappenden
Phillip Vandevalk
Dilini Vethanayagam
Adrian Wattamaniuk
Kyle Whitlock
Donna Wilson
Adrienne Wright
Ding Xu
Shuce Zhang

REGRETS:

Ghalia Aamer
Jason Acker
Sandeep Agrawal
Chris Beasley
Nicole de Grano
Gary Eitzen
Tahmid Al Hafiz
Harnoor Kalra
Gurleen Kaur
Jessica Kolopenuk
David Konrad
Mohit Kumar
Shashi Kumar
Pierre-Yves Mocquais
Reagan Morris
Yusuf Oliya
Keith Rourke
Rama Taha
Siddharth Thakur
Amy Tse
Kristof Van Assche
Julia Villoso
Akanksha Yeola

Staff:

Brad Hamdon, General Counsel and University Secretary
Kate Peters, GFC Secretary
Heather Richholt, Scribe

University Governance:

Edyta McLoughlin
Laura Riley

OPENING SESSION

Before opening the meeting, the Chair made the following territorial acknowledgement:

We are located on Treaty 6 territory. We respect the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

1. Approval of the Agenda

Presenter(s): Bill Flanagan, President and Vice-Chancellor, and Chair of General Faculties Council (GFC)

Discussion:
The Chair noted that the item on proposed changes to the GFC guiding documents had been changed from an action to a discussion item and that the agenda had been rearranged accordingly.

Motion: Yuan/Kav

THAT General Faculties Council approve the agenda as amended.

CARRIED

2. Comments from the Chair (no documents)
   - United Way Campaign

Presenter(s): Bill Flanagan, President and Vice-Chancellor, and Chair of GFC

Discussion:
The Chair referenced the link on the agenda to the promotional video for the United Way and invited Jennifer Tupper, Dean of the Faculty of Education and co-chair of the 2021 United Way Campaign to speak. Dr Tupper spoke briefly about the campaign and asked members to consider contributing.

The Chair noted that Jonathan White would be taking a break from GFC while on sabbatical and recognized his years of service as a GFC member, as Chair of the Nominating Committee, and his work to put in place a new committee structure and new procedures for recruitment and selection following the 2017 recommendations of the GFC *ad hoc* Committee on Academic Governance including Delegated Authority. Dr White provided an update on GFC Committee and other vacancies and encouraged members to put their names forward.

CONSENT AGENDA

Materials before members are contained in the official meeting file.

Consent Agenda Mover and Seconder: Yuan/Kav

3. Approval of the Open Session Minutes of September 20, 2021

THAT General Faculties Council approve the open session minutes of September 20, 2021.

CARRIED

4. New Members of GFC

TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing October 25, 2021 and ending April 30, 2022:

Gurleen Kaur, Arts
Rokhand Khademi, Pharmacy

The following College Deans to serve on GFC for terms commencing September 20, 2021 and extending for the

duration of the appointment:
Matina Kalcounis-Rueppell, College of Natural and Applied Sciences,
Joseph Doucet, College of Social Sciences & Humanities
Greta Cummings, College of Health Sciences

The following delegate for the Acting President of the AASUA, to serve on GFC for term of office beginning October 25, 2021 and for the duration of the appointment:
Brian Fleck, Director, AASUA Executive

CARRIED

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 October 25, 2021 and ending June 30, 2024:
Marie Carrière, Arts

CARRIED

5. Proposed Suspension of Majors for the Bachelor of Science/Bachelor of Education Combined Degrees Program, Augustana Faculty, and Faculty of Education

Purpose of the Proposal: The proposal is before the committee to make significant program changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana), offered by Augustana Faculty and the Faculty of Education.

THAT the General Faculties Council recommend the Board of Governors approved proposed suspension of admissions to the majors in Mathematical Sciences, and Physical Sciences, in the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), to take effect upon approval.

CARRIED

ACTION ITEMS

6. Decommission of Section 65.3 (University of Alberta Student Housing Policy) from the GFC Policy Manual

Materials before members are contained in the official meeting file.

Presenter(s): Katherine Huising, Associate Vice President, Campus Services

Purpose of the Proposal: In an ongoing effort to ensure university policy is consistently prepared, managed, and housed, efforts are being made to, where appropriate, shift university policy into the University of Alberta Policies and Procedures Online (UAPPOL) environment. Section 65.3 of the GFC Policy Manual (University of Alberta Student Housing Policy) is dated and the on-campus residence system has undergone significant growth necessitating a policy update. In support of UAPPOL being the one repository for university policy, it is appropriate to rescind what is an out-of-date GFC policy.

Discussion:
Ms Huising provided an overview of the proposal and explained that the motion to rescind the policy was tabled by the Executive Committee in 2015. She explained that Executive Committee had removed it from the table and recommended approval. She provided rationale including because the policy was obsolete and there were other up-to-date policies and procedures that addressed matters of concern.

During the discussion, members asked questions and expressed comments including but not limited to:

- Whether removing this GFC policy meant that GFC would not have overview of these matters;

- whether affordability and sustainability of residences should be addressed by new policy;
- the role of the Students' Union, the Graduate Students' Association, and the Residence Association to address matters of affordability and sustainability;
- that residences had to be self-sustaining since the university was not able to use government money to invest in, or subsidize, residences;
- relevant policies and procedures that existed in UAPPOL; and
- the ongoing work of the university to move the remaining pieces of the GFC Policy Manual into UAPPOL.

Motion: Yuan/Kav

THAT the General Faculties Council approve, the deletion of Section 65.3 (University of Alberta Student Housing Policy) of the GFC Policy Manual, to take effect upon final approval.

CARRIED

DISCUSSION ITEMS

7. Question Period
   7.1 Parking
   7.2 Extensions of GFC Meetings
   7.3 Ring Houses

Materials before members are contained in the official meeting file.

Presenter(s): Bill Flanagan, President and Vice-Chancellor, and Chair of GFC

Discussion:
The Chair asked if there were any follow up questions to the posted items.

Regarding question 7.3 about the Ring Houses, Dr Sale noted her concern that the University of Alberta Ring Houses Coalition's expertise was not taken into account and their proposal was not taken seriously. She expressed that Historic Resource Impact Assessments should be standard and that the Alberta Ministry of Culture had offered money toward the costs. She offered her opinion that a better and more democratic consultation process regarding the heritage of our campuses was needed. Vice-President (Facilities and Operations) Andrew Sharman noted that the coalition's proposal was not sustainable or affordable and would not support the university's core missions of teaching, learning, and research. He explained that no decisions regarding the future use of the site had been made and that the university would not move forward on that without consultation.

A member asked about the University of Alberta for Tomorrow (UAT) restructuring and how administrative support for accreditation processes within the Faculties would be factored in to any changes. Provost and Vice-President (Academic) Steven Dew responded that accreditation bodies normally required a licensed professional to have oversight over the processes and that meeting all accreditation requirements would continue to be a priority in any restructuring planning.

A member referenced the Student Demographic Equity, Diversity and Inclusivity (EDI) Census which was shared as an information item in the meeting package and asked if the university would assess racial impacts on retention and graduation rates of students. Deputy Provost Wendy Rodgers, and Vice-Provost and Registrar Melissa Padfield explained that they needed to have sufficient responses in order to provide a robust analysis but that they would continue to look at the data they had to review key access to services across the university to ensure they were supporting student success.

A member asked if the EDI survey results would be made public. Dr Rodgers replied that any data that did not reveal personal or private information would be shared.

8. Institutional Indigenous Strategic Plan

Materials before members are contained in the official meeting file.

Presenter(s): Florence Glanfield, Vice-Provost (Indigenous Programming and Research); Nella Sajlovic (Indigenous Strategies Manager)

Purpose of the Proposal: The proposal is before GFC for early consultation.

Discussion:
Dr Glanfield observed that the University of Alberta had made broad commitments to be a leader in its responses to the Truth and Reconciliation Commission's Calls to Action. She acknowledged that progress had been made but that conversations continued to be shaped by new opportunities, including financial opportunities. Dr Glanfield noted that important factors that would contribute to success were: a long term vision; committed and engaged leadership; and the creation and sustaining of a culture of learning. She invited members to think about their role in the process and to acknowledge the truth of Canada and the systemic racism that existed and continued to exist against Indigenous people. She encouraged members to educate themselves through Massive Open Online Courses (MOOCs), the Centre for Teaching and Learning's courses, books, podcasts, and other sources of information. She affirmed that context and history continued to shape all that we do in research and teaching and that we each had a role to play in the long-term vision.

The Chair thanked Dr Glanfield for her leadership and her bold call to action.

Members asked about the results of the student success survey and student group participation in the consultations to date.

In response to a request for a description of the endpoint of the goals and strategies of decolonization, Dr Glanfield noted that strategies to date had focused on representation and increasing the number of Indigenous voices in the community, rather than including Indigenous worldviews. She noted that public institutions in Canada had been established according to European worldviews and values and that all policy and practice should be questioned and reviewed with an Indigenous lens. She explained that her vision of the endpoint was programming that was open and inclusive of all diversity.

A member asked how the delay of the proposed Maskwa House of Learning impacted students who need access to services. Deputy Provost Wendy Rodgers replied that services were provided through the Dean of Students and First Peoples' House but that more space would allow them to expand their services.

Dr Glanfield noted that she would return to GFC in the spring and invited members to send feedback and questions by email.

9. Proposed Changes to the General Faculties Council Guiding Documents

Materials before members are contained in the official meeting file.

Presenter(s): Brad Hamdon, General Counsel and University Secretary

Purpose of the Proposal: The proposal is before the committee to review proposed changes to the:

- Principles for GFC Standing Committee Composition
- Roles and Responsibilities of Members
- Meeting Procedural Rules

The changes were developed in consultation with members of GFC through the work of the GFC Executive *ad hoc* Governance and Procedural Review Committee convened in March, 2021 and disbanded in June, 2021.

Discussion:
The Chair thanked the GFC Executive Committee and in particular the members of the Executive *ad hoc* Review Committee for their work and the significant amount of time spent preparing the proposal and reviewing all the comments received from members of GFC. He explained that Mr Hamdon decided to revise from an action to a discussion item after receiving several proposed amendments that were included in the meeting materials. The Chair noted that it was important for GFC to have sufficient time to review the proposed amendments and for GFC Executive, who hold delegated authority over these matters, to have the opportunity to work through them before GFC was asked to make a final decision. The Chair also spoke about the memo regarding procedural points that he had sent to GFC members in September and reminded members that the procedural rules were guided by the principles of collegial governance, transparency, and informed debate. He further explained that for many years, GFC determined not to use Robert's Rules in alignment with these principles. He also observed that GFC's commitment to collegial governance included intentional decisions on procedures to support respectful, inclusive and effective decision-making and that he hoped the memo, combined with governance education, and the discussions on the proposed revisions to the GFC Guiding Documents, would allow for informed participation in GFC.

Mr Hamdon echoed the Chair's thanks to the members of the Executive *ad hoc* Review Committee and the 40 members of GFC who had submitted suggestions and feedback. He noted that all of the feedback was considered by the *ad hoc* Review Committee in the development of the proposed revisions to the guiding documents and noted that the GFC Executive Committee had recommended the proposed revisions at their meeting of October 4. Mr Hamdon provided an overview of the history and purpose of the guiding documents and spoke specifically about the proposed changes to:

- voting rules;
- question period procedures;
- when a simple majority or two-thirds majority was appropriate;
- motion to close debate;
- calling of a special meeting; and
- speaking times.

Mr Hamdon noted that he agreed to bring this item forward as a discussion item because of several proposed amendments that had been submitted by a GFC member the previous week. He noted that it was important that GFC members felt comfortable with the changes being discussed and that, given GFC Executive's authority on these matters, that they be given an opportunity to review the amendments and discuss next steps.

During the discussion, members asked questions and expressed opinions including but not limited to:

- the hope that nothing said so far was meant to suggest that GFC did not have the authority to determine its own rules;
- authority to conduct the triennial review of the guiding documents;
- that standing committee authority and composition was at the heart of GFC responsibility;
- a suggestion that standing committee composition should follow the *Post-Secondary Learning Act* rules for determining GFC membership;
- the references to equitable and diverse decision making in the Roles and Responsibilities of Members document;
- concern that GFC Executive Committee creating a subcommittee was unprecedented;
- an opinion that a two-thirds majority should be required to extend meetings of GFC;
- questions about the structure and order of discussion of the matters in the item;
- whether an elected representative who was critical of Equity, Diversity, and Inclusion (EDI) policies at the University of Alberta would be excluded from GFC if the EDI principles in the Roles and Responsibilities of Members document were approved;
- that GFC would be approving any changes to language and that only GFC could set the general guidelines to govern itself and set expectations for its members;
- whether there was a way for online viewers to submit questions for question period;
- the responsibility of representatives to bring forward questions from their constituents;

- strategies to increase participation of members so that GFC heard from more than just a few of the more vocal members;
- how to create a more welcome environment for all;
- an opinion that there was a sense that administration was "othered" and had a secret agenda but that members of administration are there to act in the best interests of the institution;

A member raised a point of order and noted that their comments were being misrepresented. The Chair overruled the order and resumed the discussion.

- that deeper engagement and hearing different perspectives would strengthen GFC;
- support for a suggestion to structure debate to alternate speakers on different sides of the question;
- a question about the use and definition of the word "commitment" in the Roles and Responsibilities of Members document;
- that an emphasis should be placed on ensuring smooth and democratic processes;
- potential provisions for calling a special meeting and processes at comparator institutions; and
- whether the new language around question period in the proposed amendment suggested that administration was not transparent and accountable.

Near the end of the discussion, a member indicated that they wished to speak to the proposed amendments but the Chair ruled that the item was out of time as there were other matters on the agenda that needed to be discussed. He assured members that the proposed revisions to the guiding documents would come back to GFC for discussion at a later meeting before they were brought forward for decision to ensure that sufficient time and consideration were given to these important matters.

Elected faculty member Carolyn Sale made a notice of motion for debate at the next meeting of GFC as set out in the GFC Meeting Procedural Rules (8.7).

Notice of Motion: Discussion of Terms of Reference for a GFC Standing Committee on Governance and Procedural Oversight.

10. GSA and UASU Goals

Materials before members are contained in the official meeting file.

Presenter(s): Anas Fassih, President, Graduate Students' Association (GSA); Rowan Ley, President, University of Alberta Students' Union (UASU)

Purpose of the Proposal:
The UASU is presenting this information item by invitation, to brief GFC Executive Committee and General Faculties Council on its priorities for 2021-2022.

The information item is before the committee because the GSA has been invited to brief GFC Executive Committee and General Faculties Council on its key priorities for 2021-2022 as identified by the GSA in its Board Strategic Work Plan (SWP).

Discussion:
The President of the USAU spoke about the themes for the executive goals and priorities for 2021-2022 including:

- boost academic advocacy and bolster student leadership;
- foster an equitable, inclusive, and diverse campus;
- ensure student voices shape the future; and
- lead the charge on sustainability.

The President of the GSA provided an overview of the Board Strategic Work Plan 2021-2022 and the GSA's work to advocate for and to support graduate students.

Members discussed:

- equity in graduate student funding;
- the comparative availability of merit and needs based funding;
- that some students without a minimum funding package had to find employment outside of the university;
- graduate teaching assistantships;
- child care issues; and
- the vaccine mandate.

11. Residence Community Standards Policy

Materials before members are contained in the official meeting file.

Presenter(s): Janice Johnson, Assistant Dean of Students, Residences; Alison Exner, Supervisor, Residence Life- Community Support

Purpose of the Proposal: To discuss the proposed updates to the Residence Community Standards Policy, and the creation of associated procedures and an information document in the University of Alberta Policies and Procedures Online (UAPPOL) as set out in the attached.

Discussion:
The Chair noted that the Council on Student Affairs (COSA) and the GFC Student Conduct Policy Committee (SCPC) had both discussed the draft documents and that it was at GFC for early consultation.

Ms Johnson provided a high-level overview of the draft changes to the Residence Community Standards Policy including moving the policy and procedures into UAPPOL. She noted that the proposed changes would bring the documents up to date and increase the accountability and transparency of current process.

A member observed that there had been critiques of the shift to restorative justice practice written by both feminist and Indigenous scholars. She noted an opinion that restorative justice could be coercive, and criticism of the confidentiality documents.

The Chair noted that this item would come back to GFC for further discussion before GFC was asked to make a recommendation.

INFORMATION REPORTS
Materials before members are contained in the official meeting file.

12. Report of the GFC Executive Committee

13. Report of the GFC Academic Planning Committee

14. Report of the GFC Programs Committee
(no meeting since the September 20 meeting of GFC)

15. GFC Nominations and Elections

16. Report of the Board of Governors

17. A. Student Demographic Equity, Diversity and Inclusivity Census
B. COVID-19 Governance Emergency Protocols Decision Tracker

18. Information Forwarded to GFC Members Between Meetings
- Call for nominations – Executive Governance and Procedural Oversight Committee (Exec GPO)
- Memo from the Chair and Orientation on GFC Meeting Procedural Rules

CLOSING SESSION

19. Adjournment
- Next Meeting of General Faculties Council: November 29, 2021

The Chair adjourned the meeting at 4:00 p.m.

UNIVERSITY OF ALBERTA

PRESIDENT'S REPORT

TO THE UNIVERSITY OF ALBERTA GENERAL FACULTIES COUNCIL – November 29, 2021

As we near the end of 2021 and I look back on the 18 months since my appointment, the pace of change at the university has been incredible. As we have adapted and changed in response to both COVID-19 and serious financial challenges, there is no doubt that nearly every aspect of working and studying at the U of A has been impacted, and the process of change is not yet over. We have been in a long period of uncertainty and transition. In Winter 2022 we anticipate that 90% of staff and students will be back on campus, with a new Work From Home program available to provide more flexibility. Through all of these changes, I want to thank every member of this council for your passion, commitment, and persistence.

We are putting in place new structures with the ultimate goal of preserving the mission of the university, and securing its future. In spite of challenges, opportunities for future growth lie ahead. Ensuring that our government partners are fully aware of these opportunities has been a priority for me this fall. I have been meeting with government officials at all levels making a strong case for investment in students, teaching and research, especially given Alberta's positive demographic outlook. From the City of Edmonton's Senior Advisory Committee, to federal officials (including Health Canada, Official Languages, Privy Council Office, Prime Minister's Office, the Senate), and provincial Ministers and government officials, I have discussed the critical need for enrollment growth to long-term social and economic development of Edmonton, Alberta and Canada.

The more than 2,000 graduates recently celebrated at Fall Convocation on November 19th exemplify the importance of this advocacy. They will now apply their talent, skills, and knowledge to helping communities, organizations, industries and businesses recover after the pandemic. The stories of exemplary students' achievement and perseverance, featured on the U of A website throughout Convocation week, demonstrate their immense potential.

Last week, I was also pleased to sign the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education on behalf of U of A, joining with 40 other Canadian institution in a shared commitment to build a more equitable, diverse and inclusive academy in Canada. Inclusivity and diversity is also featured in the design and use of the renewed Dentistry/Pharmacy Centre, which has now been renamed University Commons to denote its purpose as a gathering place for all members of the community that invites opportunities for an exchange of ideas, perspectives, experiences, and knowledge.

November also marked the internal launch of the new U of A brand. The new brand both captures our story as well as provides an important platform for demonstrating the U of A's local, national and global impact and leadership. Thank you to the hundreds of stakeholders who provided input and guidance on its development.

As this is the last GFC meeting of 2021, I want to take this opportunity to thank you again for all of your efforts and to wish each of you a peaceful holiday season where you are able to relax and connect with family and friends.

U of A for Tomorrow

UAT - Looking ahead

The Service Excellence Transformation (SET) program has been a key part of the UAT initiative focused on administrative restructuring to support the university's new operating model and is expected to wrap up by March 31, 2022. Throughout October, Todd Gilchrist, Vice-President (University Services and Finance), provided an overview of the plan for the (SET) program over the next six months.

- Administrative streams (published October 7)
- Central support services (published October 14)
- Non-labour streams (published October 21)
- Supporting and sustaining activities (published October 28)

The success of this large-scale transformation of the university will depend in part on a parallel shift in the culture of service at the university. The Service Excellence Training Program (SETP) has been developed to create consistency and outline expectations for service competence across the U of A. Registration for the program is now open.

Pulse Survey Update

Throughout the U of A for Tomorrow initiative, we have implemented a monthly pulse survey of a sample of employees across the institution asking about restructuring and strategic transformation. An update to the latest findings was released on November 10th.

Academic Leadership

In June, the Academic Leaders Task Group was struck to review academic leadership roles in the context of the U of A's new academic structure and operating model. The aim was to develop recommendations on how to best deploy one of the university's most critical resources: our professors. Provost Steve Dew released the group's report on November 4.

External Interest

UAT is attracting attention from other institutions as well as the international post-secondary sector. On Oct 25, I participated in the Times Higher Education Leadership and Management Summit where I gave a keynote address, entitled 'The enterprising university: From recovery to excellence' focused on UAT.

For the Public Good

BUILD

U of A signs Scarborough Charter on Anti-Black Racism

The University of Alberta joined more than 40 universities and colleges across Canada in signing the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. The charter is strongly aligned with the U of A's Strategic Plan for Equity, Diversity, and Inclusivity. Through this endorsement we look forward to advancing ongoing and new initiatives to build a more equitable, diverse and inclusive academic community at the U of A and across Canada.

Initiative aims to transform development of life-saving therapies

The Canadian Critical Drug Initiative (CCDI), a partnership between Applied Pharmaceutical Innovation and the U of A's Li Ka Shing Applied Virology Institute, will build capacity to develop and manufacture therapeutic drugs right here in Edmonton. Through this initiative potential treatments will move from early testing and development, on to production and into the market, filling gaps in drug availability and security. The benefits will be far-reaching, both in stimulating the local economy and in creating a reliable supply of much-needed pharmaceutical compounds for our national health system.

Exploring bee behaviour opens student to new career possibilities

Third-year mathematics student, Tianna Tanasichuk, took herself out of her comfort zone this summer to surround herself with buzzing bees as part of I-STEAM Pathways Environmental Education Program for Indigenous Students. Through this internship program, Tianna found new connections to her past incorporating Indigenous knowledge to bee colony research, and is now considering a new career path. You can watch this year's cohort explain their I-STEAM student projects to learn more.

U of A graduates rank among most employable in the world

Graduate employability is an important measure that many university stakeholders, including prospective students, the government and other funders, use to evaluate the effectiveness of the U of A. According to the latest QS Rankings, the U of A is listed fifth nationally, 35th in North America and 99th globally. The 2021 QS Graduate Employability Rankings are based on five key indicators: employer reputation, alumni outcomes, employer-student connections, graduate employment rate, and partnerships with employers.

EXPERIENCE

Moral courage: Leading in times of conflict and crisis

In a series of conversations about leadership and moral dilemma, former UN force commander and Canadian senator Roméo Dallaire and world experts shared their thoughts about PTSD, children's rights, war crimes, humanitarian law, and peacekeeping. The Cleveringa Dallaire Critical Conversation Series was co-hosted by the U of A's HiMARC (Heroes in Mind, Advocacy and Research Consortium) in the Faculty of Rehabilitation Medicine and each session is now available to view online.

U of A programs well represented in Maclean's Rankings

The Maclean's 2022 Canadian University Rankings rates a University of Alberta nursing education at the top of programs from around the country, and ranks its education program as third best. These subject rankings help students determine which schools are the best fit for their educational path. Other U of A results included fifth-place showings in computer science and engineering, and a ranking of sixth in business.

EXCEL

U of A researchers highly rated in citations

Several U of A researchers are included on the recent Claricate Highly Cited Researchers list for 2021. This achievement highlights the high standards and level of innovation found among researchers across the institution. Experts from the Faculties of Science, Agricultural, Life & Environmental Sciences, Engineering, Kinesiology, Sport, and Recreation, and Business all made this year's list.

18 U of A subjects ranked in world's top 100

The U of A has been ranked fifth among Canadian Universities in the U.S. News & World Report Best Global Universities Rankings, and 135th on the global list. The University of Alberta landed in the top 100 in 18 subject areas, including gastroenterology and hepatology (28th), cardiac and cardiovascular systems (57th), mechanical engineering (65), microbiology (72nd), surgery (78th).

Confederation of Alberta Faculty Associations Early Career Award

Dr. Melissa Tremblay, Assistant Professor in Educational Psychology at University of Alberta, has been chosen to receive the 2021 CAFA Distinguished Academic Early Career Award for her scholarship in the areas of Indigenous child, family, and community health and wellbeing. She takes a relational, community-based participatory approach, working with partners from the Boyle Street Education Centre, community members and agencies from the Maskwacis Four Nations, Terra Centre for TeenParents, and the Alberta Mentoring Partnership.

U of A research awards

Congratulations to the following recipients of some of the university's most prestigious research awards:

2021 J. Gordin Kaplan Awards for Excellence in Research

- Mark Boyce, Department of Biological Sciences in the Faculty of Science
- Ali Shiri, School of Library and Information Studies in the Faculty of Education

2021 Martha Cook Piper Award

- Maria B. Ospina, Department of Obstetrics and Gynaecology in the Faculty of Medicine & Dentistry
- Xiaoting Li, Department of East Asian Studies in the Faculty of Arts

ENGAGE

Biomanufacturing partnership boosts Canada's vaccine capacity

A new partnership exists between U of A's Alberta Cell Therapy Manufacturing (ACTM) facility, The Ottawa Hospital's Biotherapeutics Manufacturing Centre and BioCanRx research network. This partnership will significantly expand Canada's biomanufacturing capacity, increasing a domestic supply of vaccines and other medicines, gene therapies, cell therapies, etc. According to ACTM's Scientific Director Greg Korbutt, "this agreement sets the stage for a Canadian biomanufacturing ecosystem."

International politics expert to shed light on 'new world disorder'

U of A professor Andy Knight has taken a one-year appointment as a Fulbright scholar at Yale University where he is writing a book on a transition occurring in international governance. Knight looks forward to connecting with other scholars in residence at Yale over this year as he finishes the book, examining the change from a system where the United Nations drives most international governance, to one where many organizations, both formal and informal, are taking on that role.

Convocation round-up

November 19 saw our latest round of students convocate and join the ranks of alumni. Here are a few of their stories:

- Nursing grad's research investigates perceived school-based public health nurse role and it's contributions to the Comprehensive School Health model.
- Mother's experience with breast cancer inspired U of A graduate to be a compassionate radiation therapist
- Just stop talking about weight with kids, says public health PhD grad
- Passion for writing leads PhD grad to academic and literary success
- Nursing grad provides safe support for people affected by violence
- Going back to school re-energized grad's career
- Speech-language pathology grad helps francophone youth find their voice
- A passion for cancer research sparked an academic journey that has spanned continents
- Completing studies during a pandemic brought home the importance of his work for former master's student
- Master's grad thrives on team atmosphere as scientist and athlete

SUSTAIN

15 years of WCHRI - Great strides in women and children's health

The Women and Children's Health Research Institute (WCHRI) celebrated its 15-year anniversary from October 20-November 4. Since 2006, WCHRI-supported researchers have been breaking down barriers and exploring research that is not only transformative to women and children's health, but also important to society as a whole. This anniversary also marks a milestone in the partnership with two of the University of Alberta's largest donors - the Stollery Children's Hospital Foundation and Alberta Women's Health Foundation. Find more stories about these partnerships and the university's impact in women and children's health through #WCHRI15years on social media.

#LightUpPurple for World Mental Health Day

World Mental Health Day was observed internationally on October 10 and events and initiatives took place throughout October and November across our campuses. The U of A has supports in place for students and staff who struggle with their mental health. Increasing awareness and promoting early-intervention are key elements to ensuring that they receive the support they need. Some of these supports are outlined here along with more suggestions for simple actions that can help foster positive mental health.

New Members of GFC

MOTION I: TO RECEIVE:

The following statutory faculty member who has been elected/re-elected by their Faculty, to serve on GFC for term of office beginning November 29, 2021 and ending June 30, 2024:

Ahmed Bouferguène	Faculté Saint-Jean

Item No. 5

Governance Executive Summary
Action Item

Agenda Title	**Notice of Motion: Proposed General Faculties Council (GFC) Standing Committee on Governance and Procedural Oversight**

Motion

THAT General Faculties Council create a standing committee on governance and procedural oversight with the responsibilities and composition set out in attachment 1.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Carolyn Sale, Elected Faculty Member, Faculty of Arts
Presenter(s)	Carolyn Sale, Elected Faculty Member, Faculty of Arts

Details

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because at the October 25, 2021 meeting of GFC, a notice of motion for debate at the next GFC meeting was made pursuant to rule 8.7 of the GFC Meeting Procedural Rules.
Executive Summary (*outline the specific item – and remember your audience*)	GFC elected faculty representative Carolyn Sale has proposed a motion for GFC to create a new standing committee with the responsibility to ensure the regular triennial review of GFC's Guiding Documents and the terms of reference for GFC and its subsidiary bodies. The committee would also be authorized to make recommendations to GFC on any matter relating to the governance of GFC including procedural oversight. The proposed committee's responsibilities and composition are detailed in attachment 1.
Supplementary Notes and context	*At their November 15th meeting, the Executive Committee voted not to recommend that GFC approve a standing committee on governance and procedural oversight with the responsibilities and composition set out in attachment 1.* *They were presented context to inform their discussion including:* ● *the potential for duplication of authority between the proposed committee and the GFC Executive Committee which currently holds delegated authority from GFC on governance and procedural matters,* ● *the potential gaps if Governance and Procedural Oversight is wholly withdrawn from GFC Executive Committee terms of reference;* ● *the potential for split authority over Governance and Procedural Oversight if GFC Executive Committee is left with some elements of Governance and Procedural Oversight not assigned to the new committee;* ● *the impact on the Executive Subcommittee on Governance and Procedural Oversight (Exec GPO) that was established on September 13, 2021;*

	• *the Executive Committee's authority over governance and procedural oversight stems from the 2017 recommendations of the ad hoc Committee on Academic Governance and Delegated Authority where it was recommended that "Oversight of governance rules and procedures" be added to the responsibilities of the Executive Committee; and* • *the Principles for General Faculties Council Delegation of Authority state "Withdrawal of delegated authority should be considered judiciously based on the best interest of the institution".* *During the discussion that led to their decision, members of Executive Committee raised the following concerns and discussed the following issues:* 1. *Recognition that GFC, in approving the 2017 final report of the ad hoc Committee on Academic Governance and Delegated authority, made a decision on how governance and procedural oversight should be managed by GFC and that GFC Executive was following that path.* 2. *Agreement that GFC has the authority to reconsider and to change the path if that is needed.* 3. *Concern with overlap of authority between the Executive Committee and a new committee and a desire to keep governance and procedural oversight with Executive Committee because of the alignment with Executive's authority to propose the GFC agenda.* 4. *Concern about the decision-making process supporting the Notice of Motion and whether adequate consultation for changes of this magnitude had been conducted.* *As per the GFC Meeting Procedural Rules (8.7), Executive Committee placed the defeated motion on the agenda for debate at the next meeting of GFC.*

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>	*Those who are actively **participating**:* • GFC Executive Committee
	*Those who have been **consulted**:* • Governance Advisor • University Secretary
	*Those who have been **informed**:* • Members of the Exec GPO
Approval Route (Governance) (including meeting dates)	GFC Executive Committee, November 15, 2021 General Faculties Council, November 29, 2021

Strategic Alignment

Item No. 5

Alignment with *For the Public Good*	Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference GFC Executive Committee Terms of Reference GFC Meeting Procedural Rules Principles for GFC Delegation of Authority	

Attachments (each to be numbered 1 - 3)

1. Attachment 1 (1 page) GFC Standing Committee on Governance and Procedural Oversight Motion for GFC's meeting of 29 November 2021
2. Attachment 2 (pages 1 - 3) GFC Executive Committee Terms of Reference
3. Attachment 3 (pages 1-5) GFC Executive Committee Final Motion September 13, 2021 – Establishment of the GFC Executive Subcommittee on Governance and Procedural Oversight (Exec GPO)

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

GFC Standing Committee on Governance and Procedural Oversight
Motion for GFC's meeting of 29 November 2021

Further to a "Notice of Motion" provided at GFC's meeting of 25 October 2021, this is a motion for GFC to create a Standing Committee on Governance and Procedural Oversight with the responsibilities and composition set out below. On 29 September 2021, members of GFC received an email from the GFC secretary informing them that GFC Executive had struck a subcommittee on Governance and Procedural Oversight. The committee that deals with the governance of GFC must, however, be created by GFC and report directly to GFC, with GFC establishing the "Terms of Reference" for the committee and choosing its members.

Responsibilities

The primary responsibility of the committee is to ensure the regular triennial reviews of GFC's Guiding Documents and the terms of reference for GFC and its subsidiary bodies by preparing for GFC's consideration recommendations for changes to existing documents or the creation of new documents.

The committee may also at any time make recommendations to GFC on any matter relating to the governance of GFC including procedural oversight of its meetings and the meetings of subsidiary bodies as well as any governance issues raised by members of GFC or any of its subsidiary bodies.

GFC shall receive written reports on the committee's deliberations on matters for which it has responsibility and the rationale for any recommendations made by the committee.

Composition

The committee shall have 13 voting members as follows:

- The President or their designate
- The Provost or their designate
- The President of the Students' Union or their designate
- The President of the Graduate Students' Association or their designate
- Two other students elected annually by and from the students on GFC
- Six members of the academic staff from any category, elected annually by and from the members of the academic staff on GFC
- The President of the Non-Academic Staff Association or their designate

The committee shall have 2 non-voting members: the University Secretary and the GFC Secretary.

1. Mandate and Role of the Committee

The Executive Committee is the executive body of General Faculties Council (GFC). It is charged with preparing the GFC agenda and carrying out the functions delegated to it by GFC. The Committee acts on behalf of GFC in areas as defined in the terms of reference. The Chair may bring forward items to the committee for advice.

2. Areas of Responsibility

a. Act on behalf of General Faculties Council as defined in section 4.1
b. Preparation of agendas for GFC
c. Faculty Councils – membership, quorum, control function, sub-delegations
d. Student Judiciary matters
e. Academic procedural matters
f. Governance rules and procedures oversight

3. Composition

Voting Members (14)

Ex-officio (5)

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

Elected from and by GFC (9)

- 7 academic staff (A1.1, 1.5, 1.6, 1.7), one of whom will be elected by the committee to serve as Vice-Chair
- 1 Dean
- 1 undergraduate student

Non-Voting Members

- University Secretary
- GFC Secretary

4. Delegated Authority from General Faculties Council

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

4.1 Act on behalf of General Faculties Council on matters that must be decided before the next regularly scheduled GFC meeting and where it is not feasible to call a special meeting of GFC. The committee will first determine if the matter cannot wait and, if so determined, will proceed to consider it and act on behalf of GFC and report on the decision at the next GFC meeting.

4.2 Prepare the agenda for all regular and special meetings of General Faculties Council. The committee will receive items from:

a. GFC Standing Committees
b. GFC members
c. University Administration

The committee may choose to provide comments to GFC on any agenda items.

4.3 Faculty Councils
   a. Approve composition and quorum provisions of Faculty Councils
   b. Exercise supervision of control functions regarding Faculty Councils (section 29 and 30 of PSLA), with recommendations to GFC when appropriate

4.4 Student Judiciary Matters
   a. Consider changes to Code of Student Behaviour, Code of Applicant Behaviour, Practicum Intervention Policy for approval or placement on GFC agenda
   b. Receive and discuss annual reports on student conduct, including residence discipline statistics, and appeals and place on the GFC agenda for information
   c. Authority to take whatever special measures are necessary to ensure timely and fully-constituted hearing by the University Appeal Board (UAB), Academic Appeals Committee (AAC) and Practice Review Board (PRB)

4.5 Academic Procedures
   a. Approve the Academic Schedule
   b. Provide for the preparation and publication of the University Calendar
   c. Approve changes to wording on Parchments
   d. Approve proposals for consolidated exams

4.6 Governance Procedural Oversight
   a. Ensure delegations from GFC are reviewed at least every 3 years
   b. Make recommendations to GFC regarding terms of reference, composition, and procedures for GFC and its standing committees

5. Responsibilities Additional to Delegated Authority

5.1 Joint Summit of the Board and GFC – the chair will consult annually with the committee on the focus and goals of the annual joint meeting

6. Sub-delegations from GFC Executive Committee

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

Sub-delegations - the following items have been delegated by this committee as noted:

6.1 Academic Procedures
   a. Technical matters relating to the publication of the University Calendar have been sub-delegated to the Registrar
   b. Special arrangements to depart from the official Final Examination Schedule have been sub-delegated to Faculty Councils, subject to challenge by GFC

7. Limitations to Authority

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

7.1 Decisions made on behalf of GFC under section 4.1 must be reported at the next GFC meeting.

7.2 In ordering the GFC agenda, the committee will be mindful of student membership terms when considering matters of particular concern to students.

8. Reporting to GFC

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

9. Definitions

Academic staff – as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues

10. Related Links

Academic Schedule Policy and Procedure
Consolidated Final Examinations Procedure
Parchment Procedure
GFC Policy Manual Section 37: Course and minor program changes
University Calendar, Regulations

Approved by General Faculties Council:
February 25, 2019
May 25, 2020

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	**Establishment of the GFC Executive Subcommittee on Governance and Procedural Oversight (Exec GPO)**

Motion

THAT the GFC Executive Committee establish the Subcommittee on Governance and Procedural Oversight and approve the Terms of Reference as set forth in Attachment 1.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	University Governance
Presenter(s)	Bill Flanagan, President & Vice-Chancellor and Chair, GFC Executive Committee Kate Peters, Secretary to General Faculties Council (GFC) and Manager, GFC Services

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	Pursuant to their delegated authority from General Faculties Council over governance procedural oversight, GFC Executive is asked to consider a proposal to establish a standing subcommittee. If approved, the Executive Subcommittee on Governance and Procedural Oversight will carry out the work related to this delegation and make recommendations to the GFC Executive Committee.
Executive Summary (*outline the specific item – and remember your audience*)	GFC Executive Committee established an *ad hoc* Governance Procedural Review Committee in February, 2021 and the committee was disbanded with thanks after completing their work in June, 2021. One of the tasks assigned to the *ad hoc* committee was to examine the scope of work involved in the regular 3-year review of terms of reference for GFC standing committees and guiding documents. The *ad hoc* Review Committee recommended that GFC Executive Committee strike a standing subcommittee to do this work. GFC Executive Committee reviewed the draft terms of reference for the new subcommittee at their June, 2021 meeting. If approved, the GFC Secretary would communicate with GFC to solicit applications to fill the seats on the subcommittee. The Nominating Committee would receive these applications and make recommendations to GFC in accordance with the Membership Replenishment Procedures. Attachment 2 sets out the timelines for review of GFC documents and standing committee terms of reference.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

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>	*Those who are actively **participating**:* • GFC Executive Committee's *ad hoc* Governance Procedural Review Committee • GFC Executive Committee
	*Those who have been **consulted**:* • The Vice-Provost and University Registrar • The Presidents of the Student's Union and the Graduate Student's Association • GFC Nominating Committee
	*Those who have been **informed**:*
Approval Route (Governance) (including meeting dates)	GFC Executive Committee, September 13, 2021

Strategic Alignment

Alignment with *For the Public Good*	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.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	GFC Executive Terms of Reference The final report of the *Ad Hoc* Committee on Academic Governance including Delegated Authority	

Attachments (each to be numbered 1 - 2)

1. Attachment 1 (page(s) 1 – 2) GFC Executive Subcommittee on Governance and Procedural Oversight (Exec GPO) Terms of Reference
2. Attachment 2 (page(s) 1 - 1) Timelines for Review of GFC Guiding Documents and Terms of Reference

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

1. **Mandate and Role of the Committee** – The GFC Executive Subcommittee on Governance and Procedural Oversight (Exec GPO) is a standing subcommittee of GFC Executive charged with Governance Procedural Oversight including delegations of authority, issues that arise with Meeting Procedural Rules, and regular 3-year reviews of GFC's Guiding Documents and terms of reference for GFC and GFC Standing Committees.

2. Areas of Responsibility

Review and recommend changes to GFC Executive Committee on:

- GFC and Standing Committee Terms of Reference
- Principles for GFC Standing Committee Composition
- Principles of GFC Delegation of Authority
- GFC Meeting Procedural Rules
- GFC Roles and Responsibilities of Members

3. Composition

Voting Members (9)

Ex-officio (4)

- President and Vice-Chancellor, or delegate, Chair
- Vice-Provost and University Registrar
- President, Students' Union
- President, Graduate Students' Association

Elected by GFC (5)

Preference to GFC members concurrently serving on a GFC Standing Committee

- 3 academic staff (A1.1, 1.5, 1.6, 1.7) from GFC (One member will be elected by the committee to serve as Vice-Chair)
- 2 appointed members of GFC

Non-voting Members (2)

- University Secretary
- GFC Secretary

4. Delegated Authority from General Faculties Council

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

None

5. Responsibilities Additional to Delegated Authority

5.1 To conduct regular 3-year reviews of GFC's Guiding Documents and terms of reference for GFC and GFC Standing Committees.

5.2 To recommend to GFC Executive Committee on proposals for changes to:

a. GFC and Standing Committee Terms of Reference, including delegations of authority
b. Principles for GFC Standing Committee Composition
c. Principles of GFC Delegation of Authority
d. GFC Meeting Procedural Rules

e. GFC Roles and Responsibilities of Members

6. Sub-delegations

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

None

7. Limitations to Authority

The following further refines or places limitations on authorities held by or delegated to the Exec GPO:

None

8. Reporting to GFC

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

9. Definitions

Academic staff – as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff

Appointed members of GFC - Including Elected Students and Other Appointees as set forth in the *Post-Secondary Learning Act*, Sec 23(d)

10. Links

GFC Delegations of Authority
Principles of GFC Delegation of Authority
Principles for GFC Standing Committee Composition
GFC Meeting Procedural Rules
GFC Roles and Responsibilities of Members

Approved by GFC Executive Committee: [date]

Timelines for review of GFC documents and Terms of Reference:

Document	Approval Date	Review Date
Principles for GFC Delegation of Authority	Apr 21, 2017	April 2020 (past due)
Principles for GFC Standing Committee Composition	Apr 21, 2017	April 2020 (past due)
Roles and Responsibilities of Members	Apr 21, 2017	April 2020 (past due)
Meeting Procedural Rules	Ap 21, 2017	April 2020 (past due)
GFC Facilities Development Committee Terms of Reference (ToR)	Oct 30, 2017	October 2020 (past due)
GFC Student Conduct Policy Committee ToR	Oct 30, 2017	October 2020 (past due)
GFC Nominating Committee ToR	Apr 30, 2018	April 2021 (past due)
GFC University Teaching Awards Committee ToR	Nov 26, 2018	November 2021
GFC Undergraduate Awards and Bursaries Committee ToR	Jan 28, 2019	January 2022
GFC Executive Committee ToR	Feb 25, 2019	February 2022
Council on Student Affairs ToR	Feb 25, 2019	February 2022
GFC Academic Standards Committee ToR (committee disbanded as of Sep 1, 2020)	Mar 18, 2019	N/A
GFC Academic Planning Committee ToR	Apr 29, 2019	April 2022
General Faculties Council ToR	Apr 29, 2019	April 2022
GFC Committee on the Learning Environment ToR	Nov 25, 2019	November 2022
GFC Programs Committee ToR	May 25, 2020	May 2023

Question from GFC Member Abner Monteiro on GFC and Policy on Sexual Violence

QUESTION 1: The GFC Roles and Responsibilities of Members state that "all members of GFC are afforded the same rights to participate within the body."

However, the GFC guidance documents do not contemplate a situation where certain protected classes of members (e.g. gender, age) would feel uncomfortable or unsafe if another GFC member had been publicly accused of criminal conduct. Members might feel reluctant to fully participate in GFC meetings, particularly on relevant issues that fall within GFC's purview.

What recourse would be available to members who may not feel they can fully and equitably participate in GFC meetings under such conditions — particularly protected classes of members?

QUESTION 2: GFC has the authority to make recommendations to the Board of Governors on the University's sexual violence policy suite, including the Sexual Violence Policy, which was last updated almost five years ago. Since then, the University's practices around sexual assault prevention and response have faced significant public criticism.

The Sexual Violence Policy affirms that "there is no consent when...it was obtained through the abuse of a position of power, trust or authority."

Does GFC have the discretion to evaluate whether the Policy and associated practices and procedures should go one step further by recognizing that an insurmountable power imbalance (e.g. between an instructor and their own student) prevents meaningful consent?

QUESTION 3: GFC has the authority to make recommendations to the Board of Governors on the University's sexual violence policy suite, including the Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict and the Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure. The University discourages but does not forbid instructors pursuing relations with their own students, and theoretically requires a disclosure to be filed.

However, students overwhelmingly believe that this approach is insufficient. UASU survey data (2020 Annual Survey, n=3125) shows that the vast majority of students (particularly women and gender minorities, Indigenous students, and upper-year students) support stronger restrictions on instructors pursuing relations with their own students. Comparisons with U of T and UBC suggest that UAlberta's policy and practice on these issues have significant room to grow.

What barriers, if any, would prevent the University from adopting a stronger stance as a matter of policy?

Question 1 Response from Kate Peters, Secretary to General Faculties Council (GFC) and Manager, GFC Services

For GFC to be successful in fulfilling its terms of reference and meeting its responsibilities as the principal academic decision-making body of the university, it depends on the active engagement of its members. The General Faculties Council (GFC) Roles and responsibilities document sets out principles for collegial academic decision making that all members, voting and non-voting, have a responsibility to uphold.

Membership on GFC is articulated in the GFC Terms of Reference in compliance with the *Post-Secondary Learning Act* (*PSLA*) and in accordance with decisions made by GFC to appoint additional members. The *PSLA*, the GFC Terms of Reference and other GFC Guiding Documents do not require that members accused of criminal conduct recuse themselves from GFC. Members who no longer meet the criteria set out in the terms of reference (student status, faculty status, service by virtue of their office) would lose their status as a GFC member.

These principles apply equally to all members, regardless of their membership category. If a member feels that they are unable to engage in GFC they should communicate with the GFC Secretary, Committee coordinator and/or Chair.

Question 2 Response from Steven Dew, Provost and Vice-President (Academic)

GFC is welcome to make recommendations to amend policy within its authority. The Sexual Violence Policy is under the ultimate approval authority of the Board of Governors.

When working on revisions to policy, the University will always consult with content experts, units engaged in work in the relevant area, and stakeholders, including faculty, staff, students, and the associations as appropriate.

Question 3 Response from Steven Dew, Provost and Vice-President (Academic)

Rather than focusing on the potential for barriers, the university's approach is to open dialogues to identify paths forward that can best benefit our collective community. As described above, in considering a change like the one suggested, the University would undergo a process of consulting with stakeholders, experts, and the units of the institution that would be responsible for administering the policy material. The University would want to ensure that the new policy was addressing a need or risk at the institution, that it did not run counter to any other existing policies or laws, and that the policy was enactable and enforceable. If any of the groups being consulted raised any concerns with the proposed policy, the University would work with that stakeholder group to understand the concerns and may make changes to content or direction to address concerns. Ultimately, policies must be approved by the appropriate body or bodies in order to take effect.

Question from GFC Elected Faculty Member Carolyn Sale on the Academic Leaders Task Group

1. Why is there no description in the Governance Executive Summary for the "Final Report of the Academic Leaders Task Group" of the governance process around possible changes to "academic leader" positions?
2. What will that process be?
3. Why were there no rank-and-file faculty members on the Academic Leaders Task Group?

Response from Provost and Vice-President (Academic) Steven Dew

The Academic Leaders Task Group Report is not a proposal; rather, the report documents the ALTG's discussions of desired outcomes of having academics in leadership roles, and shares a variety of options and models for allocating academic leaders and reducing the overall number of academic leaders. I am now consulting with the community on those options, including with Deans, Chairs, and GFC. The authority to determine the allocation and nature of the academic leadership roles explored in the report - namely associate dean and associate chair roles - lies with the Provost and the Deans.

The Academic Leaders Task Group was created in response to calls from the community to gather input from those with experience in academic leadership roles on the opportunities and challenges of refining our allocation of those roles. The membership of the task group was formed accordingly. Most academic leadership roles do not represent 1.0 FTE; individuals in these roles are usually active instructors and researchers as well.

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Residence Community Standards Policy**

Item

Proposed by	André Costopoulos, Vice-Provost and Dean of Students
Presenter(s)	Janice Johnson, Assistant Dean of Students, Residences Alison Exner, Supervisor, Residence Life- Community Support

Details

Office of Administrative Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To discuss the proposed updates to the Residence Community Standards Policy, and the creation of associated procedures and an information document in the University of Alberta Policies and Procedures Online (UAPPOL) as set out in the attached.
Executive Summary (*outline the specific item – and remember your audience*)	**Overview** The Residence Community Standards Policy outlines expectations for community living in University of Alberta residences. All residents are subject to this policy, which also provides procedures for addressing behaviour that impacts the community in residence through a Restorative Justice process. The Residence Community Standards Policy was last revised in 2013. Since that time the culture in residence has evolved and there is a better understanding of Restorative Justice by Residence Services, residence students and residence associations. **Policy Review and Proposal** A policy review with extensive consultation has been undertaken between October 2020 and July 2021. This process has led to a proposal for both editorial and substantial changes to the existing policy including moving information into the policy templates for UAPPOL. Changes include: • Creating separate policy, procedure, and information documents as set out in the UAPPOL Policy Framework • Revising resident rights and responsibilities and Residence Services responsibilities to add clauses that support diversity, inclusion, wellness, and positive communal living in residence • Revising procedures to provide flexibility to create a restorative practice that fits the situation and address bottlenecks that impact timeliness. • Updating policy for clarity/transparency, appropriate language choice, and alignment with other campus policies and documents. Feedback from SCPC and GFC has been integrated into the proposal, with edits identified by red lettering.
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 (parties who have seen the proposal and in what capacity)	**Those who are actively participating:** • Residence Life • Residence Associations • Residence Life student staff **Those who have been consulted:** • Residence Advisory Council • Council of Residence Associations • University of Alberta Students Union, VP Student Life • Graduate Students' Association of the University of Alberta, President and VP External • Residents at large • Augustana residents at large and student staff • Office of the Student Ombuds • International Student Services • First People's House • The Landing • Student Conduct and Accountability • University of Alberta Protective Services • Restorative Justice Training Team (RJTT) • Residence Life professional staff • Augustana Student Life • Office of General Counsel • Information and Privacy Office • UAPPOL Team • Dean of Students Office **Those who have been informed:** • Campus Services leadership

Strategic Alignment

Alignment with *For the Public Good*	19. OBJECTIVE Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives. 21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☒ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-secondary Learning Act (PSLA) GFC COSA Terms of Reference GFC Student Conduct Policy Committee Terms of Reference GFC Executive Committee Terms of Reference GFC Terms of Reference	

Attachments:

1. Briefing Note on Residence Community Standards Policy
2. Proposed Residence Community Standards Policy
3. Proposed Residence Community Standards Procedure
4. Proposed Example Confidentiality Agreement Information Document

Links:
Current Residence Community Standards Policy

Prepared by: Alison Exner, Supervisor, Residence Life- Community Support, exner@ualberta.ca

RESIDENCE SERVICES

Residence Community Standards Policy Update **Briefing Note**

UNIVERSITY OF ALBERTA
RESIDENCE SERVICES

Executive Summary

The Residence Community Standards Policy outlines expectations for community living in University of Alberta residences. All residents are subject to this policy, which also provides procedures for addressing behaviour that impacts the community in residence through a Restorative Justice process.

A thorough consultation and review of the Residence Community Standards Policy was undertaken from October 2020 to July 2021, resulting in a proposal to:

- Create separate policy, procedure, and information documents to be housed in UAPPOL
- Revise resident rights and responsibilities and Residence Services responsibilities to add clauses that support diversity, inclusion, wellness, and positive communal living in residence
- Revise procedures to provide flexibility to create a restorative practice that fits the situation and address bottlenecks that impact timeliness.
- Update policy for clarity/transparency, appropriate language choice, and alignment with other campus policies and documents.

Document Contents

1. Overview

2. Policy Review and Environmental Scan

3. Substantial Changes

4. Vetting & Consultation

Appendix A: Relevant Links

1. Overview

Accountability

- Office of Accountability: Provost and Vice-President (Academic)
- Office of Administrative Responsibility: Vice-Provost and Dean of Students
- Development Sponsor: Janice Johnson, Assistant Dean of Students, Residences
- Development Lead: Alison Exner, Supervisor, Residence Life - Special Projects
- Policy Approver: Board of Governors
- Procedures Approver: General Faculties Council Student Conduct Policy Committee

Approval Path

UAPPOL Development Path

- Stakeholder Vetting Complete - July 2021

- Final Draft Reviewed by UAPPOL Team - July 2021
- Vice-Provost and Dean of Students Office - July 2021
- Provost and Vice-President (Academic) Office- Late Summer/ Early Fall 2021

Discussion Path

- Council on Student Affairs (COSA) - September 9, 2021
- Student Conduct Policy Committee (SCPC) - September 23, 2021
- Board Learning, Research, and Student Experience Committee (BLRSEC) - October 1, 2021
- General Faculties Council (GFC) Executive Committee - October 4, 2021
- General Faculties Council (GFC) - October 25, 2021
- General Faculties Council (GFC) Executive Committee - November 15, 2021
- Student Conduct Policy Committee (SCPC) - November 25, 2021
- General Faculties Council (GFC) - November 29, 2021

Approval Path

- Student Conduct Policy Committee (SCPC) for Recommendation - January 20, 2022
- GFC Executive Committee - February 14, 2022
- General Faculties Council (GFC) - February 28, 2022
- Board Learning, Research, and Student Experience Committee (BLRSEC) - March 11, 2022
- Board of Governors - March 25, 2022

Final Steps

- Revised policy and procedure takes effect August 1, 2022
- Recission of prior policy for the same date
- Content manager uploads to UAPPOL
- Residence Services informs residents and campus stakeholders of changes using communication strategy below

Consultation Overview

Students and Student Associations

- Residence Advisory Council
- Council of Residence Associations
- University of Alberta Students' Union
- Graduate Students' Association of the University of Alberta
- Residents at large
- Residence Life student staff
- Augustana residents at large and student staff

Campus Partners

- Student Conduct and Accountability
- Office of the Student Ombuds

- International Student Services
- First Peoples' House
- The Landing
- University of Alberta Protective Services
- Restorative Justice Training Team (RJTT)
- Residence Life Professional Staff
- Augustana Student Life
- Office of General Counsel
- Information and Privacy Office
- UAPPOL Team
- Office of the Dean of Students, Student Life Team

Detailed list from consultation and vetting in section 4.

Communication strategy for updated policy and procedure

- Residents - communicated through website, orientation, ongoing education and programming (supported by creation of a new Community Management Intern student staff role).
- Resident Associations - discussion at regular standing meetings. Have been kept updated throughout the review process.
- Students' Union - discussion at regular standing meetings.
- Graduate Students Association- discussion at regular standing meetings
- Residence Services staff and student staff - departmental meetings, email, updated training, and website.
- Augustana residence staff, student staff, and residents - collaborative plan with Augustana residence staff on communication including website updates, training, and programming.
- University of Alberta Protective Services - through Community Liaison Officer.
- Office of the Dean of Students, Student Life Team - communicated via email with optional meeting to discuss
- Office of the Student Ombuds - communicated via email with optional meeting to discuss
- Helping Individuals at Risk - communicated via email with optional meeting to discuss.
- First Peoples' House - communicated via email with optional meeting to discuss.
- Student Accountability and Conduct - discussion at regular standing meetings. Have been working closely with this office throughout the process.

2. Policy Review and Environmental Scan

Policy Issue

This is an update to the existing Residence Community Standards Policy and moving it into the UAPPOL system as a policy and related procedure. The existing policy provides expectations for residents through a list of resident rights and responsibilities and outlines procedures for

Residence Services to address violations of the policy through a Restorative Justice process and refers to the external breach of Residence Agreement or Code of Student Behaviour process for violations not addressed using Restorative Justice. The review is overdue as the last updates were approved in 2013. Our goal was to propose both editorial and substantial changes to the policy after consultation with stakeholders.

Restorative Justice in Residence

In the last decade, Residence Services and the University of Alberta has become a respected leader in Restorative Justice practices in higher education. We provide all Residence Life frontline coordinators with comprehensive Restorative Justice training - built specifically to prepare staff to use the policy. We also do ongoing training with staff on other restorative practices such as peacemaking circles. Student staff receive training on doing Community Resolutions, where a situation is resolved in the moment through a restorative conversation. As we have gotten better at using and understanding Restorative Justice and restorative practices, we have outgrown some wording in the policy and procedures (including our definition of restorative justice).

Current Policy

The current version of the Residence Community Standards Policy was first approved in February 2011 for implementation beginning September 1, 2011. This policy proposed a Restorative Justice model to address behavioural incidents in residence for the first time at the University of Alberta. Updates to the policy were approved in 2013. The policy is housed as a governance document on the University website, but is not formatted in a style congruent with other University policies missing information on the effective date, approvers, or even a University of Alberta logo.

Reporting in respect to this policy occurs annually in accordance with the *GFC Student Conduct Policy Committee Terms of Reference* in conjunction with the Dean of Student's Portfolio annual report of student conduct responses.

Linkages/Interactions with other Documents/Policies

This policy links to the *Residence Agreement* (contractual lease agreement) and the *Residence House Rules* (community-specific, day-to-day living expectations). The Residence Agreement outlines that a resident will obey the *Residence Community Standards Policy* and *House Rules*. The policy also affirms the expectations of students under the following University policies:

- the *Code of Student Behaviour*;
- the *Sexual Violence Policy*; *Discrimination,*
- the *Harassment and Duty to Accommodate Policy*; and
- the *Information Technology Use and Management Policy*.

Canadian Post Secondary Residence Programs and Restorative Justice

The University of Alberta is one of few Canadian institutions using a structured Restorative Justice approach to address resident misconduct. University of Guelph is an example of another institution using a restorative approach in residence, but their staff report that it isn't a fully Restorative Justice model. Many institutions train their residence staff on restorative practices for roommate disagreements or other informal use, even if their policies aren't written to include Restorative Justice processes. Outside of residence, Restorative Justice and restorative practices are being used and explored by many Canadian institutions, including for use in cases of sexual or gender-based violence. Dalhousie University's use of Restorative Justice in response to a high profile incident in their dental program in 2014-15 was publicized widely in Canadian national media.

3. Substantial Changes

Why are we wanting to move to UAPPOL?

Currently information about the Community Standards policy and processes are housed on the governance website without the policy template or other information that students and staff expect from an official university policy. In fact, the PDF doesn't even have a university logo on it. The move to UAPPOL protects students by ensuring any changes in the policy or procedure go through appropriate approvals and ensures the policy is available, providing transparency for anyone who lives or works in residence. Moving to UAPPOL also allows us to separate the policy from the procedures to address violations of the policy. As a comparison, the Sexual Violence Policy is found in UAPPOL.

Substantial Changes

- "Restorative Justice" procedures are replaced with more flexible "Restorative Practices" allowing us to create a practice that suits the situation based on restorative principles. These principles are outlined in the procedures and allow us to create practices that address the complex nature of conflict and human issues. The move away from the term Restorative Justice also creates a distinction between our process and Restorative Justice that occurs as part of the criminal justice system.
- A harmed party is no longer required to be involved in order to move forward with restorative practices. Asynchronous opportunities for restorative practices are available if a harmed party does not want a synchronous practice.
- The time limit for internal investigations is increased to 15 business days from 14 calendar days (3 weeks instead of 2). This longer period provides more flexibility for involved parties to set meetings with residence staff during busy academic periods, as residents were already frequently asking for extensions to meet with residence staff.
- In cases where harmed parties want to be involved in an immediate restorative practice, student staff could facilitate a restorative practice in the moment to address a situation and document it as a Community Resolution.

- House Rules can be updated/changed by Residence Services with involvement of students and Residence Student Associations as outlined in the *University of Alberta Student Participation Process Handbook*
- Clear indication that no action under the code will preclude action under the Residence Community Standards Policy or vice versa, although to the extent possible only one process will be used. Residents can be held accountable through both processes, as the processes address separate matters. One addresses a resident's status in the residence community and the other addresses student conduct and status on campus as a whole, and the process sanctions/outcomes are separate purposes (similar to a criminal case not precluding a civil case or a criminal case for theft not precluding an employer from firing the employee charged with theft).
- Restorative practices may occur in addition to outcomes through the Residence Agreement. The Residence Agreement outcome is to be applied before the restorative practice to ensure residents know the other consequences they are facing when proceeding with a restorative practice. This ensures responsible parties have all relevant info before choosing to be part of a restorative practice.
- Decisions on process and outcomes are no longer required to go through a Residence Supervisor, removing red tape from the process and hopefully making investigations, restorative practices, and outcomes happen in a more timely manner. The current restructure in residence to have one staff member work on policy violations provides the consistency that Supervisor decisions was trying to create. We look forward to less bottlenecks in the process.
- Additions/revisions to the resident rights and responsibilities to add clauses that support diversity, inclusion, wellness, and positive communal living in residence as well as providing corresponding rights for resident responsibilities and vice versa.

Other Edits of Interest

- Removal of terms used in policing and the judicial system: ie “impact statement”, “respondent”
- Policy points to *Sexual Violence Policy,* the *Code of Student Behaviour*, the *Discrimination, Harassment, and Duty to Accomodate Policy*, and the *Information Technology Use and Management Policy*
- Removal of specific job titles in the policy, allowing for updates to job titles without requiring changes to the policy.

What will the student experience be like in the future?

- Continue to use Community Resolutions to address violations that can be resolved in the moment.
- Harmed parties will receive opportunities to be involved in a restorative process asynchronously or synchronously. If the harmed party says no or no harmed party can be identified, a revised restorative practice may still be available to the responsible party (providing the requirements for a restorative practice can be fulfilled).

- Restorative practices will be created with the needs of the situation in mind, to ensure they are appropriate for the situation (not one size fits all).
- Decisions on routing (ie. routing to a restorative practice or breach of Residence Agreement) can be made at the coordinator level rather than waiting on a supervisor (speeding the process).
- Cases that cannot be resolved restoratively will be addressed through the residence agreement.

What does an eviction look like under this policy?

The Residence Community Standards Policy does not currently identify the process for eviction in residence. The eviction process is defined by contract law (the Residence Agreement), and not by the Residence Community Standards Policy. Evictions occur when there has been a substantial breach of the Residence Agreement and the landlord decides to cancel the Residence Agreement. The current Residence Community Standards Policy states that the process outlined in that policy does not apply in circumstances where the university acts as landlord. (section III. 1). The revised policy and procedures maintain the distinction.

4. Vetting & Consultation

Stakeholders	Format of consultation, date, and outcome.

Residents at Large	• Survey January 26 to February 10, 2021
	• Focus Groups
	  ○ February 16, 2021 - Augustana Residents
	  ○ February 23, 2021 - North Campus Residents
	
	Details of consultation found in the next section of this document.

Residence Advisory Council (RAC)	• Discussion March 18 meeting • Draft Shared May 13, 2021 • Discussion at RAC Meeting May 20, 2021 No concerns brought forward by RAC members
Council of Residence Associations (CORA)	• Discussion at June 18, 2021 meeting No feedback from CORA

University of Alberta Students' Union	• Discussion with SU VP of Student Life 2020-21, Katie Kidd April 22, 2021 • Discussion with SU VP of Student Life 2021-22, Talia Dixon- May 26, 2021 • Draft Shared May 13, 2021 Supported move to UAPPOL, gave feedback on terms needing definition and residence services responsibilities.
Graduate Student Association (GSA)	• Discussion with GSA president Anas Fassih and VP External Mohd Tahsin Bin Mostafa - Friday, April 16, 2021 Supported move to UAPPOL, and requested clear information for cases that may move through both the code and community standards for the same behaviour.
Student Conduct and Accountability	• Discussions with Deb Eerkes on October 5, 2020, March 11, 2021, and April 7, 2021. • Drafts shared March 23, 2021, May 11, 2021, June 23, 2021, and July 5, 2021. Supported move to UAPPOL, helped update language, helped craft asynchronous practice procedures, and provided valuable overall feedback.
Office of the Student Ombuds	• Drafts shared May 2021 • Discussion at May 25, 2021 meeting Supported move to UAPPOL, gave feedback on word choice and clarity, support for many of the changes, and requested quality education for residents on how the documents work together.
International Student Services	• Discussion with Nora Lambrecht May 5, 2021 Supported move to UAPPOL, support use of asynchronous practices as they can be more culturally appropriate, and appreciated definitions as well as clear headings to find the section you need.
First Peoples' House	• Discussion and shared drafts with Jessie Letendre at May 7, 2021 meeting

	Provided valuable suggestions for additions under rights/ responsibilities and procedures.
The Landing	• Discussion with Em Matheson May 28, 2021 • Draft shared May 2021 Provided valuable feedback and detailed edits for more inclusive wording and revision of phrasing. Supportive of restorative practices.
University of Alberta Protective Services	• Discussion with Ken Chan Community Liaison Officer on Feb 26, 2021 • Draft shared May 11, 2021 for feedback
Restorative Justice Training Team (RJTT)	• Discussed at RJTT meetings throughout 2020-2021 • Drafts shared May 11, 2021 for feedback Support from team on using term “restorative practices” and move to UAPPOL.
Residence Life Professional Staff and Student Interns	• Initial request for feedback: Nov 19, 2020 • Discussion with Residence Coordinators: December 15, 2020 • Discussion with Residence Leadership: February 26, 2021 • Draft 2 sent out March 23, 2021 • Draft 3 sent out week of May 10, 2021 Support for move to UAPPOL and valuable feedback on rights and responsibilities as well as language choice
Residence Life Student Staff	• Focus Group Feb 2021 • Draft shared with interns for feedback week of May 10, 2021 Detailed feedback on resident rights and responsibilities, clarity of procedures, and language choice.
Augustana Student Life and Residence Life Staff	• Discussion meeting with Rob Ford January 11, 2021 • Draft Shared May 26, 2021 • Discussion meeting with Randal Nickel June 18,

	2021 Support for all updates and changes.
Office of General Counsel	• Meeting with Jax Oltean June 4, 2021 for guidance on interaction with Code of Student Behaviour and confidentiality.
Information and Privacy Office	• Meeting with Mary Golab June 4, 2021 for guidance on confidentiality agreements
Student Conduct Policy Committee Working Group	• Initial Discussion on November 12, 2020 Support for moving forward with review
UAPPOL Team	• Draft and development plan shared with Andrew Leitch June 25, 2021 Approved development plan and proposed documents
Office of Administrative Accountability: Vice- Provost and Dean of Students	• Meeting with André Constopoulos July 15, 2021
Office of Accountability: Provost and Vice-President (Academic)	• Late Summer/ Early Fall 2021

Resident Consultation

Residents at Large Student Engagement Survey

- Survey built by Student Engagement working group made up of Residence Association members and student staff along with community management staff. Survey was open from January 26 to February 10, 2021 with 340 respondents. 209 respondents chose to disclose demographic information, with 50% having lived in residence one year or less and 68% being domestic students.
- Goals of Survey (created with working group):
    - Gather information on perceived effectiveness of current procedures (RJ and BORA) and proposed changes
    - Gather information on perceived trust in the policy
    - Provide a space for students to share all concerns with how conduct is handled in Residence

Quantitative Results

- 80% believe they have some or high understanding of what Restorative Justice is.

- 74.9% believe Restorative Justice is effective in addressing behaviour that breaks the rules or impacts others in residence more often than not.
- 70% were somewhat or very likely to decide to be part of a Restorative Justice process if they were a harmed party.
- 75% believe the Breach of Residence Agreement process is effective in addressing behaviour that breaks the rules or impacts others in residence more often than not.
- 30% believe educational sanctions would be effective in addressing behaviour that breaks the rules or impacts others in residence more often than not.
- 82% trust the conduct process in residence to be fair and confidential ("yes, completely"or "yes, somewhat")
- 70% trust that at the end of the conduct process that the community, including reporters and the responsible party, will not be worse off than when they began ("yes, completely"or "yes, somewhat")

Qualitative Themes

- Rules/expectations perceived not to be applied fairly
- Concern about efficacy of educational sanctions
- Lack of confidentiality
- Judgement/Social impacts for Harmed/Reporting Parties
- Student staff accountability
- Concern about sexual violence cases

Resident Focus Groups

- Three focus groups conducted virtually on Zoom in February 2021. Participants were compensated for their time with $10 ONEcard cash (North campus student staff were paid their normal hourly rate for their time instead of ONEcard cash).
    - February 16, 2021 7-8pm - Augustana Residents (3 participants)
    - February 23, 2021 4-5pm- North Campus Residents (5 participants)
    - February 24, 2021 4-5pm- North campus student staff (3 participants)
- The goals of these focus groups were to:
    - To evaluate current understanding and student attitudes of the residence conduct system and to explore possible updates to the policy
    - Explore themes identified in the survey and hear student suggestions to address issues.

Qualitative Themes

- Unclear/unknown expectations, especially for new move ins
- Some confusion about what RJ is and how it is used in residence, some disagreement on if it is effective or not.
- Student staff bias perceived as favouritism for their friends, perhaps a bias against student leaders in Lister, and being more likely to document a concern at the beginning of the year

- Concern at Augustana about perception of RJ and overall lack of understanding of conduct system from student staff and students
- Harmed parties are hesitant to report behaviour that impacts them for fear of social reprisals/impacts.
- Comfortable having restorative practices without the harmed party present.
- Finding a balance of residents not taking expectations seriously with residents who are overly anxious of being documented or have strong emotional reactions when documented for the first time
- Confidentiality is not respected by responsible parties who turn the situation into a story later, some student staff are keeping incidents confidential and some aren't.
- Perception that RAs don't follow expectations themselves, which is aggravated when students don't see the RA go through the conduct process or repair harms with the community generally.
- Concern about addressing serious incidents as soon as possible (perception that it takes 3-5 business days)

Appendix A: Relevant Links

Residence Community Standards Policy
- Direct Link to Current Policy

Residence Community Standards Policy Webpage
- Current Webpage where policy is found, hosted under Governance

Residence Community Expectations
- Residence Services landing page with information on policies relevant to residents, including the Residence Community Standards Policy

Proposal

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

Most Recent Editorial Date:

RESIDENCE COMMUNITY STANDARDS POLICY

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students
Approver:	Board of Governors
Scope:	Compliance with this University policy extends to anyone living or working in a University of Alberta Residence.

1. Overview

a. The primary objective of all **University of Alberta Residences** is to support the successful pursuit of academic studies. Living in residence provides many personal and social benefits; correspondingly, all **residents** are jointly responsible for a comfortable, safe, and secure living environment conducive to academic study and learning.

b. The relationship between the University of Alberta ("the University") and residents is contractual, governed by the ***Residence Agreement***, which is administered by Residence Services and signed by the resident. The Residence Community Standards Policy forms one aspect of that relationship. It in no way restricts the University from enforcing the *Residence Agreement*, which may include eviction or other consequences.

c. The Board of Governors derives authority to approve policy on student behaviour from the *Post-Secondary Learning Act*.

2. Purpose

a. This policy outlines expectations for community living in an academic environment. It applies to every resident in any University residence facility while on residence premises (as defined in the *Residence Agreement*), whether it is their home residence or one in which they are a guest. This policy strives to balance interests of residents with the needs of the residence **community**, a community which is made up of individuals from diverse backgrounds, with a wide range of beliefs, opinions and values. This policy has five main objectives:

   i. To promote behaviour among residents and their guests that creates an environment supportive to academic study and learning.

   ii. To protect residents' well-being

   iii. To protect residents' property, as well as that of the University.

iv. To encourage residents to participate in the betterment of their community by resolving issues together in a responsible manner, with the goal of repairing **harm** and rebuilding the community.

v. To foster growth, self-discipline, and accountability by helping residents to understand how their actions and behaviours, both in real life and virtual environments, impact others so that they can make choices that consider both themselves and their community.

b. This policy fits within a network of interconnected documents, policies and procedures related to residences, including (but not limited to):

i. The *Residence Agreement* (electronically signed and provided to each resident);

ii. ***House Rules*****,** which are rules specific for each residence community (located on the Residence Services website),

iii. *The Application for Residence*;

iv. The Residence Services acceptance letter and package.

c. Residents are also members of the University community and are therefore also expected to adhere to the *Code of Student Behaviour*; the *Sexual Violence Policy; Discrimination, Harssment and Duty to Accomodate Policy*; and the *Information Technology Use and Management Policy* at all times.

d. Residence Services will report annually with respect to this policy to the General Faculties Council Student Conduct Policy Committee (SCPC) in accordance with the *GFC Student Conduct Policy Committee Terms of Reference*. A formal review of the policy and procedure will occur periodically as required by SCPC. The review will be conducted by a group of key stakeholders, including students and staff.

e. Updates and changes to the *House Rules* will be made in consultation with residents and **Residence Students' Associations** of impacted buildings as outlined in the *University of Alberta Student Participation Process Handbook*. Updates and changes are not required to be approved by GFC or the Board of Governors.

3. POLICY

a. Residents living in University residences have rights and responsibilities under this policy and violations will be addressed by the University under this policy and associated procedures.

b. Any University community member may report an incident where a resident's rights or responsibilities have been violated under this policy.

c. Retaliation or reprisals against any person involved in reporting a policy violation of this policy (including witnesses) is prohibited. Where it has jurisdiction, the University will investigate all reports of retaliation in accordance with the appropriate complaints processes.

d. Residence Services values the principles of **Restorative Justice**, and uses **restorative practices** (as outlined in the procedures associated with this policy) to address harms caused by violations of this policy.

4. RESIDENT RIGHTS

Students living in residence at the University have the right to:

a. Be treated with dignity and respect;

b. A safe, secure environment, whether in private, shared, common or public space;

c. Pursue their academic goals, in accordance with the University's academic mission;

d. A living environment free from threats, fear, intimidation, discrimination, bullying, harassment or abuse;

e. Learn, study, and express beliefs, opinions and values, while respecting the safety, security, and dignity of other community members;

f. To celebrate their intersecting identities and expressions, such as cultural, gender, sexual, and religious identity and expression;

g. Access support staff and services available from Residence Services and the University of Alberta designed to support physical and/or mental health and wellness;

h. Communicate concerns to their peers, neighbours, roommates, **Residence Life staff**, or other University officials;

i. Enjoy the social benefits of living in a residence community and equal access to common areas and their contents;

j. Reasonable privacy and control of their private living space, within the limits of the *Residence Agreement*;

k. Have their personal property and possessions respected;

l. Be free from pressure to do anything unsafe, or anything that violates this policy, including their own rights and the rights of another;

m. An environment with noise levels conducive to academic pursuits, according to the guidelines established for each University residence community;

n. A living space that is clean and kept in good condition;

5. RESIDENT RESPONSIBILITIES

Students living in residence at the University have the responsibility to:

a. Treat other residents and staff members with dignity and respect, including in virtual environments;

b. Follow all safety procedures and contribute to maintaining a safe environment, and reporting any unsafe behaviour or conditions;

c. Foster a community in which all residents are free to pursue their academic goals, in accordance with the University's academic mission;

d. Work together toward an inclusive environment that acknowledges the existence of and harms caused by racism, sexism, classism, homophobia, transphobia, xenophobia, ableism or any other form of oppression, and an environment in which all members of the residence community are able to participate meaningfully in social, academic, and other activities;

e. Respect the rights of others to their beliefs, values and opinions;

f. Foster a community where diversity is respected and valued;

g. Manage their health and wellness and contribute to an environment that supports health and wellness;

h. Be respectful when communicating concerns to peers, neighbours, roommates, and staff, and participate constructively when engaging in conflict resolution;

i. Respect and abide by any **formal** or **informal agreements** made with other residents, Residence Life staff or **student staff**;

j. Share common spaces with other residents and refrain from monopolizing a communal space;

k. Take necessary means to maintain the security of the Residence community including upholding the integrity of entry points to their residence, securing their valuables, and reporting suspicious activity promptly to the appropriate authorities;

l. Respect the property of other residents and of the University;

m. Refrain from acting in a way that pressures others to be present with or take part in any acts that may make them uncomfortable, feel unsafe, or violate their rights under this policy;

n. Abide by the *House Rules* for their community (for example, French Language at Résidence Saint-Jean,, the Global Education program at International House, cohort and theme communities, noise designations, or cleanliness expectations);

o. Only use alcohol and other substances in a manner consistent with legislation, University policies, and the health and safety of themselves and others;

p. Assist in the upkeep of common areas by promptly cleaning up, using appropriate organics, recycling and waste receptacles, and by reporting facilities or equipment that are broken or dirty. Keep all private living spaces clean and in good condition;

In addition, residents are responsible for ensuring that their guests are informed of the above rights and responsibilities and behave accordingly. Residents will be held accountable for the actions of their guests, should those actions cause harm to an individual and/or the residence community.

Students who anticipate or observe a violation of this policy are encouraged to act to discourage or prevent the violation, to remove themselves from participation and bring the matter to the attention of Residence Life staff or student staff. These positive actions prevent or limit harm to the community.

6. RESIDENCE SERVICES RESPONSIBILITIES

Residence Services has responsibility to:

a. Foster a safe, secure and healthy environment conducive to academic success;

b. Strive to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success;

c. Work together with residents towards an inclusive environment that acknowledges the existence of and harms caused by racism, sexism, classism, homophobia, transphobia, xenophobia, ableism or any other form of oppression, and an environment in which all members of the residence community are able to participate meaningfully in social, academic, and other activities

d. Provide students with information and resources on restorative practices, residence policies, and University resources;

e. Initiate the procedures associated with this policy;

f. Uphold the *Residence Agreement* signed by the resident;

g. Investigate allegations of behaviour violating this policy, the House Rules, or Residence Agreement in conjunction with University of Alberta Protective Services, where appropriate; and

h. Initiate charges under the *Code of Student Behaviour* or refer to University of Alberta Protective Services for charges under the *Code of Student Behaviour* where appropriate.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
University Residence	Any student housing facility owned and operated by the University of Alberta. A comprehensive list of University residences is found on the Residence Services website.
Resident	A student who has signed a *Residence Agreement* with the University and who lives in residence.
Residence Agreement	The document signed by the resident and the University which defines the tenancy relationship.
University Community	Includes those who are employed by the University, who are officially associated with the University, and those who are students, former students, or alumni of the University.
Harm	The negative consequences that are caused by the actions of an individual or group of individuals. Harms can impact a person, their property and/or reputation, relationships, or the residence community.
House Rules	Document outlining day to day living expectations for residents living in specific residence communities.
Residence Student Associations	An organized body of elected student representatives from a residence community which facilitates opportunities for involvement and represents student interests in various University processes.
Restorative Justice	A framework of thinking about misconduct that focuses on the harms misconduct has on the community and its members. It involves all relevant parties, to the extent possible, in a restorative practice to collectively identify the harm(s) and work towards remedying said harm(s) while restoring trust between parties and within the community.
Restorative Practices	A method of engaging with individuals and the community that use restorative principles, often to facilitate a synchronous or asynchronous interaction. Examples include (but are not limited to) circles, talking circles, peacemaking circles, restorative meetings, and restorative conferences.
Residence Life Staff	Professional student affairs staff employed by Residence Services

Formal Agreement	A voluntary arrangement created between two or more parties where there is a commitment to an action or behavioural change and all parties have written documentation of the arrangement or when such an arrangement is created as part of a University or Residence Services process. Examples may include community resolutions, restorative agreements and roommate agreements.
Informal Agreement	A voluntary arrangement, often verbal in nature, created between two or more parties where the arrangement is not created within a University or Residence Services process and documentation is not provided to all parties. Examples may include where a neighbour agrees to turn down their music in the future, or a group of students commit to leaving a lounge by a certain time so another group can use the space.
Student Staff	Staff employed by Residence Services who are also University of Alberta students and often are residents. See the Residence Services website for residence-specific information about student staff.

RELATED LINKS

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

Code of Student Behaviour
Discrimination, Harassment and Duty to Accomodate Policy
Information Technology Use and Management Policy
Office of Safe Disclosure and Human Rights
Office of the Student Ombuds
Residence Services Website for Current Residents
Sexual Violence Information and Resources
Sexual Violence Policy
University of Alberta Protective Services
University of Alberta Strategic Plan for Equity, Diversity, and Inclusion
University of Alberta Student Participation Process Handbook

PUBLISHED PROCEDURES OF THIS POLICY

Residence Community Standards Procedure

Proposal

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

Most Recent Editorial Date:

Parent Policy: **Residence Community Standards Policy**

RESIDENCE COMMUNITY STANDARDS PROCEDURE

Office of Administrative Responsibility:	Vice-Provost and Dean of Students
Approver:	GFC (Student Conduct Policy Committee)
Scope:	Compliance with this University policy extends to anyone living or working in a University of Alberta Residence.

1. Purpose

This procedure establishes a fair and transparent process available for use to address cases of behaviour in violation of the *Residence Community Standards Policy* and based in part on the principles of **Restorative Justice**.

2. PROCEDURE

a. Upon becoming aware of an incident where a **resident**'s rights or responsibilities under the *Residence Community Standards Policy* have been violated, Residence Services will act to address the behaviour and the harm to the **community.**

b. INTERACTION WITH BREACH OF ***RESIDENCE AGREEMENT***

i. In all applicable circumstances the University may choose to act as **landlord** to address a breach of the *Residence Agreement*. Examples of these circumstances may include non-payment of funds, or issues of safety and security, including but not limited to disruptive, threatening or violent conduct. Further information is found in the *Residence Agreement* and online, and are not included in this document.

ii. In incidents where cases are addressed as a breach of the *Residence Agreement*, **restorative practices** may also be considered to address **harm** and rebuild trust when appropriate. In such a case, the breach of *Residence Agreement* decision by the landlord must be made and communicated to the **responsible party** before the restorative practice occurs. This sequence safeguards responsible parties from being part of a restorative practice in good faith and being surprised by additional consequences as a breach of the *Residence Agreement* afterwards.

c. INTERACTION WITH *CODE OF STUDENT BEHAVIOUR*

i. Incidents that are reported as violation of this policy that also describe a violation of the *Code of Student Behaviour* may be addressed both through the *Code of Student Behaviour* in accordance with the procedures established in the *Code of Student Behaviour* and this procedure.

ii. To the extent possible, a single process will be used to address incidents that are violations of both the *Residence Community Standards Policy* and the *Code of Student Behaviour*. There will be exceptions, and in those cases action under the *Code of Student Behaviour* will not preclude action under the Residence Community Standards Policy or Residence Agreement and vice versa.

3. PROCEDURES FOR REPORTING

a. Upon becoming aware of an incident, a **Residence Life staff** or **student staff** member will initiate the appropriate Residence Life reporting process.

b. Community Resolution Process:

i. If an incident is assessed to be resolvable through a restorative discussion with the resident(s) who caused the incident, a **community resolution** may be developed with the resident(s).

ii. In the case where a community (floor, unit, stairwell, etc) has engaged in behaviour contrary to the *Residence Community Standards Policy* a Residence Life staff or student staff may hold a restorative discussion with the group in order to develop a community resolution.

iii. Community resolutions will be documented and provided to the residents involved. A community resolution should:address the harms and include an agreement of **repairs**. In order to be binding, community resolutions can only include residents who are reasonably able to make an agreement (in a small enough group to be included in the discussion agreement, not intoxicated,

iv. If an incident is assessed to be resolvable in that moment through a restorative practice that includes the **harmed party** and responsible party, a Residence Life staff or student staff member may facilitate an immediate restorative practice. The resulting **restorative agreement** will be documented in a community resolution and provided to all involved parties.

c. Incidents that are not resolved in a community resolution, must be documented in an **incident report**. An incident report may describe a single incident, multiple incidents that had not previously been documented, or refer to a situation where previous community resolutions have not resolved the issue.

d. Upon receiving an incident report, Residence Life Staff will make an assessment as follows:

i. If the incident report details an incident that could be addressed either through restorative practices or as a breach of the *Residence Agreement*, an internal investigation will be initiated, as needed.

ii. If the incident report details an incident that is a serious and substantial breach of the *Residence Agreement*, the incident will be forwarded to the landlord or designate for a decision under a breach of *Residence Agreement.*

iii. If the incident report describes a violation of the *Code of Student Behaviour*, the matter may be handled in accordance with the procedures established in the *Code of Student Behaviour*.

e. Repeated Behaviour

i. In cases where residents have developed multiple community resolutions with Residence Life staff about similar behaviour, further behaviour of the same nature may be addressed through other restorative practices or as a breach of the *Residence Agreement*.

4. PROCEDURES FOR INTERNAL INVESTIGATIONS

a. Internal investigators may be Residence Life staff, student staff or University of Alberta Protective Services. The original author of the incident report must not be the individual conducting the investigation.

b. The investigator will conduct a procedurally fair investigation, gathering available relevant information about the incident, which may include collecting witness statements and documenting physical evidence. The investigator will document a written summary of their investigation, including any discussions with the resident who is the subject of the incident report, the author of the incident report, and other individuals involved. If the identity of the responsible party(ies) is unknown, the investigation will begin by attempting to establish the identity of the person(s) who caused the harm.

c. If at any point during the investigation it becomes apparent that the incident is of a more serious or complex nature, the investigator will return the matter to the landlord or designate to be addressed as a breach of the *Residence Agreement* or for investigation under the *Code of Student Behaviour.*

d. Internal investigations will normally be completed within 15 business days. In extenuating circumstances, discretion to allow more time shall lie with designated Residence Life staff.

e. Where the incident report requires no further investigation and/or the parties agree to the facts of the case, Residence Life staff may forgo further investigation and proceed to make a decision on which process will be used to resolve the issue.

5. PROCEDURES FOR ROUTING

a. Restorative practices are used to address incidents within **University residences**. An incident qualifies for a restorative practice if it meets all of the following criteria:

   i. The identity of the responsible party is known;

   ii. The responsible party is willing to participate in a restorative practice;

   iii. Harm to an individual, the community, or to property can be identified; and

   iv. The nature of the incident is appropriate for use of restorative practices (see section 6.e. “Limits on Restorative Practices”)

b. The designated Residence Life staff member may make a determination to route a matter to be addressed as a breach of the Residence Agreement when:

   i. The criteria for restorative practices are not met;

   ii. One or more of the parties withdraw from the restorative practice;

   iii. The parties are unable to come to a restorative agreement;

   iv. The responsible party fails to fulfill the restorative agreement; and/or

   v. The nature of the incident is better suited to be addressed under the Residence Agreement.

c. The designated Residence Life staff member's decision as to which process will be followed is not subject to reconsideration.

6. RESTORATIVE PRACTICES

a. Restorative Justice and restorative practices are rooted in Indigenous ways of knowing, being, doing, and relating. Residence Services is committed to continuous learning and incorporation of Indigenous perspectives, values, and cultural understandings in restorative practices and the training of **restorative facilitators**.

b. Restorative practices are available for use in residence to:

   i. Build community relationships, generate respectful dialogue, and develop empathy prior to any violation of policy

   ii. Address unacceptable behaviour, resolve issues, and provide repairs in a positive and constructive way

iii. Provide community rebuilding and healing after an incident of any type in residence.

c. Restorative practices are a framework, not a rigid procedure. Restorative practices by design take into account the situation and individuals involved. Restorative practices are guided by these principles:

i. Involving those with a legitimate stake in the situation, which may include harmed parties, responsible parties, and community members

ii. Respect for all parties

iii. Voluntary involvement for all parties

iv. Providing all parties a chance to tell their story (storytelling/truth-telling)

v. Participatory decision making

vi. Valuing the relationships between individuals

d. When a restorative practice occurs as response to an incident where harm occurred it is guided by these additional principles:

i. Providing an opportunity for dialogue, which can be direct or indirect, between responsible parties and harmed parties as desired by all parties (voluntary involvement)

ii. Focus on the harms (and consequent needs) of harmed parties first of all, but also the needs of the community and those who are causing or who caused harm.

iii. Aims for mutually agreed upon outcomes that put things right to the extent possible and rebuilding trust lost as a result of the harm

iv. Promotes responsibility, reparation, and healing for all parties.

e. Limits on restorative practices under these procedures:

i. Some incidents may not be appropriate for response through restorative practices, where the possibility of additional harm is deemed to be prohibitively high, such as cases of sexual assault. The merits of restorative justice in cases of significant harm are well recognized and this procedure supports healing through restorative practices should appropriately trained facilitators be available.

f. Where all of the principles of restorative practices do not apply, Residence Life staff may proceed with addressing the harm and impact on the community, using as many of the restorative principles as possible.

7. PROCEDURES FOR RESTORATIVE PRACTICES

a. Trained restorative facilitator(s) will design a restorative practice appropriate for the situation and individuals, guided by the principles of restorative practices and their training. Examples of a restorative practice may include (but are not limited to) a **restorative meeting**, **restorative conference**, and asynchronous letter exchange. Possible components of a restorative practice are outlined below.

b. Participants in a restorative practice may include:

i. One or more restorative facilitators depending on the needs of the situation;

ii. Responsible party(ies);

iii. Harmed party(ies);

iv. One support person for the responsible party(ies) and the harmed party(ies), where appropriate and applicable; and

v. Community members, when appropriate.

c. Restorative practices may take place synchronously with a facilitated encounter or asynchronously (options for asynchronous participation may include letter, voice message, or video exchanges between parties through a facilitator).

d. The restorative practice will provide parties the opportunity to recount their experience and share their perspective.

e. After each party is satisfied that their perspective has been heard, the facilitators will facilitate a discussion or exchange in which the participants will collectively seek to identify the harms in need of repair, both to individuals and to the community.

f. When the list of harms is complete to the satisfaction of all parties, the participants will work together to generate options for restorative repairs. A repair must function to remedy an identified harm and/or rebuild trust, and be:

i. Appropriate, relevant, and commensurate to the harm caused;

ii. Fair and agreeable to all parties;

iii. Realistic and achievable; and

iv. Specific and objective enough to be measurable.

g. When all parties agree to repair(s) that will satisfactorily address the harms and/or rebuild trust, a facilitator will write the agreed upon repair(s) into a restorative agreement. The restorative agreement will include, at minimum:

i. A list of the participants and their roles in the restorative practice;

ii. A list of agreed repairs to remedy the harm done;

iii. A required completion date; and

iv. Where appropriate, the name of the Residence Life staff or student staff mentoring and/or following up on the agreed actions.

h. The participating facilitator(s), responsible party(ies), harmed party(ies), and community members (where appropriate) will sign the restorative agreement. The restorative agreement will become the official document of this process. Copies of the restorative agreement will be provided to:

i. The responsible party(ies);

ii. The harmed party(ies); and

iii. Residence Services.

i. In cases where the restorative agreement is not feasible, or where it is in conflict with University policies or municipal, provincial, or federal law, the facilitator will reconvene the group to change the repairs.

j. Designated Residence Life staff or student staff will follow up with the responsible party(ies) to ensure the terms of the restorative agreement are fulfilled. If a responsible party fails to complete the agreed repairs listed on the restorative agreement by the date specified, the matter will be considered a breach of the *Residence Agreement* and addressed as such.

k. If at any point during the restorative practice, it becomes apparent that the criteria as listed in section 5. a. are no longer being met or if no restorative agreement can be reached, the facilitators will adjourn the restorative practice and the matter will be returned to the designated Residence Life staff to make a decision regarding the process according to section 5 of this procedure.

8. CONFIDENTIALITY AND RECORDS

a. Residence Life staff and student staff have a responsibility to conduct themselves in accordance with the principles of privacy set out in provincial legislation and their employment confidentiality agreement.

b. The intention of the confidentiality agreement is to allow both parties to share freely in a restorative practice, without fear of reprisal or embarrassment. This information shared in a restorative practice and through the actions of the restorative agreement will not be used in other University processes.

c. Confidentiality agreements are only required in the case of a voluntary restorative meeting or restorative conference, prepared and facilitated by trained RJ facilitators so that participants may feel safe discussing potentially personal impacts and contexts.

d. Participants in a restorative practice will be required to sign a confidentiality agreement before the practice begins and are required to uphold that agreement. Violations of confidentiality may harm the involved parties, and will be addressed as a violation of the *Residence Community Standards Policy* and addressed through these procedures and/or addressed under the *Code of Student Behaviour*.

e. Records created in the execution of these procedures will be managed in accordance with the University *Records Management Policy* and *the Alberta Freedom of Information and Protection of Privacy Act and Regulations*.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
Restorative Justice	A framework of thinking about wrongdoing that frames offences as a harm and uses restorative practices to involve, to the extent possible, those who have a stake in a specific offence or harm to collectively identify and address harms in order to heal and put things as right as possible.
Resident	A student who has signed a *Residence Agreement* with the University and who lives in residence.
University Community	Includes those who are employed by the University, who are officially associated with the University, and those who are students, former students, or alumni of the University.
Residence Agreement	The document signed by the resident and the University which defines the tenancy relationship.
Landlord	An official who acts on behalf of the University of Alberta in enforcing the terms of the *Residence Agreement*
Restorative Practices	A method of engaging with individuals and the community that use restorative principles, often to facilitate a synchronous or asynchronous interaction. There is a determined purpose for a restorative practice. Examples include (but are not limited to) circles, talking circles, peacemaking circles, restorative meetings, and restorative conferences.

Harm	The negative consequences that are caused by the actions of an individual or group of individuals. Harms can impact a person, their property and/or reputation, relationships, or the residence community.
Responsible Party	A resident whose actions or behaviours have harmed another person, the community, or the institution and/or have violated the rights and responsibilities of residents (Sections 4 & 5 of this policy)
Residence Life Staff	Professional student affairs staff employed by Residence Services
Student Staff	Staff employed by Residence Services who are also University of Alberta students and often are residents.See the Residence Services website for residence-specific information about student staff.
Community Resolution	A restorative practice used to address community issues in situations where residents take responsibility and voluntarily take part in a restorative discussion that leads to a resolution of the issue. Community resolutions result in an agreement for immediate and future behaviour that resolves the issue and are expected to be upheld by all parties. It may be: a. The outcome of a discussion based on restorative principles between Residence Life Staff or student staff and an individual resident or group of residents concerning an incident or behaviour. A written notification serves as confirmation of the discussion and resulting agreement; or b. The outcome of a discussion based on restorative principles between Residence Life Staff or student staff and a residence community (e.g. floor, unit, stairwell) concerning a pattern of behaviour. A written summary serves as confirmation of the discussion and resulting agreement.
Repairs	A response or remedy to harm, with a goal to put things right. Can be concrete and/or symbolic. Repairs are decided with voluntary agreement of the responsible party. Repairs may also include actions of the community or Residence Services that are needed to address the harms. While repairs might be difficult, they should not be intended to harm.
Harmed Party	A person who was either harmed directly or is representative of a community to which harm was done.
Restorative Agreement	An agreement created through a restorative practice which outlines the actions the respondent(s) will take to restore the community and/or rebuild trust, either by concrete repairs or symbolic action. The agreement must be agreed upon by the facilitator(s), the respondent(s) and the harmed party(ies) participating in the restorative practice.
Incident Report	A written record of an incident. Not all incident reports need to refer to violations of the Residence Community Standards Policy. Incident reports can also be used to

	document a resident emergency (such as first aid treatment) or health and safety concerns.
University Residence	Any student housing facility owned and operated by the University of Alberta. A comprehensive list of University residences is found on the Residence Services website.
Restorative Facilitator	Any university staff member or student staff trained in facilitation of restorative practices and/or restorative justice.
Restorative Meeting	A restorative practice which involves a facilitator, a harmed party and a responsible party, with the aim to come to a restorative agreement created and signed by the parties. A restorative meeting may be spontaneous or planned, and may occur before or after documentation (such as an incident report) is filed.
Restorative Conference	A restorative practice which involves up to two facilitators, and may involve multiple responsible party(s) and/or harmed party(ies), and support person(s), with the aim to come to a restorative agreement created and signed by the parties.

FORMS

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No Forms for this Procedure

RELATED LINKS

Records Management Policy

Example Confidentiality Agreement Information Doc

UNIVERSITY OF ALBERTA

Proposal

Example Restorative Practice Confidentiality Agreement Information Document

Restorative Practices Confidentiality Agreement

For a restorative practice to be effective it is necessary and fundamental that confidentiality be protected and preserved, including as provided for under Alberta's Freedom of Information and Protection of Privacy (FOIPP) legislation. The intention of the confidentiality agreement is to allow both parties to share freely in a restorative practice, without fear of reprisal or embarrassment. This information shared in a restorative practice and through the actions of the restorative agreement will not be used in other University processes.

Participants may not disclose to anyone confidential information gained during the course of a restorative practice except to the extent required or permitted by law or University policy. Processes for resident violations of this confidentiality agreement are outlined in Section 8.b. of the *Residence Community Standards Procedures*: "Violations of confidentiality may harm the involved parties, and will be addressed as a violation of the *Residence Community Standards Policy* and addressed through these procedures and/or addressed under the *Code of Student Behaviour*."

Records of restorative practices are the property of the University and shall be retained and disposed of in accordance with the University *Records Management Policy* and *The Alberta Freedom of Information and Protection of Privacy Act and Regulations*. The university is permitted to disclose confidential information in cases where the non-disclosure of the information would present a risk to an individual, the public, or the University community. Disclosures of information from a restorative practice by the university are rare and only in accordance with sections 39 and 40 of *The Alberta Freedom of Information and Protection of Privacy Act.*

By signing below, you agree that your participation in the restorative practice will be governed by this agreement and that you have the responsibility to maintain confidentiality.

DATED THIS_____ DAY OF_____ 20__

Printed Name	Signature
Printed Name	Signature
Printed Name	Signature

Protection of Privacy - Personal information provided is collected in accordance with Section 33(c) of the Alberta *Freedom of Information and Protection of Privacy Act* (the FOIP Act) and will be protected under Part 2 of that *Act*. It will be used for the purpose of ensuring confidentiality under the Residence Community Standards Policy and Procedure. Should you require further information about collection, use and disclosure of personal information, please contact: Manager of Residence Life and Education, Lister Centre 11605-87 Avenue NW Edmonton, Alberta T6G 2H6, 780-492-4242.

University of Alberta Policies and Procedures Online (UAPPOL) Document
Last Update: November 10, 2021
Office of Administrative Responsibility: Vice-Provost and Dean of Students
Parent Document: Residence Community Standards Policy

Item No. 8

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Teaching, Learning and Evaluation Policy**

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 (*outline the specific item – and remember your audience*)	The establishment of the new Teaching, Learning, and Evaluation Policy Suite in UAPPOL and the concurrent rescission of Section 111 of the GFC Policy Manual is intended to update the institutional approach towards teaching and learning at the University of Alberta in alignment with For the Public Good and other strategic initiatives; incorporate the principles of the Effective Teaching Framework and communication of expectations into one central policy suite; house clear processes related to student input on the evaluation and/or experience of teaching within the Policy's procedures; include revised student input questions; and provide clear guidelines on multi-faceted evaluation. Initial consultation with key stakeholders began in Winter 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. In July 2021, a Working Group composed of various faculty members and representation from the Students' Union and Graduate Students' Association was tasked with developing new student input (USRI) questions reflecting best practices. The AASUA has also recently provided Administration with helpful commentary. Some of the key considerations raised through consultation to date includes: ● the initiative has value to all vested parties with overall beneficial outcomes for the institution: positive teaching informs a positive student learning experience which can lead to positive recognition for instructors for their teaching expertise; ● there is need for revised student input questions and refining the way that students written comments are collected; 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.

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.

Changes proposed in the Procedure include, but are not limited to, the following:

1. change of working title of the survey to Student Perspectives of Teaching (SPOT);
2. moving from the concept of student evaluation to student perspectives and experiences;
3. focused commentary for each question;
4. inclusion of the ability to create an instructor optional midterm feedback survey and other surveys (already available through TSQS);
5. updating and emphasis of the possibility of biases;
6. encouragement to allow class time for completion;
7. surveys open for 2 weeks instead of one (inclusive of the withdrawal date);
8. ability to isolate the results of surveys of withdrawn students;
9. table to better illustrate who receives what parts of the report when;
10. hot links to existing information on the University website.

Question(s) for the Committee

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? **Timeline and Next Steps** ● Continue consultations with stakeholders; ● Completion of draft Teaching, Learning and Evaluation Policy, associated procedures, and appendices including the new student input "SPOT" (formerly known as USRI) questions currently under development; ● Fine-tuning of the new student input "SPOT" questions currently with CLE for revision; piloting to follow; ● Eventual approval request and rescission of GFC Policy Manual Section 111 advanced to GFC and subsequently to Board of Governors
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	*Those who are actively participating:* ● 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) ● 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) ● BHRCC (September 28, 2021) ● CLE (September 29, 2021) ● BLRSEC (October 1, 2021) ● Student Town Hall (October 18, 2021) ● Student Town Hall (October 19, 2021) ● Chairs' Council (October 19, 2021) ● GFC CLE (October 27, 2021) ● Instructor Town Hall (October 27, 2021) ● Instructor Town Hall (November 4, 2021)

	• GFC EXEC (November 15, 2021) *Those who will be consulted:* • *GFC (November 29, 2021)* • *GFC CLE (December 1, 2021)* • *GFC CLE (January 26, 2022)* • *GFC EXEC (February 14, 2022)* • *GFC (February 28, 2022)* • *BHRCC (March 8, 2022)* • *BLRSEC (March 11, 2022)* • *BoG (March 25, 2022)*

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. 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. VALUES: We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good. *For the Public Good* EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☑ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☑ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☑ Reputation ☐ Research Enterprise ☐ Safety ☑ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC CLE Terms of Reference GFC Policy 111	

Attachments:

1. UAPPOL Teaching, Learning and Evaluation Policy (November 2021 Draft)
2. UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure (November 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 November Version

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

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Most Recent Editorial Date: **November 18, 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** who create knowledge through exploration and discovery represent, 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 the impact of their research depends upon its communication by **instructors**. 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 researchers or **students**, are learners who extend the range of their knowledge through exploration and discovery.

As a research-intensive institution, the University of Alberta emphasizes the seamless relationship of research and teaching. More than simply recognizing that what we teach flows from the work of researchers, we are convinced that undergraduate and graduate curriculum development and delivery are best accomplished by dedicated instructors 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, 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 models followed, and numerous types of teaching are required across its campuses. 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;
    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. an appreciation of potential biases and an understanding of stereotypes about particular identities and groups of people;
    e. the motivation and ability to use personal, creative, and entrepreneurial talents; and,
    f. 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 and diverse;
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 may serve 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 perspectives on their experience of teaching through surveys and commentary;

2. The evaluation of teaching will take into account factors such as:

a. size, scheduling and delivery mode of the class;
b. the Faculty and program in which the course is developed;
c. whether the course is within a program with accreditation requirements;
d. whether the course is required versus optional in relation to the student's program;
e. whether the course is academically demanding; i.e. difficult and/or heavy content;
f. whether the course includes laboratory, practicum and/or clinical contexts; and
g. student GPA and grade expectations.

3. Factors, which are outside of an instructor's control and will not be considered in the evaluation of teaching include, but are not limited to:

a. age of both students and instructors; and,
b. perceived race, gender, religion, ability, sexual orientation, and/or ethnicity of the instructor.

4. 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	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, Librarians, 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

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

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

Appendix A - Student Perspectives of Teaching (SPOT) Questions

DRAFT - November Version

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

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

Most Recent Editorial Date: **November 18, 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 approved by General Faculties Council that will be designed to obtain the students' perspectives on their experiences of teaching. Additional input may be received through customized surveys designed by the University, individual instructors, Departments,and/ 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. Student 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 unit (TSQS):

    a. The University course survey system, known as the Student Perspectives of Teaching (SPOT), that will be comprised of:

        i. A set of standard questions as determined by the Committee on the Learning Environment and published in the Teaching and Learning Evaluation Policy (Appendix A) SPOT Questions; and,

        ii. For each standard question, a text field to allow students to provide focused, written comments to explain their selection.

b. Within the SPOT system, there will be a set of standard questions as determined by the Committee on the Learning Environment to obtain input from those students who have withdrawn from the course.

c. Within the SPOT system, Instructors, Departments and/or Faculties are strongly encouraged to supplement these standard questions with customized questions of their own choosing.

d. Utilizing the systems administered by TSQS, Instructors, Departments and/or Faculties may supplement the SPOT survey with additional surveys using questions designed or chosen from available TSQS option:

i. Midterm Course and Instruction Feedback Survey (midterm survey) that allows for customized forms seeking midterm course and instructional feedback from students; and/or,

ii. Additional customized surveys as appropriate.

2. The SPOT survey will use the following 5 response categories:

a. I strongly disagree (SD);
b. I disagree (D);
c. I neither agree nor disagree (N);
d. I agree (A); and
e. I strongly agree (SA).

3. The SPOT survey 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 survey 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. Methods of obtaining student input for courses with fewer than 10 registered students may include, but are not limited to:

a. The use of surveys with non-scored questions, such as:
   i. Which aspects of the course do you like the best?
   ii. Which aspects of the course do you like the least?
   iii. How can I (the instructor) improve the teaching of this course?
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. Interviews of the instructor by the Chair or a delegate.

6. Subject to section 8 below, the anonymity of student responses in the SPOT survey 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 optional midterm and other surveys offer avenues of feedback, including that which may be critical of instructors. A potential feature of criticism may be comments that could be perceived as offensive and/or unjustified. Such comments 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, or Associate Dean, has concerns for the safety of instructors, staff or students, arising from statements that are part of SPOT or the optional survey 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:

   - Procedures within the Code of Student Behaviour (the Code) and/or,
   - The Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct.(the Protocol)

   On receiving such a request from a Dean, the Provost will follow the terms of the Code and/or 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 the optional survey responses should be breached and the provisions of the Code and/or 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. Timelines will be determined following the assessment of the nature of the statements and the potential threat, immediate or otherwise, to the individuals involved.

9. Communications to inform and encourage completion of the SPOT, withdrawn students, and optional surveys will include the following statements:

   1. *YOUR VOICE MATTERS - For this survey to be as comprehensive as possible, the University of Alberta would appreciate receiving your input. The results are used as one component of a multi-faceted approach to the evaluation of teaching and learning, therefore, they contribute to your instructor's self-reflection and evaluation. They also help initiate change in curriculum and instruction.*

   2. *CIVILITY AND RESPECT - These are shared norms in our work and learning environment and we encourage a healthy exchange of ideas and perspectives. Feedback should be provided in a manner that reflects our commitment to collegiality and inclusivity, while acknowledging that we all have unique and particular needs within this environment.*

   3. *BIAS AWARENESS - Please be aware of biases that you may hold and make an effort to resist stereotypes about particular identities and groups of people (related to perceived race, gender, age, religion, ability, sexual orientation, and/or ethnicity of the instructor).*

   4. *WHAT WE WANT TO HEAR - Please provide specific feedback on your experience in the comment section as appropriate for each question. The most helpful feedback is actionable, thoughtful, and concrete. Focus on your experiences with assignments, textbooks, and other instructional materials and not on personal characteristics such as the course instructor's appearance or speaking style.*

   5. *ANONYMITY - The survey will be accessible only by CCID and students' anonymity will be protected. Summary results will be made available to instructors only after grades are finalized. If you are concerned about the anonymity of any typwritten comments, those may be provided directly to the Chair, Director or Dean noting the course number, section and name of the instructor. Please be aware, however, that the University may be required to intervene based upon assessment of potentially threatening or harmful comments.*

6. *ABOUT THE RESULTS - 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 for the sole purpose of providing information for future course selections.*

7. *QUESTIONS - Should be addressed to students@ualberta.ca.*

10. Access to the SPOT survey and the withdrawn students survey, along with any supplemental instructor and/or Department/Faculty questions will normally be available beginning two weeks prior to the last day of classes until the last day of classes.

11. The instructor will provide class time for completion of the SPOT survey during the 2-week period.

12. Methods to increase the response rates of the SPOT survey may include, but are not limited to, the following:

    a. Internal communications from Deans and Chairs to Instructors and Students in addition to the University communications;
    b. Instructors may Include the completion of the SPOT survey as a course activity or objective;
    c. Instructors may inform students of the formative nature of their perspectives on teaching by:
        i. Discussing the importance of student input; and by
        ii. Providing examples to students of how they have responded to previous student input.

13. SPOT survey results are compiled using Tukey's box-and-whisker plot analysis (John W. Tukey, Exploratory Data Analysis, Addison-Wesley Publishing Company, Inc. 1977) and statistical treatments 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.

14. The SPOT Survey 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 student responses in each of the 5 categories, presented in a table and graphical format;
    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).

15. Distribution of the SPOT Survey Results:

Who Receives[1] ⇒ **What/When Received** ⇓	**Dean & Director or Chair (and delegates)**	**Instructor**[2]	**Students Registered in the Course** **Students' Union**[3] **Graduate Students' Association**[2]	**Faculty Evaluation Committee, Academic Teaching Staff Evaluation Committee & GFC Secretary**
SPOT Survey Report and Withdrawn Students Survey 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	At least 10 days after the date that the instructor has received	In accordance with Faculty FEC timelines and upon request by GFC Secretary

		signed the grade sheet		
SPOT Survey 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

(1) Survey Results are included for all courses taught by the Instructor, whether the course was taught within the home Faculty or in another Faculty or Department.
(2) Instructors may check the response rate during the 2-week SPOT survey period, by logging into the SPOT system and their homepage will provide a status overview and the current response rates for their courses.
(3) Access to online SPOT survey 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.

17. The SPOT survey results will include the following statement:

Student surveys are an important part of providing feedback about their perspectives of teaching, but cannot be taken in isolation as a complete evaluation of a course or instructor. Factors outside of an instructor's control may influence the results. These factors include, but are not limited to:

a. completion rate of the survey;
b. 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,
c. perceived race, gender, age, religion, ability, sexual orientation, and/or ethnicity of the instructor.

Small differences in results should not be considered meaningful. Results will be interpreted using the defined scale: 1=Strongly Disagree (SD); 2=Disagree (D); 3=Neither Agree nor Disagree (N); 4=Agree (A); and, 5=Strongly Agree (SA).

DEFINITIONS

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

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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: 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

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

No Forms for this Procedure.

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

RELATED LINKS

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

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).

Related Links for this Procedure are within the document.

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

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Item No. 9

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Academic Leaders Task Group Final Report**

Item

Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Steven Dew, Provost and Vice-President (Academic)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to share information about the work of the Academic Leaders Task Group, a group charged with undertaking a review of academic leadership roles in the context of the U of A's new academic structure to understand how to best deploy one of the university's most critical resources: our professors.
Executive Summary (*outline the specific item – and remember your audience*)	While the University's new operating model was released in June 2021, one critical component of the new model remained unresolved - how it would be led. Responding to feedback from the community that engagement with various levels of academic units in the institutions was a critical next step before confirming how academic leaders would be deployed in the new model and how the overall number of academic leaders would be reduced, the Provost established the Academic Leaders Task Group (ALTG). Academic Leaders Task Group Principles and Objectives: 1. Decisions should be data-driven and support our commitment to excellence and competitiveness in our core areas of academic programming, research and service. 2. Establish a consistent approach to academic leadership roles across Colleges, Faculties and Departments. 3. Ensure that administrative aspects of the leadership roles are supported by non-academic staff, within the approved operating model 4. Streamline leadership needs so that the total number of academic leaders is reduced by 25% 5. Define responsibilities of each leadership role, ensuring that each responsibility is one that must have a professor to execute 6. Align roles at each level with its primary responsibility based on the authority matrix. 7. Wherever possible, elevate the level of the role to achieve economies of scale and greater coordination across the institution 8. Allocate number of leaders reflecting relevant drivers for the particular responsibility 9. The location of administrative staff (under SET) must resonate with the location of academic leaders performing a complementary function

	The attached report summarizes the work of the ALTG, including their work to understand the current state of academic leadership deployment at the institution, to confirm desired outcomes of engaging academics in leadership roles, to establishing drivers and benchmarks for academic leadership deployment, and to discuss potential approaches to reducing the number of academic leaders institution-wide.
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	**ALTG Membership** • Provost (Chair) • VP (Research & Innovation) • 1 College Dean • 2 Faculty Deans • Vice Provost & Dean, FGSR • 2 Chairs • 1 Associate Dean (Research) • 1 Associate Chair (Graduate) • 1 Associate Chair (Undergraduate) • 2 administrative leaders (eg. CGM, FGM, ADM) familiar with faculty and department operations • Students' Union President • Graduate Students' Association President **Other Stakeholders** Deans' Council Chairs' Council Academic Planning Committee General Faculties Council

Strategic Alignment

Alignment with *For the Public Good*	Sustain GOAL: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff x Funding and Resource Management ☐ IT Services, Software and Hardware x Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	Academic Planning Committee Terms of Reference General Faculties Council Terms of Reference	

Attachments (each to be numbered 1 - <>)

Item No. 9

1. Academic Leaders Task Group Report

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

UNIVERSITY OF ALBERTA

Academic Leaders Task Group Report

University of Alberta for Tomorrow

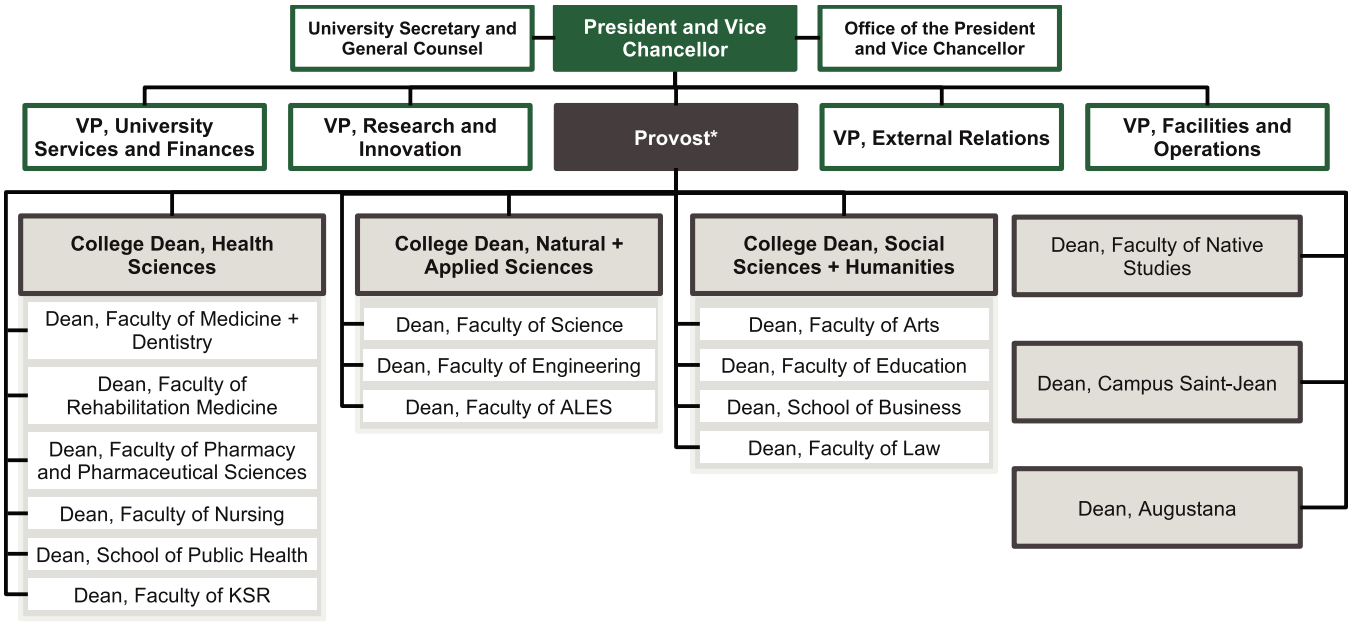
NOVEMBER 2021

History and Background

Effective July 1, 2021, the University of Alberta established three new colleges, bringing together 13 faculties organized around shared disciplinary concerns. The three colleges are:

- College of Health Sciences
- College of Natural and Applied Sciences
- College of Social Sciences and Humanities

Each college is led by a collegial council of deans and is being implemented by a seconded college dean. Faculties within the colleges remain, preserving their unique identity and history, with faculty deans having authority over all academic decisions and budget. Campus Saint-Jean, Augustana, and Faculty of Native Studies remain as stand-alone faculties to preserve and enhance their connections to key communities and partners.



includes institution-wide supports such as as DoS, RO, FGSR, Extension, Library & Museums, and UAI

The new structure offers many benefits and opportunities, including enhanced opportunities for interdisciplinary teaching, research, and community service while preserving faculty identity. One of the key goals of the new academic structure is reducing expenditures through economies of scale and reduction of academics in leadership roles.

Aligning with the establishment of the new colleges was the release of the university's new operating model, which outlines authorities, responsibilities, and functions within the new academic structure.

In discussions at the time about how the new operating model would be led, the role of academic leaders, and the commitment to reduce the number of academic leaders, members of the community made clear that further engagement with various levels of academic units in the institution would be important before confirming how academic leaders would be deployed in the new model, and how the overall number of academic leaders would be reduced. In response to that feedback, the provost established the Academic Leaders Task Group (ALTG).

Why the Academic Leaders Task Group?

Reconsidering how we structure academic leadership presents opportunities to reduce administrative costs and focus resources on the academic mission. Academic functions that can be aligned/ coordinated with the administrative support functions can be more complementary/integrated. Our goal is that academic leaders will provide strategy and direction to administrative leaders and support teams, who will engage their professional and administrative expertise to advance strategy, ensure functional and efficient operations, and complete transactional work.

Through this work, we can harmonize processes, service standards, responsibilities, roles, and workloads, we can more consistently serve our students and researchers, and we can streamline and optimize administrative work. We can increase scope and build capacity for enhanced collaboration and interdisciplinarity, be more nimble and coordinated as an institution, and ensure that we are dedicating our academic leadership resources to roles and responsibilities that must be completed by a professor. We can build more meaningful roles, and structures for their continuity, transitions, growth and specialization. And lastly, we can scale functions to a larger university community.

This work requires an understanding of how academic leaders are currently being deployed across the institution and for what roles. It requires consideration of how an institutional model can create positive consistency while taking into account disciplinary differences that impact the roles of academic leadership. It requires consideration of what we hope to achieve by engaging academics in leadership roles, and what aspects of those achievements must feature in the leadership roles themselves. And then we must consider how those roles fit in the new operating model with a goal that functions will be consolidated at the College level where possible, and that the overall number of leaders would be reduced. This work summarizes the task of the ALTG.

ALTG Membership

- Provost (Chair)
- VP (Research & Innovation)
- 1 College Dean
- 2 Faculty Deans
- Vice Provost & Dean, FGSR
- 2 Chairs
- 1 Associate Dean (Research)
- 1 Associate Chair (Graduate)
- 1 Associate Chair (Undergraduate)
- 2 administrative leaders (eg. CGM, FGM, ADM) familiar with faculty and department operations
- Students' Union President
- Graduate Students' Association President

Overview

Over the last three months, the Academic Leaders Task Group (ALTG) has met as a full group seven times, plus additional meetings and offline engagement in small groups, to review academic leadership roles in the context of the University of Alberta's new academic structure and to develop recommendations on how to best deploy one of the university's most critical resources: our professors. The review focused on the number, location and responsibilities of academic leaders at the department, faculty, college and institutional levels.

The task group's two core objectives were:

- To sustain strong, strategic and effective leadership with the minimal number of professors and a harmonization of roles, service levels and functions (recognizing that there are unique aspects in every discipline that must be considered).
- To reduce expenditures through economies of scale and reduction of academics in leadership roles by 25%.

Key Considerations

- In a time of constrained resources, it is imperative that we devote the maximum amount of human and financial resources possible to the university's core mission.
- Academic strategy, policies and standards must be in the hands of those who have a deep and first-hand knowledge of the academic mission.
- Over deploying professors into administrative roles risks diminishing the institution's capacity for teaching and research and tends to employ a highly talented, specialized and expensive group in work that is quite different from its academic training.
- Historically, the assignment of professors into academic leadership positions has been driven by organizational structure rather than drivers of workload such as number of faculty, students or research intensity. Given that our faculties range in size from 14 to over 600 professors, departments range from a handful to almost 200, the scope of responsibility of current academic leaders in similar roles varies widely.
- By grouping some academic leaders at the college level, the colleges provide an opportunity to enhance efficiency and consistency in how academics are deployed in administrative roles.
- Academics in leadership roles typically report that the administrative duties always consume much more time than they had anticipated and lead to a seriously detrimental impact on their research and scholarly output.

Academic Leadership Task Group Objectives and Principles

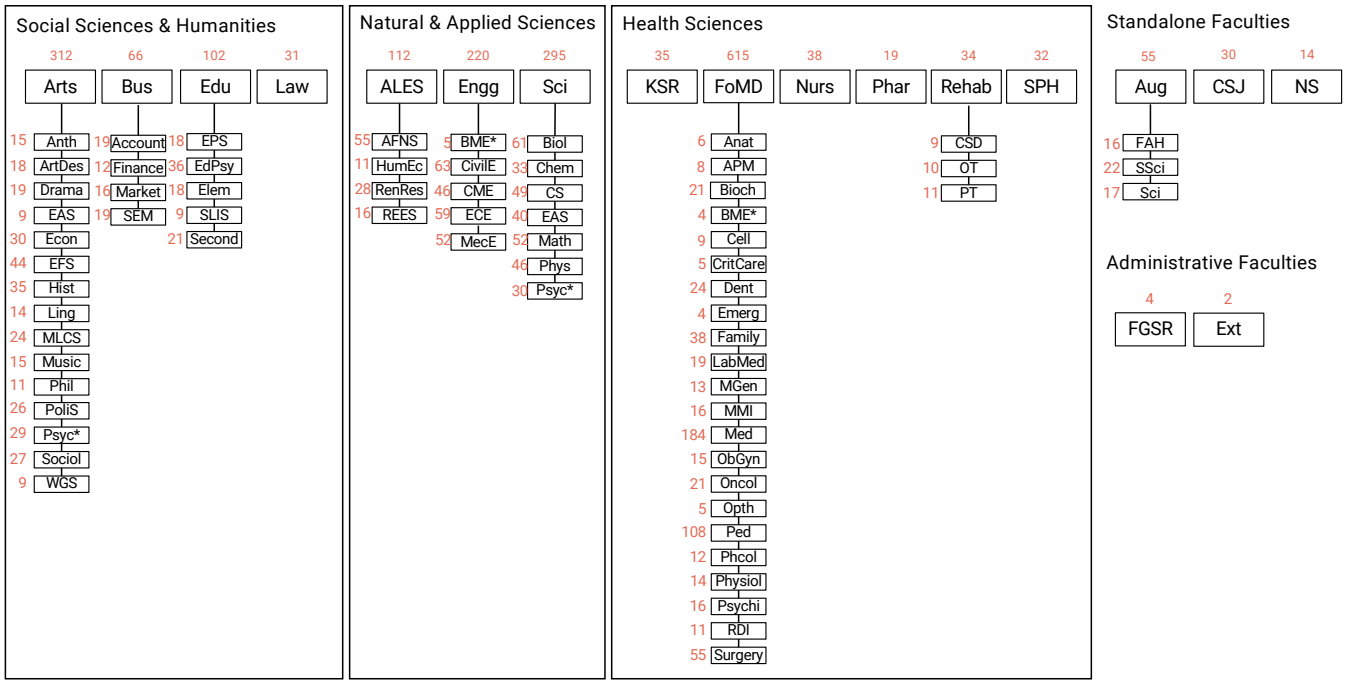
1. Decisions should be data-driven and support our commitment to excellence and competitiveness in our core areas of academic programming, research and service
2. Establish a consistent approach to academic leadership roles across Colleges, Faculties and Departments.
3. Ensure that administrative aspects of the leadership roles are supported by non-academic staff, within the approved operating model
4. Streamline leadership needs so that the total number of academic leaders is reduced by 25%
5. Define responsibilities of each leadership role, ensuring that each responsibility is one that must have a professor to execute
6. Align roles at each level with its primary responsibility based on the authority matrix.
7. Wherever possible, elevate the level of the role to achieve economies of scale and greater coordination across the institution
8. Allocate number of leaders reflecting relevant drivers for the particular responsibility
9. The location of administrative staff (under SET) must resonate with the location of academic leaders performing a complementary function

Understanding Current State

The ALTG began their work by discussing potential structures for academic leadership models at the university, and by understanding the current state of how academic leaders are deployed at the University of Alberta. Members discussed the value of centralizing structures to ensure collective, consistent and efficient organization of activities, and to aligning administrative and academic supports.

Currently, the academic leader roles are tightly linked to our organizational structure. For example, each department has a chair and approximately 3 associate chairs, and every faculty has a dean and approximately four vice and/or associate deans. Because our faculties and departments vary considerably in size, this structural alignment leads to highly variable levels of responsibility, workload, service, functions across roles that appear otherwise consistent. For example, in some departments, one third of all faculty members are in leadership roles, whereas in others it is fewer than 3%. Of course, the degree of secondment (teaching/research release) does vary between departments and faculties for those in these positions. Also noted is that teaching load varies which can impact leadership needs.

Academic Sturcture



2014 - number of professors as of Oct. 1, 2020
*joint department

The table below demonstrates the very wide range of approaches to deploying academic leaders across the faculties currently. (Data are for a point in time in October 2020 and do fluctuate.)

Deployment of Academic Leaders per Faculty

Faculty/Unit	AVP	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
ALES		1	1	1	1	1					4	2	1	2		2	3	**19**
Business		1	1	1	2	1			1		4							**11**
Arts		1	1	1	1	2	1				15	15	15	1			4	**57**
Augustana		1	1	1		1	1				4		2				2	**13**
CSJ		1	1	1	1	2												**6**
Education		1	1	1	1	1				1	5	4	4			2		**21**
Engineering		1	1	1			2			1	4	4	5	3			6	**28**
FGSR		1	1		4													**6**
KSR		1	1	1	1	1												**5**
Law		1	1	1	1													**4**
FoMD		1	4		1	4		1	1	9	21	4	3	1	7	15	7	**79**
Native Studies		1		1	1	1												**4**
Nursing		1	1	1	1	1				1								**6**
Pharmacy		1		1		4		1									2	**9**
Rehab Med		1	1		1	1					3				3	1		**11**
SPH		1	1	1		1												**4**
Science		1	1	1	1	1	1		1		6	6	7	6			4	**36**
Students		1	1															
VP(Academic)	4																	
VP(R&I)	4																	
Grand Total	**8**	**18**	**19**	**14**	**17**	**22**	**5**	**2**	**3**	**12**	**66**	**35**	**37**	**13**	**10**	**20**	**28**	**329**

Drivers for Resourcing

The data below shows that resourcing of academic leaders varies widely across faculties on an intensity basis. This implies inefficiencies of resources at least in some units, underprovision in other units and inequities of services across the board.

Research Drivers (Funding from 2019-20, Applications from 2020-21)

2019-20 Data	Total						Per Leader					Per Prof			
Faculty	Total $	TriC $	Apps	Grants	Profs	Leaders	Total $	TriC $	Apps	Grants	Profs	Total $	TriC $	Apps	Grants
ALES	35,333,053	7,736,629	349	230	112	3	11,777,684	2,578,876	116.3	76.7	37.3	315,474	69,077	3.1	2.1
Arts	10,061,704	2,195,622	208	144	312	2	5,030,852	1,097,811	104.0	72.0	156.0	32,249	7,037	0.7	0.5
Augustana	574,848	240,096	41	19	55	1	574,848	240,096	41.0	19.0	55.0	10,452	4,365	0.7	0.3
Business	4,398,872	424,198	44	30	66	1	4,398,872	424,198	44.0	30.0	66.0	66,650	6,427	0.7	0.5
Education	3,710,250	1,156,838	72	47	102	1	3,710,250	1,156,838	72.0	47.0	102.0	36,375	11,342	0.7	0.5
Engineering	62,505,844	24,946,270	652	425	220	4	15,626,461	6,236,567	163.0	106.3	55.0	284,117	113,392	3.0	1.9
KSR	4,199,773	875,428	85	48	35	1	4,199,773	875,428	85.0	48.0	35.0	119,994	25,012	2.4	1.4
Law	2,176,732	191,460	22	17	31	1	2,176,732	191,460	22.0	17.0	31.0	70,217	6,176	0.7	0.5
FoMD	144,842,331	30,652,046	1,243	576	615	2	72,421,165	15,326,023	621.5	288.0	307.5	235,516	49,841	2.0	0.9
Native Studies	477,209	77,680	20	14	14	1	477,209	77,680	20.0	14.0	14.0	34,086	5,549	1.4	1.0
Nursing	5,506,504	1,021,442	107	43	38	1	5,506,504	1,021,442	107.0	43.0	38.0	144,908	26,880	2.8	1.1
Pharmacy	3,708,683	1,186,992	54	19	19	1	3,708,683	1,186,992	54.0	19.0	19.0	195,194	62,473	2.8	1.0
SPH	12,410,413	4,176,022	105	52	32	1	12,410,413	4,176,022	105.0	52.0	32.0	387,825	130,501	3.3	1.6
Rehab Med	4,990,736	764,599	122	45	34	1	4,990,736	764,599	122.0	45.0	34.0	146,786	22,488	3.6	1.3
CSJ	859,418	430,204	34	18	30	1	859,418	430,204	34.0	18.0	30.0	28,647	14,340	1.1	0.6
Science	91,798,348	18,846,874	547	370	295	7	13,114,050	2,692,411	78.1	52.9	42.1	311,181	63,888	1.9	1.3
Total	**387,554,717**	**94,922,399**	**3,705**	**2,097**	**2,010**	**29**	**13,363,956**	**3,273,186**	**127.8**	**72.3**	**69.3**	**192,813**	**47,225**	**1.8**	**1.0**

Graduate Drivers (Headcount from 2020-21)

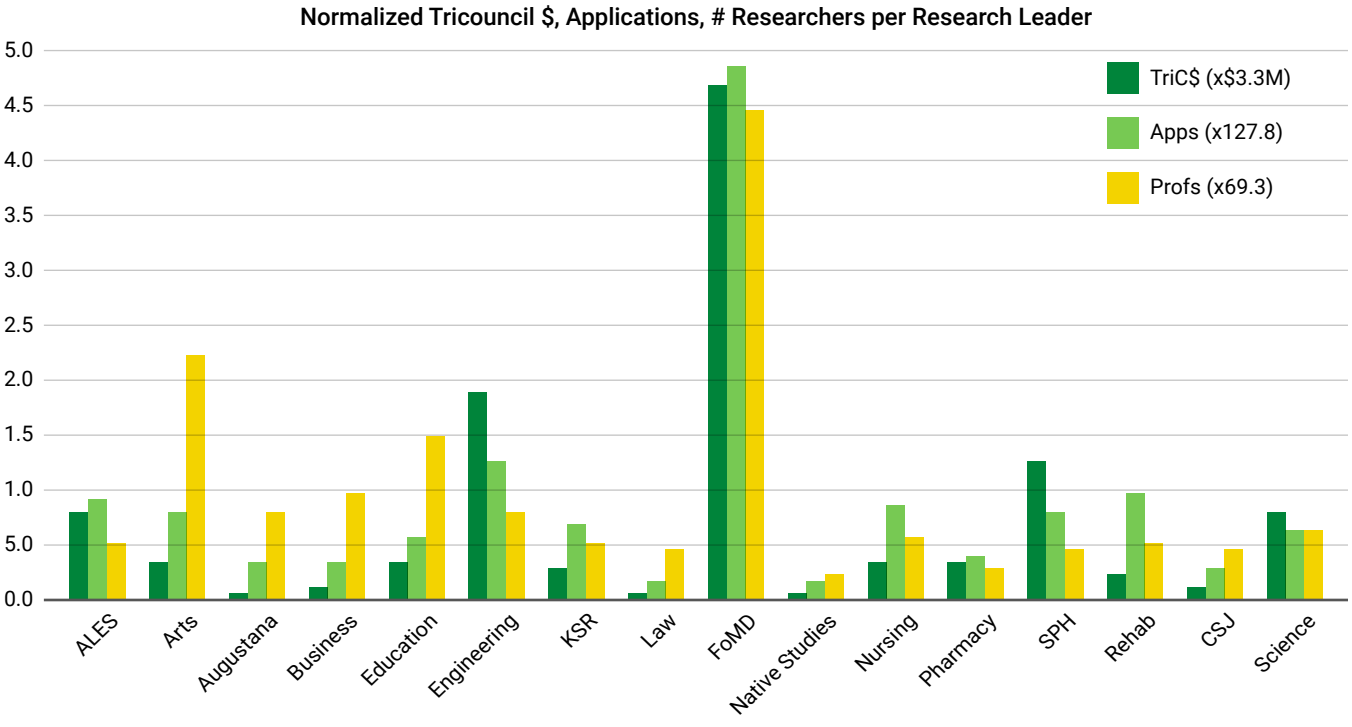
	Students				Grad Staff			Students per			Thesis Student per		
Faculty	M-C	M-T	PhD	Total	Admin	Leader	Prof	Admin	Leader	Prof	Admin	Leader	Prof
ALES	37	245	216	498	2.1	5	114	232.7	99.6	4.4	215.4	92.2	4.0
Arts	84	236	374	694	8.5	16	313	82.0	43.4	2.2	72.1	38.1	1.9
Augustana													
Business	662	0	47	709	6.1	2	63	115.5	354.5	11.3	7.7	23.5	0.7
CSJ	13	11	0	24	0.5	1	31	51.1	24.0	0.8	23.4	11.0	0.4
Education	609	68	255	932	5.1	7	103	183.1	133.1	9.0	63.5	46.1	3.1
Engineering	359	589	779	1727	9.8	6	221	176.9	287.8	7.8	140.2	228.0	6.2
Extension	41	27		68	1.4		14	50.0	-	4.9	19.9		1.9
KSR	23	37	50	110	1.4	1	37	77.5	110.0	3.0	61.3	87.0	2.4
Law	0	7	5	12	0.5	1	31	24.0	12.0	0.4	24.0	12.0	0.4
FoMD	3	286	291	580	13.6	20	629	42.6	29.0	0.9	42.3	28.9	0.9
Native Studies	0	11	15	26	0.4	1	14	65.0	26.0	1.9	65.0	26.0	1.9
Nursing	79	28	66	173	1.0	1	41	173.0	173.0	4.2	94.0	94.0	2.3
Pharmacy	0	20	20	40	1.0	0	19	40.8		2.1	40.8		2.1
Public Health	126	77	46	249	1.1	0	35	228.4		7.1	112.8		3.5
Rehab Med	808	32	50	890	3.6	2	29	249.3	445.0	30.7	23.0	41.0	2.8
Science	155	530	584	1269	6.6	7	296	192.9	181.3	4.3	169.3	159.1	3.8
FGSR					13.1	5							
Total	**2999**	**2204**	**2798**	**8001**	**75.7**	**75**	**1990**	**105.7**	**106.7**	**4.0**	**66.1**	**66.7**	**2.5**

Teaching Drivers (Data from 2020-21)

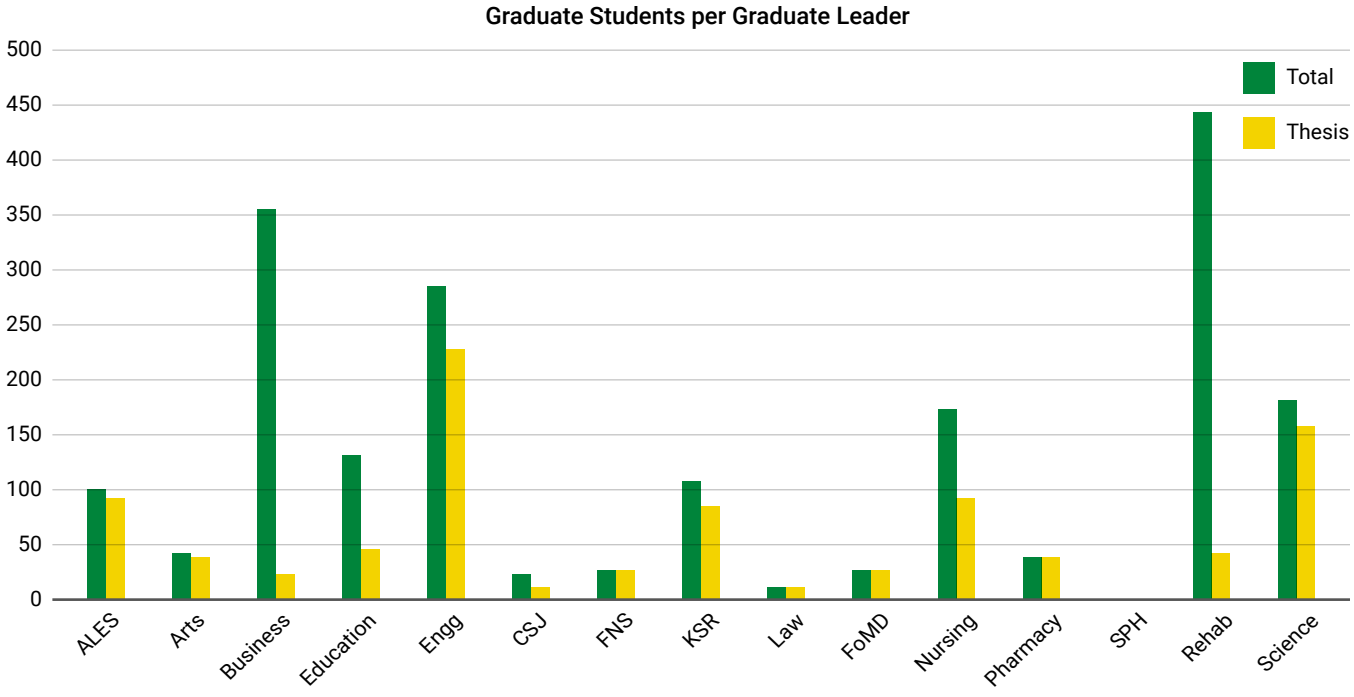
	Teaching (2020-21)			Academic	Per Leader		
Faculty/Unit	FLE	Sections	Enrol	Leaders	FLE	Sections	Enrol
ALES	1,875.4	461	14,291	2	937.7	230.5	7,145.5
Arts	5,796.8	1,919	72,805	18	322.0	106.6	4,044.7
Augustana	904.4	406	10,357	4	226.1	101.5	2,589.3
Business	2,503.4	513	24,394	1	2,503.4	513.0	24,394.0
Education	3,381.6	514	16,992	5	676.3	102.8	3,398.4
Engg	6,091.8	1,118	56,594	7	870.3	159.7	8,084.9
KSR	981.2	302	10,348	1	981.2	302.0	10,348.0
Law	575.1	177	5,946	1	575.1	177.0	5,946.0
FOMD	1,759.3	375	11,447	7	251.3	53.6	1,635.3
FNS	168.5	61	1,772	1	168.5	61.0	1,772.0
Nursing	1,541.3	292	9,786	1	1,541.3	292.0	9,786.0
Pharmacy	621.7	76	7,880	4	155.4	19.0	1,970.0
SPH	247.4	70	1,596	1	247.4	70.0	1,596.0
Rehab	897.9	84	3,920	1	897.9	84.0	3,920.0
CSJ	750.7	258	5,130	2	375.3	129.0	2,565.0
Science	7,051.2	2,538	113,477	9	783.5	282.0	12,608.6
Total Faculties	**35,906.5**	**9,225**	**367,474**	**65**	**552.4**	**141.9**	**5,653.4**

One of the questions that the ALTG sought to answer was: "How many academic leaders do we need to support a particular activity?" If we are prepared to consider that the answer may lay outside a structure that assigns leaders simply along unit lines but rather in a manner that more closely aligns to activity, then we need to consider what the drivers for that activity should be. While it is possible to oversimplify, some straightforward drivers can provide a sense of the diverse standards we currently have.

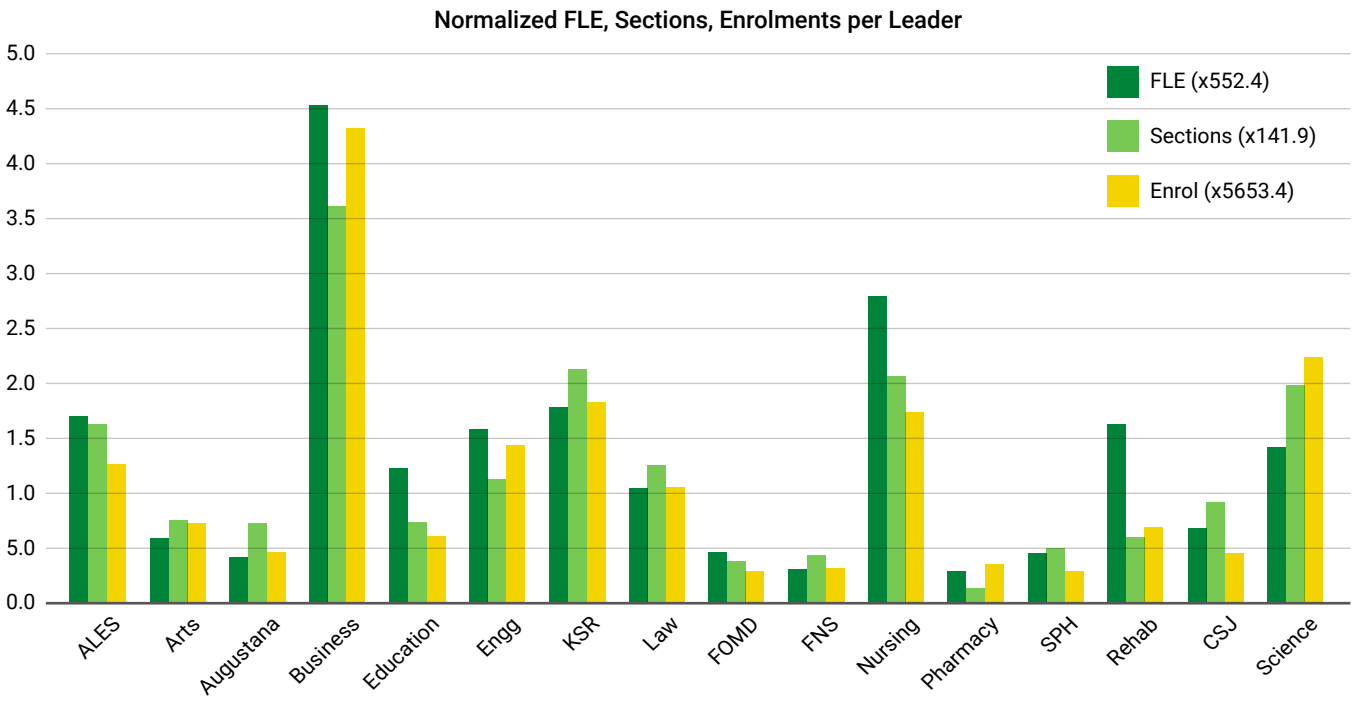
Drivers for Research



Drivers for Graduate

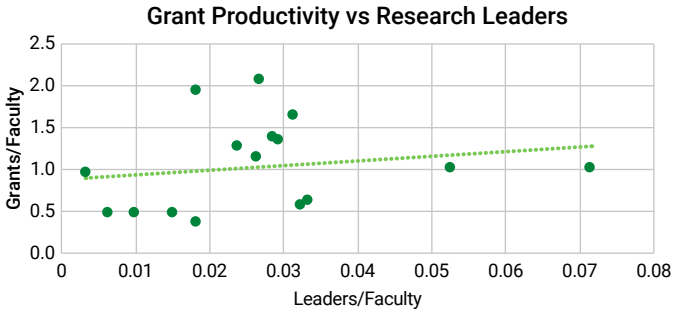


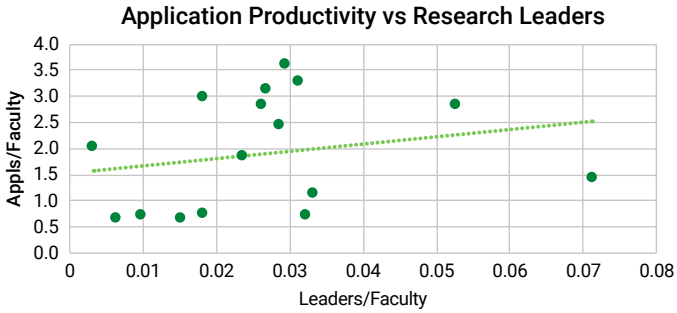
Drivers for Teaching

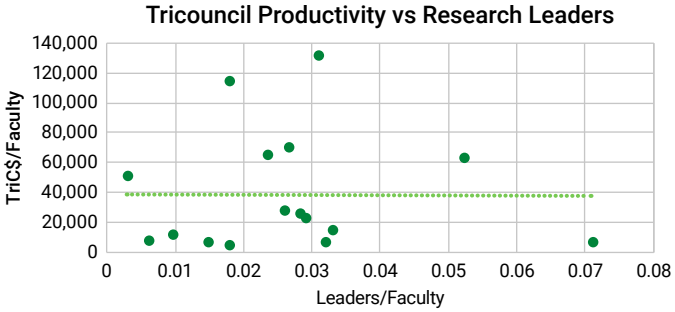


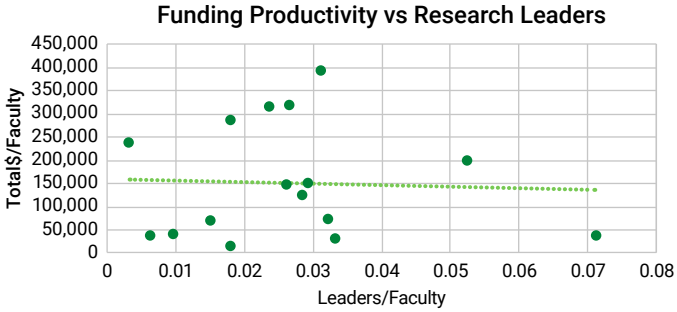
High investment in certain areas might be warranted if the outcomes are commensurate. Some preliminary analysis considers the correlations between the number of leaders per professor/student (level of support) and the outcomes per professor/student in terms of productivity or success.

Research Outcomes vs. Research Leader Intensity

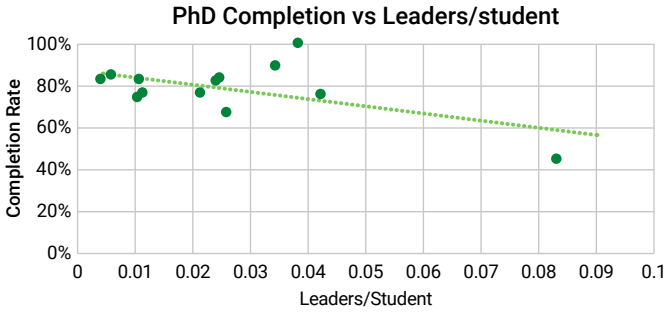


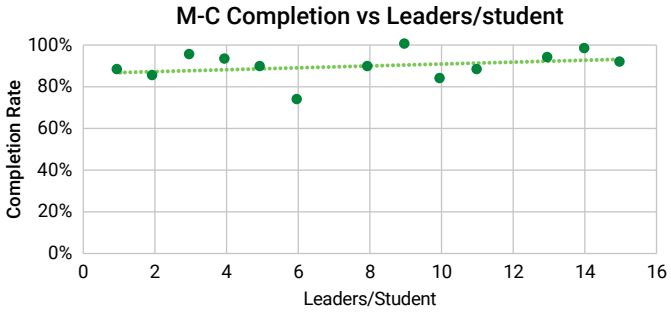


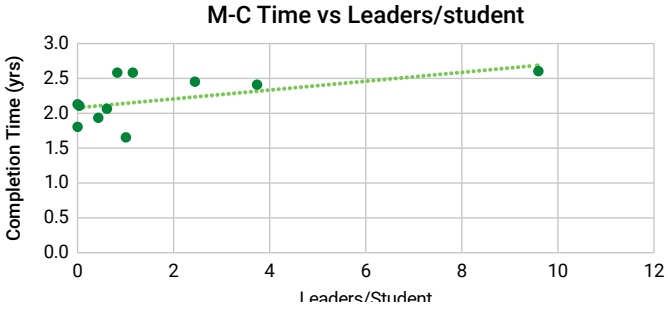


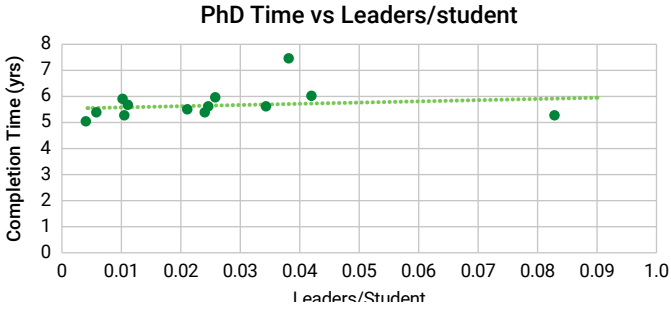


Graduate Outcomes vs. Graduate Leader Intensity

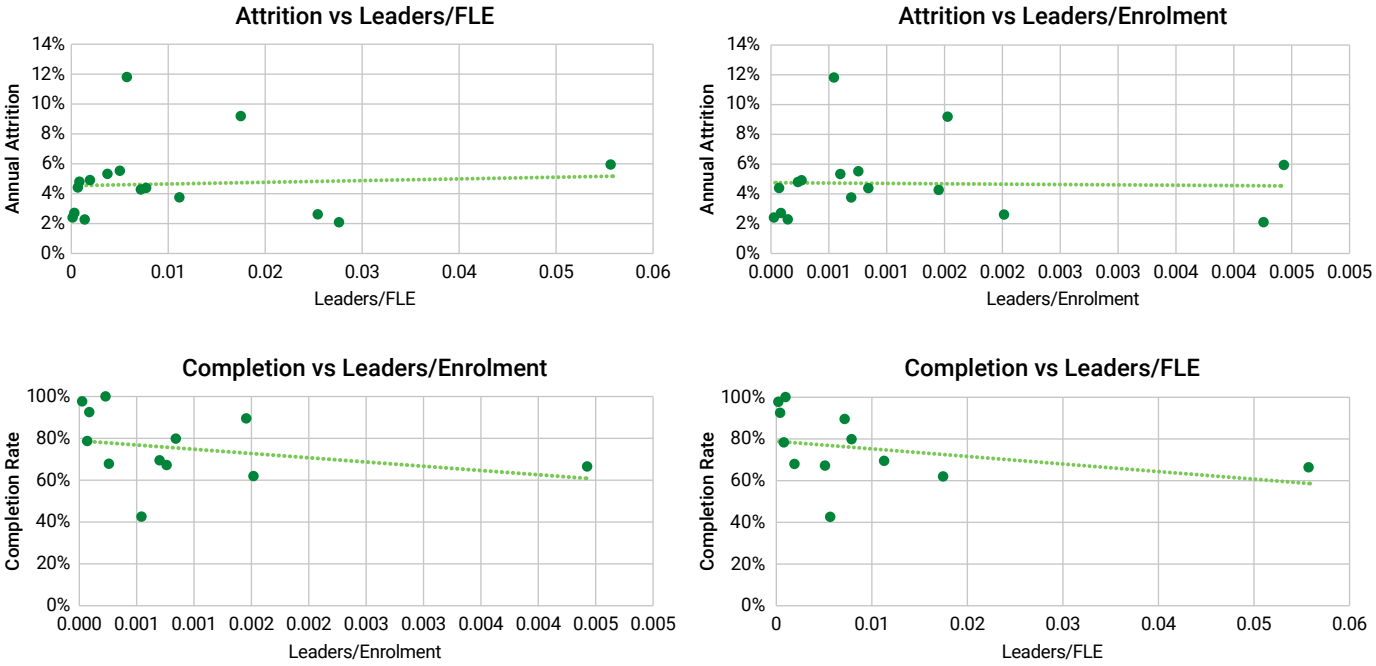








Teaching Outcomes vs. Academic Leader Intensity



This preliminary analysis shows very low correlation between resourcing level and corresponding outcomes for the indicators considered. This is something we need to understand better. Our people are dedicated and working hard, but on average we are not seeing the strategic outcomes one would expect.

Potential Benchmarks

The committee discussed potential approaches to determining a benchmark or standard by which academic leaders would be deployed, recognizing that could lead to numbers changing over time. Identifying an appropriate benchmark depends very much on the roles themselves, as indicated below. What is important is that the benchmarks have a direct and definable connection to the roles themselves so that they are meaningful and productive to the assignment of academic leaders.

RESEARCH: a combination of number of grant applications and total funding, depending on how much of the academic leader role is pre-award or post-award. Members also discussed benchmarks based on number of principal investigators, or total output, including creative output. Other options include numbers of new technology transfers and lab space controlled by the unit.

UNDERGRADUATE: a combination of program-enrolled headcount and total course registrations, depending on how much of the academic leader role is program-specific support vs general student support. Members also noted the importance of accounting for the complexity of accreditation processes in considering these roles.

GRADUATE: a combination of course-based headcount and thesis-based headcount, depending on where workload is focused, and/or the number of graduate programs that require expertise at the level of the academic leader.

Desired Outcomes of Academic Leadership

The ALTG developed a list of desired outcomes of having academics in leadership roles in the three major areas in which academic leaders are typically deployed – research, undergraduate, and graduate. Members had significant discussion on how to group these three activities, particularly graduate and undergraduate activities, and ultimately decided to include all activities related to graduate students and all activities related to undergraduate in those specific buckets. This approach did result in some duplication between those two lists of outcomes, and does not perfectly align with the structure of the College offices as imagined in the operating model; however, the ALTG felt it was an important approach to ensuring all the relevant responsibilities were captured.

The following list reflects the desired or expected outcomes of having academics in leadership roles in academic units. By outcomes, we are referring to things the academic unit should be able to achieve as a result of having academics in leadership roles. We note that these outcomes are not achieved by academic leaders in isolation; rather, with engagement from administrative leaders and support staff as well.

We also note that the three listed areas – research, graduate education and undergraduate education – are all interrelated and mutually supporting. While not explicitly identified below, building that interconnection would be a collective responsibility not just of the research and teaching academic leaders, but also the unit leaders (deans, chairs, eg) and institution leadership to support the broader strategic goals of the unit and the university. Separating the teaching outcomes into graduate and undergraduate does not preclude finding synergies in approaching them in a coordinated manner across the two levels.

Research Outcomes

- The unit has an effective and ambitious research strategy, including areas of current and future specialization, partnerships with key organizations, and recognized/effective Centres and Institutes.
- Researchers in the unit feel connected to the strategy and to a strong research culture, have access to effective mentorship and onboarding processes.
- The unit has a strong academic link with the Office of the VP (Research and Innovation) on institutional initiatives and strategies.
- The unit routinely and effectively participates in large, complex, interdisciplinary, and multi-institutional grants and projects
- The unit has enhanced research productivity and grant success.
- The unit is effectively represented on provincial, national, and international discipline-related organizations.
- The unit contributes to provincial and federal government policy development and program development.
- Research activities are strategically linked to advancement activity and external relations activity.
- Research activities are supported by effective infrastructure.
- Relationship, issues, and crisis management are undertaken in alignment with research strategy for the unit.
- The unit supports commercialization and entrepreneurship and provides resources to support faculty members in pursuing such activities.

Graduate Outcomes

- The unit is a destination of choice for high-quality graduate students.
- The unit has high-quality and innovative graduate programs including curriculum and course offerings.
- Program curricula are current, evidence/knowledge informed, and future-focused.
- Instruction occurs with effective pedagogy.
- The unit delivers a consistent, high quality graduate student experience, including advising.
- Principles of EDI are present in curriculum and classroom interactions.
- Indigenous initiatives are incorporated into curriculum and program design.
- Instructors and instructional resource staff are effectively managed.
- Teaching labs and infrastructure are effectively managed to meet program needs.
- Graduate students are engaged in the research productivity and culture of the faculty.
- Graduate students understand and incorporate principles of EDI in their work.
- Graduate students are effectively engaged in undergraduate education as principal instructors or teaching assistants.
- Graduate students have access to cross-faculty collaborations.
- Graduate student outcomes are strong (e.g. completion rates, and times, subsequent placements)
- Graduate enrolment and funding resources are strategically managed.
- Graduate faculty have access to effective mentorship and support for graduate supervisory development.

Undergraduate Outcomes

- The unit attracts high-quality undergraduate students to its programs and courses.
- The unit has high-quality and innovative undergraduate programs.
- Program curricula are current, evidence/knowledge informed, and future-focused.
- Instruction occurs with effective pedagogy.
- The unit delivers a consistent, high quality undergraduate student experience, including advising.
- Principles of EDI are present in curriculum and classroom interactions.
- Indigenous initiatives are incorporated into curriculum and program design.
- Instructors and instructional resource staff are effectively managed.
- Teaching labs and infrastructure are effectively managed to meet program needs.
- Undergraduate enrolments are strategically managed.
- Academic standards are rigorous.
- Programs maintain successful accreditation standards.
- The unit has strong processes to monitor academic integrity.
- Instructors are connected to a strong teaching culture and have access to effective mentorship and coaching for development.

Responsibilities Mapping

Once the list of desired outcomes had been developed, the group then mapped responsibilities (See Appendix A) for academic leaders in achieving those outcomes, (as opposed to the responsibilities of central, support teams, administrative leaders, and professors). Members spent considerable time discussing the contributions of administrative leaders like college general managers and faculty general managers, and the important roles these individuals do plan in advancing academic activities and services.

In identifying the responsibilities of various roles in the institution, the members of the ALTG were asked to look forward; in other words, members discussed what the responsibilities of academic leadership could or should be in achieving the desired outcomes. Members were encouraged not to focus on current responsibilities and structures.

The work on the responsibilities matrix generated significant discussion, including on the challenges of describing distinct roles and responsibilities across the various roles that did not capture significant overlap. Members wrestled with how roles and responsibilities might differ in small versus large units, across different disciplines, and what opportunities for consistency there were. Members found it challenging to define responsibilities in ways that could be consistently applied across the institution. In imagining how some current responsibilities of academic leaders could be shifted to administrative leaders or to support staff, members expressed concern about the potential impact on workloads for administrative staff. Members noted that identification of responsibilities did not necessarily assist with answering the questions of where academic leaders should be located, and how many there should be.

Historically, the university has aligned the assignment of academic leader roles with our academic structure (particularly around departments). This approach is necessary for deans/chairs whose roles are tied to the unit, but is not necessary for other leader roles which can conceivably be organized in different ways. As we have seen in the data, this historic approach is constraining and results in significant variation in resourcing, roles, work loads, service levels, and processes. The ALTG sought to answer the question of what other approaches are possible.

To address the question of where academic leaders can and should be allocated, and which structure would best serve the core areas of activity, the committee worked to map the responsibilities (See Appendix B) onto those authorities that have been already prescribed in the new operating model. While this was not a definitive exercise, it nonetheless began to create a picture of where the core activities of academic leaders will lie in the new model. In addition to considering what the operating model tells us about where academic leadership roles could live to achieve our desired outcomes, the committee also considered where the activities of academic leaders must reside to achieve those goals. Again, this exercise did not necessarily answer questions about how many academic leadership positions each unit should have.

There was significant discussion at the ALTG about whether decisions about the allocation of responsibilities to academic leadership roles could be made centrally to apply to the entire institution, or whether those decisions should be made at faculty or unit levels, where local expertise on needs and disciplinary impacts are best known. This is not an easy issue to address, as our current lack of consistency across the institution is a challenge that ALTG sought to address, and assigning the faculties with responsibility for allocating their own set of leaders risks re-creating the current lack of consistency. That said, the model must result in academic leadership roles that act meaningfully to address the needs of unique disciplines.

Approaches to Reducing the Number of Academic Leaders

The most difficult part of the ALTG mandate is to explore approaches to reduce the number of academic leaders by 25%. This amounts to a reduction by 75 out of the current 300 (including deans, vice deans, chairs, associate deans, associate chairs, vice-provosts, AVPs and similar positions). The group considered a number of approaches to achieve this and the key strategies are explored below. While each offers pros and cons, there was not a clear consensus on a single best approach to proceed, and not all members felt this would be wise. Ultimately, the solution may lie in a combination of approaches.

As a starting point, the table below summarizes the current state of academic leader distribution (excluding directors who are too variable in role to generalize). The first strategy to reduce these numbers is to simplify our organizational structure which is the main driver for the number of academic leaders we have. The other strategies look at changing our processes and way of delivering academic leadership so that the number of leaders required is not so rigidly determined by the number of units we have.

Current Count of Academic Leaders by Function and Organizational Level

Function	Central+FGSR	College	Faculty	Dept	Total
Unit Lead	1	3	16	66	**86**
Vice Lead	2		13		**15**
Other	1		17	10	**28**
Research	3		16	13	**32**
Grad	3		13	55	**71**
Undergrad	2		29	37	**68**
Total	**12**	**3**	**104**	**181**	**300**

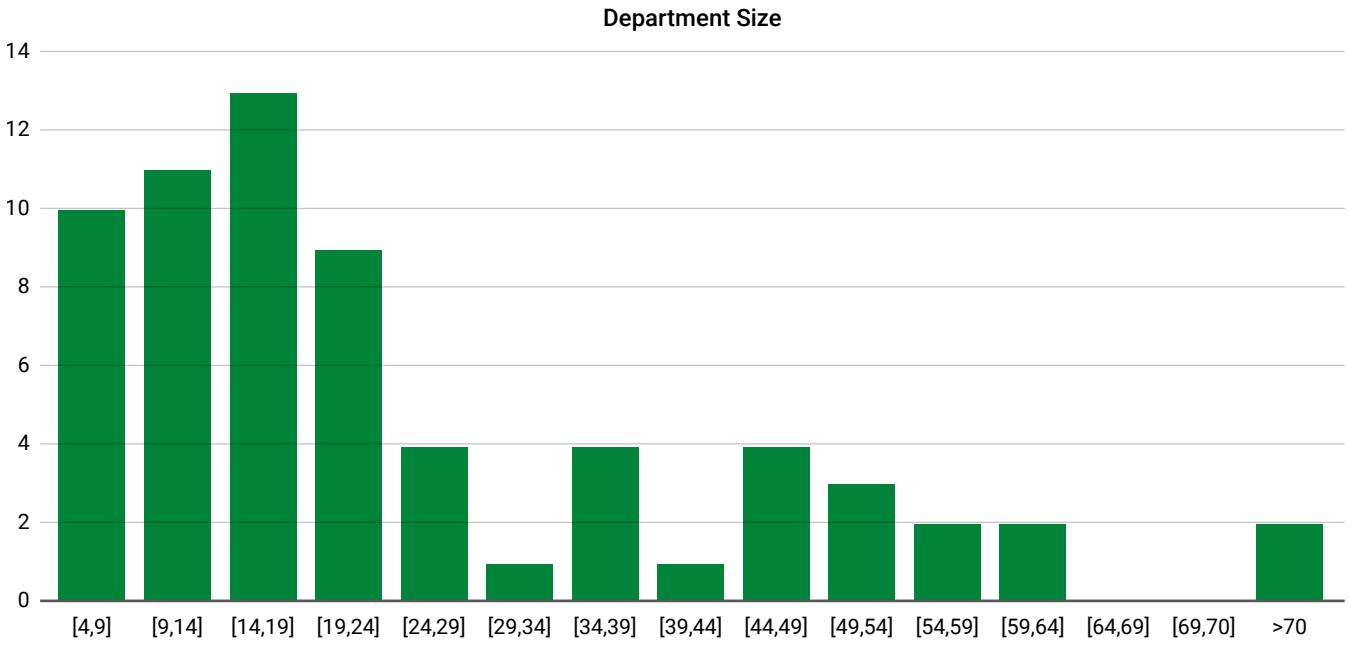
Strategy 1 – Reduce Number of Departments

Analysis of our data shows that our allocation of academic leaders is almost totally driven by the number of academic units. Hence, one approach to reducing the number of academic leaders is to reduce the number of units. This would allow all of our existing practices of academic administration to remain unchanged, but would significantly impact the sense of identity and affiliation many have to their existing units. One result of the academic restructuring decisions in Dec. 2020 was to retain the existing set of faculties. Hence, the best opportunity to achieve meaningful reduction in leaders is to reduce the number of departments. This is a strategy the university has used in the past when faced with budgetary constraints and has brought together related but specialized departments into more generalized units such as Biological Sciences, AFNS, Civil and Environmental Engineering, etc..

The ALTG referred to these consolidated units as “superdepartments”. Each superdepartment would only have one set of academic leaders (chair, associate chairs) but could provide continuity and leadership to constituent disciplines through a role such as “director”. Depending on the complexity of the role, the director may have teaching relief or may simply perform the duty as part of their service expectations. An example put forward of how this structure can work is in Engineering which has 9 accredited undergraduate programs each led by a director but delivered by only four departments. This separates program leadership from administrative leadership.

To get a sense of how many departments would have to be consolidated into superdepartments, a simple estimate would give an estimate of (75/181)*66 = 27 out of 66 departments. This would presumably be accomplished by combining the smaller departments into larger units. The figure below shows the current distribution of department size (by professor count). A reduction by 27 departments could be achieved by consolidating every department under approximately 20 professors. Of course, other criteria for consolidation could be chosen, and the ALTG group suggested a driver approach could also be taken to superdepartment sizing similar to that discussed in Strategies 3 and 4.

Distribution of Department Size by Number of Professors



While conceptually simple, reducing the number of departments this significantly is likely to be strongly opposed by those in the affected units given their long standing affinity, the association of academic priority and identity with the existence of a named organizational unit, and the fact that the burden of adjustment will fall only on those in the affected units.

Members of the ALTG discussed where a model of fewer departments with a greater number of programs already exists at the university (ALES, FoMD, eg), and the challenges that could emerge implementing such a model in those Faculties where significant disparity exists across disciplines (Arts). Members discussed the challenges of implementing an institution-wide department reduction initiative that would treat all disciplines equitably, and that would ensure that work currently done by a large number of departments could continue to be functionally completed in the new model.

Strategy 2 – Proportional Reduction of Leaders, Local Response

This strategy simply distributes the 75 role reduction across the faculties and units to figure out how to accommodate according to local needs. Faculties could aggregate leadership responsibilities across departments, consolidate them at the faculty level or delegate the responsibility to committees or individuals as part of administrative service loads. On a proportionate basis, the reductions in academic leaders would look something like the distribution shown in the table below. While conceptually simple and allowing considerable flexibility to faculties, this approach will result in the rupture of the current unit-aligned approach to overseeing research, graduate administration and undergraduate teaching without putting in place an institutional approach to replace it. That means each faculty will potentially take a different strategy to respond, and the degree of inconsistency of service and experience for our students and professors will only increase. Further, there are no opportunities for institution-wide process streamlining to reduce the overall impact of such a change. (For example, if one faculty approaches graduate administration by retaining its existing associate chairs graduate, another distributes that function across a committee, another aggregates it at the faculty level and another consolidates it within the college Grad Office, it becomes very difficult to convene an appropriate representation at FGSR to oversee policy and to develop streamlined and consistent admission/progression/intervention procedures across the institution.) Another problem with this approach is that it treats each faculty the same, whether they are already efficient and effective in their use of academic leader roles or not. As our data has suggested, different faculties are at very different levels and stages in this regard.

Distributed Approach for Leader Reductions Across Units

Faculty/Unit	Current Leaders	Revised Leaders	Cut
ALES	16	12	4
Arts	53	40	13
Augustana	11	8	3
Business	11	8	3
Education	21	16	5
Engineering	22	16	6
KSR	5	4	1
Law	4	3	1
FoMD	72	54	18
Native Studies	4	3	1
Nursing	6	4	2
Pharmacy	7	5	2
SPH	4	3	1
Rehab Med	11	8	3
CSJ	6	5	1
Science	32	24	8
FGSR	5	4	1
Colleges	3	3	0
VP(Academic)	4	3	1
VP(R&I)	3	2	1
Total	**300**	**225**	**75**

Strategy 3 – Driver-based Leader Allocations, Threshold Response

This approach attempts a rational strategy for allocating academic leadership roles based on drivers of work and responsibility. It then sets a threshold for how many leaders can be allocated to each faculty. Any faculty below that threshold can continue to function as they are. Any faculty above that level must adjust to meet it. A certain amount of tolerance is likely needed around the threshold to account for local context and challenges with data.

This analysis will focus on research, graduate administration and undergraduate teaching and will use a relatively simple set of drivers for each. It is recognized that more complex drivers and analysis might need to be considered for each function which can be developed later. As described previously in this report, the ALTG considered a number of different potential approaches to identifying drivers and benchmarks for assigning leaders.

To proceed with the analysis of these benchmarks, the reduction of 75 leaders must first be distributed across functions. While other distributions are of course possible, an allocation is presented in the table below as a starting point. It proportionately distributes the cuts across research, graduate and undergraduate teaching but also includes a cut to the other academic leader categories (except Unit Leader on the assumption that every Department has to have a chair, every faculty has a dean).

Proposed Initial Allocation of Academic Leader Reductions Across Function

This represents a 34% reduction in each cuttable category to meet a 75 overall reduction target.

Function	Current	Cut	Proposed
Unit Lead	86	0	86
Vice Lead	15	15	28
Other	28		
Research	32	11	21
Grad	71	25	46
Undergrad	68	23	44
Total	**300**	**75**	**225**

Based on these reduction targets, the corresponding thresholds for some plausible drivers and weighting factors could be as presented in the next table. Further refinement of these values would be necessary, perhaps using multifactorial analysis of current allocations and/or assessment of time use by current leaders.

Driver Levels for the Proposed Thresholds

Function	Driver	Value	Weighting	Threshold/leader
Research	Total research $	$387.5M	33.3%	$64.6M
	Total grant apps	3,705	33.3%	617.5
	Total profs	2,010	33.3%	335.0
Grad	Total thesis	4,975	70%	165.3
	Total course-based	2,958	30%	229.3
Undergrad	Total headcount	32,117	65%	1,176
	Total course reg.	256,662	35%	17,460

Based on the thresholds above, the resulting faculty allocations are presented in the table below. They are calculated based on the sum of each driver/threshold quotient for each function. What is clear from this table is that no faculty is able to meet all three function thresholds and most do not meet any. Consequently, all faculties would have to change at least some or most of their procedures and approaches, resulting in little continuity and the ongoing challenge of consistency of process across units.

Proposed Thresholds Based on Function Drivers

	Current Leaders			Proposed Leaders				
Faculty/Unit	**Research**	**Grad**	**UGrad**	**Research**	**Grad**	**UGrad**	**Total**	**Change**
ALES	3	5	2	1.45	2.95	2.00	6.40	-3.60
Arts	2	16	18	1.42	4.06	9.55	15.03	-20.97
Augustana	1	0	4	0.24	0.00	1.33	1.57	-3.43
Business	1	2	1	0.34	3.17	2.67	6.18	2.18
Education	1	7	5	0.48	4.61	3.41	8.50	-4.50
Engineering	4	4	7	2.68	9.84	5.80	18.32	3.32
KSR	1	1	1	0.31	0.63	1.34	2.27	-0.73
Law	1	1	0	0.16	0.07	0.81	1.04	-0.96
FoMD	2	20	9	6.09	3.50	1.58	11.17	-19.83
Native St.	1	1	1	0.08	0.16	0.26	0.50	-2.50
Nursing	1	1	1	0.37	0.91	1.59	2.87	-0.13
Pharmacy	1	0	4	0.20	0.24	0.79	1.24	-3.76
SPH	1	0	1	0.46	1.29	0.00	1.76	-0.24
Rehab Med	0	2	1	0.38	4.02	0.03	4.43	1.43
CSJ	1	1	2	0.16	0.12	1.00	1.28	-2.72
Science	7	7	9	3.19	7.42	9.84	20.45	-2.55
FGSR	0	3	0	0	3	0	3	0
Colleges	0	0	0	0	0	0	0	0
VP(Acad)	0	0	2	0	0	2	2	0
VP(R&I)	3	0	0	3	0	0	3	0
Total	**31**	**71**	**68**	**21.00**	**46.00**	**44.00**	**111.00**	**-59.00**

Strategy 4 – Driver-based Leader Allocations, Structural Realignment of Function

A fundamental problem with our current approach to delivering academic leadership is that it is rigidly tied to our organizational units, particularly when it is tied to the departmental level since we have so many departments. That approach breaks if we try to reduce the number of leaders without reducing the number of units. What is needed is a change of approach to one that is not so rigidly tied to the current organizational structure. That can be achieved by elevating responsibility for the function from the department level to the faculty and/or the college level. With a more flexible approach, a driver-based allocation such as presented in the table above (on page 21) represents a rational and transparent way to assign leadership.

Academic leader allocation scenarios are presented below for each of these possible structures (See Appendix C). The exception is the institutional alignment which is probably not viable since the function being provided would be organizationally quite far from the client and too disconnected from the client unit's strategic needs.

a **DEPARTMENT-ALIGNED:** This is the status quo alignment of academic leaders at the department level. The only way reduction of leaders is achieved is by reducing the number of departments. The analysis of this is presented in Strategy 1 above

b **DEPARTMENT CLUSTER:** In this model, departments are clustered so that academic leadership (other than Chair) is shared across the cluster with one associate chair serving multiple departments. The clustering can be variable and occur function by function with different groupings for research than for graduate administration. Alternatively, the cluster can be fixed so that the same departments share associate chairs for all functions. The next table presents a scenario of how many clusters would be needed for each departmentalized faculty for the variable and fixed clustering approaches.

Possible Number of Clusters by Faculty for Both a Variable and Fixed Clustering Approach

	Faculty Allocation					No. of Clusters					
Faculty/Unit	Res	Grad	UGrad	Total	Depts*	Res	Grad	UGrad	Total	Fixed	Total
ALES	1.45	2.95	2.00	6.40	4	2	2	2	6	2(3)	6
Arts	1.42	4.06	9.55	15.03	15	1	4	10	15	4(3)	12
Augustana	0.24	0.00	1.33	1.57	3		1		1	2	1(2)	2
Business	0.34	3.17	2.67	6.18	4	1	2	3	6	2(3)	6
Education	0.48	4.61	3.41	8.50	5	1	4	3	8	3(3)	9
Engineering	2.68	9.84	5.80	18.32	4	2	4(2)	4(2)	18	4(5)	20
FoMD	6.09	3.50	1.83	11.42	22	6	3	2	11	4(3)	12
Rehab Med	0.38	4.02	0.03	4.43	3	1		3	4	1(5)	5
Science	3.19	7.42	9.84	20.45	6	3	7	10	20	6(3)	18

Number in brackets is size of cluster team (1 if omitted)
*Adjusted to avoid double counting joint departments

c **FACULTY-ALIGNED:** In this model, each faculty would provide academic leadership functions to all its members through faculty-based teams staffed at approximately the levels as shown on page 21. An example is presented in the table below. In larger faculties, the teams are large enough to provide specialization, continuity, backup and mutual consultation. Coordination across faculties within a college can occur through a collegial council, although there is no mechanism here for accountability for collective behaviour since each academic leader would report to their respective dean, not the college dean. The biggest challenge is that some smaller faculties may have at most one or two leaders to spread across all three functions. This adds considerable burden on those individuals and limits their ability to be expert and strategic in their functions.

Possible Allocation of Academic Leaders in a Faculty-aligned Model

	Faculty Allocation				Possible Usage			
Faculty/Unit	Research	Grad	UGrad	Total	Research	Grad	UGrad	Total
ALES	1.45	2.95	2.00	6.40	1	3	2	6
Arts	1.42	4.06	9.55	15.03	1	4	10	15
Augustana	0.24	0.00	1.33	1.57		1	1	2
Business	0.34	3.17	2.67	6.18	1	2	3	6
Education	0.48	4.61	3.41	8.50	1	4	3	8
Engineering	2.68	9.84	5.80	18.32	3	9	6	18
KSR	0.31	0.63	1.34	2.27		1	1	2
Law	0.16	0.07	0.81	1.04		1		1
FoMD	6.09	3.50	1.58	11.17	6	3	2	11
Native St.	0.08	0.16	0.26	0.50		1		1
Nursing	0.37	0.91	1.59	2.87	1	1	1	3
Pharmacy	0.20	0.24	0.79	1.24		1		1
SPH	0.46	1.29	0.00	1.76	1		1	2
Rehab Med	0.38	4.02	0.03	4.43	1		4	5
CSJ	0.16	0.12	1.00	1.28		1		1
Science	3.19	7.42	9.84	20.45	3	7	10	20

d **FACULTY CLUSTERED:** In this model, the larger faculties would act as above, but the smaller ones would cluster together under shared leaders across the three functions. This allows them to have functional focus and expertise but does mean they would cover multiple disciplinary areas. Accountability and reporting of the shared leader would be very difficult. Examples of possible faculty clusters are shown below.

Possible Faculty Clusters Where Combined Allocations Allow Smaller Faculties to Pull Together Effective Shared Teams Across All or Some Functions

	Individual Faculty				Possible Cluster			
Faculty/Unit	Research	Grad	UGrad	Total	Research	Grad	UGrad	Total
Business	0.34	3.17	2.67	6.18				
Education	0.48	4.61	3.41	8.50				
Law	0.16	0.07	0.81	1.04	1	8	7	16
Subtotal	0.98	7.85	6.89	15.72	1	8	7	16
KSR	0.31	0.63	1.34	2.27			1	
Nursing	0.37	0.91	1.59	2.87			1	
Pharmacy	0.20	0.24	0.79	1.24				
SPH	0.46	1.29	0.00	1.76		3		
Rehab Med	0.38	4.02	0.03	4.43	2	4	2	13
Subtotal	1.71	7.10	3.75	12.56	2	7	4	13

e **COLLEGE-ALIGNED:** In this scenario, some or all aspects of a function are delegated to the college level to provide appropriate leadership. Since programs remain anchored with the faculty, academic leadership of disciplinary programs should remain at the faculty level, but interdisciplinary programs could be led at the college level. Disciplinary roles might be picked up by academic directors working within their expected service contribution. This approach most aligns with the UAT Operating Model. The next table shows the leadership resources by college following the same allocation methodology as used in the table entitled "Proposed thresholds based on function drivers" on page 21. The split for undergraduate teaching between college and program (faculty/dept) is a bit arbitrary in the table, but tries to maintain some disciplinary roles even when the drivers do not necessarily warrant. While the standalone faculties may align with a college to boost impact, they obviously need to keep some of their leadership functions within the faculty to serve their respective missions.

Function Allocation Scenario When Major Components of Academic Leadership are Delegated to the College Level

	Individual Faculty				Possible Cluster				
Faculty/Unit	Research	Grad	UGrad	Total	Research	Grad	UGrad	Program	Total
Arts	1.42	4.06	9.55	15.03	2	12	8	6	31
Business	0.34	3.17	2.67	6.18				1	
Education	0.48	4.61	3.41	8.50				1	
Law	0.16	0.07	0.81	1.04				1	
Subtotal	2.40	11.91	16.44	30.75	2	12	8	9	31
FoMD	6.09	3.50	1.58	11.17	7	10	2	1	24
KSR	0.31	0.63	1.34	2.27				1	
Nursing	0.37	0.91	1.59	2.87				1	
Pharmacy	0.20	0.24	0.79	1.24				1	
SPH	0.46	1.29	0.00	1.76				1	
Rehab Med	0.38	4.02	0.03	4.43				1	
Subtotal	7.81	10.60	5.33	23.74	7	10	2	6	24
ALES	1.45	2.95	2.00	6.40	7	20	4	1	45
Engineering	2.68	9.84	5.80	18.32				5	
Science	3.19	7.42	9.84	20.45				8	
Subtotal	7.31	20.21	17.64	45.17	7	20	4	14	45

These were not the only approaches that the ALTG discussed. Members also suggested a greater consideration for the use of committees and/or faculty service requirements to fill academic leadership roles. They encouraged technological solutions to streamline transactional work and create capacity. They also suggested combining leadership roles in ways that create efficiency. All of these approaches can be tested against the ALTG's principles and objectives. As with the four strategies we've outlined here, it is likely that combining strategies will yield the final outcome.

Summary and Outcome:

The ALTG has reviewed our current approach to deployment of academic leaders with a particular focus on the roles of associate deans and associate chairs and the administration of research and graduate and undergraduate teaching. The data collected shows that our historical model is tightly coupled to our organizational structure. This has led to highly varying levels of resourcing, responsibilities, workloads, service and consistency across the responsibility areas of research administration, graduate and undergraduate teaching. Surprisingly, resourcing levels are not clearly correlated with associated traditional metrics of research productivity or student success.

The ALTG sought to identify the overarching outcomes that are intended to be supported by academic leaders in these roles and produced lists of outcomes for each of the three functions of interest. For each outcome, the specific and unique contribution of the academic leader is identified in the context of the contributions made by other players across the system. This helps identify what roles must be reserved for academic leaders and what could be delegated to a professional support team or other players. Further, these academic leader roles have been mapped across the levels of the academy and tested against alignment with the university operating model.

Finally, the ALTG has explored options for reducing the number of academic leaders needed by the target of 25%. Because of the interactions of academic leaders with independent restructuring processes (the SET student services and research administration workstreams and the college office design work), the ALTG group is not in a position to provide highly prescriptive recommendations, but rather offers up analysis and options to inform a final decision that brings these disparate pieces together. Some of these propose different approaches of aligning academic leaders to organizational structures, and a variety of such alignment models were considered. No single approach to reducing academic leaders seemed ideal, but an analysis of pros and cons is provided for each.

The final comment of the ALTG is that the University of Alberta is currently experiencing considerable change which is likely to continue for some time. Hence, the university should undertake to review and adapt its approach to providing academic leadership on a periodic basis, regardless of the approach undertaken in the current restructuring. Such an approach can be dynamic and should consider how effective a given structure has been in supporting the underlying objectives of the university.

Appendices

Appendix A: Outcomes and Roles

A.1 Undergraduate

A.2 Graduate

A.3 Research

Appendix B: Roles and Structure

B.1 Undergraduate

B.2 Graduate

B.3 Research

Appendix C: Potential Structures and Evaluation Matrix

C.1 Potential Structure

C.2 Evaluation Matrix

A.1 Outcomes and Roles: Undergraduate

OUTCOMES	ASPECT	ROLES					Comments
		Central	Academic Leader	Support Team	Chair/Unit Leader	Professor	
The unit attracts high-quality undergraduate students to its programs and courses.	Recruitment	Overarching recruitment, fees, marketing, scholarships & communications	Provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students.	Works with Central on program-specific recruitment issues and materials. Shares information and insights about programs provided by academic leaders. Escalates issues to Academic Leader as needed.	Provides high level direction to Academic Leader consistent with Unit strategy	Teaching excellence by instructors and research opportunities are foundational in attracting students	Recruitment – still engage faculties/ professors. Academic leader at program level can best decide criteria for promoting programs: eg what do I do with this degree? What is the value of this degree? Craft the narrative for promotion that recruiters can use
	Admissions	Oversees the admission process	Sets and oversees admissions standards. Makes decisions about exceptions and complicated cases	Works with Central on routine admissions processing. Escalates to Academic Leader on complicated cases	Provides high level direction to Academic Leader consistent with Unit strategy		
The unit has high-quality and innovative undergraduate programs.	Program development	Sets institutional policy and procedures for program development and oversight. Provides resources to support program innovation and quality assessment	Leads development of strong program offerings, structure, content; course offerings. Ensures program curricula are current, evidence/knowledge informed, and future-focused.	Support academic leaders in curriculum committees and governance approval.	Provides high level direction to Academic Leader consistent with Unit strategy. Recruits new talent that shapes long term program evolution. Ensures teaching resources matches program needs. Convenes and ensures unit consensus on program strategy.	Participates and provides specific expertise to curriculum committees. Provide outstanding classroom experiences that form the heart of high-quality programs	*Need new hires to keep pace with high quality/innovative programs.
	Experiential learning	Institutional policy, strategy and initiatives to develop experiential learning.	Works with team to develop appropriate complementary work-intergrated learning opportunities and experiential learning	Coordinates and delivers program-specific WIL and experiential learning	Provides high level direction to Academic Leader consistent with Unit strategy. Secures resources to support experiential activities		
	Quality assurance	Oversees multi-year cycle of program reviews of all units	Leads program quality assurance including evaluation of instructors, syllabi, and overall program structure.	Support academic leaders in the Quality Assurance process through data analysis and information collection; provide guidance to academic leaders about difficulties students regularly encounter.	Leads assessment of professor teaching effectiveness. Responsible officer for accreditation purposes.		
Instruction occurs with effective pedagogy.	Teaching development	Coordinate pedagogy development opportunities (through CTL and other units). Provide incentives for teaching excellence through awards, merit, and other recognition	Ensures instructors have development opportunities; many will be centrally provided but some may need to be discipline specific. Aids Chair in identifying those who need intervention or warrant special recognition	Support academic leaders in preparing teaching award nominations; collect data in cases of concerns about teaching; support Academic Leaders in development seminars and materials dissemination	Works with Academic Leader in identifying those instructors who need development or warrant special recognition	Deliver outstanding courses	Department/program level academic leaders (eg subject area specialists) are best placed to provide mentorship, evaluation in classroom, support. Academic leaders are key point people for student complaints about instructors, and can often resolve problems very quickly without escalating the matter
The unit delivers a consistent, high quality undergraduate student experience, including advising.	Student experience	Manages central student experience through DoS, RO, UAI, SSC	Discipline specific advising (ie research); academic integrity, student complaints (exceptions).	Academic advising on registration, program progression, course selection, work experience, career opportunities. Support for student clubs, activities and bodies.	Ensures policies, initiatives and resources in place to support student experience within the program	Course selection, honors advising, research	Program specific advising tied to academic unit. Great variations across faculties and departments. Majority of advising is undertaken by support staff; exceptions/exemptions by academic lead (associate chair or associate dean). General advising can occur at a central level, eg students service centre.
Principles of EDI are present in curriculum and classroom interactions.	Program development	Develops instititutional policies and initiatives to support EDI inclusion in programs	Works with institutional resources to ensure EDI is woven into curriculum and informs recruitment process.		Provides high level direction to Academic Leader consistent with Unit strategy. Leads a culture of inclusion. Recruits diverse staff	Draws on resources	While this should be led by an academic, committee, or program area specialist; the coordination of resources, experientials planning etc, can be administered by support staff.
	Student experience	Develops instititutional policies and initiatives to support EDI inclusion in student experience	Works with institutional resources to support instructors in EDI best practices.	Collect and organize resources and arrange training	Leads a culture of inclusion. Sets and reinforces standards of behaviour		
Indigenous initiatives are incorporated into curriculum and program design.	Program development	Office of VP Indigenous Programming & Research to provide support & guidance for incorporating Indigenous initiatives.	Works with institutional resources to ensure Indigenous context and ways of knowing woven into curriculum and informs recruitment process.		Provides high level direction to Academic Leader consistent with Unit strategy. Leads a culture of inclusion.	Draws on resources	While this should be led by an academic, committee, or program area specialist; the coordination of resources, experientials planning etc, can be administered by support staff.
	Student experience	Office of VP Indigenous Programming & Research to provide support & guidance for incorporating Indigenous initiatives.	Works with institutional resources to develop instructors' ability to support Indigenous students and ways of knowing.	Collect and organize resources and arrange training	Leads a culture of inclusion.		

A.1 Outcomes and Roles: Undergraduate (cont.)

		ROLES					
OUTCOMES	**ASPECT**	**Central**	**Academic Leader**	**Support Team**	**Chair/Unit Leader**	**Professor**	**Comments**
Instructors and instructional resource staff are effectively managed.	Academic staff	Sets institutional policies and manages labour relations with unions	Supports the Chair in managing teaching assignments	Assists with scheduling/timetabling inputs; arranges first drafts of teaching plans.	Manages and develops teaching staff including assigning duties.	Responsible for course development and delivery	If staff can do first drafts of teaching plans for later approval by academic leaders, that would save much admin labor;course scheduling can be coordinated across departments or faculties
	Technical staff	Sets institutional policies and manages labour relations with unions	Sets unit priorities and policies for allocation	Unit manager oversee technical staff	Supervises unit manager. Controls resources to allocate to this function.		
	Teaching assistants	Sets institutional policies and manages labour relations with unions	Works with Grad Leader and team to allocate/ manage TAs		Controls resources to allocate to this function.		
Teaching labs and infrastructure are effectively managed to meet program needs.	Teaching labs	Ensures labs are functioning, meet instruction needs, health and safety compliant	Supports Chair in allocating space and equipment budget for teaching	Assists with scheduling/timetabling inputs; ensures resource remains appropriate to function	Controls resources to allocate to this function.	Responsible for lab development and delivery	
Undergraduate enrolments are strategically managed.	Enrolment	Manages institution enrolment; provides database on enrolment numbers; sets faculty targets	Works with EM partners to set recruitment targets	Provide key information (enrollment numbers, watchlist numbers)	Provides high level direction to Academic Leader consistent with Unit strategy		Course enrolments should be managed at instructor/unit level to avoid admin headaches. (eg Independent studies taught as overload courses, or thesis courses, showing up on spreadsheets as "undersubscribed courses")
Academic standards are rigorous.		Sets institutional minimum standards; manages appeals process.	Responsiblie for setting academic standing, continuation/program standards; (ie grade ranges for course level); manages exceptions		Provides high level direction to Academic Leader consistent with Unit strategy		Final authority on programs rests with academic lead of academic unitThis could also include transfer credit decisions, program exceptions, etc
Programs maintain successful accreditation standards.		Ensures the accreditation process is well supported.	Makes program-specific final academic decisions around accreditation	Ensures success of accrediation process through data collection and analysis for accredited programs	Responsible officer for accreditation purposes		Systems to support the program standards can be managed/run by admin lead/support team; Final authority on programs rests with academic lead of academic unit
The unit has strong processes to monitor academic integrity.		Sets institutional standards and processes that ensure equity of workload between academic leaders and provides sufficient support to ensure that academic integrity cases are handled promptly	Deliver final decisions regarding academic integrity cases.	Ensures the prompt progression of academic integrity/code of student behaviour cases by managing communications, setting appointments, and liasing between students and academic leader.	Provides high level direction to Academic Leader consistent with Unit strategy. Ensures instructional staff comply with policies.	Ensures academic integrity by alerting academic leader to concerns.	* Could be handled at College Level to ensure equity of workload between large and small faculties. *The process must not be so onerous as to discourage professors from pursuing academic integrity cases. (For example: if 70 students are suspected of cheating on a single test, the professor should not be required to meet with all 70 students individually.)
Instructors are connected to a strong teaching culture and have access to effective mentorship and coaching for development.		Provide an environment that rewards outstanding teachers through additional awards and merit recognitions.	Works with Chair to build culture of teaching excellence, find solutions to student complaints about instructors. Organizes and oversees classroom peer evaluations, mentorship.	Facilitates teaching awards through the provision of administrative support (collecting information)	Establishes a culture of excellence. Allocates resources to support instructor development. Recognizes teaching quality appropriately.	Delivers excellent teaching and is rewarded for doing so.	
The unit has clearly understood and communicated principles, values, and processes for program decisions affecting students, including academic accomodations and program exceptions		Facilitates best practices and coordinates efforts between faculties on exemptions not related to protected grounds (maybe GFC Programs Committee?). Sets clear standards and expectations for protected grounds accomodations	Academic leaders with disciplinary expertise set standards for which exceptions would be appropriate within a program	Effective communication of those principles and processes	Provides high level direction to Academic Leader consistent with Unit strategy. Provides instructional staff with expectations.	Delivers decisions about program exceptions and accommodations to students.	General comment: central needs to be nimble and move faster; Need to differentiate between ACCOMODATION, ADAPTATION, and PROGRAM EXCEPTION
							*NOTE: the work currently done by academic leaders will still need to be done. If that work is ultimately done by academics without course releases, those individuals may well find themselves stifled in their progression to full professor, due to reduced research productivity

A.2 Outcomes and Roles: Graduate

		ROLES					
OUTCOMES	**ASPECT**	**Central**	**Academic Leader**	**Support Team**	**Chair/Unit Leader**	**Professor**	**Comments**
The unit is a destination of choice for high-quality graduate students	Recruitment	Overarching recruitment, fees, marketing, scholarships & communications	Provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students.	Works with Central on program-specific recruitment issues and materials. Shares information and insights about programs provided by academic leaders. Escalates issues to Academic Leader as needed.	Provides high level direction to Academic Leader consistent with Unit strategy	Teaching excellence by instructors and research opportunities are foundational in attracting students	
	Admissions	Oversees the admission process. Sets institutional minimum standards. Ensures standards are met.	"Sets any admissions standards above the institutional minimums; oversees admissions standards. Recommends and works with central on decisions about exceptions and complicated cases	Works with Central on routine admissions processing. Escalates to Academic Leader on complicated cases	Provides high level direction to Academic Leader consistent with Unit strategy		
The unit has high-quality and innovative graduate programs.	Program development	Sets institutional policy and procedures for program development and oversight. Provides resources to support program innovation and quality assessment	Leads development of strong program offerings, structure, content; course offerings. Ensures program curricula are current, evidence/knowledge informed, and future-focused.	Support academic leaders in curriculum committees and governance approval.	Provides high level direction to Academic Leader consistent with Unit strategy. Recruits new talent that shapes long term program evolution. Ensures teaching resources matches program needs. Convenes and ensures unit consensus on program strategy.	Participates and provides specific expertise to curriculum committees. Provide outstanding classroom experiences that form the heart of high-quality programs	
	Experiential learning	Institutional policy, strategy and initiatives to develop experiential learning. Delivery of the GSIP program for general graduate internships	Works with Central and team to develop appropriate complementary work-integrated learning opportunities and experiential learning	Coordinates and delivers program-specific WIL and experiential learning	Provides high level direction to Academic Leader consistent with Unit strategy. Secures resources to support experiential activities		
	Professional development	Institutional policy and delivery of professional development	Works with Central and team to develop discipline-specific PD opportunities	Works with Central to facilitate PD opportunities	Provides high level direction to Academic Leader consistent with Unit strategy		
	Quality assurance	Oversees multi-year cycle of program reviews of all units	Leads program quality assurance including evaluation of instructors, syllabi, and overall program structure.	Support academic leaders in the Quality Assurance process through data analysis and information collection; provide guidance to academic leaders about difficulties students regularly encounter.	Leads assessment of professor teaching effectiveness. Responsible officer for accreditation purposes.		
Instruction occurs with effective pedagogy.	Teaching development	Coordinate pedagogy development opportunities (through CTL and other units). Provide incentives for teaching excellence through awards, merit, and other recognition	Ensures instructors have development opportunities; many will be centrally provided but some may need to be discipline specific. Aids Chair in identifying those who need intervention or warrant special recognition	Support academic leaders in preparing teaching award nominations; collect data in cases of concerns about teaching; support Academic Leaders in development seminars and materials dissemination	Works with Academic Leader in identifying those instructors who need development or warrant special recognition	Develop and deliver outstanding courses	
The unit delivers a consistent, high quality graduate student experience, including advising.	Advising	Manages central student experience through FGSR, DoS, RO, UAI, SSC. Provides academic administrative advising on graduate programs	Discipline specific advising (ie research); academic integrity, student complaints (exceptions).	Discipline specific academic advising. Support for student clubs, activities and bodies.	Ensures policies, initiatives and resources in place to support student experience within the program	Course selection, honors advising, research	
	Supervision	Sets institutional policy and standards for supervision. Provides non-disciplinary training and orientation for supervisors and students. Works with academic units to resolve issues around student-supervisor relations. Monitors completion of supervisory tools and works with units to support student progression.	In conjunction with Chair, sets disciplinary expectations for supervisor and student behaviour. Troubleshoots problem relationships; escalates to Central and Chair when necessary.	Delivers disciplinary training and standards to students and supervisors. First point of contact/advice on supervisory issues. Escalates to Academic Leader when necessary. Manages process of supervisor assignment. Escalates to Academic Leader when necessary.	Reinforces standards and expectations of supervisors. Works with Academic Leader in identifying those who need development of warrant special recognition.	Remains informed of standards and best practices in graduate supervision. Leads and models a respectful and professional relationship with students. Works with student to establish expectations and regularly revisits progress and requirements including coursework and research. Mentors and advises students on professional objectives. Complete the Student Supervisor Guidelines and Progress Reports for Students they supervise	Section will need to be updated after the final approvals of the Supervisory Initiaves.

A.2 Outcomes and Roles: Graduate (cont.)

		ROLES					
OUTCOMES	**ASPECT**	**Central**	**Academic Leader**	**Support Team**	**Chair/Unit Leader**	**Professor**	**Comments**
Principles of EDI are present in curriculum and classroom interactions.	Program development	Develops instititutional policies and initiatives to support EDI inclusion in programs	Works with institutional resources to ensure EDI is woven into curriculum and informs recruitment process.		Provides high level direction to Academic Leader consistent with Unit strategy. Leads a culture of inclusion. Recruits diverse staff	Draws on resources	
	Student experience	Develops instititutional policies and initiatives to support EDI inclusion in student experience	Works with institutional resources to support instructors in EDI best practices.	Collect and organize resources and arrange training	Leads a culture of inclusion. Sets and reinforces standards of behaviour		
Indigenous initiatives are incorporated into curriculum and program design.	Program development	Office of VP Indigenous Programming & Research to provide support & guidance for incorporating Indigenous initiatives.	Works with institutional resources to ensure Indigenous context and ways of knowing woven into curriculum and informs recruitment process.		Provides high level direction to Academic Leader consistent with Unit strategy. Leads a culture of inclusion.	Draws on resources	
	Student experience	Office of VP Indigenous Programming & Research to provide support & guidance for incorporating Indigenous initiatives.	Works with institutional resources to develop instructors' ability to support Indigenous students and ways of knowing.	Collect and organize resources and arrange training	Leads a culture of inclusion.		
Instructors and instructional resource staff are effectively managed.	Academic staff	Sets institutional policies and manages labour relations with unions	Supports the Chair in managing teaching assignments	Assists with scheduling/timetabling inputs; arranges first drafts of teaching plans.	Manages and develops teaching staff including assigning duties.	Responsible for course development and delivery	
	Technical staff	Sets institutional policies and manages labour relations with unions	Sets unit priorities and policies for allocation	Unit manager oversee technical staff	Supervises unit manager. Controls resources to allocate to this function.		
	Teaching assistants	Sets institutional policies and manages labour relations with unions	Works with Undegrad Leader and team to allocate/ manage TAs		Controls resources to allocate to this function.		
Teaching labs and infrastructure are effectively managed to meet program needs.	Teaching labs	Ensures labs are functioning, meet instruction needs, health and safety compliant	Supports Chair in allocating space and equipment budget for teaching	Assists with scheduling/timetabling inputs; ensures resource remains appropriate to function	Controls resources to allocate to this function.	Responsible for lab development and delivery	
Graduate students are engaged in the research productivity and culture of the faculty	Student experience	Provides fora for students to share research and be recognized for excellence	Creates/invites students to research fora (departments seminars, public poster spaces, etc.). Profiles students when possible. Consults with students on needs and expectations.	Organizes research fora and publicity to include students.	Sets expectations for professors and Academic Leaders of student engagement. Invites students to research strategy development.	Provides students with exposure and opportunity to participate in departmental and disciplinary research fora.	
Graduate students understand and incorporate principles of EDI in their work	Responsibility	Training and materials provided to develop EDI in context of research and scholarship	Works with institutional resources to ensure EDI is woven into curriculum and standards clear to students on how EDI is integrated into thesis/project work	Provides resources and information on expectations of EDI in thesis/project work	Leads a culture of inclusion.	Mentors and models principles of EDI in scholarly work.	
Graduate students are effectively engaged in undergraduate education as principal instructors or Teaching Assistants	Professional development	Training and credentials provided to develop teaching abilities	Works with Undegrad Leader and team to allocate/ manage TAs and instructorships	Provides supports, resources, discipline/ course-specific guidance to TAs	Controls resources to allocate to provide TAs. Provides opportunities as principle instructors as practical	Supports and models good teaching principles	
Graduate students have access to cross-faculty collaborations	Student experience	Leads process to reduce administrative barriers for interdisciplinary work	Evaluates and facilitates requests for exceptional arrangements. Seeks to build systematic opportunities and pathways for collaborations	Identifies procedural challenges to cross-faculty collaborations	Leads strategy development that may encourage interdisciplinarity and collaboration	Encourages and seeks opportunities for engaging students in collaborative activities	
Graduate student outcomes are strong (e.g. completion rates, and times, subsequent placements)	Progression	Establishes standardized processes for monitoring progression. Works with units to flag, escalate and resolve issues. Approves requests from units for exemptions, program changes, interventions to address progression concerns.	Ensures unit-controlled steps (courses, exams, practica) are scheduled in a manner that allows timely progression. Recommends exemptions, program changes, interventions to address progression concerns.	Tracks student progress in collaboration with Central, triages issues and elevates to Academic Leader as needed. Analyzes data for systematic issues and provides advice to Academic Leader on options for resolution.	Works with Academic Leader to set unit performance expectation and to address individual or unit wide issues.	Acknowledges the importance of student progress and works to manage research group composition to ensure peer mentorship, continuity and transition without overburdening individual students.	Section will need to be updated after the final approvals of the Supervisory Initiaves. (see row 11)
	Placement	Provides professional development and internship opportunities to improve employability. Provides institutional placement services	Ensures accreditation and professional standards are met.			Provides students realistic advice about placement opportunities, helps them build professional networks, supports them in seeking internship placements and finding post graduation opportunities.	

A.2 Outcomes and Roles: Graduate (cont.)

		ROLES					
OUTCOMES	**ASPECT**	**Central**	**Academic Leader**	**Support Team**	**Chair/Unit Leader**	**Professor**	**Comments**
Graduate enrolment and funding resources are strategically managed	Enrolment	Manages institution enrolment; provides database on enrolment numbers; sets faculty targets	Works with Central partners to set recruitment targets	Provide key information (enrollment numbers, watchlist numbers)	Provides high level direction to Academic Leader consistent with Unit strategy		
	Funding	Sets institutional policy and expectations for student funding. Manages and administers institutional scholarship process. Negotiates with GSA on funding within the collective agreement	Leads unit strategy and policy on student funding. Works with undergrad Academic Leader on TA assignment policy.	Monitors student funding to inform policy and performance. Administers TA funding. Administers unit scholarships.	Allocates TA/RA funding. Works with fundraising to provide scholarships.	Works with unit admin to ensure an appropriate funding package is in place and reviews as circumstances warrant. Seeks funding through grants and supports students to secure scholarships	Currently units unevenly administer their own dept specific awards; some are administered by FGSR. Proposal: FGSR manage all Awards and Scholarships, with decisions for dept specific awards resting with the academic leaders or subsets of the Graduate Scholarship Committee
Graduate faculty have access to effective mentorship and support for graduate supervisory development	Student experience	Sets institutional policy and standards for supervision. Provides non-disciplinary training and orientation for supervisors and students. Works with academic units to resolve issues around student-supervisor relations.	In conjunction with Chair, sets disciplinary expectations for supervisor and student behaviour. Troubleshoots problem relationships; escalates to Central and Chair when necessary.	Delivers disciplinary training and standards to students and supervisors. First point of contact/advice on supervisory issues. Escalates to Academic Leader and Central when necessary.	Reinforces standards and expectations of supervisors. Works with Academic Leader in identifying those who need development of warrant special recognition. Encourages a culture of mentorship and peer support.	Remains informed of standards and best practices in graduate supervision. Participates in professional mentorship and peer support activities.	Section will need to be updated after the final approvals of the Supervisory Initiaves. (see row 11)

A.3 Outcomes and Roles: Research

		ROLES					
OUTCOMES	**ASPECT**	**Central**	**Academic Leader**	**Support Team**	**Chair/Unit Leader**	**Professor**	**Comments**
The unit has an effective and ambitious research strategy, including areas of current and future specialization, partnerships with key organizations, and recognized/ effective Centres and Institutes.	Strategy	Develops, validates, and communicates institutional strategic research and innovation plan. Identifies strategic funding opportunities, assembles teams and resources, and leads or supports application development and submission, as appropriate.	Work with the College and Faculty Deans facilitate the development of College and Faculty level strategies that align and support the institutional strategy. Works with college and faculty specific external partners to identify and develop high impact strategic opportunities and partnerships that align with strategic research priorities or support developing priorities.	Key role communicating and tracking the strategic plan. Document, monitor, and report on progress toward strategic research priorities.	Works with Academic Leaders to develop strategic plan. Aligns recruitment and resource allocation to support future directions.	Responsibility to engage and become versed in the strategic plan. Leverage strategic plan goals to generate research and infrastructure funding. Recruitment and training of HQP in key strategic areas.	There's no mention of Centres & Institutes in the Roles sections. Central: high level oversight and guidance to align with strategic priorities. Academic Leader: (may not be ADR in all Faculties): Works with existing C&Is and faculty to support C&Is that align with and contribute to Faculty and Institutional strategic reserch priorities. Admin Leader: ..., including with regard to aligning C&Is with research strategies and prorities.
	Partnership	Works with Academic Leaders to identify existing and future priority partners and nurture those relationships	Works with Central and Unit Leaders to identify existing and future priority partners and nurture those relationships. Develops specific projects or focus areas for collaboration.	Coordinates mechanisms for meetings with partners. Gathers data to support relationship. Maintains direct contact at an administrative level.	Works with Academic Leaders to identify existing and future priority partners and nurture those relationships		
	Centres & Institutes	Provides high level oversight and guidance to support Centres & Institutes in fulfilling their unique mandates, while encouraging alignment with institutional strategic priorities.	Works with existing Centres & Institutes to support research activities that align with and contribute to Faculty and Institutional strategic research priorities.	Supports Centres & Institutes in achieving their goals, including with regard to aligning Centres & Institutes with strategic research prorities.	Works with C&I to develop teaching activities, as appropriate. Aligns recruitment activities to build C&I expertise.		
Researchers in the unit feel connected to the strategy and to a strong research culture, have access to effective mentorship and onboarding processes.	Mentoring and onboarding	Provides researcher development services, including onboarding, mentoring, career development, EDI, Indigenous Initiatives support. Provides effective research certification, oversight, and administration.	Provide leadership on ensuring faculty/College mentorship and onboarding processes. Develop and facilitate strategic faculty and college wide programming supporting academic training and faculty mentorship.	Manage logistical planning and communications of onboarding activities and professional development supports, and serve as primary connector service to training services provided by central programming and support units.	Set expectation and support new faculty in onboarding and mentoring opportunities.	Participate and contribute to mentorship and onboarding processes	This 'row' focuses on connecting the researcher to the strategy (which is good), but I note there is no row focused on being responsive to and supportive of the unique goals and interests of researchers, supporting research impact in ways/areas that the strategy might not speak to, and building individual researcher reputations. Perhaps, with a good strategy, this would all be captured within the strategy. But typically there are sets of researchers who feel (real or not) that they are not embraced by our strategic plans and, therefore, unsupported. As I could have made this point elsewhere, perhaps it should be a stand alone row (or just a comment to keep in mind).
	Connecting individuals	Disseminate strategy institution-wide. Highlight researchers in the context of the strategy. Ensure broad access possible to strategic initiatives	Engage researches in disciplinary and multidisciplinary conversations in the strategy to encourage researchers to see themselves within strategy	Facilitate disciplinary and multidisciplinary conversations on the strategy. Gather data on impact and participation to inform policy.	Encourage researches to engage in conversations in the strategy.	Contributes to the development of the strategy through public fora and submissions. Evaluates opportunities to align and participate in resulting initiatives.	
The unit has a strong academic link with the Office of the VP (Research and Innovation) on institutional initiatives and strategies.	Institutional coordination	Colleges and faculties are actively engaged in strategic planning at institutional level. Clear two-way communication channels are established. Research partners network is functioning as link between units and VPRIO.	Engage and provide leadership and connectivity between academic units and Central. Deans, College Deans and the ADRs serve as college/ faculty representatives on VPRI and other central committees in regards to research activities. Functions such as communications, grant and program review, adjudication and planning, supporting the general campus research leadership.	In partnership with the academic leadership, works to develop all of the program logistics, information gathering and reporting tools and protocols, as well as communications of Central directives, opportunities and priorities. Support the daily two-way communication and reporting between the VPRI and all elements of the research enterprise within the units.		Actively participate and contribute to the advancement of institutional initiatives.	

A.3 Outcomes and Roles: Research (cont.)

		ROLES					
OUTCOMES	**ASPECT**	**Central**	**Academic Leader**	**Support Team**	**Chair/Unit Leader**	**Professor**	**Comments**
The unit routinely and effectively participates in large, complex, interdisciplinary, and multi-institutional grants and projects	Large projects	Identifies and leads opportunities for large-scale and/or interdisciplinary research opportunities and funding pathways. Responsive to similar opportunities identified by units. Engages with all levels of government to increase funding opportunities. Provides resources, strategic planning, and team development for such funding opportunities. Establishes strategic initiatives funds to support such initiatives. Develops an effective internal and external communication strategy to leverage opportunities.	Unit leadership identifies and communicates opportunities, upcoming concerns requiring support, and serves as external engagement point for industry and government for faculty/college specific opportunities and concerns. Provides theme specific opportunities to central, and supports the VPRI on execution of large scale initiatives. Works with external partners to identify and develop new opportunities that can be taken to central for evaluation.	Provides connectivity between the Units and Central in regards to documentation, two-way communication, and crisis management. Works with the Academic leadership to develop faculty and college level planning, processes and coordination of project assembly and execution. Coordinates unit project processes with central unit processes.	Cultivates a culture of collaboration; provides resources (including release time) to those leading large initiatives; encourages FEC to recognize the investment and long term nature of such projects.	Participate and lead the grants and projects	
The unit has enhanced research productivity and grant success.	Research productivity	Provides grant assistance and development services, including effective integration of EDI principles. Provides effective research oversight, certification, and administration.	Works with the professoriate to develop, build and refine, competitive business cases for stronger grant applications. Works with faculty and College Deans to identify opportunities and obstacles within units that impact research efficiency and impact. Identifies leverage opportunities internally and externally to enhance the multidisciplinary, diversity and collaborative elements of research.	Works with academic leadership and central to identify opportunities to streamline processes, improve access to and communication of central supports, and works to identify opportunities to improve grant competitiveness. Works with Faculty and College General managers to ensure efficient operation and connectivity of all centers and institutes within the system. Work with PIs and other elements of institutional supports to ensure effective administration and facilities operation.	Cultivates a culture of research productivity and encourages FEC to recognize those securing research funding. Provides resources to seed future grant success.	Conduct world class research and seek external funding and partnerships. Utilize centralized resources for enhanced research productivity.	Should the reference to C&Is be moved up to first row? (An aside: as we are not using the language of "Executive Deans" I've done some edits to refer to College Deans. In some places, instead of saying Deans and College Deans, we could say Faculty and College Deans.)
The unit is effectively represented on provincial, national, and international discipline-related organizations.	Representation	Serves on regional, provincial, national, and international committees and boards relevant to strategic areas. Maintain key stakeholder relationships.	Faculty and College Deans and ADRs serve on regional, provincial, national, and international committees and boards relevant to the various units and aligned to the accreditation and topic matter relevance of the various units. Unit leads would develop key strategic trust relationships with key strategic college and faculty level partner organizations.	Provide administrative supports for external activities where appropriately aligned to unit function.	Serves, recruits and encourages representatives on discipline-specific regional, national and international bodies and committees. Encourages FEC to recognize service that grows the influence of U of A.	Actively contribute time to external organization leadership and other key related extension activities.	For some, this issue of 'service' requires time and recognition at FEC. Is this something that should be a responsibility in the Academic Leader column?
The unit contributes to provincial and federal government policy development and program development.	Government policy	Serves on policy development committees at all levels of government. Actively engaged with government stakeholders in regular interactions.	Unit leads serve on policy development committees for external agencies where unit domain expertise and connectivity is requested and required. Whereas VPRI is more appropriate for general research policy engagement, Domain and topic matter expertise and representation would be at relevant unit level.	Support Academic leadership and Central to provide information and statistics to external agencies as required and appropriate for policy development. Support the consolidation and alignment of unit responses to external query. Documenting and gathering relevant statistics.	Contributes to Academic Leaders and Central efforts to develop positions and responses to inform government policy	Directly contribute to policy and program development when expertise called upon.	
Research activities are strategically linked to advancement activity and external relations activity.	Advancement	Coordinates across Central portfolios to facilitate advancement activity.	Unit leadership works closely with the VPRI to support large-scale initatives aligned to unit and central priorities with advancement and other central units (facilities). Serves as conduit to coordinate academic participation and leadership to initiatives.	Works with Academic Leaders to develop processes to support initiatives and coordinate activities. Support the information exchange and strategic alignment of operations with other central units as required for effective strategy, alignment and planning of joint activities. Support team building workshops and grant development.	Contributes to Academic Leaders and Central efforts to develop advancement proposals and sustain donor relations	Contribute to, and provide leadership to specific research related institutional initiatives.	Some (not all) of this seem focused on research aligning with advancement activity. Should this be flipped so advancement activity is aligning with research activities? Slight wording changes? (Note the wording of "Relationship, issues, and crisis mangement" row).

A.3 Outcomes and Roles: Research (cont.)

		ROLES					
OUTCOMES	**ASPECT**	**Central**	**Academic Leader**	**Support Team**	**Chair/Unit Leader**	**Professor**	**Comments**
Research activities are supported by effective infrastructure.	Infrastructure	Provides effective research oversight, certification, and administration services. VPRIO provides a conduit and connectivity agent to identify and mobilize academic leadership and support for strategic infrastructure grants and interface with advancement opportunities.	Academic Leaders work with the faculty and college Deans, as well as the general managers, to develop and execute infrastructure planning, operations, sustainability, and renewal planning. Unit leads provide a conduit and connectivity agent to identify and mobilize academic leadership and support for strategic infrastructure grants as well as advancement opportunities.	Provide administrative supports to the overall operation of research infrastructure. Plays a key role consolidating and reporting on infrastructure and centralized research facilities activities. Aligns and communicates opportunities for support and advancement of unit infrastructure and grant opportunities. Support workshops and grant development.	Allocates resources to support infrastructure as appropriate. Encourages joint efforts and efficient use of space, people and funds.	Operate personal laboratories in a professional and sustainable manner with oversight on infrastructure maintenance and capacity expansion. Contribute to unit centralized infrastructure planning, operational planning and initiatives to maintain and expand centralized units in a sustainable manner.	I borrowed language from the Acadmeic Leader column and inserted in under Central as well. The VPRIO already does this, and it is worth noting.
Relationship, issues, and crisis management are undertaken in alignment with research strategy for the unit.	Issues management	Leads on major or complex issues management. Engages with units for fuller understanding, collaborative position setting, coordinated communications.	First stop for academic concerns and conflicts in regards to the research venture. This is a key triage point determining appropriate follow-up and transference to either the Chairs, faculty and college Deans, or VPRI.	Monitor, support and report on the efficient operation of the research enterprise. Triage and link to supervisory oversight and appropriate institutional supports as required in proactive fashion to prevent and repair incidents and operational deficiencies.	Contributes and collaborates with Academic Leaders and Central efforts in issues management	Provide project and program leadership and contribute to the efficient operation of the research enterprise. Work with unit and central leadership as well as administration to proactively identify and seek remedy to potential breakdowns in operations and professional relationships as able. Mentor HQP as future leaders and work to develop teams crisis preparedness and response as well as support the development of teams emotional intelligence skills. Initiate, manage and cultivate strategic relationships with outside agencies and partners.	
The unit supports commercialization and entrepreneurship and provides resources to support faculty members in pursuing such activities. (NEW addition)	Knowledge transfer	Aligns and communicates university resources available for entrepreneurship development and commercialization support. Provides institutional leadership and policy for tech/knowledge transfer. Negotiates with unions on IP policies, as needed.	Unit leadership plays a key role fostering an entreprenurial culture within the faculties and college. Leads efforts to educate, advise, and support academics pursuing innovation (both technological and social). Unit leadership also plays key role in supporting negotiation of licencing terms and potential contributions from the faculties and colleges in partnership ventures.	Provide operational support for entrepreneurship training and serve as liason to central units supporting documentation of innovation activities. Also play a role in supporting and facilitating information and training workshops.	Encourages faculty members in commercialization and knowledge transfer. Considers alternate workload/ space arrangements to support entrepreneurship. Encourages FEC to appropriately value commercialization activities.	Lead and participate in entrepreneurial activites, tech transfer, and general extension activities. Train next generation of HQP as leaders in all maner of research impact including innovation.	*Row added as key deliverable of the research enterprise and was found to be missing from the earlier list of activities.

B.1 Roles and Structure: Undergraduate

		ROLES				
OUTCOMES	**ASPECT**	**Academic Leader**	**College**	**Faculty**	**Department**	**Comments**
The unit attracts high-quality undergraduate students to its programs and courses.	Recruitment	Develops strong program offerings, structure, content; course offerings; provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students	Enrolment Planning and Management in collaboration with RO and FGSR and College Graduate Office	"Faculties ensure innovative and quality academic programs development Information on programs must flow from Faculty to College."	Information on programs must flow from Department to College	Recruitment - still engage faculties/professors. Academic leader at program level can best decide criteria for promoting programs: eg what do I do with this degree? What is the value of this degree? Craft the narrative for promotion that recruiters can use
The unit has high-quality and innovative undergraduate programs.	Programs	Ensure program excellence and innovative programs by evaluation of instructors, syllabi, and overall program structure. Program innovation must come from academic experts in the field; work with administrative supports to develop work-intergrated learning opportunities and experiential learning	"WIL and experiential learning coordination and enhancement Coherent and cost-effective program portfolio across College faculties , support for collaborative programs, reduction in duplication of content "	Faculties ensure innovative and quality academic programs development Overall program architecture, initiate new and closing old programs, program QA, WIL delivery	Departments must evaluate syllabi and instructors. Program innovation must come from faculty members.	*Need new hires to keep pace with high quality/ innovative programs.
Program curricula are current, evidence/knowledge informed, and future-focused.	Programs	Ensures appropriate program offerings, structure, content; course offerings; WIL opportunities. Academic leaders must be subject area specialists to do this work, as part of their Service expectations.	WIL and experiential learning coordination and enhancement Coherent and cost-effective program portfolio across College faculties , support for collaborative programs, reduction in duplication of content	Faculties ensure innovative and quality academic programs development Overall program architecture, initiate new and closing old programs, program QA, WIL delivery	Program design from subject area specialists (faculty members) Departments must participate in QA processes.	
Instruction occurs with effective pedagogy.	Faculty evaluation	Department/program level leaders carry out evaluation and advice beyond USRIs		Faculties must undertake FEC	Faculty Development and Mentoring Chairs play critical role in faculty evaluation.	Department/program level academic leaders (eg subject area specialists) are best placed to provide mentorship, evaluation in classroom, support. Academic leaders are key point people for student complaints about instructors, and can often resolve problems very quickly without escalating the matter
The unit delivers a consistent, high quality undergraduate student experience, including advising.	Student Experience	Discipline specific advising (ie research); academic integrity, student complaints (exceptions)	Academic discipline	Program expertise for academic advising	Disciplinary expertise for academic advising	Program specific advising tied to academic unit. Great variations across faculties and departments. Majority of advising is undertaken by support staff; exceptions/exemptions by academic lead (associate chair or associate dean). General advising can occur at a central level, eg students service centre.
Principles of EDI are present in curriculum and classroom interactions.	Student Experience	Department level leadership ensures principles are incorporated into the curriculum.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of EDI peformance measures.	Program initiatives in EDI, improvements in response to performance measures.	Unique EDI Goals Departments will ensure curricular integration.	While this should be led by an academic, committee, or program area specialist; the coordination of resources, experientials planning etc, can be administered by support staff.
Indigenous initiatives are incorporated into curriculum and program design.	Student Experience	Department level leadership ensures initiatives are incorporated into the curriculum.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of II peformance measures.	Program initiatives in reconciliation and Indigenization	Unique Indigenous Initiative goals. Departments will ensure curricular integration	While this should be led by an academic, committee, or program area specialist; the coordination of resources, experientials planning etc, can be administered by support staff.
Instructors and instructional resource staff are effectively managed.	Workload assignment	Manages teaching assignments; devleops courses in line with program outcomes	Coherent and cost-effective program portfolio across College faculties , support for collaborative programs, reduction in duplication of content	Oversees course development	Departments must manage teaching loads and teaching assignments.	If staff can do first drafts of teaching plans for later approval by academic leaders, that would save much admin labor;course scheduling can be coordinated across departments or faculties
Teaching labs and infrastructure are effectively managed to meet program needs.	Workload assignment	Manages lab assignments (TA); ensure instructors have labs needed to deliver material			TA assignments, Research delivery Departments must manage TA assignments	
Undergraduate enrolments are strategically managed.	Enrolment Management	Advises on capacity in programs/courses; opportunities for growth/new programs, sets admission and continuation standards	Enrolment Planning is at the College Level	Program standards, requirements, and policies		Course enrolments should be managed at instructor/unit level to avoid admin headaches. (eg Independent studies taught as overload courses, or thesis courses, showing up on spreadsheets as "undersubscribed courses")
Academic standards are rigorous.	Programs	Responsiblie for setting academic standing, continuation/program standards; (ie grade ranges for course level); manages exceptions		Program standards, requirements and policies must be managed at the Faculty level.	Departments must provide input into program standards.	Final authority on programs rests with academic lead of academic unitThis could also include transfer credit decisions, program exceptions, etc

B.1 Roles and Structure: Undergraduate (cont.)

		ROLES				
OUTCOMES	**ASPECT**	**Academic Leader**	**College**	**Faculty**	**Department**	**Comments**
Programs maintain successful accreditation standards.	Programs	Makes program-specific final academic decisions around accreditation		Accreditation must take place at the faculty level.	Departments will need to provide input into accreditation processes.	Systems to support the program standards can be managed/run by admin lead/support team; Final authority on programs rests with academic lead of academic unit
The unit has strong processes to monitor academic integrity.	Student Experience	Deliver final decisions regarding academic integrity cases.	Academic discipline	Faculties will need to provide input into academic discipline cases.	Departments will need to provide input into academic discipline cases	* Could be handled at College Level to ensure equity of workload between large and small faculties. *The process must not be so onerous as to discourage professors from pursuing academic integrity cases. (For example: if 70 students are suspected of cheating on a single test, the professor should not be required to meet with all 70 students individually.)
Instructors are connected to a strong teaching culture and have access to effective mentorship and coaching for development.	Faculty evaluation and development	Department/program level academic leaders ensure teaching excellence by organizing and overseeing classroom peer evaluations, providing mentorship to junior instructors, and finding solutions to student complaints about instructors.		FEC	Faculty development and mentoring Departments must lead mentorship for faculty members.	
The unit has clearly understood and communicated principles, values, and processes for program decisions affecting students, including academic accomodations and program exceptions	Programs	Academic leaders with disciplinary expertise set standards for which exceptions would be appropriate within a program		Program standards, requirements, and policies.	Departments will need to provide input on specific student cases	General comment: central needs to be nimble and move faster; Need to differentiate between ACCOMODATION, ADAPTATION, and PROGRAM EXCEPTION
						*NOTE: the work currently done by academic leaders will still need to be done. If that work is ultimately done by academics without course releases, those individuals may well find themselves stifled in their progression to full professor, due to reduced research productivity

B.2 Roles and Structure: Graduate

		ROLES				
OUTCOMES	**ASPECT**	**Academic Leader**	**College**	**Faculty**	**Department**	**Comments**
The unit is a destination of choice for high-quality graduate students	Recruitment	Provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students.	Enrolment Planning and Management in collaboration with RO and FGSR and College Graduate Office	Information on programs must flow from Faculty to College.	Faculty members must build relationships with prospective students. Information on programs must flow from Department to College	
	Admissions	Sets any admissions standards above the institutional minimums; oversees admissions standards. Recommends and works with central on decisions about exceptions and complicated cases	Enrolment Planning and Management in collaboration with RO and FGSR and College Graduate Office	Assess applications for minimum standards, recommend admission.	Assess applications for minimum standards, recommend admission. Faculty members must build relationships with prospective students.	
The unit has high-quality and innovative graduate programs.	Program development	Leads development of strong program offerings, structure, content; course offerings. Ensures program curricula are current, evidence/ knowledge informed, and future-focused.	Coherent and cost-effective program portfolio across College faculties , support for collaborative programs, reduction in duplication of content	Faculties ensure innovative and quality academic programs development Overall program architecture, initiate new and closing old programs, program QA, WIL delivery	Program design from subject area specialists (faculty members)	
	Experiential learning	Works with Central and team to develop appropriate complementary work-intergrated learning opportunities and experiential learning	Coordination of WIL opportunities and growth	WIL Offerings		
	Professional development	Works with Central and team to develop discipline-specific PD opportunities		Faculties must provide input on discipline-specific PD opportunities.	Departments must provide input on discipline-specific PD opportunities.	
	Quality assurance	Leads program quality assurance including evaluation of instructors, syllabi, and overall program structure.		Program QA across faculty Overall program architecture, initiating new and closing old programs.	Participate in PRogram QA. Departments must evaluate faculty members and syllabi Program design, delivery, and assurance.	
Instruction occurs with effective pedagogy.	Teaching development	Ensures instructors have development opportunities; many will be centrally provided but some may need to be discipline specific. Aids Chair in identifying those who need intervention or warrant special recognition		FEC	Departments must mentor faculty members and ensure development. Departments evaluation faculty members.	
The unit delivers a consistent, high quality graduate student experience, including advising.	Advising	Discipline specific advising (ie research); academic integrity, student complaints (exceptions recommended to central).	Academic discipline	Faculties must provide input into specific cases.	Departments must provide input into specific cases.	
	Student experience	Works with institutional resources to support instructors in EDI best practices.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of EDI performance measures.	Program initiatives in EDI, improvements in response to performance measures.	Unique EDI Goals	
Indigenous initiatives are incorporated into curriculum and program design.	Program development	Works with institutional resources to ensure Indigenous context and ways of knowing woven into curriculum and informs recruitment process.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of II performance measures.	Program initiatives in reconciliation and Indigenization	Unique Indigenous Initiative goals.	
	Student experience	Works with institutional resources to develop instructors' ability to support Indigenous students and ways of knowing.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of EDI performance measures.	Program initiatives in EDI, improvements in response to performance measures.	Unique EDI Goals	
Instructors and instructional resource staff are effectively managed.	Academic staff	Supports the Chair in managing teaching assignments			Departments must manage teaching assignments.	
	Technical staff	Sets unit priorities and policies for allocation			Departments must manage technical staff.	
	Teaching assistants	Works with Undegrad Leader and team to allocate/ manage TAs			Departments must manage teaching assignments.	
Teaching labs and infrastructure are effectively managed to meet program needs.	Teaching labs	Supports Chair in allocating space and equipment budget for teaching		Faculties manage research budgets.	Departments must allocate space and equipment budget for teaching.	
Graduate students are engaged in the research productivity and culture of the faculty	Student experience	Creates/invites students to research fora (departments seminars, public poster spaces, etc.). Profiles students when possible. Consults with students on needs and expectations.	Colleges develop research strategy.	Faculties are responsible for faculty strategies that align with college and institutional strategies	Departments are responsible for research delivery.	
Graduate students understand and incorporate principles of EDI in their work	Student Experience	Works with institutional resources to ensure EDI is woven into curriculum and standards clear to students on how EDI is integrated into thesis/ project work	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of EDI peformance measures.	Program initiatives in EDI, improvements in response to performance measures.	Unique EDI Goals	

B.2 Roles and Structure: Graduate (cont.)

		ROLES				
OUTCOMES	**ASPECT**	**Academic Leader**	**College**	**Faculty**	**Department**	**Comments**
Graduate students are effectively engaged in undergraduate education as principal instructors or Teaching Assistants	Professional development	Works with Undegrad Leader and team to allocate/ manage TAs and instructorships			Departments must manage teaching assignments.	
Graduate students have access to cross-faculty collaborations	Student experience	Evaluates and facilitates requests for exceptional arrangements. Seeks to build systematic opportunities and pathways for collaborations	Colleges are well placed to provide overall coordination of opportunities for cross-faculty collaborations.	Faculties must be engaged in cross-faculty opportunities for graduate students.		
Graduate student outcomes are strong (e.g. completion rates, and times, subsequent placements)	Student experience	Ensures unit-controlled steps (courses, exams, practica) are scheduled in a manner that allows timely progression. Recommends exceptions, program changes, interventions to address progression concerns, in partnership with FGSR.		Faculties and Departments manage individual steps for student progression.	Faculties and Departments manage individual steps for student progression.	
	Placement	Ensures accreditation and professional standards are met.		Faculties must manage accreditation processes.		
Graduate enrolment and funding resources are strategically managed	Enrolment Planning	Works with Central partners to set recruitment targets	Enrolment planning		Faculty members develop relationships with individual prospective students.	
	Funding	Leads unit strategy and policy on student funding. Works with undergrad Academic Leader on TA assignment policy.			Departments must manage student funding.	
Graduate faculty have access to effective mentorship and support for graduate supervisory development	Student experience	In conjunction with Chair, sets disciplinary expectations for supervisor and student behaviour. Troubleshoots problem relationships; escalates to Central and Chair when necessary.	Academic discipline is managed at the College level.	Faculties and Departments manage individual student challenges and progress.	Faculties and Departments manage individual student challenges and progress.	

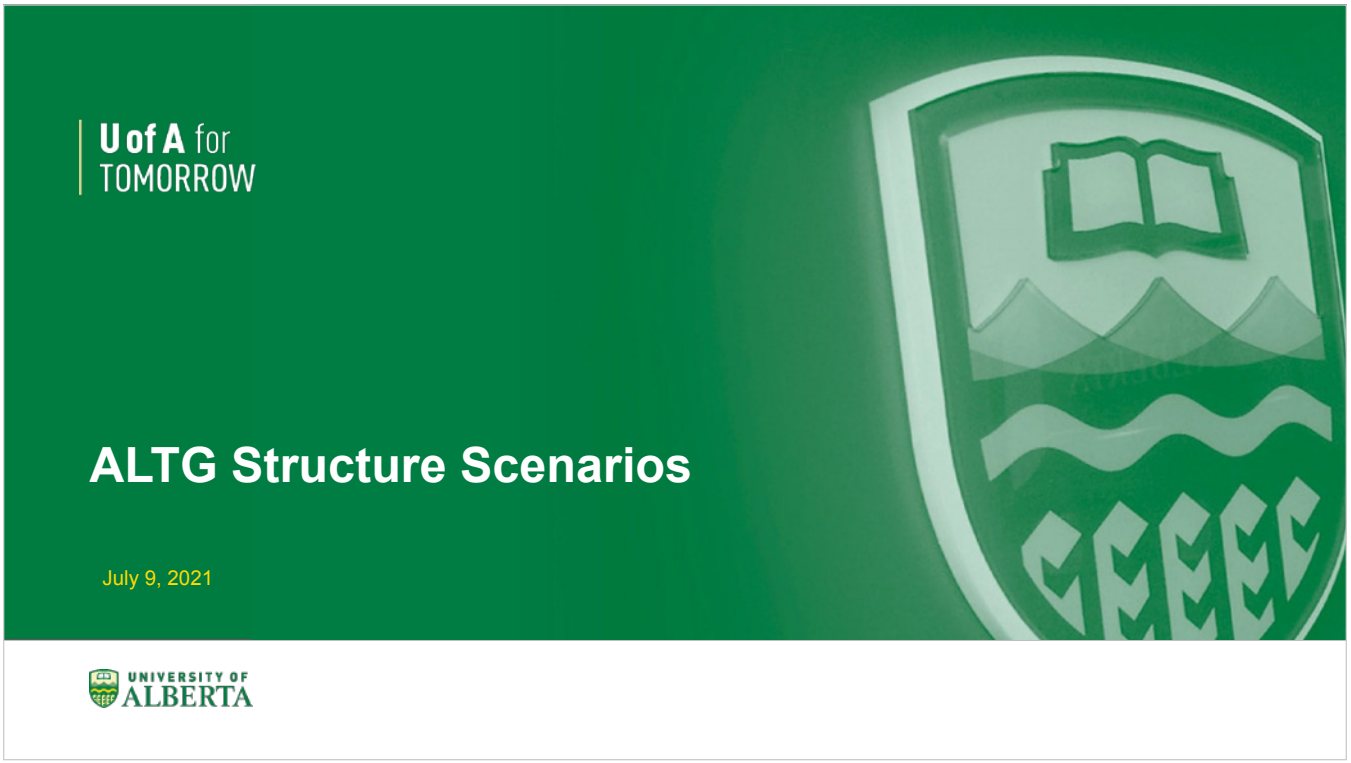
B.3 Roles and Structure: Research

		ROLES				
OUTCOMES	**ASPECT**	**Academic Leader**	**College**	**Faculty**	**Department**	**Comments**
The unit has an effective and ambitious research strategy, including areas of current and future specialization, partnerships with key organizations, and recognized/ effective Centres and Institutes.	Strategy	ADR(s) & ACRs work with the College and Faculty Deans facilitate the development of College and Faculty level strategies that align and support the institutional strategy. Works with college and faculty specific external partners to identify and develop high impact strategic opportunities and partnerships that align with strategic research priorities or support developing priorities. Works with existing Centres & Institutes to support research activities that align with and contribute to Faculty and Institutional strategic research priorities.	College Research Strategy, particularly interdisciplinary activity. Identify, link and reinforce and mobilize multidisciplinary teams with linkage to internal and external partners.	Faculty Research Strategy, Relationship and partnership development and maintenance. Works to link key sector community groups and partners to research expertise within the faculty. Identification and foresight for future research program opportunities for faculty.	Research Delivery	There's no mention of Centres & Institutes in the Roles sections. Central: high level oversight and guidance to align with strategic priorities. Academic Leader: (may not be ADR in all Faculties): Works with existing C&Is and faculty to support C&Is that align with and contribute to Faculty and Institutional strategic reserch priorities. Admin Leader: ..., including with regard to aligning C&Is with research strategies and prorities.
Researchers in the unit feel connected to the strategy and to a strong research culture, have access to effective mentorship and onboarding processes.	Faculty Development	ADR(s) & ACRs provide leadership on ensuring faculty/College mentorship and onboarding processes. Develop and facilitate strategic faculty and college wide programming supporting academic training and faculty mentorship.	Researcher development and training program delivery. College wide symposium, workshop, and community building event planning.	Faculty recruitment and development. First line of academic engagement, trust nework, relationship management. Engaged with "pulse" of community identifying strengths and potential upcoming areas of agitation.	Faculty development Departments must lead faculty mentoring and evaluation processes. Departments play key role in faculty recruitment	This 'row' focuses on connecting the researcher to the strategy (which is good), but I note there is no row focused on being responsive to and supportive of the unique goals and interests of researchers, supporting research impact in ways/areas that the strategy might not speak to, and building individual researcher reputations. Perhaps, with a good strategy, this would all be captured within the strategy. But typically there are sets of researchers who feel (real or not) that they are not embraced by our strategic plans and, therefore, unsupported. As I could have made this point elsewhere, perhaps it should be a stand alone row (or just a comment to keep in mind).
The unit has a strong academic link with the Office of the VP (Research and Innovation) on institutional initiatives and strategies.	Strategy	Under the operational directive of the Deans, ADRs engage and provide leadership and connectivity between ACRs and central. Deans, College Deans and the ADRs serve as college/ faculty representatives on VPRI and other central committees in regards to research activities. Functions such as communications, grant and program review, adjudication and planning, supporting the general campus research leadership.	Embedded Research Administration, research facilitation support, service partners are coordinated through the college	Faculty representation feeds and liases with VPRI and College research offices. Feeding into and identifyng new initiative opportunities and contributes to strategy.		
The unit routinely and effectively participates in large, complex, interdisciplinary, and multi-institutional grants and projects	Partnerships/ Grants	Unit leadership identifies and communicates opportunities, upcoming concerns requiring support, and serves as external engagement point for industry and government for faculty/college specific opportunities and concerns. Provides theme specific opportunities to central, and supports the VPRI on execution of large scale initiatives. Works with external partners to identify and develop new opportunities that can be taken to central for evaluation.	College research strategy, particularly interdisciplinary activity, Inter- and Intra-college collaboration	Relationship and partnership development and maintenance	Support improved performance in grants, rankings and research standing	
The unit has enhanced research productivity and grant success.	Partnerships/ Grants	Unit leadership works with the professoriate to develop, build and refine, competitive business cases for stronger grant applications. Works with faculty and College Deans to identify opportunities and obstacles within units that impact research efficiency and impact. Identifies leverage opportunities internally and externally to enhance the multidisciplinary, diversity and collaborative elements of research.	Research facilitation and support	Identification of areas of concern and triage to link to institutional supports where necessary.	Support improved performance in grants, rankings and research standing	Should the reference to C&Is be moved up to first row? (An aside: as we are not using the language of "Executive Deans" I've done some edits to refer to College Deans. In some places, instead of saying Deans and College Deans, we could say Faculty and College Deans.)
The unit is effectively represented on provincial, national, and international discipline-related organizations.	Partnerships	Faculty and College Deans and ADRs serve on regional, provincial, national, and international committees and boards relevant to the various units and aligned to the accreditation and topic matter relevance of the various units. Unit leads would develop key strategic trust relationships with key strategic college and faculty level partner organizations.	College Research Strategy, particularly interdisciplinary activity	Relationship and partnership development and maintenance		For some, this issue of 'service' requires time and recognition at FEC. Is this something that should be a responsibility in the Academic Leader column?

B.3 Roles and Structure: Research (cont.)

		ROLES				
OUTCOMES	**ASPECT**	**Academic Leader**	**College**	**Faculty**	**Department**	**Comments**
The unit contributes to provincial and federal government policy development and program development.	Policy/External Engagement	Unit leads serve on policy development committees for external agencies where unit domain expertise and connectivity is requested and required. Whereas VPRI is more appropriate for general research policy engagement, Domain and topic matter expertise and representation would be at relevant unit level.	Colleges must liaise with VPR&I on impact of government policy	Relationship and partnership development and maintenance		
Research activities are strategically linked to advancement activity and external relations activity.	External Relations	Unit leadership works closely with the VPRI to support large-scale initatives aligned to unit and central priorities with advancement and other central units (facilities). Serves as conduit to coordinate academic participation and leadership to initiatives.	Inter and Intra College Collaboration	Advancement work must be led from the Faculty	Advancement work must be supported by department level relationships	Some (not all) of this seem focused on research aligning with advancement activity. Should this be flipped so advancement activity is aligning with research activities? Slight wording changes? (Note the wording of "Relationship, issues, and crisis mangement" row).
Research activities are supported by effective infrastructure.	Facilities and Infrastructure	ADRs, and ACRs work with the faculty and college Deans, as well as the general managers, to develop and execute infrastructure planning, operations, sustainability, and renewal planning. Unit leads provide a conduit and connectivity agent to identify and mobilize academic leadership and support for strategic infrastructure grants as well as advancement opportunities.	Long term infrastructure stability	Faculties must connect infrastructure needs to advancement activity.	Research delivery	I borrowed language from the Acadmeic Leader column and inserted in under Central as well. The VPRIO already does this, and it is worth noting.
Relationship, issues, and crisis management are undertaken in alignment with research strategy for the unit.	Research Delivery	ADRs serve as key first stop for academic concerns and conflicts in regards to the research venture. In cases involving administration, this is done in conjunction and partnership with the administrative leads. This is a key triage point determining appropriate follow-up and transference to either the Chairs, faculty and college Deans, or VPRI.	Research facilitation and support	Relationship and parnter development and maintenance. ADRs serve as key first stop for academic concerns and conflicts in regards to the research venture. In cases involving administration, this is done in conjunction and partnership with the administrative leads.		
The unit supports commercialization and entrepreneurship and provides resources to support faculty members in pursuing such activities.	Commercialization	Unit leadership plays a key role fostering an entreprenurial culture within the faculties and college. ADRs, along with administration teams work to educate, advise, and support academics pursuing innovation (both technological and social). Unit leadership also plays key role in supporting negotiation of licencing terms and potential contributions from the faculties and colleges in partnership ventures.	Research commercialization	Relationship and partner development and maintenance	Departments play key role in faculty mentoring including supporting entrepreneurship.	*Row added as key deliverable of the research enterprise and was found to be missing from the earlier list of actvities.

C.1 Potential Structures



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Draft - for discussion

Structure and Academic Leaders

- Historically, we have aligned the assignment of academic leader roles with our academic structure (particularly around departments).
  - This is necessary for Deans/Chairs whose roles are tied to the unit
  - This is not necessary for other leader roles which can conceivably be organized in different ways
- As we have seen in the data, this historic approach is constraining and results in significant variation in resourcing, roles, work loads, service levels, processes
- What other approaches are possible?

Options for different academic leader alignments

Grad/teaching/research leaders can be aligned in different ways

- By Department (by Faculty in non-departmentalized faculties)
- By Department cluster
- By Faculty
- By Faculty cluster
- By College
- Totally centralized
- Other?

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Department Alignment

Most leaders are Associate Chairs (status quo)

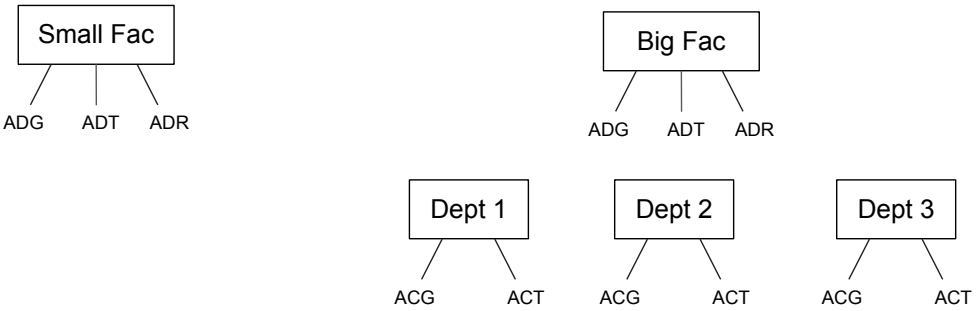
Pros

- Status quo - familiar to everyone

Cons

- The only way to achieve efficiency objective is to consolidate departments
  - Would need to reduce 66 -> 40
- No opportunities for leader teams
- Very hard to coordinate with support teams
- Doesn't address issue of small faculties

Department Alignment



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Department Clusters

Associate Chairs are shared across smaller departments but within a faculty

Pros

- Roles fairly familiar, only some departments affected

Cons

- Accountability/reporting lines difficult when shared
- Would need ~25 clusters
- No opportunities for leader teams
- Very hard to coordinate with support teams
- Doesn't address issues with small faculties

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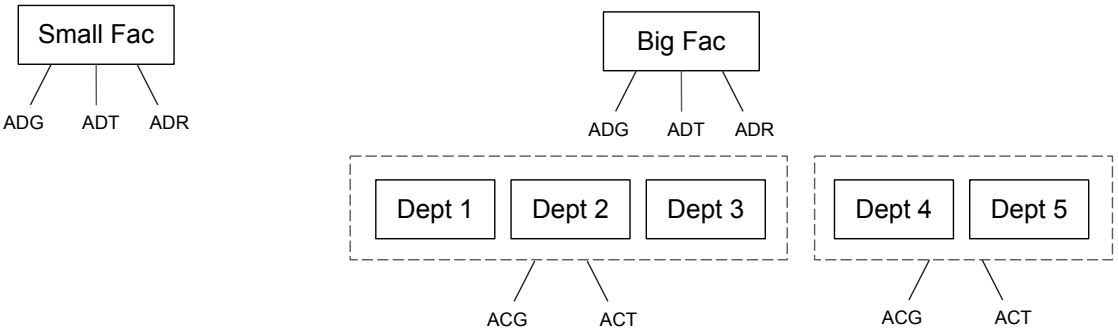
Department Clusters



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Faculty Alignment

Instead of Associate Chairs, one or more Associate Deans take over the responsibilities

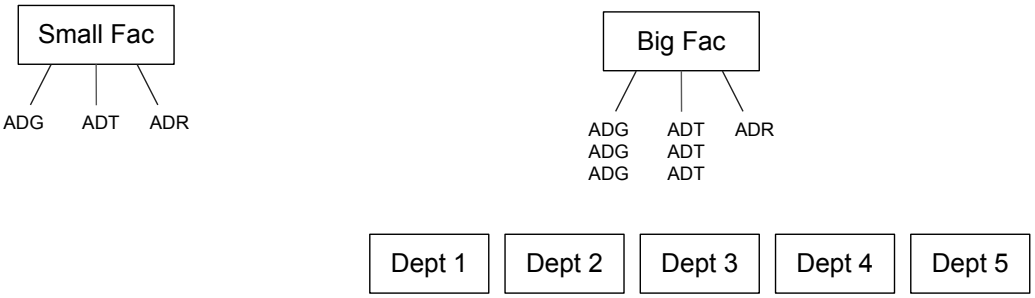
Pros

- Improved balance of responsibilities/service/workload
- Accountability lines clear to Dean
- Some faculties would be able to have leader teams

Cons

- Still some variability of loads (eg. small faculties)
- Hard to coordinate with support teams

Faculty Alignment



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Faculty Cluster

Associate Deans deliver on all responsibilities, but shared between smaller faculties

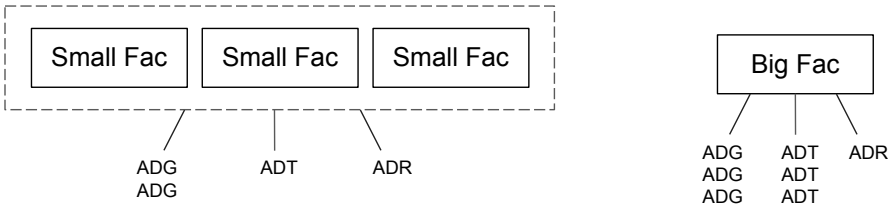
Pros

- Good balance of responsibilities/service/workload
- Potential for all faculties to have leader teams

Cons

- Complicated accountability for shared roles
- Hard to coordinate with support teams

Faculty Cluster



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College Alignment

Team of Associate Deans deliver most responsibilities at the College level. Some functions still at Faculty (eg. support programs)

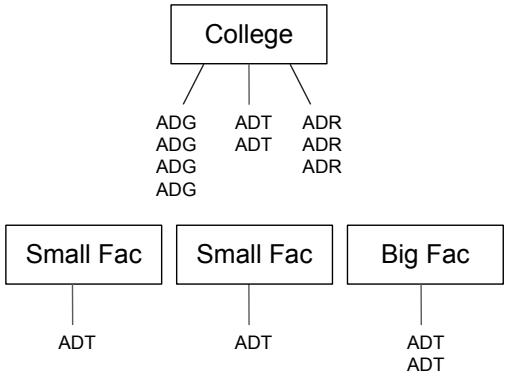
Pros

- Good balance of responsibilities/service/workload
- Specialized leader teams
- Clear reporting to College Dean
- Interdisciplinary scope and strategy

Cons

- Accountability to Faculty Deans, Chairs weaker

College Alignment



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Draft - for discussion

Central Alignment

Teams of Associate Deans coordinated out of a central office with 'service partner' arrangements

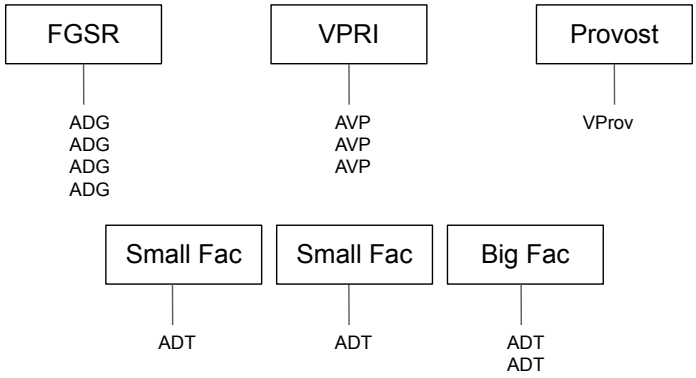
Pros

- Good balance of responsibilities/service/workload
- Specialized leader teams
- Interdisciplinary scope and strategy

Cons

- Accountability to Faculty Deans, Chairs weak

Central Alignment



C.2 Evaluation Matrix

Criterion	Department Alignment	Department Cluster	Faculty Alignment	Faculty Cluster	College Alignment	Central Alignment
From Terms of Reference						
Consistent approach to leadership roles	Difficult - each leader works independently with few mechanisms for alignment	Difficult - each leader works independently with few mechanisms for alignment	Moderate - several leaders work with teams. Fewer teams easier to bring consistency	Moderate - several leaders work with teams. Fewer teams easier to bring consistency	Good - 3 teams, easy to establish SOP, training, coordination	Good - 1 team, easy to establish SOP, training, coordination
Leaders supported by professional teams	Difficult - departments have insufficient resources, no economies of scale	Difficult - departments have insufficient resources, no economies of scale	Moderate/variable - some faculties may be able to provide resources. May be able to access college resources but acountability/ authority tricky	Moderate - faculty consortia may be able to provide resources. May be able to access college resources but acountability/ authority tricky	Good - economies of scale allow resources at college level	Good - economies of scale allow resources at institutional level
Streamline by 25%	Difficult - would need to significantly reduce number of departments	Moderate - would need avg of 3 depts/ cluster so most would share	Moderate/variable - easier for large faculties, hard for small ones	Good - can size teams to fit	Good - can size teams to fit	Good - can size teams to fit
Roles for leaders require professor to perform	see row 4	see row 4	see row 4	see row 4	see row 4	see row 4
Roles align with authority matrix	Difficult - see most roles elevating above department level to achieve economies of scale	Difficult - see most roles elevating above department level to achieve economies of scale	Moderate - see many roles elevating above department level to achieve economies of scale	Moderate - see many roles elevating above department level to achieve economies of scale	Good - aligns with authority matrix philosophy	Moderate - elevates more than contemplated by authority matrix
Roles elevated where possible in structure	see row 7	see row 7	see row 7	see row 7	see row 7	Good - highest elevation
Allocate leaders based on drivers	Difficult - drivers highly variable across departments	Moderate/variable - clusters could be designed around drivers but no options with small faculties	Moderate/variable - teams could be designed around drivers but no options with small faculties	Good - teams can be designed around drivers	Good - teams can be designed around drivers	Good - teams can be designed around drivers
Align leadership and administration supports	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)
From "Why ALTG?"						
Reduce cost/focus resources on mission	Difficult - pieces/ players uncoordinated and not scalable	Difficult - pieces/ players uncoordinated and not scalable	Moderate/variable - teams more easily coordinated but can't scale small faculties	Moderate - teams more easily coordinated	Good - 3 teams easily coordinated, scalable resourcing	Good - central processes easily refined, scalable resourcing
Harmonize responsibilities, standards, workload	see row 13	see row 13	see row 13	see row 13	see row 13	see row 13
Streamline/optimize admin work	see row 13	see row 13	see row 13	see row 13	see row 13	see row 13
Monre consistent service	see row 13	see row 13	see row 13	see row 13	see row 13	see row 13
Increase collaboration and interdisciplinarity	Difficult - players uncoordinated and accountable/authorized only within small unit	Difficult - players uncoordinated and accountable/authorized only within small unit	Moderate/variable - players uncoordinated and accountable/authorized only within medium unit	Moderate - players uncoordinated and accountable/authorized only within medium unit	Good - 3 teams easily coordinated, broad scope	Good - 3 teams easily coordinated, broad scope
Scale for growth	Difficult - unable to scale	Difficult - unable to scale	Moderate/variable - teams more easily scale but can't scale small faculties	Moderate - teams more easily scale	Good - large teams more easily scale	Good - single team easily scaled
Better role continuity/growth/specialization	Difficult - solo roles and each incumbent must reinvent parts of it	Difficult - solo roles and each incumbent must reinvent parts of it	Moderate/variable - small teams allow greater continuity, specialization but can't apply to small faculties	Moderate - small teams allow greater continuity, specialization	Good - large teams more easily transition, specialize	Good - single team easily transition members, allow specialization
Nimble and coordinated	Difficult - many players difficult to coordinate	Difficult - many players difficult to coordinate	Moderate - fewer players but coordination still not easy	Moderate - fewer players but coordination still not easy	Good - 3 teams easily coordinated, able to engage closely with executive	Good - able to act quickly, comprehensively on a new initiative
Align leadership and administration supports	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)
Additional criteria						
Accountability to unit leaders	Good to Chair, Ok to Dean	Variable to Chair, Ok to Dean	Good to Dean	Variable to Dean	Good to College	Good to VP
Responsiveness to students	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them
Responsiveness to professors						

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on November 15, 2021

2. Items Recommended to GFC
   - Proposed Changes to Composition of Arts Faculty Council
   - Proposed Changes to the Dean Selection Committee Composition: Faculty of Kinesiology, Sport, and Recreation
   - Approval of the Academic Schedule
   - Notice of Motion: Proposed General Faculties Council (GFC) Standing Committee on Governance and Procedural Oversight
     - *As per the GFC Meeting Procedural Rules (8.7), Executive Committee was asked to place a Notice of motion made on October 25th on the agenda for debate at the next meeting of GFC.*
     - *Because the motion pertained to governance and procedural oversight, Executive Committee was asked to recommend on the motion.*
     - *After discussing, the Executive Committee voted against the motion because of the perceived value of Executive Committee holding governance and procedural oversight given their authority to propose the GFC agenda and the lack of consultation supporting the decision.*
     - *Executive committee agreed that GFC has the authority to reconsider and change the authority held by GFC as required.*

3. Items Discussed
   - Path Forward for the Review of the GFC Guiding Documents
     - *GFC Executive Committee agreed to discuss the proposal to the GFC Guiding Documents and to review the proposed amendments at their December meeting.*
     - *During the approval of the agenda, Executive Committee agreed the documents could be provided for information pending further discussion at Executive Committee.*

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 Academic Planning Committee

1. Since last reporting to GFC, the GFC Academic Planning Committee met on October 20, November 3, and November 17, 2021

2. Items Recommended to the Board of Governors

October 20, 2021

Long Range Development Plan Amendment 2021 (South Campus Sector 14)
Proposed Non-Credit International Support Fee

3. Items Discussed

October 20, 2021

Indigenous Institutional Strategic Plan

November 3, 2021

Annual Report on Student Financial Support and Accompanying Overview
Quality Assurance (QA) Suite of Activities: Overview of QA Process and2020-2021 Excerpted QA Reports
2020-21 Mandatory Non-Instructional Fees (MNIFs) Annual Report
Investment Management Agreement

November 17, 2021

College Strategic Plans
Final Report of the Academic Leaders Task Group

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

Submitted by:
S Dew, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report

GFC Programs Committee

1. This report is for the GFC Programs Committee (PC) meetings of September 16 and November 18, 2021.

2. Items Approved with Delegated Authority from GFC

September 16, 2021

- Course and Minor Program Changes
  - Agricultural, Life, and Environmental Sciences
  - Arts
  - Business
  - Kinesiology, Sport, and Recreation
  - Law
  - Medicine and Dentistry
  - Rehabilitation Medicine
  - Science
- Items Deemed Minor/Editorial
  - Admission Requirements for Undergraduate Programs in Medical Laboratory Science
  - Application Deadlines for Graduate Programs in Secondary Education
  - Application Deadlines for Graduate Programs in Oncology
- Proposed Changes to Language Test Requirements for the Faculté Saint-Jean
- Proposed New Minor in Business for the Bachelor of Arts Degree, Faculty of Arts
- Proposed New Course Based Master of Arts in Community Engagement (MACE) and
- Changes to the Thesis Based MACE, Faculty of Graduate Studies and Research and School of Public Health

November 18, 2021

- Course and Minor Program Changes
  - Agricultural, Life and Environmental Sciences
  - Business
  - Education
  - Engineering
  - Kinesiology, Sport, and Recreation
  - Medicine and Dentistry
  - Rehabilitation Medicine
  - Saint-Jean
  - Science
- Items Deemed Minor/Editorial
  - Changes to Application Deadlines for Graduate Programs in Anthropology
  - Changes to Admission and Program Requirements for the Bachelor of Commerce Cooperative Education Program
  - Changes to AGPA Calculations for Postsecondary Transfer Students to Undergraduate Programs in Faculty of Science
- Proposed Change of Course Designator from PSYCO to PSYCH, Faculty of Arts and Faculty of Science
- Proposed Changes to the Faculty of Kinesiology, Sport, and Recreation's Activity Core Program Requirements
- Proposed Elimination of the Comprehensive Exam for Graduate Programs, School of Public, and Faculty of Graduate Studies and Research

3. Items Recommended to GFC

November 18, 2021

- Proposed Change to AGPA Calculation for Internal Undergraduate Transfer Students
    - *The Committee did not recommend but tabled the motion pending revised Calendar language to clarify the regulation change.*

4. Items Discussed

September 16, 2021

- External Programs for Review and Programs in Progress on Campus: Standing Item

November 18, 2021

- Indigenous Institutional Strategic Plan (IISP)
- Proposed Changes to BSc Degree Framework, Faculty of Science
- Exploration Credits
- 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 Tuesday, November 16, 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 October 27, 2021, and e-vote of November 3, 2021**:**

Name	Faculty/Office	Membership Category	Term Start	Term End
GFC Academic Planning Committee (APC)				
Peter Berg	Augustana	Department Chair from at-Large	Immediately upon approval	Jun 30, 2024
GFC Facilities Development Committee (FDC)				
Peter Hurd	Science	Academic Staff & GFC Member From staff category (A1.0)	Immediately upon approval	Jun 30, 2023
GFC Nominating Committee (NC)				
Mario Nascimento	Science	Academic Staff (A1.1, A1.6, A1.5, A1.7) and GFC Member	Immediately upon approval	Jun 30, 2024
GFC Executive Subcommittee on Governance and Procedural Oversight				
Jennifer Branch-Müller	Education	Academic Staff & GFC Member From staff category (A1.0)	Immediately upon approval	Jun 30, 2024
Hollis Lai	Medicine & Dentistry	Academic Staff & GFC Member From staff category (A1.0)	Immediately upon approval	Jun 30, 2023

Victoria Ruetalo	Arts	Academic Staff & GFC Member From staff category (A1.0)	Immediately upon approval	Jun 30, 2022
Susan Babcock	MAPS	Appointed Member of GFC From any staff or student category	Immediately upon approval	Jun 30, 2023
Marsha Boyd	NASA	Appointed Member of GFC From any staff or student category	Immediately upon approval	Jun 30, 2024

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

Item No. 14A

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Metrics Associated with Academic Restructuring (UAT/College Metrics)** • **Financial** • **Quality of Shared Services** • **Interdisciplinarity**

Item

Proposed by	Steven Dew, Provost and Vice-President (Academic) Todd Gilchrist, Vice-President (University Services and Finance)
Presenter	Steven Dew, Provost and Vice-President (Academic) Deborah Williams, Associate Vice-President and Chief Analytics Officer

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic) Office of the Vice-President (University Services and Finance)
The Purpose of the Proposal is (please be specific)	To provide an update on the metrics approved by the Board of Governors (June 2021)
Executive Summary (*outline the specific item – and remember your audience*)	The College Metrics were approved in accordance with the motions establishing the new College structure by the Board of Governors in December 2020. **Financial Metrics** Working in conjunction with Service Excellence Transformation, the consolidation of academic support functions within the Colleges is intended to achieve a reduction in administrative expenditures, both within the Colleges and for the institution as a whole. Savings will result from improved administrative efficiency and a reduction in academic leadership roles. To ensure these results are achieved, three key measures are planned: • Change in ratio of administrative staff at Colleges relative to Faculties on a per student basis. This measure will demonstrate overall administrative savings achieved through the College model through the reduction of administrative staff counts. • Change in ratio of academic leaders within the Colleges to academic leaders within the Faculties. • Difference between the cost of delivery of functions by the Colleges relative to Faculties, using 2018 as a baseline. This measure can be reported on a staff headcount basis, and can be monitored quarterly. For additional discussion, see Attachment 1, Financial Metrics. **Quality of Shared Services** Part of the program to increase administrative efficiencies, services are being centralized at the institution and College level. Services will be further developed in the Centres of Expertise (teams of functional specialists). As these services are developed and brought into Shared

	Services and the Colleges, user satisfaction will be measured through three separate surveys: • U of A's second UniForum satisfaction survey, which is scheduled to be administered to all faculty and staff beginning November 15, 2021. • A Shared Services user satisfaction survey, planned to be first administered between January and March, 2022. • A Leadership Survey, intended to assess satisfaction with the new service model from university leadership, which is expected to be deployed after April, 2022. Attachment 2, Administrative Services Satisfaction Surveys, details the proposed timelines, desired survey outcomes, and current state of the three proposed surveys. **Interdisciplinarity** Interdisciplinary scholarship and learning occur 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. Outcomes will also require that the College Offices of Education and Research are operational. This is an area that is appropriately assessed through both qualitative means and narrative and may be more thoroughly assessed at the 18 month reviews. Through the Colleges' strategic planning process, Colleges are exploring potential quantitative metrics of interdisciplinarity that could include, for example, the number of research applications with PIs/co-PIs from different Departments, Faculties and/or Colleges; the size of research applications with PIs/co-PIs from different Departments, Faculties and/or Colleges; the number of organizations that have UA student placements through WIL from more than one program; the number of community engagement activities involve PIs from more than one program; and the number of interdisciplinary programs (degrees, certificates, microcredentials) initiated.
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) • Shared Services Office • Office of Performance, Analytics and Institutional Research • Office of Resource Planning • Service Excellence Transformation Office

Strategic Alignment

Alignment with *For the Public Good*	SUSTAIN. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems,

	procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. EXCEL, Objective 13: Enable University of Alberta researchers to succeed and excel.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☒ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA)	

Attachments

1. Financial Metrics (4 pages)
2. Administrative Services Satisfaction Surveys (2 pages)

Prepared by:
Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost and Vice-President (Academic), lmardhan@ualberta.ca

Financial Metrics

Overview

Working in conjunction with the Service Excellence Transformation, the consolidation of academic support functions within the Colleges is intended to achieve a reduction in administrative expenditures, both within the Colleges and for the institution as a whole.

Savings will result from improved administrative efficiency and from a reduction in academic leadership roles. To ensure that these results are achieved, three key measures are planned:

1. **Change in ratio of administrative staff at Colleges relative to Faculties on a per student basis**.
    - This measure will demonstrate overall administrative savings achieved through the College model through the reduction of administrative staff counts. Reporting can be normalized on a per student basis to account for enrolment growth.
    - This can be supplemented with illustrative reporting on change in administrative expenditure by Colleges alongside expenditure by portfolios to capture the *overall institutional impact* of academic restructuring (i.e., to demonstrate that savings at the College level are not undermined by overall increases institutionally).
    - Data can be monitored, quarterly, and formally reported on an annual basis.

2. **Change in ratio of academic leaders within Colleges to academic leaders within the Faculties**.
    - Because these roles have not been uniform historically, this measure is best presented on a position count basis.
    - Reporting can be normalized on the basis of enrolment and sponsored research to account for activity growth.

3. **Difference between the cost of delivery for functions at Colleges relative to Faculties, using 2018 as a baseline.**
    - This measure can be reported on a staff headcount basis, and can be monitored quarterly.
    - This measure can be supplemented by illustrative reporting on the change in overall cost of service delivery by function and on the change in distribution of cost across organizational levels (central portfolios, Colleges, Faculties, schools and research institutes), as reflected in the university's annual UniForum data collection. This supplement will help to illustrate the degree of consolidation achieved.

As many decisions are still in flux, these measures may evolve.

Proposed Timeline

The following table outlines the proposed reporting timeline for the financial metrics.

	2021-22			2022-23	
	Q2 (Jul-Sep, 2021)	**Q3 (Oct-Dec, 2021)**	**Q4 (Jan-Mar, 2022)**	**Q1/Q2 (Apr-Sep, 2022)**	**Q3 (Jan-Mar, 2022)**
Change in administrative expenditure		Example supplemental data provided	Results reported	Results reported	Results reported
Change in ratio of academic leaders			Baseline report	Results provided (annual)	
Change in cost and distribution of service delivery by function		Example supplemental data provided	Baseline report	Results provided (based on UniForum survey)	

Current Status of Proposed Metrics

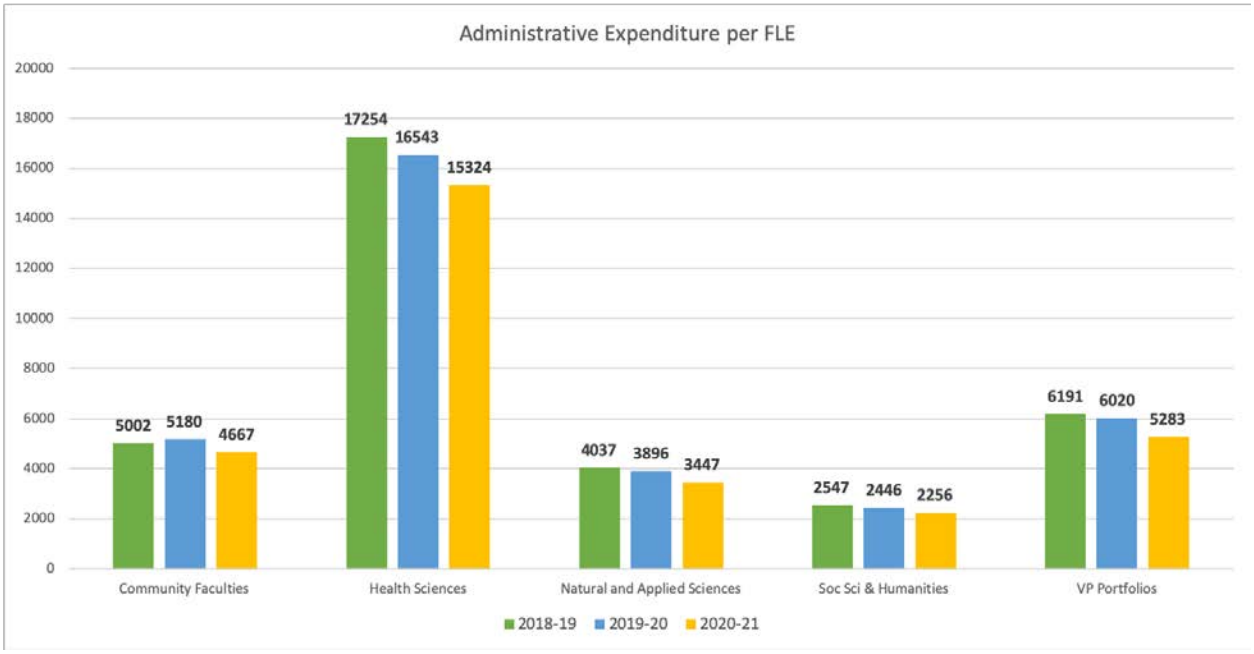
For the **change in the ratio of administrative staff in Colleges relative to Faculties,** up-to-date data is available using the definition of administrative expense developed through the SET process.

		2021-22 (Oct)
College/Community	**Faculty/VP Portfolio**	**Headcount**
COMMUNITY FACULTIES	Augustana	71
	Native Studies	22
	Saint-Jean	50
HEALTH SCIENCES	Health Sciences Offices	6
	Kinesiology, Sport & Recreation	47
	Medicine & Dentistry	1,187
	Nursing	95
	Pharmacy	21
	Public Health	87
	Rehab Medicine	106
NATURAL & APPLIED	Agriculture, Life & Environmental Sciences	275

SCIENCES	Engineering	291
	Natural & Applied Sciences Offices	2
	Science	380
SOCIAL SCIENCES & HUMANITIES	Arts	215
	Business	82
	Education	111
	Law	24
	Social Sciences Offices	7
VP PORTFOLIOS	President & Vice-Chancellor	27
	VP Academic	673
	VP External Relations	175
	VP Facilities & Operations	796
	VP Research & Innovation	129
	VP University Services & Finance	641
Grand Total		**5,488**

Notes: Counts include administrative staff only. Headcounts are unique at the faculty/VP portfolio and institutional level. Individuals in multiple faculties are counted once in each faculty but only once in the total, hence the difference.

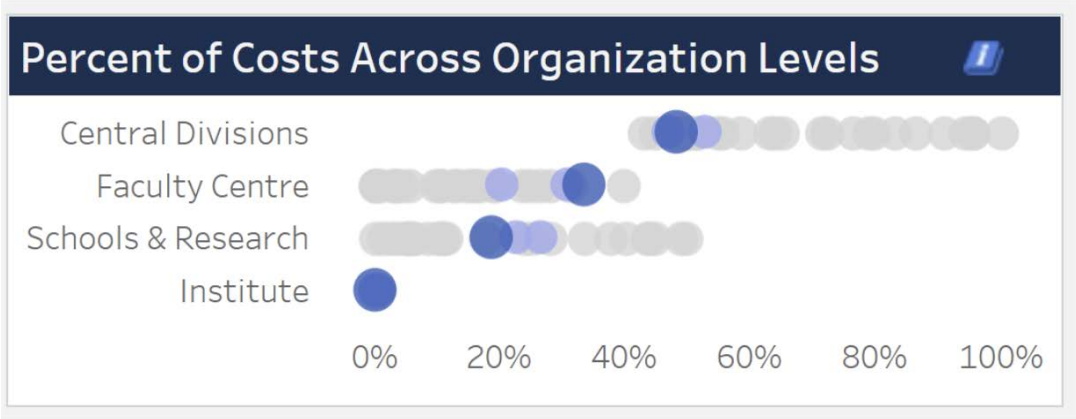
As noted above, staff count numbers can be supplemented with overall cost figures to illustrate the change in administrative expenditure by Colleges and VP portfolios. As a *sample (to be refined)*, the following presents the change over time in academic and administrative expenditure by Colleges and portfolios. As noted above, for the purpose of formal reporting, data can be normalized by enrolment.



Note: Data is for illustrative purposes, the final metric will be refined.

For the **change in ratio of academic leaders within Colleges to academic leaders within the Faculties**, meaningful reporting is dependent on the implementation of the College leadership structure. Since June, the Academic Leaders Task Group (ALTG) has been working with the Provost to review academic leadership roles in the context of the U of A's new academic structure and operating model - specifically, the number, location and responsibilities of academic leaders at the department, Faculty, College and institutional levels. The ALTG released its final report on November 4, 2021, identifying multiple implementation options. The Provost is currently considering the options examined by the ALTG in conjunction with ongoing work in the SET streams and the work being done by College deans to consolidate services in the College offices. Once options have been chosen, measures will be finalized.

Reporting on the **difference between the cost of delivery of functions at Colleges relative to Faculties** will occur on a staff headcount basis (e.g., staff dedicated to student services), and can be supplemented by the UniForum process. Currently, functions are divided into central divisions, faculties, and schools and research institutes. This data can be modified to report according to the new organizational model. Currently, results can be reported annually. Beginning in fall 2022, the university can begin progressive collections to allow for quarterly monitoring. The following is a sample of current data on service cost distribution for student services work in 2019-20:


Percent of Costs Across Organization Levels
Central Divisions
Faculty Centre
Schools & Research
Institute
0%
20%
40%
60%
80%
100%

Administrative Services Satisfaction Surveys

Background

As part of the program to increase administrative efficiencies, services are being centralized at the institution and college level. As services are further developed in the Centres of Expertise (also known as CoEs, which consist of teams of functional specialists under the new operating model), and brought into Shared Services and the Colleges, it is important to monitor satisfaction and use the results to inform subsequent improvements. To do this, three separate surveys are underway or in development. Specifically:

- The U of A is administering the second iteration of the UniForum satisfaction survey. This is scheduled to open on November 15, for 2 weeks. Note that this survey is created by Cubane Consulting and cannot be customized.
- A satisfaction survey of the Staff Service Center users will be implemented in phases, appropriate to the services that are rolled out. Initially, the survey will be short, distributed to service users and will focus on items where positive changes can be made. Over time, the survey will expand as more services are brought on board. The ultimate vision for the survey is to administer it to users at the completion of a service.
- A satisfaction survey of university leadership will be at a higher level than the service user survey, and will focus on the operating model.

Proposed Timeline

The following table outlines the timelines and key milestones for the three proposed surveys. Note that the UniForum survey is in field from November 15 - December 3, 2021.

	2021-22			2022-23	
	Q2 (Jul-Sep, 2021)	**Q3 (Oct-Dec, 2021)**	**Q4 (Jan-Mar, 2022)**	**Q1/Q2 (Apr-Sep, 2022)**	**Q3 (Jan-Mar, 2022)**
Uniforum Satisfaction Survey		Survey administered		Results provided	
Shared Services User Survey	Working group formed	- Draft instrument developed - Population defined - Process under development	- Survey administered - Results analyzed	- Ongoing administration on a monthly basis - Expansion of questions as appropriate	- Survey integrated in Shared Services ticketing software (dependency on software implementation)
Leadership Satisfaction Survey			- Draft instrument developed - Population defined	- Survey administered - Results analyzed	

Goals

The surveys are anticipated to satisfy the following requirements:

1. To enable comparison of the current overall satisfaction with administrative services to the 2018-19 UniForum baseline results.
2. To obtain satisfaction levels with administrative functions across the University.
3. To obtain feedback that can be used to inform service improvements (once services are fully transferred, questions and analytics will be quite detailed in order to support this goal).
4. To assess satisfaction with the new service model from university leadership.

Current State Highlights

The **UniForum survey** will provide a comprehensive picture of staff and faculty satisfaction with administrative services. It will allow us to measure any impacts on satisfaction during this period of change. It is normally administered every second year, but depending on the pace of change and how closely we feel the need to monitor the impacts, it could potentially be administered again in fall 2022.

The **shared services user survey** will occur after the UniForum survey and will specifically focus on recently transformed services; subsequent phases will include additional services, as they are implemented. The survey will be administered monthly to individuals who have interacted with the Staff Service Centre in Shared Services. Note that the services these individuals receive could be provided by the Staff Service Centre or a CoE, however, the contact will have been initiated through the Staff Service Centre, so that will be the source of the survey sample. But the survey itself will ask about end-to-end services provided through the new operating model.

Ultimately, the survey will become more extensive as services are added. When implemented, Shared Services will use the university's new service management tool that will provide more specific information on service delivery and allow just-in-time surveying.

Survey data will be integrated in the Acorn Institutional Data Warehouse to facilitate analysis by employee groups, Faculty, etc.

Once the shared services survey is implemented, the focus will shift to the **leadership survey**. As per the timeline above, it is intended to be developed between January and March, 2022, and subsequently administered.

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the GFC Academic Planning Committee met on October 20, November 3, and November 17, 2021

2. Items Recommended to the Board of Governors

October 20, 2021

Long Range Development Plan Amendment 2021 (South Campus Sector 14)
Proposed Non-Credit International Support Fee

3. Items Discussed

October 20, 2021

Indigenous Institutional Strategic Plan

November 3, 2021

Annual Report on Student Financial Support and Accompanying Overview
Quality Assurance (QA) Suite of Activities: Overview of QA Process and2020-2021 Excerpted QA Reports
2020-21 Mandatory Non-Instructional Fees (MNIFs) Annual Report
Investment Management Agreement

November 17, 2021

College Strategic Plans
Final Report of the Academic Leaders Task Group

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

Submitted by:
S Dew, Chair
GFC Executive Committee

Item No. 14B

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Annual Report on Student Financial Support and Accompanying Overview**

Item

Proposed by	Melissa Padfield, Vice Provost and University Registrar
Presenter	Melissa Padfield, Vice Provost and University Registrar

Details

Office of Administrative Responsibility	Office of the Registrar
The Purpose of the Proposal is	To provide the Annual Report on Student Financial Support and Accompanying Overview for information. In the attached report, the RO provides a snapshot of the current state of undergraduate and graduate financial supports issued by the Office of the Registrar (RO) in the 2020/21 fiscal year. Annual reporting to administrative and governance committees on student financial support is part of the Office of the Registrar's commitment to providing reporting and information on matters affecting student success on campus, and meets the reporting requirements outlined in the UAPPOL Undergraduate Student Financial Support Procedure. In addition to providing an increasingly comprehensive overview of financial support to undergraduate and graduate students, the report also serves to highlight some emerging issues, including the impact of COVID-19 on student financial need and support, domestic and international tuition offset revenue spending, and additional details around the unmet need of bursary recipients.
Executive Summary	The report provides details on the financial support administered by the RO for fiscal year 2020/21, giving details on spending for domestic, Indigenous, international, and graduate financial support expenditures. The associated overview gives a quick reference of statistics and figures.
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	*Those who have been **informed**:* The following stakeholders have seen the report for discussion and feedback: • Wendy Rodgers, Deputy Provost: September 7, 2021 • Janice Causegrove-Dunn, Vice Provost Programs: September 7, 2021 • Kelly Spencer, Association Vice-President Advancement: September 7, 2021 • Edith Finczak, Office of the Provost and Vice-President (Academic): September 7, 2021 • Kate Peters, GFC Secretary and Manager of GFC Services: September 7, 2021 • Kathleen Brough, Senior Administrative Officer: September 7, 2021 • Florence Glanfield, Vice-Provost Indigenous Programming & Research: September 7, 2021

	• Evelyn Hamdon, Advisor Safe Disclosure & Human Rights: September 7, 2021 • André Costopoulos, Dean of Students: September 7, 2021 • Shana Dion, Assistant Dean FNMI Student Services: September 7, 2021 • Alexis Ksiazkiewicz, Government & Stakeholder Relations: September 7, 2021 • Brooke Milne, Dean, Faculty of Graduate Studies and Research: September 7, 2021 • Cen Huang, Vice Provost and AVP International: September 7, 2021 • Doug Weir, Executive Director, Student Programs & Services, University of Alberta International: September 7, 2021 • John Gregory, Director, International Recruitment & Transnational Program University of Alberta International: September 7, 2021 • Rowan Ley, Students' Union President: September 7, 2021 • Anas Fassih, Graduate Students' Association President: September 7, 2021
	*Those who have been/will be **consulted**:* PEC-O: Sept 23, 2021 Dean's Council: Oct 6, 2021 VPC: Oct 18, 2021 Advisory Committee on Undergraduate Financial Support (ACUS): Oct 22, 2021 Advisory Committee on Enrolment Management (ACEM): Oct 22, 2021 COSA: Nov 4, 2021 APC: Nov 3, 2021 BFPC: Nov 23, 2021 BLRSEC: Nov 26, 2021 GFC: Nov 29, 2021
	*Those who are actively **participating**:* • Melissa Padfield, Vice Provost and University Registrar • Norma Rodenburg, Interim Deputy Registrar • Fiona Halbert, Assistant Registrar Student Financial Support • Douglas Akhimienmhonan, Assistant Registrar Enrolment Management and Reporting

Strategic Alignment

Alignment with *For the Public Good*	**1. OBJECTIVE:** Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. i. **Strategy:** Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education. ii. **Strategy:** Develop and implement an undergraduate and graduate recruitment and retention strategy to attract top Indigenous students. **iii. 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. **iv. Strategy:** Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management	☒ Relationship with Stakeholders

	☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	**1.** *Post-Secondary Learning Act* (*PSLA*): The *PSLA* (Section 26(1)(o)) **2.** *PSLA* Section 60(1)(b) **3.** GFC Academic Planning Committee Terms of Reference Mandate of the Committee **4.** General Faculties Council Terms of Reference (1. Mandate of the Committee) **5.** GFC Executive Committee Terms of Reference (1. Mandate of the Committee) **6.** Board Learning, Research and Student Experience Committee (BLRSEC) Terms of Reference/Mandate of the Committee (1. Mandate and Role of the Committee) **7.** Board Finance and Planning Committee (BFPC) Terms of Reference/Mandate of the Committee (1. Mandate and Role of the Committee) **8.** UAPPOL Undergraduate Student Financial Supports Procedure, Section 6. Annual Reporting	

Attachments (each to be numbered 1 - <>)

1. Annual Report on Student Financial Support (pages 1 - 4)
2. Overview – Annual Report on Undergraduate Student Financial Support (pages 5 – 6)

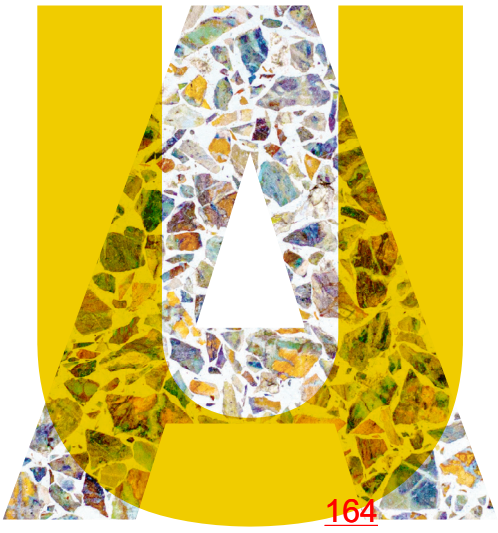
Prepared by: Fiona Halbert, Assistant Registrar Student Financial Support, Fiona.halbert@ualberta.ca

UNIVERSITY OF ALBERTA

Annual Report

Student Financial Support 2020/21

The Office of the Registrar is committed to the provision of robust student financial support programs to benefit Albertan, out-of-province, Indigenous, and international undergraduate students.



Date:
SEPTEMBER 2021

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MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

The **2020/21 Annual Report on Student Financial Support** provides a focused view of the financial support programs administered by the Office of the Registrar (RO) and how these supports are accessed by **domestic**, **international**, and **Indigenous students**. The sixth year of this report includes information about the impacts of COVID-19, unmet financial need, and where comparison is possible, trends over time including those for graduate student financial supports.

The 2020/21 cycle was unlike any other. This report highlights some of the strategic decisions implemented to manage the many challenges presented by the global pandemic, including emergency loan forgiveness and emergency bursary funding. While it was an unprecedented year, the University of Alberta continued to prioritize the provision of funding to students based on both merit and need. Data shows that merit-based support is essential to student recruitment and need-based support aids in retention and completion for continuing students. To continue acting as stewards of institutional financial support funding, we rely on this kind of data to help us better understand student need and optimize programs to best support our students.

The university recognizes that access to affordable education is a shared responsibility between the university, the student, and government. Focusing on access and affordability is critical to ensure that the university attracts and retains outstanding Albertan, Canadian, Indigenous, and international students from diverse regions and backgrounds. This was particularly critical as we implemented Fall 2020 tuition increases for domestic students, following a five-year tuition freeze. As part of the domestic tuition increases, the university approved the creation of a domestic tuition offset for the first time, where funding is set aside from the tuition increases for student financial supports. As a result, increased need-based supports were provided in 2020/21. The domestic tuition offset accounted for 15 per cent of new tuition revenue and the university was able to balance potential financial impacts from tuition increases and continue to support vulnerable populations. The funding also provided an opportunity for the university to provide additional bursary funding that reduced the amount of student unmet need — a metric now included in this report.

Changes to the international tuition model, where 7.55 per cent of international tuition fees are allocated to international financial supports for both recruitment scholarships and continuing programs (including bursaries), resulted in more money for international financial supports. While the domestic tuition offset only supports need-based programs, the international offset supports both undergraduate recruitment scholarships, undergraduate continuing scholarships, and need-based programs for undergraduate and graduate students.

Spending decisions are made in alignment with our institutional financial support policy commitment and in support of overall institutional priorities. Our work is reflected in the university's shared strategic goals, including encouraging continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies. The university's focus on continuous improvement is reflected in improved reporting on loans and trends for graduate need-based programs, continued participation with leaders in post-secondary funding (National Scholarship Providers Associate (NSPA), Canadian Association of Financial Aid Advisors (CASFAA), and Alberta Student Awards Personnel Association (ASAPA)) and ongoing engagement with equity, diversity, and inclusion (EDI) leaders across campus. Another area where we continue to evolve and showcase our commitment to continuous improvement has been

through the Student Financial Support Discovery Project, initiated in Summer 2019. This project focuses on the review and adjustment of our business practices and technologies to achieve a sustainable business model over the long term. A final recommendation report is being drafted and will be ready in Fall 2021.

Overall, 2020/21 has been a productive, albeit unique year. The RO administered spending on undergraduate support increased 7 per cent from 2019/20, primarily driven by an increase in need-based support spending and an increase in international recruitment funds. Student financial support strategies will play a key role supporting our enrolment objectives and overarching student support. As we learn more about our students, we can continue to refine programs accordingly and provide tailored supports. This year, we used the tuition offset to prioritize additional funding for students from low-income families, students with dependents, Indigenous students, students with disabilities, and students facing emergent financial challenges.

As always, we will assess and improve our programs to ensure student access to financial support is simple and efficient, and benefits students and the university for years to come.

Sincerely,

Melissa Padfield
Vice-Provost and University Registrar

COVID-19 AND STUDENT FINANCIAL SUPPORT IN 2020/21

The COVID-19 pandemic continues to have a significant impact across the globe, and its impact on students was no exception. The pandemic impacted much of our financial support planning, spending, and reporting. For ease, we have attempted to outline the most significant impacts below rather than repeating them throughout the report.

The University of Alberta worked to mitigate financial challenges faced by students during the Fall 2020 and Winter 2021 semesters.

- While the Canadian Emergency Student Benefit (CESB) provided students with support during the spring and summer of 2020, students had access to additional university provided emergency bursaries. The emergency bursary data is included as bursary reporting throughout this year's report.
- Federal government grants doubled in 2020/21 and that increase is demonstrated in the data. The grants are primarily income-based supports which provided funding to already vulnerable populations.
- Students also experienced a change in their living expenses due to remote learning. This is reflected in the decrease in domestic student demand for bursaries, and as a result, there were fewer domestic bursary recipients.
- COVID-19 increased demand for international need-based funding and additional resources were allocated to meet some of the demand.
- To support the university with its international recruitment efforts, $1,000 grants were offered to all new incoming international high school students who registered and attended in both Fall and Winter semesters. This totaled $933,000 but is not included in the report because the grants were funded by tuition deposit fee payments.
- The Graduate Students' Association and the Faculty of Graduate Studies and Research (FGSR) provided more funding to support graduate bursaries. In 2020/21, these groups were able to provide additional funding for graduate students in financial need through the Supplementary Bursary Program through unspent funding normally allocated to other functions due to COVID-19.
- University of Alberta International (UAI) allocated unanticipated additional funds, chiefly owing to COVID-19, to the International Undergraduate Student Bursary (IUSB) to ensure operating funds were used.

EXECUTIVE SUMMARY

The 2020/21 Annual Report on Student Financial Support provides a summary of the financial supports, including government loan data, administered by the Office of the Registrar (RO), through its Student Financial Support (SFS) unit, for undergraduate (need- and merit-based) and graduate students (need-based).

The monetary figures in this report are as of March 31, 2021, reflecting the 2020/21 fiscal year.

Where possible, this report also includes multi-year data, year-over-year trend indicators, as well as an overall summary of the financial supports provided across the university (beyond the scope of the RO).

UNDERGRADUATE FINANCIAL SUPPORTS — RO ADMINISTERED

In 2020/21, the RO administered $34.5M in funding, a 7 per cent increase year-over-year in total funding and a 1.6 per cent increase in the number of students receiving funding.

- University spending increased by 14.5 per cent ($2,008,921).
  - University funding includes faculty funds through Fund 210 and RO funds within Fund 100 as well as the domestic and international tuition offsets.[1]
  - Total undergraduate tuition offset spending = $7,423,212.[2]
- Spending of annual and endowed donor funds increased by 7.1 per cent ($782,465).
- Government merit-based spending decreased by 7.4 per cent ($547,800).

TABLE 1: TOTAL RO ADMINISTERED UNDERGRADUATE FINANCIAL SUPPORT 2020/21

Funding Source	2016/17 Total	2017/18 Total	2018/19 Total	2019/20 Total	2020/21 Total	% Change 2020/21 from 2019/20
Donor	$9,590,104	$9,262,100	$11,151,767	$11,012,686	$11,795,151	7.1%
Government	$7,285,700	$6,376,400	$6,958,100	$7,398,600	$6,850,800	-7.4%
University	$11,053,429	$12,695,750	$12,182,096	$13,866,548	$15,875,470	14.5%
Total	**$27,929,233**	**$28,334,250**	**$30,291,963**	**$32,277,834**	**$34,521,421**	**7.0%**

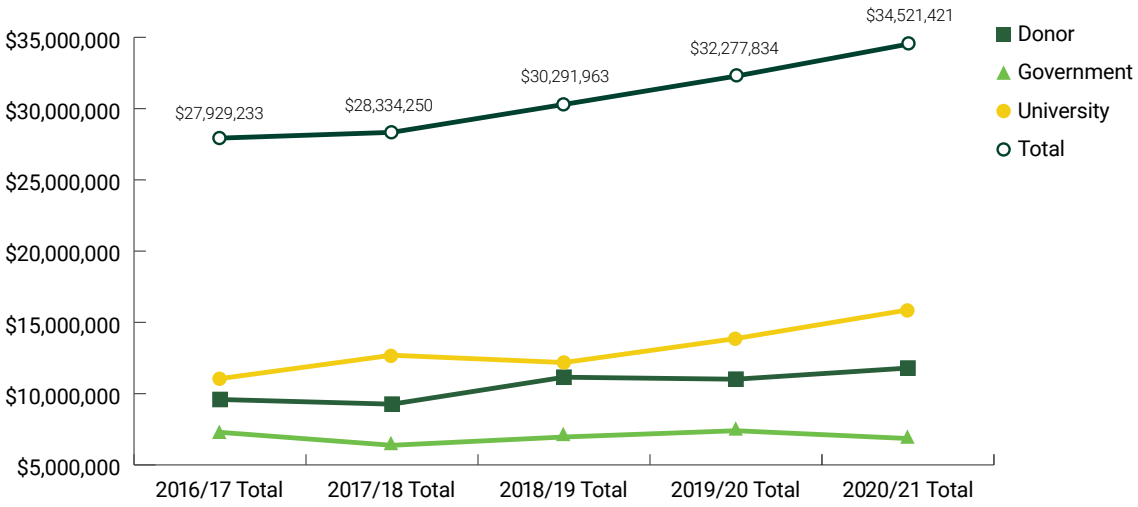
Source: Office of the Registrar
Note: Government loans not included in this table.

As a student from a small town, there haven't been many diverse opportunities for career growth. I am proud to say that my academic achievements have helped me fund my university career in hopes of finding paths to give back and help the world.

Theodore, Faculty of Arts | Mundare

1 Faculty 201 are faculty operating dollars. RO Fund 100 are operating dollars provided to SFS for financial support (they do not come from tuition revenue).
2 100 per cent of revenue collected through the university tuition offset was spent. See Table 4 for additional information.

FIGURE 1: TOTAL RO ADMINISTERED UNDERGRADUATE FINANCIAL SUPPORT



Source: Office of the Registrar

For the second year, complete information about the total amounts of government loans for Alberta students was available and included in the report. This includes the total loan amount issued to the student as opposed to previous years, where the amount reflected only what was remitted to the student accounts.

UNDERGRADUATE FINANCIAL SUPPORTS — UNIVERSITY OF ALBERTA

When looking across the university, a total of $154M in financial support was provided to 19,093 undergraduate students (56 per cent of total undergraduate enrolment) with funding coming from donors, government, university operating, university tuition offset, and external sources.

The $154M is a 6.3 per cent decrease in the total amount of funds issued, and that is due to a decrease in government loans ($12.57M). The number of students supported in 2020/21 increased by 5.7 per cent (1,038) compared to 2019/20.

TABLE 2: TOTAL UNDERGRADUATE FINANCIAL SUPPORT SPENDING, 2020/21

Funding Source	Need-based	Merit-based	Total Amount
Donor	$2,597,144	$9,198,007	$11,795,151
Government	$118,854,073	$6,850,800	$125,704,873
University Operating	$3,092,662	$5,359,596	$8,452,258
University Tuition Offsets	$2,515,305	$4,907,907	$7,423,212
External			$879,297
Total	**$127,059,184**	**$26,316,310**	**$154,254,792**

Source: Office of the Registrar
Note: External funding cannot be parsed into the categories of need-based or merit-based.

GRADUATE FINANCIAL SUPPORTS — RO ADMINISTERED

In 2020/21, the RO supported $16.77M in graduate financial support, including $13.95M in government loans. This is the second year we have included graduate-specific information in this report to more accurately reflect all programs supported by the RO.

The Faculty of Graduate Studies and Research (FGSR) issued $29M in merit-based funding in 2020/21.[3]

TABLE 3: TOTAL RO SUPPORTED GRADUATE FINANCIAL SUPPORT SPENDING, 2020/21

Funding Source	Need-based	Merit-based	Total Amount
Donor	$638,982	$196,006	$834,988
Government	$13,950,964	$25,200	$13,976,164
University	$667,657	$86,557	$754,214
University Tuition Offsets	$1,152,046	$0[4]	$1,152,046
External			$56,567
Total	**$16,409,650**	**$307,763**	**$16,773,980**

For the 2020/21 fiscal year, the university reported a total of $138M on its consolidated financial statements for scholarships and bursaries (undergraduate and graduate). $35.8M of the reported total is for undergraduate awards and bursaries. The RO holds administrative responsibility for 88.4 per cent ($31.7M) of the $35.8M, while $3.86M is processed by the university's central payroll. While these payment types are broadly categorized as an award, bursary/fellowship, or scholarship, those specific distinctions are not currently recorded and therefore cannot be aligned with the amounts defined as merit- or need-based financial supports as administered by the RO and incorporated into this report.

The proportion of funding for which the RO holds administrative responsibility is greater than previous years: 88.4 per cent in 2020/21 and 81.9 per cent in 2019/20. This change is not the result of administrative changes by the RO, but rather the result of decreased spending from other units (~$2.2M) primarily related to COVID-19.

The RO continues to be strong stewards of its resources. In 2020/21, 100 per cent of revenue collected through the university tuition offsets was spent. While international tuition offset appears overspent, with total revenue less than total spending, there was an increase in international demand for need-based programs because international students could not access federal government supports to offset their expenses. The university recognized this gap and sought approval from the provincial government to spend some of the previous year's international carry-forward on COVID-19 related expenses.

TABLE 4: UNIVERSITY TUITION OFFSET REVENUES AND SPENDING, 2020/21

Revenue Type	Total Offset Revenue	Undergraduate	Graduate	Total Spend	% of Total
Domestic Tuition Offset	$1,728,000	$1,551,500	$130,000	$1,681,500	97.3%
International Tuition Offset	$6,227,000	$5,871,712	$1,022,046	$6,893,758	109.8%
Total	**$8,005,000**	**$7,423,212**	**$1,152,046**	**$8,575,258**	**107.1%**

3 Details of graduate merit-based funding are not available in this report as this report only focus' on RO administered funds.

4 Tuition offset for graduate students is allocated exclusively to need-based programs as per intent of the offset. Merit-based graduate financial supports are administered by FGSR.

In addition to overall financial supports, data is provided as it relates specific student groups highlighting:

- Domestic
- Indigenous
- International
- Graduate

Domestic students

$145.7M was issued to 17,497 domestic students, $119M of which is government need-based funding.

Government need-based funding was accessed by nearly 44 per cent (12,854) of all domestic undergraduate students. 84 per cent of domestic RO administered funding went to Alberta students, which closely mirrors their enrolment (87 per cent). Spending on domestic bursaries increased by 17 per cent ($947,906), which can largely be attributed to the increased revenue from the domestic tuition offset. $58M in government grants was issued to 9,883 students. 39 per cent (9,825) of domestic students from Alberta students received an income-based grant.

Indigenous students

Of the 1,361[5] self-identified undergraduate Indigenous students at the university, 65 per cent (889 students) are currently receiving merit- and need-based financial support (not including third-party/First Nations, Métis, or Inuit sponsorship). $8.5M was issued to 889 Indigenous students. There was a 16.8 per cent increase in non-repayable financial supports (scholarships and bursaries) allocated to Indigenous students in 2020/21 ($426,130). Total tuition offset spent on Indigenous students was $246,300 (15.9 per cent of total undergraduate tuition offset spending).

International students

Overall spending on international students increased by 23 per cent ($1,451,891) in 2020/21. This increase in spending was distributed across non-repayable program types (scholarships and bursaries) with the most notable increase in bursary spending to support international students demonstrating financial need. 1,596 international students received financial supports (a 30 per cent increase compared to 2019/20). The RO and UAI will continue to ensure international financial supports further international recruitment and retention.

Graduate students

$16.8M was issued to 1,367 graduate students in 2020/21, $13.95M of which came from government need-based funding. A total of $2.77M in RO administered programs (excluding government loans) was issued to graduate students. University funds (university operating and tuition offsets) accounted for 70 per cent ($1,906,260) of total RO administered financial support. Total tuition offset spent on graduate students was $1,152,046.

5 2020/21 Annual Report on Undergraduate Enrolment.

1. UNDERGRADUATE STUDENT FINANCIAL SUPPORT

1.1 SUPPORT BY FUNDING SOURCE, UNDERGRADUATE

In 2020/21, the RO administered $34,521,420 in funding to 9,549 undergraduate students. Year-over-year, this represents an increase in both funding (7 per cent) as well as students (1.6 per cent).

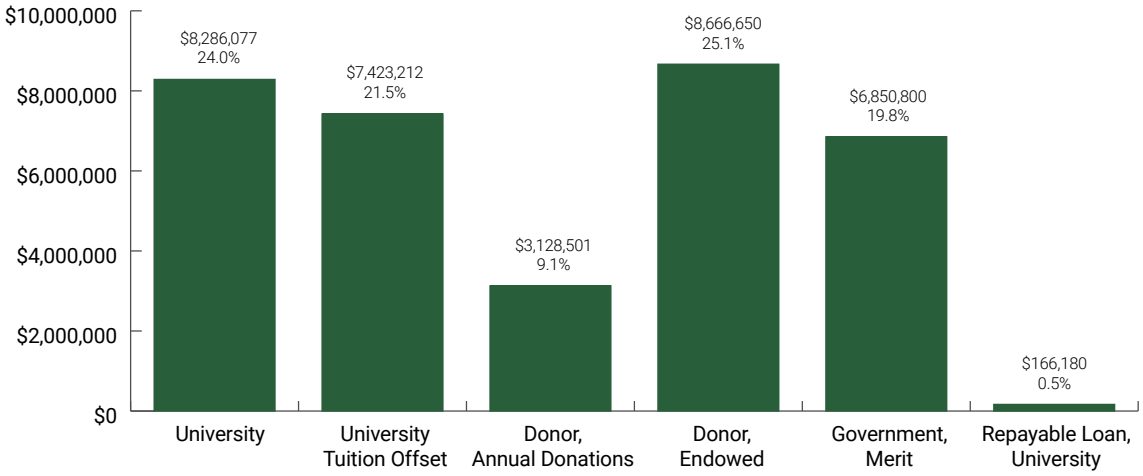
Funding sources include:

- Donor $11,795,151 (34 per cent)
- University Operating $8,452,257 (24 per cent)
- University Tuition Offsets $7,423,212 (22 per cent)[6]
- Government $6,850,800 (20 per cent).[7]

University spending and donor funding increased year-over-year at 14.5 per cent and 7.1 per cent respectively, while government merit-based funds saw a decrease of 7.4 per cent.

The government merit-based funding reported does not reflect the total value of Government of Alberta (GOA) scholarships issued to University of Alberta students. This $6.8M includes the GOA scholarships for continuing students that require RO support in administration (either application collection and/or fund disbursement). For example, the $6.8M does not include the Alexander Rutherford Scholarship[8], which is a significant program for new students from high school.

FIGURE 2: SPENDING BY FUNDING SOURCE, UNDERGRADUATES, 2020/21



Source: Office of the Registrar
Note: Repayable emergency loans include repayable emergency loans issued by both the RO and University of Alberta International. Donor, Annual Donations includes The Access Fund Bursary (supported by Students' Union student levy) and is included in the total for Donor, Annual Donation.

6 100 per cent of revenue collected through the university tuition offsets was spent.

7 Government of Alberta merit-based funding reflects provincially funded merit-based awards [including the Jason Lang Scholarship, the Louise McKinney Post-Secondary Scholarship, the Alberta Athletic Awards, and the Indigenous Careers Award] but does not include government student loans. The recipient information for the Alexander Rutherford Scholarship is not captured by the University of Alberta and therefore is not included in this summary.

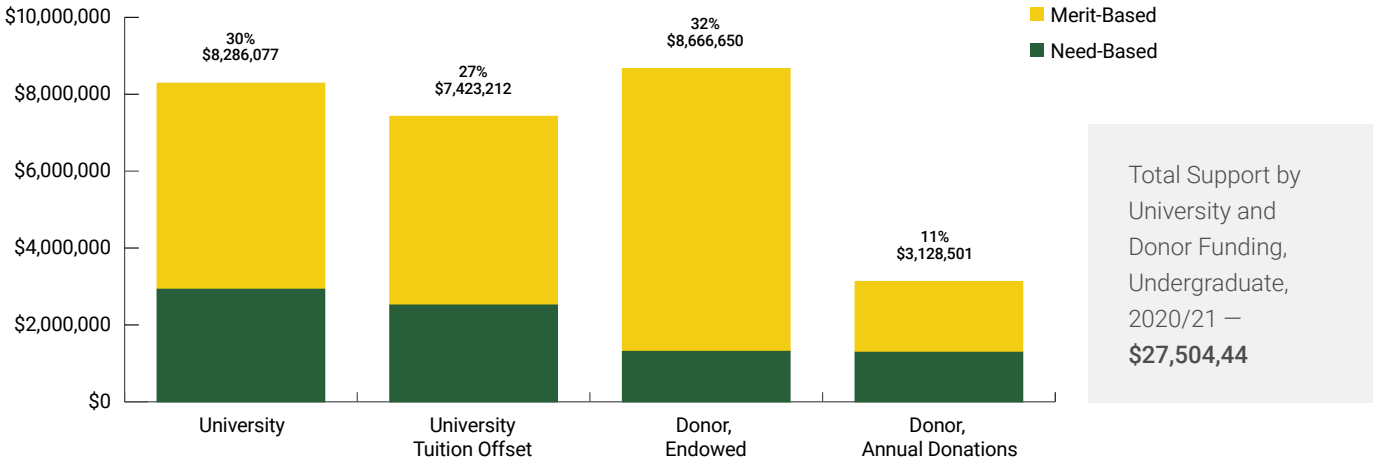
8 In 2020/21 $9,662,000 in Alexander Rutherford Scholarships was issued to 4,078 University of Alberta undergraduate students.

1.2 SUPPORT BY FUNDING SOURCE AND FUNDING TYPE, UNDERGRADUATE

University and donor sources account for $27.5M of undergraduate funding distributed across merit-based and need-based programs.

The proportion of spending on need-based and merit-based programs varies by funding source. This year, for the first time, we saw a shift in the proportional distribution of need-based and merit-based funding from university sources (university operating and university tuition offset), with more funding going to need-based programs. This is because of changes to the university's financial practices to institute a domestic tuition offset and, in response, to increase demand for need-based programs for international students. The proportion of merit-based as compared to need-based is 71 per cent / 29 per cent for the current cycle and 76 per cent / 24 per cent for the previous year.

FIGURE 3: SUPPORT BY UNIVERSITY AND DONOR FUNDING, UNDERGRADUATE, 2020/21



Total Support by University and Donor Funding, Undergraduate, 2020/21 — **$27,504,44**

Source: Office of the Registrar

Note: The Access Fund Bursary (supported by SU student levy) is included in the total for Donor, Annual and accounts for 77.1% ($973,850) of the total Need-Based Donor, Annual Donations. The graph does not include Government of Alberta need- or merit-based funding or repayable emergency loans.

Need-based and merit-based supports often work together to support a single student:

- 34 per cent of students who received support from need-based programs also received support from merit-based programs. This is a decrease of 2 per cent from the previous cycle, but the proportion remains steady when looking at a three-year trend (32 per cent in 2018/19, 36 per cent in 2019/20, and 34 per cent in 2020/21). This indicates merit-based programs contribute to the funding package for students in financial need.
- 48 per cent of students receiving financial supports only received government loan funding in the 2019/20 fiscal year which is a 1 per cent increase year over year.

Financial supports from university and donor-funded sources are largely provided to students with full-time enrolment. This reflects longstanding practice and is reflected in the UAPPOL Procedure on Undergraduate Student Financial Supports.

It is important to note that students who have an approved reduced course load are considered full-time for the purposes of financial support (this distinction is not captured in the reporting for full-time and part-time enrolment and, therefore, we under-report full-time enrolment and funding to full-time students).

TABLE 5: MERIT-BASED AND NEED-BASED SUPPORT BY REGISTRATION STATUS AND TYPE OF SUPPORT, AMOUNT 2020/21

Registration Status	Merit- Based Total Expense	Need-Based Total Expense	Total Expense	% of Total	% of Total Enrolment
Full-time	19,056,321	7,637,955	26,694,276	97.1%	91.9%
Part-time	409,190	400,975	810,165	2.9%	8.1%
Total	**19,465,510**	**8,038,930**	**27,504,441**	**100.0%**	**100.0%**

Source: Office of the Registrar
Note: The graph does not include Government of Alberta need- or merit-based funding or repayable emergency loans.

Bursaries and emergency loans (e-loans) (repayable loans) are need-based programs that often work together to provide students with financial support as students experiencing a financial emergency are also commonly in an overall financial shortfall position. This year, 61 per cent (65) of students who received e-loans also received bursaries.

Bursaries are issued through the Supplementary Bursary Program (the primary program) and through emergency bursaries. Emergency bursary spending increased last year as the university sought to provide financial support to students impacted by COVID-19. In 2020/21 and in response to the COVID-19 pandemic, additional donor and operating dollars were allocated to non-repayable emergency supports. In 2020/21, 201 undergraduate students received $266,474 in emergency bursaries. This represents a three-fold increase (149 students and $197,988) compared to 2019/20. Most emergency bursaries were issued in the Spring and Summer of 2020, a time when students were facing the most emergent needs. There were 87 fewer undergraduate students who received bursaries in 2020/21. This decrease can be attributed to changes in student expenses due to remote learning, resulting in decreased bursary application rates.

E-loans continue to be a low-risk program for the university; however, repayment on loans that were issued prior to 2019 declined due to reduced incomes brought on by the pandemic. The university forgave e-loans that were greater than one-year old for 28 students (a total of $48,602.97) and issued emergency bursaries to repay the outstanding debts. While this is more than what is typically written-off on an annual basis, the pressures students faced due to the pandemic were also atypical. E-loan forgiveness will continue to be an option for students facing challenges in income generation related to the COVID-19.

TABLE 6: NUMBER AND AMOUNT OF NEED-BASED FINANCIAL SUPPORTS, UNDERGRADUATES

Fiscal Year	Number of Bursary Recipients	Total Bursary Amount	Number of Repayable Loan Recipients	Total Repayable Loan Amount
2018/19	779	5,666,738	184	377,522
2019/20	956	6,324,263	183	323,436
2020/21	869	8,038,933	106	166,180

Source: Office of the Registrar
Note: Emergency bursaries are included in the Bursary total.

I just wanted to say thank you so much for helping me with my financial situation. I cannot express my gratitude enough for this. It's been such a hard year managing school, working with the inner-city community, paying rent, loans, and making sure I can afford basic necessities. From the bottom of my heart, thank you immensely. I love this school and everyone who works so hard to give students and faculty the best experience possible.

Kasra, Faculty of Arts | Edmonton

Starting with the 2020/21 report, we will begin to report on unmet need. Unmet need is defined as the dollar amount of assessed financial shortfall per student that remained after maximum bursary values were applied. With the increase in tuition offset revenue, the annual maximums for bursaries increased from $8,000 in 2019/20 to $11,000-$15,000 in 2020/21.

70 per cent of bursary recipients had their financial shortfall met with bursary funding, leaving 260 students with unmet need (0.8 per cent of total undergraduate enrolment). While the average unmet need was $8,893, the median was $5,147. Of the 260 students with unmet need, 62 of them had an unmet need of less than $2,000 and 69 students had an unmet need of greater than $10,000. There are various circumstances that impact level of need, including program costs and individual student demographics (students with partners, dependents, etc.).

TABLE 7: NUMBER AND AMOUNT OF UNMET NEED, UNDERGRADUATES 2020/21

Number of Bursary Recipients with Unmet Need	Total Amount of Unmet Need	% of Total Undergraduate Enrolment
260	$2,312,258	0.8%

1.3 FUNDING BY YEAR OF PROGRAM AND TYPE OF SUPPORT, UNDERGRADUATE

As students progress through their studies, funding from merit-based supports tends to decline while need-based supports increase. This is a trend that is consistent over time.

'Front-loading' funding for first-year students with merit-based support remains standard practice for the majority of U15 institutions in the recruitment of prospective students. When looking at the distribution of type of funding for the University of Alberta, we are consistent with the U15 pattern.

Year 1: Merit-based 90.8 per cent; need-based 9.2 per cent (2020/21)

Year 2-5: Merit-based 61.3 per cent; need-based 38.7 per cent (2020/21)

In 2019/20, the year 2-5 distribution was 64.9 per cent merit and 35.1 per cent need. This represents a 3.6 per cent shift in distribution of merit and need in upper years of study (an increase of $2.7M in total upper year funding) of which 60 per cent or $1.6M was from need-based funding. Increased funding is connected to increased allocations / revenues from tuition offsets. As a result of this shift, spending on years of study now closely mirrors total enrolment (66.5 per cent of funding went to years 2-5 which accounts for 67.1 per cent of total undergraduate enrolment).

TABLE 8: MERIT-BASED AND NEED-BASED FUNDING BY YEAR OF PROGRAM AND TYPE OF SUPPORT, AMOUNT 2020/21

Year of Study	Merit-Based Total Expense	Need-Based Total Expense	Total Expense	Distribution Merit-Based / Need-Based	% of Total	% of Total Enrolment
Year 1	$8,200,419	$833,100	$9,033,519	90.8% / 9.2%	32.8%	26.2%
Year 2 to 5	$11,205,269	$7,073,805	$18,279,074	61.3% / 38.7%	66.5%	67.1%
Special/Visiting Students	$59,823	$132,025	$191,848	31.2% / 68.8%	0.7%	6.7%
Total	**$19,465,510**	**$8,038,930**	**$27,504,441**	**70.8% / 29.2%**	**100.0%**	**100.0%**

Source: Office of the Registrar
Note: The graph does not include Government of Alberta need- or merit-based funding or repayable emergency loans.

2. DOMESTIC UNDERGRADUATE STUDENT FINANCIAL SUPPORT

2.1 OVERALL DOMESTIC UNDERGRADUATE FINANCIAL SUPPORT

In 2020/21, domestic[9] students made up 85.5 per cent of our undergraduate student population[10] and 60 per cent (17,497) of domestic students received financial support. 78 per cent[11] of overall available undergraduate financial support (exclusive of government loans) went to domestic students.

For funds administered by the RO, there was a year-over-year increase in overall spending of 3 per cent ($786,696) primarily based on an increase in bursary spending. While there was a 5.7 per cent increase in the total number of undergraduate students receiving financial supports (which includes government loans), there was a 3.8 per cent decrease in the number of domestic students (325 fewer) receiving RO administered funding (which excludes government loans) with decreases in the number of students across all funding types. While total domestic spending increased, it went to fewer students.

The decrease in the number of students accessing emergency loans (e-loans) is down, a positive trend to note. However, the assumption is that needs were met, and financial emergencies were supported by other programs and sources. Decreases in the number of bursaries is a result of decreased demand, which could be a combination of changes to living expenses due to remote learning and/or increases in non-repayable federal grant funding. Decreases in the number of scholarships is attributed to decreases in applications for government merit-based awards, specifically the Jason Lang scholarship.

Bursaries saw a 17.1 per cent increase ($947,906). There was increased spending on bursaries because of the increase in allocation to need-based programs from the tuition offset revenue. Total tuition offset spent on undergraduate domestic students was $1,551,500. Emergency bursaries are also included in the bursary total. 149 domestic students received $198,800 in emergency bursaries.

E-loans were down 44.9 per cent ($121,405).

TABLE 9: ALLOCATION OF RO ADMINISTERED FUNDS AMONG DOMESTIC UNDERGRADUATES BY TYPE OF FINANCIAL SUPPORT

	Number of Students				Total Amount			
Funding Source	**2018/19**	**2019/20**	**2020/21**	**Trend**	**2017/18**	**2019/20**	**2020/21**	**Trend**
Scholarship	7,266	7,580	7,469	↓	$20,330,013	$20,268,739	$20,228,933	→
Bursary	698	886	739	↓	$4,967,514	$5,540,619	$6,488,525	↑
Repayable Emergency Loan	173	160	93	↓	$348,592	$270,135	$148,730	↓
RO Administered Total	**8,137**	**8,626**	**8,301**	**↓**	**$25,646,119**	**$26,079,493**	**$26,866,189**	**↑**

Source: Office of the Registrar

Government of Alberta merit-based funding[12] (captured as part of scholarships) made up 34 per cent ($6.85M) of total domestic undergraduate scholarships.

9 Domestic status means Canadian Citizen, Permanent Resident, or protected persons/refugees.

10 2020/21 Annual Report on Undergraduate Enrolment.

11 The proportion of funding allocated to domestic students decreased in 20/21 because of changes in the approach to allocation of international tuition offset, which has increase as a result of the increases in international tuition costs.

12 Government of Alberta merit-based funding reflects provincially funded merit-based awards [including the Jason Lang Scholarship, the Louise McKinney Post-Secondary Scholarship, the Alberta Athletic Awards, and the Indigenous Careers Award] but does not include government student loans. The recipient information for the Alexander Rutherford Scholarship is not captured by the University of Alberta and therefore is not included in this summary.

Government merit-based funding is not the total amount of Government of Alberta (GOA) scholarships issued to University of Alberta students. This $6.85M includes the GOA scholarships for continuing students that require RO support in administration (either application collection and/or fund disbursement). This $6.85M does not include the Alexander Rutherford Scholarship, which is a significant program for new students from high school.

In terms of government loans, 73 per cent (12,854) of domestic students who access funding did so through government loans. This represents 44 per cent of all domestic undergraduate students.

Unmet need is defined as the dollar amount of assessed financial shortfall per student that remained after the maximum bursary values were applied. With the increase in tuition offset revenue, the annual maximums for bursaries increased from $8,000 in 2019/20 to $11,000-$15,000 in 2020/21. The range in annual maximum was dependent on demographic information. Indigenous students, students from low-income families, students with dependents and students with disabilities were eligible for higher annual maximums.

Of the 739 domestic students that received bursary funding, 184 (25 per cent) had an unmet need after the full annual bursary maximum was applied. This represents 0.6 per cent of total domestic undergraduate students. The number of students with unmet need remains small. The average unmet need was $9,003 and the median was $4,550. As previously noted, unmet need is variable by student demographic. For domestic students, 64 per cent ($1,062,800) of unmet need was from students in professional programs (Faculty of Medicine and Dentistry and Pharmacy and Pharmaceutical Sciences).

TABLE 10: NUMBER AND AMOUNT OF UNMET NEED, DOMESTIC UNDERGRADUATES 2020/21

Number of Bursary Recipients with Unmet Need	Total Amount of Unmet Need	% of Total Undergraduate Enrolment
184	1,656,500	0.6%

In 2020/21, overall undergraduate enrolment increased 5.2 per cent year-over-year and the number of students accessing loans increased by 5.6 per cent. While the number of students accessing loans increased, the total value of loans accessed decreased by 9.6 per cent ($12.6M), an average per student decrease of $1,552. This decrease could be attributed to remote learning and changes in student living expenses.

TABLE 11: ALLOCATION OF GOVERNMENT LOAN FUNDS AMONG DOMESTIC UNDERGRADUATES

	Number of Students				Total Amount		
Funding Source	2018/19	2019/20	2020/21	Trend	2018/19	2019/20	2020/21
Government Loan	11,501	12,169	12,854	↑	$60,466,059[13]	$131,412,171	$118,854,073

Source: Office of the Registrar

13 The increase in government loan funding noted in 19/20 and 20/21 is the result of improved reporting on government loan totals for Alberta students (not just what is remitted to the student account which has previously been all the information available to the University).

2.2 ORIGIN AT THE TIME OF APPLICATION, DOMESTIC UNDERGRADUATE

In 2020/21, 87 per cent of all domestic undergraduate students listed a home address in Alberta in the student information system at the time of application. Alberta students received 84 per cent of financial supports provided to domestic undergraduate students which was a 1.2 per cent decrease from the last cycle. Alberta students remain a priority for the university, and financial support programs will continue to be reviewed to ensure the resources available meet the needs of this vital demographic.

For the past four years, there has also been a focus on ensuring availability of scholarships for out-of-province students as part of the National Recruitment Strategy. Out-of-province students (Canada excluding Alberta) received 12.8 per cent of the overall funding.

TABLE 12: DISTRIBUTION OF FINANCIAL SUPPORT TO DOMESTIC UNDERGRADUATE STUDENTS BY ORIGIN ADDRESS AT TIME OF APPLICATION, 2020/21

Origin	% of Total Enrolment	Scholarship	Bursary	Repayable Emergency Loan	% of Total Funds
Alberta Area	87%	85.3%	79.8%	76.9%	83.8%
Canada excluding Alberta	10%	12.3%	14.1%	15.0%	12.8%
Outside Canada	3%	2.4%	6.2%	8.1%	3.4%
Total Dollar Amount		**$20,228,933**	**$6,488,525**	**$148,730**	**$27,643,779**

Source: Office of the Registrar
Note: Government merit-based funding is captured here as part of scholarships.

As a transfer student from British Columbia and a low-income household, receiving The Arthur and Gladys McGinnis Bar None Leadership Scholarship has made such a difference to my first year at the University of Alberta. I was able to focus on school instead of worrying and working extra shifts to pay off tuition.

Eunice, Faculty of ALES | Port Coquitlam

2.3 ALLOCATION OF ENTRANCE SCHOLARSHIPS, DOMESTIC UNDERGRADUATE

Entrance scholarships are defined as awards given to a university student entering an undergraduate degree program directly from high school. As work continues to ensure the university has a diverse class of students, financial support programs such as Entrance Scholarships continue to be an important tool to support our student recruitment strategies with increased attention to priority groups of prospective students, including out-of-province students and top academic achievers.

Overall, spending on domestic entrance scholarships was similar to previous years, with $3,397,400 awarded to 760 students. Similar spending rates year-over-year are the result of the admission-based scholarship program where planned spending is based on the profile of the previous year's top 5 per cent of students. In brief, we predetermine the average required for top (high-value) admission-based awards based on last year's admission averages. This allows for better prediction of expenses.

- 72 per cent of entrance scholarships were for students with admission averages above 90 per cent. This is intentional as larger scholarships ensure we are competitive with other institutions.
- 27 per cent of entrance scholarships were for students with admission averages below 90 per cent.

TABLE 13: ALLOCATION OF ENTRANCE SCHOLARSHIP BY MERIT AMONG REGISTERED HIGH SCHOOL APPLICANTS, 2020/21

Admission Average	Number of Recipients	Total Amount	% of Total Amount	Average Amount
Less than 80	57[14]	$159,507	4.69%	$2,798
80 – 84.99	94	$267,470	7.87%	$2,845
85 – 89.99	170	$510,892	15.04%	$3,005
90 – 94.99	243	$1,068,250	31.44%	$4,396
95 – 100	196	$1,391,281	40.95%	$7,098
Total	**760**	**$3,397,400**	**100.00%**	**$4,470**

Source: Office of the Registrar

I was proud to receive an entrance scholarship to the Faculté Saint Jean. It made a huge difference in paying my tuition. I'm grateful to be able to attend university in French in my home province.

Griffin, Faculté Saint-Jean | St. Albert

14 In 2020/21 there was an increase in the number of domestic entrance students receiving scholarships with an admission average below 80%. This is primarily attributed to a new donor funded entrance scholarship for Campus St Jean students.

2.4 ALLOCATION BY PROGRAM YEAR, DOMESTIC UNDERGRADUATE

The distribution of financial support remains consistent and continues to see students in the upper years of their program use need-based financial supports at a greater rate than students in the earlier years of the program.

In 2020/21, there was an increase of 2.4 per cent ($136,765) of total spending on Year 1 students, and an increase of 3.4 per cent ($672,878) in total spending on continuing (Year 2 – 5) students.

Bursaries accounted for the most significant changes with a 10.4 per cent ($76,690) increase in bursary spending on Year 1 students, and an 18 per cent ($843,767) increase in bursary spending for Year 2 – 5 students.

TABLE 14: RATIO OF ALLOCATION OF RESOURCES BY YEAR OF PROGRAM

	2020/21						2019/20	
Year of Study	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	Number of Students	Total	% of Total
Year 1	$5,060,412	$816,400	$23,706	$5,900,518	21.96%	1,334	$5,763,753	22.10%
Year 2 – 5	$15,041,948	$5,540,100	$107,744	$20,689,793	77.01%	6,571	$20,016,915	76.75%
Special/Visiting Students	$126,573	$132,025	$17,280	$275,878	1.03%	51	$298,825	1.15%
Total	**$20,228,933**	**$6,488,525**	**$148,730**	**$26,866,18**	**100.0%**	**7,956**	**$26,079,493**	**100.0%**

Source: Office of the Registrar
Note: Percentages shown will not add up to 100 per cent due to rounding
Note: Government merit-based funding is captured here as part of scholarships.

The current bursary program seeks to support students in their upper years of study who are facing financial challenges; however, the current bursary program does not create access for new incoming undergraduate students. This is a known gap and the RO is actively working towards create new need-based programs for entrance students.

2.5 GOVERNMENT STUDENT LOANS, DOMESTIC UNDERGRADUATE

12,852 domestic students received financial support through the provision of Canadian government loans (both federal and provincial) for a total of $118,842,073. Loans continue to be important supports that are fundamental to increasing access to education. In 2020/21, 44 per cent of all domestic undergraduate students accessed government loans with relatively even distribution across years of study.

While there was an increase in the number of students accessing loan funding in 2020/21, the total amount of loan funding students accessed decreased. This decrease could be attributed to changes in student living expenses due to remote learning.

TABLE 15: FUNDING BY YEAR OF PROGRAM AND TYPE OF SUPPORT, AMOUNT, 2020/21

Year of Study	Number of Students	Total Amount	% of Total Amount
Year 1	3,041	$27,085,825	22.8%
Year 2 – 5	9,557	$90,386,560	76.0%
Special/Visiting Students	256	$1,381,688	1.2%
Total	**12,854**	**$118,854,073**	**100.00%**

Source: Office of the Registrar

2.6 GOVERNMENT GRANTS, DOMESTIC UNDERGRADUATE

Government grant funding is non-repayable funding issued by provincial and federal granting agencies. Government grants support students from diverse backgrounds (students from low-income families, students with dependents, and students with disabilities) to encourage participation in post-secondary education.

The grant funding information available below is reflective of the grants issued to students receiving loans through Alberta Student Aid. It does not capture all government grants issued to all undergraduate students as information for out-of-province students is not available.

- In 2020/21, maximum grant amounts funded by the federal government doubled compared to prior years. This increase in non-repayable funding is demonstrated by the data.
- 9,883 students received $58M in government grant funding, from a total of 10,715 grants (some students are eligible for multiple grant types). This is a 20 per cent (1,640) increase in the number of students and 120 per cent ($30,638,186) increase in the total amount of grant funding provided.
- 83.9 per cent of Alberta loan borrowers received some type of grant funding.
- 9,825 domestic undergraduate students received an income-based grant which is primarily comprised of federal funding. This represents 39 per cent of Alberta students.
- The average number of students and the total grant amounts for income grants increased significantly by 1,589 students and $30,053,650).
- The number of students and the total number of dependents issued decreased by 201 students and $480,985.
- Distribution of grants across years of study demonstrate a similar pattern to overall need-based spending, with students in upper years of study accounting for most of the grants.

TABLE 16: FUNDING BY GRANT CATEGORY, AMOUNT, 2020/21

	Number of Students			Total Amount			Average Amount		
Grant Category	2019/20	2020/21	Trend	2019/20	2020/21	Trend	2019/20	2020/21	Trend
Income Grant	8,236	9,825	↑	$23,773,715	$53,827,365	↑	$2,887	$5,479	↑
Disability Grant	410	457	↑	$866,135	$1,931,656	↑	$2,113	$4,227	↑
Dependent Grant	634	433	↓	$2,742,890	$2,261,905	↓	$4,326	$5,224	↑
Total	**9,280**	**10,715**	↑	**$27,382,740**	**$58,020,926**	↑	**$2,951**	**$5,415**	↑

Source: Office of the Registrar

TABLE 17: FUNDING BY GRANT CATEGORY BY YEAR OF STUDY, AMOUNT, 2020/21

Year of Study	Income Grant	Disability Grant	Dependent Grant	Total	% of Total	% of Enrolment
Year 1	$11,384,845	$269,464	$334,150	$11,988,459	20.8%	26%
Year 2 – 5	$42,147,730	$1,591,351	$1,883,185	$45,622,266	79.2%	67%
Special/Visiting Students	$294,790	$70,841	$44,570	$410,201	0.7%	7%
Total	**$53,532,575**	**$1,860,815**	**$2,217,335**	**$57,610,725**	**100.0%**	**100.0%**

Source: Office of the Registrar

Funding sources often work together to support the financial needs of students. In addition to receiving income grants, many of those students also received RO-administered funding in 2020/21 through the following sources:

- 24 per cent (2,354) of income grant recipients also received RO administered scholarships.
- 5 per cent (537) of income grant recipients also received bursary funding. These 537 students account for 90 per cent of the total number of domestic Alberta students[15] receiving bursaries (596). This demonstrates that our bursary program is supporting students with increased financial barriers not covered by government grants alone.

TABLE 18: NUMBER OF STUDENTS RECEIVING BOTH INCOME GRANT AND OTHER RO ADMINISTERED FINANCIAL SUPPORT, 2020/21

Financial Aid Type	Number of Students Receiving Income Grant and Other Financial Aid Type	% of Number of Students Receiving Income Grants and Other Financial Aid Type to Total Number Income Grant Recipients
Scholarship Total	2,354	24%
Bursary Total	537	5%
Repayable Loan, University	59	1%

Source: Office of the Registrar

I'd just like to thank you for awarding me the student bursary. I didn't expect a quick follow up and the aid I would receive. I can only hope to pay it forward as soon as I can. Thank you for all the time and consideration the office has put into this. Much appreciated!

Caroline, Faculty of Medicine and Dentistry | Edmonton

15 Domestic Alberta students is defined here as students whose origin province at the time of application for admission was Alberta.

3. INDIGENOUS UNDERGRADUATE STUDENT FINANCIAL SUPPORT

3.1 OVERALL INDIGENOUS UNDERGRADUATE FINANCIAL SUPPORT

Indigenous students make up approximately 4.7 per cent[16] of the domestic undergraduate population. Indigenous learners face unique financial challenges and barriers. Dedicated and robust financial support programs have been established as part of the university's strong commitment to support Alberta and Canada's Indigenous population.

According to the 2020/21 Annual Report on Undergraduate Enrolment, the university has 1,361 self-declared Indigenous students. Of these 1,361 students, 65 per cent (889 students) are currently receiving financial support (not including third-party/First Nations, Métis, or Inuit sponsorship).

In 2020/21, overall spending on Indigenous students from RO administered funding sources increased by 14.7 per cent ($387,302), which is largely attributed to an increase in bursary and scholarship funding.

- Government of Alberta merit-based funding[17] (captured as part of scholarships) made up 53 per cent ($1.05M) of total Indigenous undergraduate scholarships in 2020/21.
- Bursary spending increased by 39 per cent ($228,096). An increase in tuition offset revenue provided additional bursary funding to Indigenous students. This was facilitated through increases in annual maximums but also with increased funding specifically intended for Indigenous bursary applicants.
    - Total tuition offset spent on Indigenous students was $246,300, which is 15.9 per cent of total domestic undergraduate tuition offset spending.
- Included in the bursary total is emergency bursaries issued to Indigenous students. 19 students received $28,150 in emergency bursaries. SFS worked with Indigenous colleagues on campus to improve awareness of the emergency bursary program and reduce barriers to accessing non-repayable emergency supports.
- 6.2 per cent of Indigenous students received bursary funding in 2020/21. This is 4 per cent higher that the non-Indigenous domestic population.
- Scholarship funding increased by 10 per cent ($198,034). This is primarily additional scholarships awarded from university operating dollars.

More Indigenous students received some type of financial support than in previous years, but this was not proportional to the increase in Indigenous enrolment. Indigenous enrolment increased by 5.3 per cent while the number of Indigenous students receiving financial supports only increased by 2.5 per cent.

16 2020/21 Annual Report on Undergraduate Enrolment.

17 Government of Alberta merit-based funding reflects provincially funded merit-based awards [including the Jason Lang Scholarship, the Louise McKinney Post-Secondary Scholarship, the Alberta Athletic Awards, and the Indigenous Careers Award] but does not include government student loans. The recipient information for the Alexander Rutherford Scholarship is not captured by the University of Alberta and therefore is not included in this summary.

TABLE 19: ALLOCATION OF RO ADMINISTERED FUNDS TO INDIGENOUS STUDENTS BY TYPE OF SUPPORT

	Number of Students				Total Amount			
Funding Source	2018/19	2019/20	2020/21	Trend	2018/19	2019/20	2020/21	Trend
Scholarship	556	522	551	↑	$2,417,320	$1,962,639	$2,160,673	↑
Bursary	55	118	85	↓	$369,086	$579,679	$807,775	↑
Repayable Emergency Loan	52	61	34	↓	$111,227	$90,861	$52,033	↓
RO Administered Total	**663**	**701**	**670**	**↓**	**$2,897,633**	**$2,633,179**	**$3,020,481**	**↑**

Source: Office of the Registrar
Note: Government merit-based funding is captured here as part of scholarships.

Of the 85 Indigenous students who received bursary funding, 17 (20 per cent) had an unmet need after the full annual bursary maximum was applied which represents 1.2 per cent of total Indigenous undergraduate students. While there remains unmet need, the number of students is small. The proportion of Indigenous students who had unmet need is less than non-Indigenous domestic students (they make up 25 per cent); however, the per cent of total enrolment is twice as high for Indigenous students.

The average amount of unmet need is $6,047, which is $3,257 lower than the average amount of unmet need for non-Indigenous domestic students (which is $9,304). The median unmet need for Indigenous students is $3,000, which is $1,600 less than the median for non-Indigenous domestic students, demonstrating that more unmet need of Indigenous students was met, which is a funding allocation priority for the tuition offset spending.

TABLE 20: NUMBER AND AMOUNT OF UNMET NEED, INDIGENOUS UNDERGRADUATES 2020/21

Number of Bursary Recipients with Unmet Need	Total Amount of Unmet Need	% of Total Undergraduate Enrolment
17	102,800	1.2%

There is an upward trend in the number of Indigenous students accessing government loan funding and a downward trend in the total amount received with 570 Indigenous students accessing $5.5M in government loans in 2020/21. This accounts for 42 per cent of total Indigenous undergraduate enrolment.

More Indigenous students accessed government loan funding, while the total amount of government loans provided decreased. This follows a similar trend to overall domestic students.

TABLE 21: ALLOCATION OF GOVERNMENT LOAN FUNDS AMONG INDIGENOUS STUDENTS

	Number of Students				Total Amount			
Funding Source	2018/19	2019/20	2020/21	Trend	2018/19	2019/20	2020/21	Trend
Government Loan	443	532	570	↑	$1,905,454	$5,791,374	$5,499,171	↓

Source: Office of the Registrar

Generally, the percentage of Indigenous students accessing scholarships and bursaries is higher than their enrolment of 4 per cent. The distribution of Indigenous financial support as a percentage of total undergraduate financial support was consistent with the overall distribution in 2019/20.

TABLE 22: RO ADMINISTERED SUPPORT TO INDIGENOUS STUDENTS, 2020/21

Funding Source	Number of students	Total Indigenous Financial Support	Total Undergraduate Financial Support	% of Total
Scholarship	551	$2,160,673	$26,316,310	8.2%
Bursary	85	$807,775	$8,038,930	9.1%
Repayable Emergency Loan	34	$52,033	$166,180	31.3%
Total	**670**	**$3,020,481**	**$34,521,420**	**8.7%**

Source: Office of the Registrar
Note: Total recipients includes double counting.
Note: Government merit-based funding is captured here as part of scholarships.

3.2 ALLOCATION OF ENTRANCE SCHOLARSHIPS, INDIGENOUS UNDERGRADUATE

90 Indigenous students received entrance scholarships. This is 11.8 per cent of all domestic entrance scholarship recipients. Because admission averages tend to be lower for Indigenous students, it's expected that more funding is allocated to Indigenous students in lower ranges compared to those in the overall domestic recipient pool. The success of this group of students is also a priority for the university.

- 47 per cent of entrance scholarships were for students with admission averages above 90 per cent.
- 53 per cent of entrance scholarships were for Indigenous students with admission averages below 90 per cent.
- While the number of students receiving entrance dollars is higher than the proportion of total Indigenous students on campus (4 per cent), the average amount of entrance scholarships to Indigenous students is $1,651 lower than the average for all domestic students

TABLE 23: ALLOCATION OF ENTRANCE SCHOLARSHIP BY MERIT AMONG REGISTERED HIGH SCHOOL APPLICANTS, 2020/21

Admission Average	Number of Recipients	Total Amount	% of Total Amount	Average Amount
Less than 80	11	$30,800	12.14%	$2.800
80 – 84.99	24	$44,950	17.71%	$1.873
85 – 89.99	25	$59,000	23.25%	$2,360
90 – 94.99	22	$72,300	28.49%	$3,286
95 – 100	8	$46,700	18.40%	$5,838
Total	**90**	**$253,750**	**100.00%**	**$2,819**

Source: Office of the Registrar

I continue to be honoured to be the recipient of the BA (NS)/BSc (ENCS) Award. I am a dedicated student who strives for academic excellence and upholds academic integrity. I feel the awards have proven that my efforts have been worthwhile and continue to push me to be the best student I can be. The University of Alberta awards have helped relieve financial stress and allow me to continue pursuing academic excellence.

Janelle, Faculty of Native Studies | Edmonton

3.3 ALLOCATION BY PROGRAM YEAR, INDIGENOUS UNDERGRADUATE

Similarly to non-Indigenous domestic students, the distribution of financial support remains consistent and continues to see students in the upper years of their program use need-based financial supports at a greater rate than students in the earlier years of the program.

In 2020/21, there was an increase of 37.4 per cent ($176,005) of total spending on Year 1 students, and an increase of 9.8 per cent ($194,339) in total spending on continuing students (Year 2 – 5). Bursaries accounted for the most significant changes with a 49.4 per cent ($50,550) increase in bursary spending on Year 1 students, and a 32.2 per cent ($138,497) increase in bursary spending for Year 2 – 5 students. This increase in bursary spending is attributed to increased allocation of tuition offset revenue.

Funding to students in the Special / Visiting Students category includes the Transition Year Program (TYP), a program in Open Studies, with 6.4 per cent ($193,505) of total Indigenous funding going to Indigenous students in Open Studies programs. 70.1 per cent of all domestic funding to Special / Visiting Students are Indigenous (total domestic is $275,878 and total Indigenous is $193,505).

TABLE 24: RATIO OF ALLOCATION OF RESOURCES BY YEAR OF PROGRAM

	2020/21						2019/20	
Year of Study	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	Number of Students	Total	% of Total
Year 1	$485,000	$152,900	$8,420	$646,320	21.40%	150	$470,315	17.9%
Year 2 – 5	$1,575,173	$569,150	$36,333	$2,180,656	72.20%	423	$1,986,317	75.4%
Special/Visiting Students	$100,500	$85,725	$7,280	$193,505	6.41%	32	$176,547	6.7%
Total	**$2,160,673**	**$807,775**	**$52,033**	**$3,020,481**	**100.00%**	**605**	**$2,633,179**	**100.0%**

Source: Office of the Registrar
Note: Percentages shown will not add up to 100 per cent due to rounding.
Note: Government merit-based funding is captured here as part of scholarships.

3.4 GOVERNMENT STUDENT LOANS, INDIGENOUS UNDERGRADUATE

570 Indigenous students received financial support through the provision of Canadian government loans (both federal and provincial) for a total of $5,499,171. Loans continue to be important supports that are fundamental to increasing access to education. In 2020/21, 42 per cent of all Indigenous undergraduate students accessed government loans with relatively even distribution across years of study.

TABLE 25: FUNDING BY YEAR OF PROGRAM AND TYPE OF SUPPORT, AMOUNT, 2020/21

Year of Study	Number of Students	Total Amount	% of Total Amount
Year 1	139	$1,407,369	25.6%
Year 2 – 5	405	$3,866,020	70.3%
Special/Visiting Students	26	$225,782	4.1%
Total	**570**	**$5,499,171**	**100.00%**

Source: Office of the Registrar

3.5 GOVERNMENT GRANTS, INDIGENOUS UNDERGRADUATE

466 students received $3.2M in government grant funding, from a total of 570 grants (some students are eligible for multiple grant types). 81.8 per cent of Alberta Indigenous loan borrowers also received grant funding. 463 Indigenous undergraduate students received an income-based grant which is primarily comprised of federal funding. This represents 34 per cent of the total number of Indigenous students enroled.

TABLE 26: FUNDING BY GRANT CATEGORY, AMOUNT, 2020/21

Grant Category	Number of Students	Total Amount	Average Amount	% of Total
Income Grant	463	$2,680,910	$5,790	84.2%
Disability Grant	52	$217,966	$4,192	6.8%
Dependent Grant	55	$286,560	$5,210	9.0%
Total	**570**	**$3,185,436**	**$5,588**	**100.0%**

Source: Office of the Registrar

TABLE 27: FUNDING BY GRANT CATEGORY BY YEAR OF STUDY, AMOUNT, 2020/21

Year of Study	Income Grant	Disability Grant	Dependent Grant	Total	% of Total	% of Enrolment
Year 1	$641,005	$24,000	$73,600	$738,605	24%	29%
Year 2 – 5	$1,971,880	$185,125	$212,960	$2,369,965	76%	63%
Special/Visiting Students	$68,025	$8,841		$76,866	2%	8%
Total	**$2,612,885**	**$209,125**	**$286,560**	**$3,108,570**	**100%**	**100.0%**

Source: Office of the Registrar

In addition to income grants, in 2020/21 many of those students also received RO-administered funding through the following sources:

- 41 per cent (190) of income grant recipients also received RO-administered scholarships. This is higher than the total non-Indigenous domestic proportion (which is 23 per cent).
- 10 per cent (48) income grant recipients also received bursary funding. These 48 students account for 56 per cent of the total number of Indigenous students receiving bursaries. This demonstrates that our bursary program is supporting students with increased financial barriers not covered by the government grants alone.

TABLE 28: NUMBER OF STUDENTS RECEIVING BOTH INCOME GRANT AND OTHER RO ADMINISTERED FINANCIAL SUPPORT, 2020/21

Financial Aid Type	Number of Students Receiving Income Grant and Other Financial Aid Type	% of Number of Students Receiving Income Grants and Other Financial Aid Type to Total Number Income Grant Recipients
Scholarship Total	190	41%
Bursary Total	48	10%
Repayable Loan, University	21	1%

Source: Office of the Registrar

4. INTERNATIONAL UNDERGRADUATE STUDENT FINANCIAL SUPPORT

4.1 OVERALL INTERNATIONAL UNDERGRADUATE FINANCIAL SUPPORT

International students recruited abroad and international students whose last school attended was in Canada may receive financial supports which are primarily merit-based, funded by the international tuition offset where 7.55 per cent of international student tuition revenue is allocated to international student financial support, and used as a recruitment tool. The expectation from both the Government of Alberta and the university is that international students will fund the full cost of their education; as such, less emphasis is placed on need-based funding for this group. The RO and University of Alberta International (UAI) collaborate to administer the merit-based program and need-based programs to support international yield and retention.

While need-based supports for international students have differing eligibility criteria than for domestic students, the university did see an increase in demand for need-based supports from international students and responded by allocating more funds to international need-based programs.

In 2020/21, 1,596 or 32 per cent of international students (4.7 per cent of total undergraduate recipients) received financial supports. Students from 68 countries received financial supports.

Overall spending on international students in 2020/21 increased by $1,451,891 (23 per cent). This can be attributed to:

- 14 per cent increase in international entrance scholarships spending ($725,981)
- 98 per cent increase in bursary program spending ($766,761) as a result of more funding made available for international need-based financial support.
- Total tuition offset spent on undergraduate international students was $5,871,712.

2.6 per cent of international undergraduate students received need-based financial supports which is up slightly (0.7 per cent for 50 students) compared to the proportion from the previous year. The RO and UAI responded to the increase in need-based programs by allocating additional funds from sources including tuition offset from bursaries and increased allocation from UAI. Bursary funding is issued through both the RO's bursary program and the UAI International Undergraduate Student Bursary (IUSB) program[18]. UAI's contribution to IUSB (a total of $450,800 included in the bursary totals below) was not from tuition offset but from operating funds.

To support recruitment, $1,000 grants were offered to all new incoming international high school students who registered in both Fall and Winter semesters. This totaled $933,000 but is not included in this section.

TABLE 19: ALLOCATION OF FUNDS TO INTERNATIONAL STUDENTS

	Number of Students				Total Amount			
Funding Source	2018/19	2019/20	2020/21	Trend	2018/19	2019/20	2020/21	Trend
Scholarship	940	1,164	1,483	↑	$3,917,660	$5,361,396	$6,087,377	↑
Bursary	81	70	130	↑	$699,224	$783,644	$1,550,405	↑
Repayable Emergency Loan	11	23	13	↓	$28,960	$53,301	$17,450	↓
Total	**1,032**	**1,257**	**1,626**	↑	**$4,645,844**	**$6,198,341**	**$7,655,232**	↑

Source: Office of the Registrar
Note: Figure represents funding from University Operating, Donor Endowed, Donor Annual, and Repayable Emergency Loans administered by both the RO and UAI. Total recipients includes double counting.

18 The International Undergraduate Student Bursary program is administered by UAI (application, assessment and selection facilitated by UAI); however, payments disbursed to students are facilitated by SFS. This bursary program is funded by differential fees.

Of the 130 international students that received bursary funding, 76 (59 per cent) had an unmet need after the full annual bursary maximum applied which represents 1.5 per cent of total international undergraduate students. While there remains unmet need, the number of students is small. This proportion of students with unmet need vary from domestic students (which was 25 per cent of bursary recipients having unmet need). This can be associated with the differences in costs of tuition between the two student groups.

As noted in the Message from the Registrar, changes to the international budget model resulted in more money for international financial supports. While the domestic tuition offset only supports need-based programs, the international offset supports both undergraduate recruitment scholarships, undergraduate continuing scholarships, and need-based programs for undergraduate and graduate.

The average unmet need for international undergraduate students was $8,628. 27 students (36 per cent of total international students with unmet need and 1.5 per cent of total international undergraduate enrolment) had an unmet need of more than $10,000 (for a total of $453,553) which accounted for 69 per cent of the total amount of international unmet need.

As noted in the Executive Summary, the RO was successful in seeking approval from the provincial government to spend some of the prior year's international carry-forward, which was used to address some of the unmet need of international students.

TABLE 30: NUMBER AND AMOUNT OF UNMET NEED, INTERNATIONAL UNDERGRADUATES 2020/21

Number of Bursary Recipients with Unmet Need	Total Amount of Unmet Need	% of Total Undergraduate Enrolment
76	$655,758	1.5%

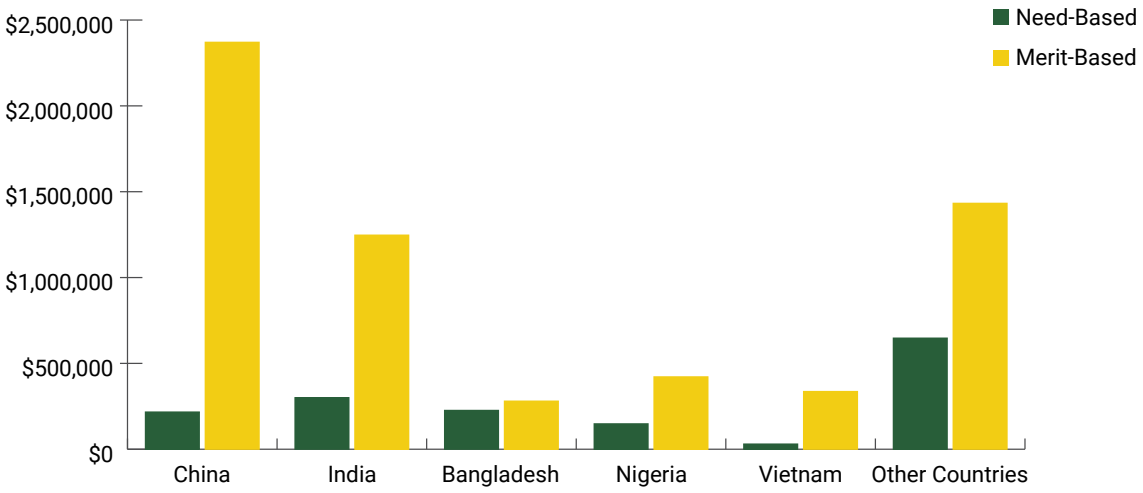
4.2 ORIGIN AT THE TIME OF APPLICATION, INTERNATIONAL UNDERGRADUATE

International students currently account for 14.5 per cent of university undergraduate enrolment. While geographic diversity in international recruitment is a strategic goal for the university to ensure we are building a diverse class, the university also continues to make strategic choices to maintain access for domestic students.

The diversity of countries represented by students who received financial supports is consistent with previous years. China remains the most represented country of citizenship among international students (61.3 per cent)[19], and the country whose students received the most financial support (34 per cent of international supports). In 2020/21, funding to students from China increased by $288,347 while funding to students from regions other than China increase by $1,163,573.

This trend reflects successful recruitment efforts to diversify the international population on campus, while maintaining support for international students from all regions.

FIGURE 4: TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP RECEIVING FINANCIAL SUPPORT



Source: Office of the Registrar
Note: The proportion of international enrolment in 2020/21 for these countries was China 61.3%, India 10.7%, Bangladesh 3.3%, Nigeria 3.7%, Vietnam 2.5%, Other 18.6%

4.3 ALLOCATION OF ENTRANCE SCHOLARSHIPS, INTERNATIONAL UNDERGRADUATE

As with domestic students, entrance scholarships will continue to be an important part of international student recruitment strategies focused on attracting top academic achievers to the university.

To support recruitment, $1,000 grants were offered to all new incoming international high school students who registered in both Fall and Winter semesters. This amounted to $933,000 but is not included in the following totals.

Overall, spending on international entrance scholarships increased modestly by 3 per cent ($77,603) year-over-year.

- 64.5 per cent of entrance scholarships were for students with admission averages above 90 per cent. This is intentional as larger scholarships ensure we are competitive with other institutions.
- 35.5 per cent of entrance scholarships were for students with admission averages below 90 per cent.

Most of the international entrance scholarship are admission-based, which allows for scholarship offers to be made shortly after offers of admission, a strategy known to improve yield. Rolling admissions and scholarship offers occur throughout most of the recruitment cycle based on the availability of funds.

To support international yield during the pandemic, admission-based offers were made to most new incoming international students.

19 2020/21 Annual Report on Undergraduate Enrolment.

TABLE 31: ALLOCATION OF ENTRANCE SCHOLARSHIP BY MERIT AMONG REGISTERED HIGH SCHOOL INTERNATIONAL APPLICANTS, 2020/21

Admission Average	Number of Recipients	Total Amount	% of Total Amount	Average Amount
Less than 80	5	$12,600	0.4%	$2,520
80 – 84.99	98	$241,500	7.7%	$2,464
85 – 89.99	230	$854,088	27.4%	$3,713
90 – 94.99	268	$1,268,435	40.7%	$4,733
95 – 100	79	$741,350	23.8%	$9,384
Total	**680**	**$3,117,973**	**100.0%**	**$4,585**

Source: Office of the Registrar

4.4 ALLOCATION BY PROGRAM YEAR, INTERNATIONAL UNDERGRADUATE

The overall increase in funding shows a 2 per cent increase ($71,899) in spending on Year 1 students, and an increase of 53.2 per cent ($1,405,800) in spending on continuing (Year 2-5) students.

While spending on Year 1 scholarships supported yield, the university recognized the financial challenges COVID-19 had on international students and allocated significant dollars to provide international students with need-based supports.

TABLE 32: ALLOCATION AMOUNTS BY YEAR OF PROGRAM

	2020/21						2019/20	
Year of Study	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	Number of Recipients	Total	% of Total
Year 1	$3,586,007	$16,700	$3,950	$3,606,657	47.1%	802	$3,534,758	57.0%
Year 2 to 5	$2,500,320	$1,533,705	$13,500	$4,047,526	52.9%	793	$2,641,725	42.6%
Special/Visiting Students	$1,050			$1,050	0.01%	1	$21,857	0.4%
Total	**$6,087,377**	**$1,550,405**	**$17,450**	**$7,655,232**	**100.0%**	**1,596**	**$6,198,341**	**100.0%**

Source: Office of the Registrar
Note: Percentages shown will not add up to 100 per cent due to rounding.

As an international student, scholarships mean a lot. Since the pandemic, the economy around the world is changing and the exchange rate is high due to unforeseen developments. Scholarships offered not only financial support, but they have also helped me mentally, serving as a driving force for my studies.

HO UYEN THU, Faculty of Arts | Vietnam

5. GRADUATE STUDENT FINANCIAL SUPPORT

5.1 OVERALL GRADUATE FINANCIAL SUPPORT

In 2020/21, the RO supported $16.8M in graduate financial support to 1,367 graduate students, which represents 16.7 per cent of total graduate enrolment. This amount only captures a summary of the funding supported by the RO which is primarily focused on need-based financial support.

The majority of graduate student funding (including merit-based funding) is administered by other units and faculties.

- $16.8M in graduate financial support was issued by the RO to 1,367 graduate students. $13.95M (83 per cent) were from government loans.
- $2.77M in RO administered graduate financial support was issued to graduate students.
    - This is a 41.1 per cent ($805,569) increase in RO administered graduate financial support compared to last year. This increase is the result of additional need-based funding issued to graduate students from the tuition offsets and additional contributions from the Graduate Students' Association (GSA), included in this report as Donor, and the Faculty of Graduate Studies and Research (FGSR), included in this report as University.
    - The GSA and FGSR are committed to supporting graduate students through the Supplementary Bursary Program but funding in future years may decrease as things return to normal. Additional support for bursaries was possible because of COVID-19 and funding for bursaries has been committed for next year but totals are not yet confirmed. The RO continues to collaborate with FGSR and GSA to support graduate students.

TABLE 33: TOTAL RO SUPPORTED GRADUATE FINANCIAL SUPPORT, 2020/21

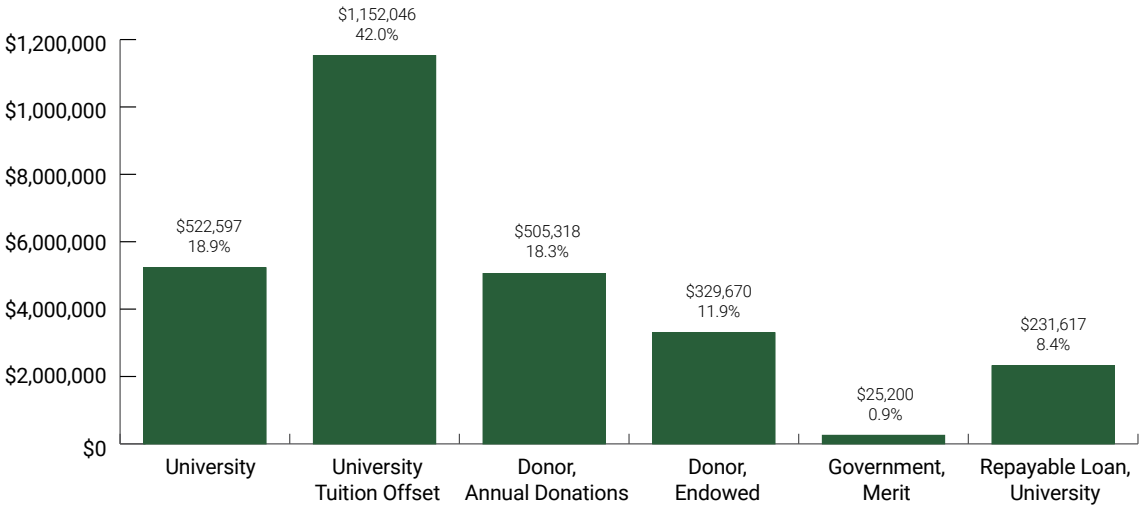
Funding Source	Need-based	Merit-based	Total Amount	% of Total
Donor	$638,982	$196,006	$834,988	5.0%
Government	$13,950,964	$25,200	$13,976,164	83.3%
University	$667,657	$86,557	$754,214	4.5%
University Tuition Offset	$1,152,046	$0	$1,152,046	6.9%
External			$56,567	0.3%
Total	**$16,409,650**	**$307,763**	**$16,773,980**	100.0%

When looking at funding sources (excluding government loans), RO administered funding sources include:

- 69 per cent ($1,906,260) University funds (including repayable loan funds)
    - Increased need-based funding provided by tuition offsets (both international and domestic). Total tuition offsets spent on graduate students was $1,152,046.
    - $231,617 in repayable loans was issued to 116 students in 2020/21. This accounts for 58 per cent of all repayable loans (undergraduate and graduate) administered by the RO and UAI.
- 30 per cent ($834,988) donor funding
    - This is a 91.4 per cent increase in donor funds and is attributed to contributions from the GSA towards bursaries, which is reported here as Donor source.
- 1 per cent[20] government merit accounts funding.

20 Government Merit are funds issued to students who hold enrolment in both UG and Grad Careers (e.g. combined programs).

FIGURE 5: SUPPORT BY FUNDING SOURCE, GRADUATES, 2019/20



Source: Office of the Registrar
Note: Repayable emergency loans include repayable emergency loans issued by both the RO and University of Alberta International. Donor, Annual Donations includes The Graduate Students' Association Bursary (supported by the Graduates' Student Association) and is included in the total for Donor, Annual Donation.

The overall number of students receiving RO administered financial supports decreased, which is attributed to a decrease in the number of students receiving merit-based funding (The Faculty of Graduate Studies and Research does the bulk of merit-based administration). Scholarships are likely to fluctuate depending on the number of students in graduate / undergraduate combined programs (such as MD / MBA).

The number of graduate students accessing need-based supports increased by 14.2 per cent (45 students). The need-based spending also increased by 64.3 per cent ($961,979).

Included in the bursary total is emergency bursaries issued to graduate students. 83 graduate students received $161,131 in emergency bursaries.

TABLE 34: ALLOCATION OF RO ADMINISTERED FUNDS TO GRADUATE STUDENTS BY TYPE OF SUPPORT

	Number of Students			Total Amount		
Funding Source	**2019/20**	**2020/21**	**Trend**	**2019/20**	**2020/21**	**Trend**
Scholarship	130	68	↓	$464,174	$282,563	↓
Bursary	224	246	↑	$1,285,948	$2,227,068	↑
Repayable Emergency Loan	93	116	↑	$210,758	$231,617	↓
Total	**447**	**430**	**↓**	**$1,960,880**	**$2,741,248**	**↑**

Source: Office of the Registrar

Of the 246 graduate students who received bursary funding, 78 (32 per cent) had an unmet need after the full annual bursary maximum was applied which represents 0.95 per cent of total graduate enrolment. While there remains unmet need, the number of students is small. This proportion (0.95 per cent) is similar to the total undergraduate proportion of students with unmet need (0.8 per cent).

The average amount of unmet need was $8,258 and the median unmet need was $5,800. The average unmet need for 24 domestic graduate students with unmet need was $3,354.

54 international graduate students had an average unmet need of $10,437. While it is expected that international unmet need is higher than domestic unmet need, international graduate student unmet need is highest. This is attributed to the differences in how international graduate students finance their education. International graduate students are financially self-supported (whereas undergraduates may have support from parents) and are older and therefore more likely to have to sustain the cost of supporting families and dependents.

TABLE 35: NUMBER AND AMOUNT OF UNMET NEED, GRADUATES 2020/21

Number of Bursary Recipients with Unmet Need	Total Amount of Unmet Need	% of Total Graduate Enrolment
78	$644,100	0.95%

5.2 ALLOCATION BY PROGRAM TYPE

Overall, graduate students accessed RO administered financial supports as follows:

- 52.0 per cent PhD
- 26.1 per cent Master's (Thesis-based)
- 21.9 per cent Master's (Course-based)

TABLE 36: ALLOCATION BY PROGRAM TYPE, GRADUATES, 2020/21

Program	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	% of Enrolment[21]
PhD	$81,824	$1,216,528	$126,567	$1,424,918	52.0%	34.5%
Master's (Thesis-based)	$129,234	$519,314	$66,964	$715,512	26.1%	26.0%
Master's (Course-based)	$71,506	$491,226	$38,087	$600,818	21.9%	38.9%
Total	**$282,563**	**$2,227,068**	**$231,617**	**$2,741,248**	**100.0%**	**99.4%[22]**

Source: Office of the Registrar
Note: Total does not include external funding, and Government merit-based scholarships.
Note: Program category "Other" is made up of Graduate Certificate, Special Student, Qualifying Graduate Student, and Visiting Graduate Student

21 Graduate Student Enrolment Report 2020/21
22 Total enrolment does not add to 100% as there were 229 enroled graduate students in other programs.

5.3 ALLOCATION OF NEED-BASED FINANCIAL SUPPORT BY CITIZENSHIP STATUS, GRADUATE

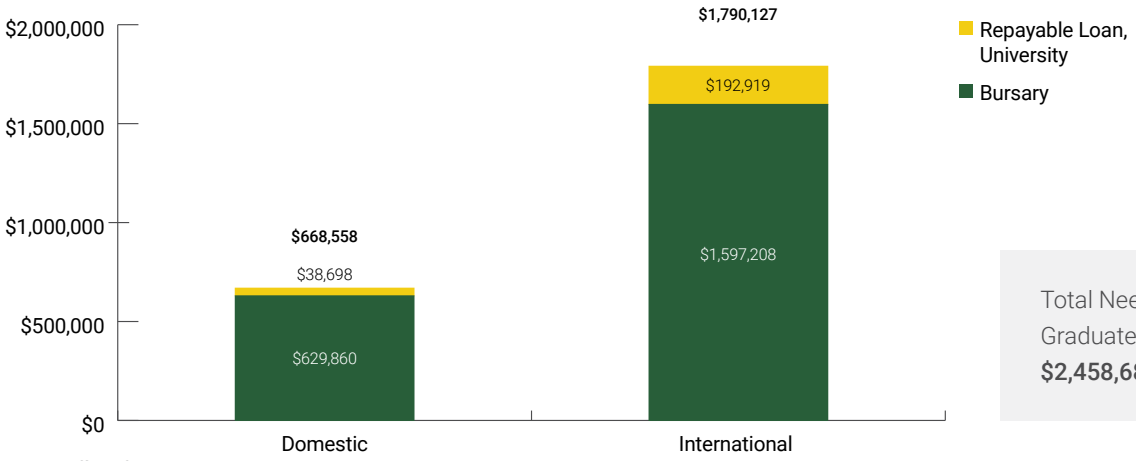
Domestic graduate students account for 63.1 per cent of the graduate study body[23] and received $668,558 in need-based financial supports. This accounts for 27 per cent of total graduate need-based supports.

Domestic graduate unmet need accounts for 12.5 per cent ($80,500) of the total graduate unmet need.

International graduate students currently account for 36.9[24] per cent of graduate enrolment and received $1,790,127 (72.8 per cent of total) in need-based financial supports.

International graduate unmet needs account for 87.5 per cent ($560,600) of the total graduate unmet need.

FIGURE 6: ALLOCATION OF NEED-BASED SUPPORT BY CITIZENSHIP STATUS, GRADUATES, 2020/21



Source: Office of the Registrar

Total Need-Based Support, Graduate, 2019/20 — **$2,458,685**

I can't even begin to thank the bursary department to have helped me so much through these years, and I express deepest gratitude for all the support that was shown to me during these tough times.

Farish, Faculty of Science | Toronto

23 Graduate Student Enrolment Report 2020/21
24 Graduate Student Enrolment Report 2020/21

CLOSING REMARKS

The University of Alberta is committed to ensuring qualified students can attend the university through the provision of robust student financial supports. We recognize that access to affordable education is a shared responsibility between the university, the student, and government, and we will continue to work with all our stakeholders to support our community of diverse and exceptional students from Alberta and around the world. We also know student financial support will continue to be an important factor impacting both yield and retention. Reports like these help us continue to monitor the efficacy of our programs against enrolment goals and adjust as needed.

Looking forward, there may still be a need to adjust our approaches to allocating and stewarding financial supports as we navigate increases to enrolment, domestic and international tuition, and the impacts of COVID-19. While the RO was able to provide emergency funding and additional support to students who were experiencing unforeseen financial challenges due to the pandemic, we will need to continue to track this trend throughout the new academic year. We may continue to see amplified negative impacts for marginalized demographics and we must proactively work to mitigate these where possible, including through programs that address access issues for students from diverse backgrounds. We are refining the international recruitment scholarship strategy to offer more competitive international funding packages and continue to manage available resources, support student demand, and create opportunities with our colleagues in Advancement.

We are committed to continuous improvement through many initiatives. Illustrative of this are the Student Financial Support Discovery Project and the Loans Review Project, both of which focus on the review and adjustment of our business practices and technologies to achieve a sustainable business model over the long term. In addition, we are developing and refining internal practices within the RO to support and advance the university's EDI goals.

Within the Office of the Registrar, we believe student financial support must be a student-centered enterprise and we will continue to make decisions that are well aligned with policy while we address student demand within a reduced capacity. As the university is in the midst of organizational change, the Service Excellence Transformation initiative has the potential to create opportunities to find more efficient and effective ways to manage the administration of financial support and we look forward to capitalizing on this opportunity.

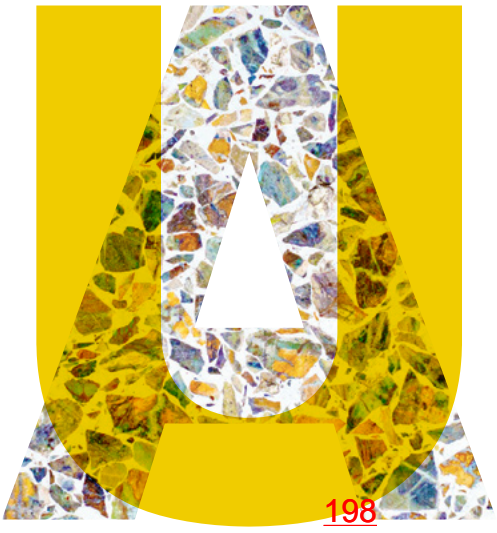
UNIVERSITY OF ALBERTA

Overview

Undergraduate Student Financial Support Overview 2020/21

The Office of the Registrar is committed to the provision of robust student financial support programs to benefit Albertan, out-of-province, Indigenous, and international undergraduate students.

Date:
SEPTEMBER 2021



OUR FUNDING, OUR UNDERGRADUATE STUDENTS

The Undergraduate Student Financial Support Overview provides a snapshot of student funding for the 2020/21 fiscal year. A supplement to the full Annual Report on Student Financial Support, this provides a high-level view of our financial support programs and the students who access them.

Receiving scholarships from the University of Alberta greatly impacted my financial situation. These scholarships have supported me financially and have improved my university experience.

Gina, Agriculture, Life & Environmental Sciences

Receiving scholarships from the University of Alberta has been a tremendous blessing. It has provided both motivation to do my best in my studies, and peace-of-mind knowing that tuition costs will be covered.

Christian, Engineering

UNDERGRADUATE FINANCIAL SUPPORTS — UNIVERSITY OF ALBERTA

FUNDING SOURCE	NEED-BASED	MERIT-BASED	TOTAL AMOUNT
DONOR	$2,597,144	$9,198,007	**$11,795,151**
GOVERNMENT	$118,854,073	$6,850,800	**$125,704,873**
UNIVERSITY OPERATING	$3,092,662	$5,359,596	**$8,452,258**
UNIVERSITY TUITION OFFSETS	$2,515,305	$4,907,907	**$7,423,212**
EXTERNAL FUNDING			**$879,297**
TOTAL	**$127,059,184**	**$26,316,310**	**$154,254,792**

UNDERGRADUATE FINANCIAL SUPPORTS — RO ADMINISTERED

$34.5M
RO ADMINISTERED FUNDING

34% = $11.8M
DONOR

20% = $6.85M
GOVERNMENT

24% = $8.5M
UNIVERSITY OPERATING FUNDS

22% = $7.4M
UNIVERSITY TUITION OFFSETS[1]

[1]Tuition offsets include revenue from both domestic and international tuition. 100 per cent of revenue collected through the university tuition offset was spent.

ABOUT OUR UNDERGRADUATE FINANCIAL SUPPORT RECIPIENTS

19,093 = **56%**

TOTAL RECIPIENTS — **OF TOTAL UNDERGRADUATE ENROLMENT**

34%

OF UNDERGRADUATE STUDENTS WHO RECEIVED **NEED-BASED** SUPPORT ALSO RECEIVED **MERIT-BASED** SUPPORT

YEAR 1	**32.8% OF FUNDING**	26.2% OF TOTAL ENROLMENT
YEAR 2 – 5	**66.5% OF FUNDING**	67.1% OF TOTAL ENROLMENT

DOMESTIC
UNDERGRADUATE STUDENTS

17,497
TOTAL RECIPIENTS

60%
OF TOTAL DOMESTIC UNDERGRADUATE ENROLMENT

$145.7M
RECEIVED IN FUNDING

84%
OF DOMESTIC FUNDING WENT TO ALBERTAN STUDENTS

INDIGENOUS
UNDERGRADUATE STUDENTS

889
TOTAL RECIPIENTS

65%
OF TOTAL INDIGENOUS UNDERGRADUATE ENROLMENT

$8.5M
RECEIVED IN FUNDING

16.8%
INCREASE IN NON-REPAYABLE FINANCIAL SUPPORTS[2]

INTERNATIONAL
UNDERGRADUATE STUDENTS

1,596
TOTAL RECIPIENTS

32%
OF TOTAL INTERNATIONAL UNDERGRADUATE ENROLMENT

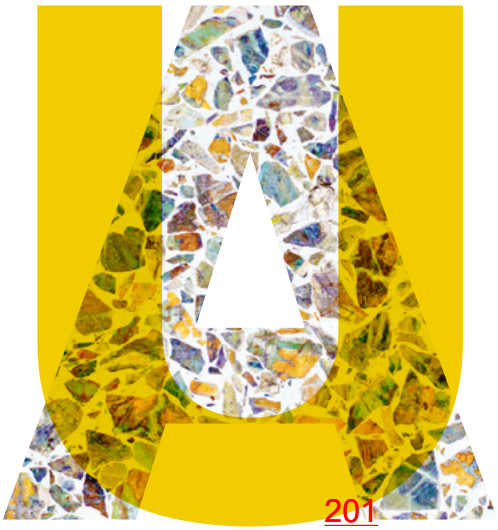
$7.7M
RECEIVED IN FUNDING

68
COUNTRIES REPRESENTED BY STUDENTS RECEIVING FUNDING

[2]Includes bursaries and scholarships

UNIVERSITY OF ALBERTA

For more information, contact:
Office of the Registrar
780.492.3113
ualberta.ca/registrar



Governance Executive Summary
Action Item

Agenda Title	**2022-2023 Academic Schedule**

Motion:

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the Academic Schedule for 2022-2023 (submitted by the Vice-Provost and University Registrar and as set forth in Attachment 7) and, in doing so, empower the Registrar to make any editorial changes as needed as long as the changed do not have the force of policy, to be effective upon final approval.

Item

Action Requested	☒Approval ☐Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter(s)	Melissa Padfield, Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	To provide term and deadline dates for the 2022-2023 Academic Year.
Executive Summary (*outline the specific item– and remember your audience*)	• This proposal provides term and deadline dates for the 2022-2023 Academic Year. • The impact of the proposal is the establishment of deadline dates for the 2022-2023 Academic Year. • The Academic Schedule will be published in the 2022-2023 *University Calendar*. (The dates of the Academic Schedule run from July 1, 2022 – August 31, 2023).
Supplementary Notes and context	The academic schedule was presented from July to June in the past. To align with the university calendar the 2022-2023 academic schedule is being presented from July 1, 2022 to August 31, 2023.

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 Toolkit section Student Participation Protocol>	*Those who are actively **participating**:* • Office of the Registrar
	*Those who have been **consulted**:* • Office of the Provost • Deans, Associate, and Assistant Deans of all faculties • Students' Union • Graduate Students' Association • Office of the Registrar • GFC Executive Members • First draft review August 31, 2021 • Final version review September 28, 2021
	*Those who have been **informed**:* • The Academic Schedule will be published in the 2022-2023 *University Calendar*.
Approval Route (Governance) (including meeting dates)	GFC Executive Committee November 15, 2021 – for final approval

Strategic Alignment

Alignment with *For the Public Good*	The creation of the academic schedule is annual process led by the Office of the Registrar and created collaboratively with many partners on campus. We continually strive to ensure that it is accurate and clear and can support student success. This work touches on many elements within For the Public Good, but most specifically fits under "Excel" and "Sustain". Excel: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Sustain: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.
Alignment with Institutional Risk Indicator	Risk: Student Success Risk statement: If students do not have the opportunity to develop to their full academic and personal potential, the university will fail to achieve its mission and academic goals.
Legislative Compliance and jurisdiction	1. *Post-Secondary Learning Act* (*PSLA*) 2. GFC Executive Committee Terms of Reference (Section 3. (Mandate of the Committee)) 3. GFC Policy: Section 25 (Calendar Changes) 4. UAPPOL Academic Schedule Policy 5. UAPPOL Academic Schedule Procedure

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page 1-2): 2022-2023 month calendar with important dates
2. Attachment 2 (pages 3-5): Major Dates and Deadlines from the 2022-2023 Academic Schedule
3. Attachment 3 (page 6): 2022-2023 Academic Schedule Hours of Instruction Summary
4. Attachment 4 (page 7): Academic Schedule notes for 2022-2023
5. Attachment 5 (pages 8-12): Proposed Academic Schedule for 2022-2023

Prepared by: Anna Vocioni, Assistant Registrar, Office of the Registrar, Examinations and Timetabling

ACTION

July 2022 to August 2023

	term start/end dates
	exam dates
	stat holidays
	Fall/Winter break
	Honor TRC day

July 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023

August 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2022 Spring-Summer dates and deadlines					
IMPORTANT Not all classes follow the dates listed below; check www.registrarsoffice.ualberta.ca for Spring/Summer nonstandard deadline dates and detailed information.					
Classes begin					
Spring Term		May 9, 2022	Summer Term		July 4, 2022
	First half	May 9, 2022		First half	July 4, 2022
	Second half	May 30, 2022		Second half	July 25, 2022
Spring/Summer terms (13 week A/B, part classes)		Classes begin date exceptions may apply, refer Bear Tracks class schedule for individual class start date.			
Registration Add/Delete (no academic record)					
Spring Term		May 12, 2022	Summer Term		July 7, 2022
	First half	May 12, 2022		First half	July 7, 2022
	Second half	June 2, 2022		Second half	July 28, 2022
Spring/Summer terms (13 week A/B, part classes)		Deadline dates will be available on website.			
Audit and Credit to Audit					
Spring Term		May 9-12, 2022	Summer Term		July 4-7, 2022
Spring/Summer terms (13 week A/B, part classes)		May 9-12, 2022			
Fee Payment (see Note 1)					
Spring Term		May 12, 2022	Summer Term		July 7, 2022
Spring/Summer terms (13 week A/B, part classes)		May 12, 2022			
Fee Refund – 50% (see Note 2)					
Spring Term		May 24, 2022	Summer Term		July 18, 2022
	First half	May 16, 2022		First half	July 11, 2022
	Second half	June 6, 2022		Second half	August 2, 2022
Spring/Summer terms (13 week A/B, part classes)		Deadline dates will be available on website.			
Withdrawal (Grade of W)					
Spring Term		June 8, 2022	Summer Term		August 3, 2022
	First half	May 23, 2022		First half	July 18, 2022
	Second half	June 9, 2022		Second half	August 4, 2022
Spring/Summer terms (13 week A/B, part classes)		Deadline dates will be available on website.			
Classes end					
Spring Term		June 15, 2022	Summer Term		August 10, 2022
	First half	May 27, 2022		First half	July 22, 2022
	Second half	June 15, 2022		Second half	August 10, 2022
Spring/Summer terms (13 week A/B, part classes)		Classes end date exceptions may apply, refer Bear Tracks class schedule for individual class end date.			
Examinations					
Spring Term		June 16-17, 2022	Summer Term		August 11-12, 2022
Refer to “University Regulations; Academic Regulations; Examinations (Exams)” in the University Calendar for reappraisals and reexaminaitons procedures and application deadline dates.					

Notes:

1. Students who have not paid their fees in full by this date, or made satisfactory alternate arrangements, will be assessed late payment penalty charges. To avoid installment charges, all Fall/Winter fees must be paid by the Fall Term Fee Payment Deadline and Spring/Summer fees must be paid by the Spring Term Fee Payment Deadline. Refer to “Deadline for Fee Payments” in the University Calendar for details.
2. Students withdrawing after this date will be assessed full fees.

Fall 2022-Winter 2023 dates and deadlines					
Application to Convocate					
	Undergraduate	**Graduate**		**Undergraduate**	**Graduate**
Fall Term	September 1, 2022	October 3, 2022	Winter term	February 1, 2023	April 1, 2023
Classes begin					
Fall Term		September 1, 2022	Winter Term		January 5, 2023
	First half	September 1, 2022		First half	January 5, 2023
	Second half	October 24, 2022		Second half	February 27, 2023
Fall/Winter Terms (A/B part classes)		September 1, 2022			
Classes begin date exceptions may apply, students must contact their Faculty.					
Augustana					
Fall Term	3 week classes	August 25, 2022	Winter Term	3 week classes	January 4, 2023
	11 week classes	September 19, 2022		11 week classes	January 25, 2023
Law					
Fall Term		September 7, 2022			
Registration Add/Delete (no academic record)					
Fall Term		September 15, 2022	Winter Term		January 18, 2023
	First half	September 15, 2022		First half	January 18, 2023
	Second half	November 4, 2022		Second half	March 10, 2023
Fall/Winter Terms (A/B part classes)		September 15, 2022			
Audit and Credit to Audit					
Fall Term	September 16-22, 2022		Winter Term	January 19-25, 2023	
Fall/Winter Terms (A/B part classes)		September 16-22, 2022			
Fee Payment (see Note 1)					
Fall Term		October 3, 2022	Winter Term		January 31, 2023
Fall/Winter Terms (A/B part classes)		October 3, 2022			
Fee Refund – 50% (see Note 2)					
Fall Term		October 5, 2022	Winter Term		February 6, 2023
	First half	September 27, 2022		First half	January 25, 2023
	Second half	November 25, 2022		Second half	March 17, 2023
Fall/Winter Terms (A/B part classes)		See Note 3			
Withdrawal (Grade of W)					
Fall Term		December 1, 2022	Winter Term		April 4, 2023
	First half	October 7, 2022		First half	February 13, 2023
	Second half	December 1, 2022		Second half	April 4, 2023
Fall/Winter Terms (A/B part classes)		January 15, 2022			
Classes end					
Fall Term		December 8, 2022	Winter Term		April 12, 2023
	First half	October 14, 2022		First half	February 17, 2023
	Second half	December 8, 2022		Second half	April 12, 2023
Fall/Winter Terms (A/B part classes)		April 12, 2023			
Classes end date exceptions may apply, students must contact their Faculty.					
Augustana					
Fall Term	3 week classes	September 13, 2022	Winter Term	3 week classes	January 20, 2023
	11 week classes	December 9, 2022		11 week classes	April 17, 2023
Law					
Fall Term		December 8, 2022			
Examinations					
Refer to the Academic Schedule for Fall and Winter final examination dates					
Refer to "University Regulations; Academic Regulations; Examinations (Exams)" in the University Calendar for reappraisals and reexaminaitons procedures and application deadline dates.					

Notes:

1. Students who have not paid their fees in full by this date, or made satisfactory alternate arrangements, will be assessed late payment penalty charges. To avoid installment charges, all Fall/Winter fees must be paid by the Fall Term Fee Payment Deadline and Spring/Summer fees must be paid by the Spring Term Fee Payment Deadline. Refer to "Deadline for Fee Payments" in the University Calendar for details.

2. Students withdrawing after this date will be assessed full fees.

3. If you withdraw from a two-term (A/B part) course from October 7, 2022 to January 18, 2023, you will be assessed full fees for Fall Term. If your Faculty determines that you may have special permission to withdraw from January 19 to February 6, 2023, you will be assessed Fall Term fees and 50% of Winter Term fees. After February 6, 2023, you will be assessed full fees for both terms.

2023 Spring-Summer dates and deadlines					
IMPORTANT Not all classes follow the dates listed below; check www.registrarsoffice.ualberta.ca for Spring/Summer nonstandard deadline dates and detailed information.					
Classes begin					
Spring Term		May 8, 2023	Summer Term		July 10, 2023
	First half	May 8, 2023		First half	July 10, 2023
	Second half	May 29, 2023		Second half	July 31, 2023
Spring/Summer terms (13 week A/B, part classes)		Classes begin date exceptions may apply, refer Bear Tracks class schedule for individual class start date.			
Registration Add/Delete (no academic record)					
Spring Term		May 11, 2023	Summer Term		July 13, 2023
	First half	May 11, 2023		First half	July 13, 2023
	Second half	June 1, 2023		Second half	August 3, 2023
Spring/Summer terms (13 week A/B, part classes)		Deadline dates will be available on website.			
Audit and Credit to Audit					
Spring Term		May 8-11, 2023	Summer Term		July 10-13, 2023
Spring/Summer terms (13 week A/B, part classes)		May 8-11, 2023			
Fee Payment (see Note 1)					
Spring Term		May 11, 2023	Summer Term		July 13, 2023
Spring/Summer terms (13 week A/B, part classes)		May 11, 2023			
Fee Refund – 50% (see Note 2)					
Spring Term		May 23, 2023	Summer Term		July 24, 2023
	First half	May 15, 2023		First half	July 17, 2023
	Second half	June 5, 2023		Second half	August 7, 2023
Spring/Summer terms (13 week A/B, part classes)		Deadline dates will be available on website.			
Withdrawal (Grade of W)					
Spring Term		June 7, 2023	Summer Term		August 9, 2023
	First half	May 22, 2023		First half	July 24, 2023
	Second half	June 8, 2023		Second half	August 10, 2023
Spring/Summer terms (13 week A/B, part classes)		Deadline dates will be available on website.			
Classes end					
Spring Term		June 14, 2023	Summer Term		August 16, 2023
	First half	May 26, 2023		First half	July 28, 2023
	Second half	June 14, 2023		Second half	August 16, 2023
Spring/Summer terms (13 week A/B, part classes)		Classes end date exceptions may apply, refer Bear Tracks class schedule for individual class end date.			
Examinations					
Spring Term		June 15-16, 2023	Summer Term		August 17-18, 2023
Refer to “University Regulations; Academic Regulations; Examinations (Exams)” in the University Calendar for reappraisals and reexaminaitons procedures and application deadline dates.					

Notes:

1. Students who have not paid their fees in full by this date, or made satisfactory alternate arrangements, will be assessed late payment penalty charges. To avoid installment charges, all Fall/Winter fees must be paid by the Fall Term Fee Payment Deadline and Spring/Summer fees must be paid by the Spring Term Fee Payment Deadline. Refer to “Deadline for Fee Payments” in the University Calendar for details.
2. Students withdrawing after this date will be assessed full fees.

2022-2023 TEACHING DAYS AND INSTRUCTION HOURS

Fall and Winter term consist of 63 teaching days; faculties not following the Fall or Winter term breaks may have more teaching

Following is a sample breakdown for an approved 3hour lecture per week course offered over 3days/week or 2days/week. (Note: courses approved for higher/lower 3hour lecture must have teaching days/instruction hours adjusted accordingly)

Fall term	**Days**		**Minutes**	**Total**
MWF	36	X	50	1800
TR	27	X	80	2160
Term total	**63**			**3960**
Number of Evening teaching				
Monday	11			
Tuesday	13			
Wednesday	13			
Thursday	14			
Friday	12			
Total	**63**			
Winter term	**Days**		**Minutes**	**Total**
MWF	37	X	50	1850
TR	26	X	80	2080
Term total	**63**			**3930**
Number of Evening teaching				
Monday	12			
Tuesday	13			
Wednesday	13			
Thursday	13			
Friday	12			
Total	**63**			
Fall/Winter total	126 days			7890 minutes

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
FALL TERM	**days**	**mins**	***Sub Total***	**days**	**mins**	***Sub Total***	**days**	**mins**	***Sub Total***	**days**	**mins**	***Sub Total***	**days**	**mins**	***Sub Total***
MWF	37	50	*1850*	37	50	*1850*	37	50	*1850*	37	50	*1850*	37	50	*1850*
TR	26	80	*2080*	26	80	*2080*	26	80	*2080*	26	80	*2080*	26	80	*2080*
Fall Term Total	63		*3930*	63		*3930*	63		*3930*	63		*3930*	63		*3930*
Number of Fall term evening classes															
Monday	11			11			11			11			11		
Tuesday	13			13			13			13			13		
Wednesday	13			13			13			13			13		
Thursday	13			13			13			13			13		
Friday	13			13			13			13			13		
WINTER TERM															
MWF	37	50	*1850*	38	50	*1900*	38	50	*1900*	37	50	*1850*	38	50	*1900*
TR	26	80	*2080*	25	80	*2000*	25	80	*2000*	26	80	*2080*	25	80	*2000*
Winter Term Total	63		*3930*	63		*3900*	63		*3900*	63		*3930*	63		*3900*
Number of Winter term evening classes															
Monday	12			13			13			12			12		
Tuesday	13			13			13			13			12		
Wednesday	13			13			13			13			13		
Thursday	13			12			12			13			13		
Friday	12			12			12			12			13		
Fall/Winter Total	***126***		***7860***	***126***		***7830***	***126***		***7830***	***126***		***7860***	***126***		***7860***

2022-2023 Academic Schedule notes

New student orientation to be held August 31, 2022.

Fall 2022 - term begins Thursday, September 1, 2022, before Labor Day.

September 30, National Day of Truth and Reconciliation has been incorporated.

Winter 2023 - term begins January 5, 2023, Thursday following New Years Day.

Traditionally the academic schedule would be presented from July to June; to align with the university calendar the academic schedule includes July 1, 2022 to August 31, 2023 dates.

2022-2023 Academic Schedule	
Date(s)	**Event**
July 1, 2022	One hundred and sixteenth University year begins.
July 1, 2022	Canada Day; University buildings closed.
July 4, 2022	Students in year three of the BSc in Medical Laboratory Science program begin year of practical training.
July 4, 2022	Summer Term classes begin.
July 4, 2022 - July 7, 2022	Auditor registrations for Summer Term courses will be accepted only on these days.
July 7, 2022	Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the University of Alberta International.
July 7, 2022	Summer Term Registration Deadline. Last day to add or drop six-week courses and courses offered in the first three weeks of Summer Term (Bear Tracks web registration available until midnight). Students wishing to add or drop three-week courses offered during the last three weeks of the term should seek assistance at department offices.
July 7, 2022	Payment Deadline: Last day for payment of Summer Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
July 8, 2022	Summer program ends for students in years one, two and three of the DDS programs.
July 11, 2022	Summer Term Refund Deadline for three-week courses: Students withdrawing from courses taught in the first three weeks of Summer Term will be assessed full fees after this date.
July 18, 2022	Summer Term Refund Deadline for six-week courses: Students withdrawing from courses taught for six weeks will be assessed full fees after this date.
July 18, 2022	Last day for withdrawal from courses taught in the first three weeks of Summer Term.
July 22, 2022	Last day of classes taught in the first three weeks of Summer Term.
July 25, 2022	Classes begin for courses taught in the last three weeks of Summer Term.
July 28, 2022	Second half Summer Term Registration Deadline for three-week courses: Last day to add or drop courses offered in the last three weeks of Summer Term. Students can contact department for assistance.
July 29, 2022	Deadline to write a special deferred examination for students who have missed a deferred examination for cause. Please refer to University Calendar; University Regulations and Information for Students; Academic Regulations; Attendance; Absence from Final Exams section.
August 1, 2022	Heritage Day; University buildings closed.
August 2, 2022	Summer Term Refund Deadline for three-week courses: Students withdrawing from courses taught in the last three weeks of Summer Term will be assessed full fees after this date.
August 3, 2022	Last day for withdrawal from six-week courses in Summer Term.
August 4, 2022	Last day for withdrawal from courses taught in the last three-weeks of Summer Term.
August 8, 2022	Classes begin for years three and four of the MD program.
August 10, 2022	Summer Term classes end.
August 11, 2022 - August 12, 2022	Final examinations for Summer Term classes, exceptions may apply.
August 15, 2022	Registration opens for Open Studies students in courses designated for delayed registration.
August 22, 2022	Classes begin for students in the Dentistry program, year two of the Radiation Therapy program, and year two of Medical Laboratory Science program.
August 25, 2022	Augustana Faculty Fall Term 3-week classes begin.
August 26, 2022	Augustana Faculty Fall Term 3-week classes' registration deadline; students withdrawing after this date through August 31 will be assessed 50% fees.
August 29, 2022	Classes begin for students in year one and two of the MD program.
August 29, 2022	Classes begin for students in the BSc Dental Hygiene program.
August 31, 2022	Orientation for new undergraduate students.
August 31, 2022	Augustana Faculty Fall Term 3-week classes Refund Deadline; students withdrawing after this date will be assessed full fees.
September 1, 2022	Fall Term and Fall/Winter two-term classes begin. Exceptions may apply; students must consult with their Faculty office
September 1, 2022	Last day for undergraduate students to apply through Bear Tracks for permission to graduate at Fall Convocation.
September 5, 2022	Labour Day; University buildings closed.
September 8, 2022	Fall Term classes begin for students in the Faculty of Law.
September 8, 2022	Augustana Faculty last day to withdraw from Fall Term 3-week classes.
September 13, 2022	Last day of Fall Term 3-week classes for Augustana Faculty students.
September 15, 2022	Fall Term Registration Deadline. Last day to add or drop Fall Term and Fall/Winter two-term courses (Bear Tracks web registration system available until midnight): Students withdrawing after this date through October 4 will be assessed 50% fees for withdrawn courses. Exceptions may apply; students must consult with their Faculty office.
September 16, 2022 - September 22, 2022	Registration by undergraduate and graduate students to change to audit or change from 'credit' to 'audit' in Fall Term and Fall/Winter Term courses will be accepted only during this period.
September 19, 2022	Augustana Faculty Fall Term 11-week and Fall/Winter two-term 11-week classes begin.
September 20, 2022	SU Health and Dental Plan Change of Coverage Deadline. Students wishing to opt-out of this service or change their coverage must do so through www.ihaveaplan.ca.

2022-2023 Academic Schedule	
Date(s)	**Event**
September 27, 2022	Fall Term Refund Deadline for six-week courses: Students withdrawing from courses offered in the first six weeks of Fall Term will be assessed full fees after this date.
September 28, 2022	Augustana Faculty Fall Term 11-week classes drop deadline; students withdrawing after this date through October 17 will be assessed 50% fees. Students must contact a Faculty advisor for assistance.
September 30, 2022	University closed in honor of Truth and Reconcilation Day.
October 3, 2022	Last day for graduate students in thesis-based programs to submit theses to and be approved by the Faculty of Graduate Studies to ensure graduation at Fall Convocation.
October 3, 2022	Last day for Departments to submit Report of Completion of course-based masters, postgraduate diploma, or graduate certificate programs to the Faculty of Graduate Studies and Research to ensure graduation at Fall Convocation.
October 3, 2022	Last day for graduate students to apply through Bear Tracks to ensure graduation at Fall Convocation.
October 3, 2022	Payment Deadline: Last day for payment of Fall Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late penalty charges. To avoid instalment charges, all Fall/Winter fees must be paid by the Fall Term Fee Deadline.
October 3, 2022	Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the University of Alberta International.
October 4, 2022	Last day for withdrawal from six-week courses offered in the first half of the Fall Term.
October 5, 2022	Fall Term Refund Deadline: Students withdrawing after this date will be assessed full fees. Exceptions may apply; students must consult with their Faculty office.
October 10, 2022	Thanksgiving Day; University buildings closed.
October 11, 2022	No classes for first, second and third year PharmD students.
October 14, 2022	Last day of classes for six-week courses offered in the first half of Fall Term.
October 17, 2022	Augustana Faculty Fall Term 11-week classes refund deadline; students withdrawing after this date will be assessed full fees.
October 24, 2022	Classes begin for six-week courses offered in the second half of the Fall Term.
November 4, 2022	Last day to drop six-week courses offered in the second half of the Fall Term. Students can contact the teaching department for assistance.
November 7, 2022 - November 10, 2022	Fall Term Reading week. Classes withdrawn for a full week, except for students in Faculty of Law; Faculty of Medicine and Dentistry (excluding the BSc Dental Hygiene program); Faculty of Rehabilitation Medicine; students in the PharmD program and students in Cooperative Education, Experiential Learning Placement, Clinical Placement and Work Placement terms.
November 10, 2022	No classes for first, second and third year PharmD students.
November 11, 2022	Remembrance Day; University buildings closed.
November 25, 2022	Fall Term Refund Deadline for six-week courses: After this date students withdrawing from courses offered in the last six weeks of Fall Term will be assessed full fees.
December 1, 2022	Last day for withdrawal from six-week courses offered in the second half of Fall Term.
December 1, 2022	Last day for withdrawal from Fall Term courses. Exceptions may apply; students must consult with their Faculty office.
December 2, 2022	Augustana Faculty last day to withdraw from Fall Term 11-week classes.
December 7, 2022	Last day of Fall Term classes for students in the Faculty of Law.
December 8, 2022	Last day of Fall Term classes. Exceptions may apply; students must consult with their Faculty office.
December 9, 2022	Last day of Fall Term 11-week classes for Augustana Faculty students.
December 12, 2022 - December 22, 2022	Final exam period for students in the BSc Dental Hygiene program.
December 12, 2022 - December 21, 2022	Fall Term examinations (including consolidated examinations). Exceptions may apply; students must consult with their Faculty office. Examinations other than consolidated examinations are held within the period December 9-22 (inclusive). University-organized extracurricular activities will normally not be allowed during this period.
December 12, 2022 - December 21, 2022	Final exam period for students in year two of the BSc Dental Hygiene program.
December 13, 2022 - December 19, 2022	Augustana Faculty final examinations in Fall Term courses and mid-year examinations in two-term courses. Extracurricular activities sponsored by Augustana Faculty will normally not be allowed during this period.
December 14, 2022	Last day of classes for students in year three and four of the BSc Dental Hygiene Program.
December 16, 2022	Last day of Fall Term classes for students in the DDS program.
December 16, 2022 - December 22, 2022	Final exam period for students in year three and four of the BSc Dental Hygiene program.
December 23, 2022	Last day of Fall term for the MD program
December 25, 2022 - December 31, 2022	Christmas holiday period; University buildings closed.
December 27, 2022	Winter term classes begin for students in year three and four of the MD program.
January 1, 2023	New Year's Day; University buildings closed.
January 2, 2023	New Year's Day in lieu; University buildings closed.
January 3, 2023	Winter Term classes begin for the BSc Dental Hygiene program.
January 3, 2023	Winter Term classes begin for students in year one and two of the MD program

2022-2023 Academic Schedule	
Date(s)	**Event**
January 3, 2023	Winter Term classes begin for all students in the DDS program
January 4, 2023	Augustana Faculty Winter Term 3-week classes begin.
January 5, 2023	Winter Term classes begin. Exceptions may apply; students must consult with their Faculty office.
January 5, 2023	Augustana Faculty Winter Term 3-week classes' registration deadline; students withdrawing after this date through January 10 will be assessed 50% fees.
January 10, 2023	Augustana Faculty Winter Term 3-week classes refund deadline; students withdrawing after this date will be assessed full fees.
January 17, 2023	Augustana Faculty last day to withdraw from Winter Term 3-week classes.
January 18, 2023	Last day to withdraw from Fall/Winter two-term courses.
January 18, 2023	Winter Term Registration Deadline. Last day to add or drop Winter Term courses (Bear Tracks web registration system available until midnight): Students withdrawing after this date through February 4 will be assessed 50% fees for withdrawn courses. Exceptions may apply; students can consult with their Faculty office.
January 19, 2023 - January 25, 2023	Registration by undergraduate and graduate students to change to audit or change from 'credit' to 'audit' in Fall Term and Fall/Winter Term courses will be accepted only during this period.
January 20, 2023	Last day of Winter Term 3-week classes for Augustana Faculty students.
January 25, 2023	Augustana Faculty Winter Term 11-week classes begin.
January 25, 2023	Winter Term Refund Deadline for six-week courses: After this date students withdrawing from courses offered in the first six weeks of Winter Term will be assessed full fees.
January 31, 2023	Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the University of Alberta International.
January 31, 2023	Payment Deadline: Last day for payment of Winter Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
February 1, 2023	Last day for undergraduate students to apply through Bear Tracks for permission to graduate at Spring Convocation.
February 1, 2023	Last day for application for reappraisal of final examinations for Fall Term courses.
February 3, 2023	Last day to withdraw from Fall/Winter two-term 11-week classes for Augustana Faculty.
February 6, 2023	Winter Term Refund Deadline: Students withdrawing from courses after this date will be assessed full fees. Exceptions may apply; students must consult with their Faculty office.
February 13, 2023	Last day for withdrawal from six-week courses offered in the first half of Winter Term.
February 14, 2023	Registration system opens for Spring/Summer 2022.
February 17, 2023	Last day of classes for six-week courses offered in the first half of Winter Term
February 20, 2023	Statutory Provincial holiday; University buildings closed.
February 21, 2023 - February 24, 2023	Winter Term Reading Week. Classes withdrawn for a full week, except for students in Nursing undergraduate focused practicum courses, Experiential Learning placement, years three and four of the MD program, year four Pharmacy, and students in the clinical component of the Radiation Therapy program. Exceptions may apply; students must consult with their Faculty office.
February 27, 2023	Classes begin for six-week courses offered in the second half of Winter Term.
February 28, 2023	Augustana Faculty Winter Term 11-week classes drop deadline; students withdrawing after this date through March 1 will be assessed 50% fees. Students must contact a faculty advisor for assistance.
March 6, 2023	12:00 to 1:00 pm Students' Union Election Forum in the Myer Horowitz Theatre (SUB). Classes withdrawn for this time period.
March 10, 2023	Last day to drop from six-week courses offered in the second half of Winter Term. Students can contact Department for assistance.
March 17, 2023	Winter Term Refund Deadline for six-week courses: After this date students withdrawing from courses offered in the last six weeks of Winter Term will be assessed full fees.
April 3, 2023	Last day for students in thesis-based programs to submit theses for approval by the Faculty of Graduate Studies and Research to ensure graduation at Spring Convocation.
April 3, 2023	Last day for departments to submit Report of Completion of course-based master's, postgraduate diploma or graduate certificate programs to the Faculty of Graduate Studies and Research to ensure graduation at Spring Convocation.
April 3, 2023	Last day for graduate students to apply through Bear Tracks to ensure graduation at Spring Convocation.
April 4, 2023	Last day for withdrawal from six-week courses offered in the second half of Winter Term.
April 4, 2023	Last day for withdrawal from Winter Term courses. Exceptions may apply; students must consult with their Faculty office.
April 6, 2023	Augustana Faculty last day to withdraw from Winter Term 11-week classes.
April 7, 2023	Good Friday; University buildings closed.
April 10, 2023	Easter Monday; University buildings closed.
April 12, 2023	Last day of Winter Term classes. Exceptions may apply; students must consult with their Faculty office.
April 12, 2023	Last day of Winter Term classes for students in year two of the BSc Dental Hygiene program.
April 15, 2023 - April 28, 2023	Final exam period for students in year two of the BSc Dental Hygiene program
April 15, 2023 - April 28, 2023	Winter Term examinations for students in the BSc Dental Hygiene program.

2022-2023 Academic Schedule	
Date(s)	**Event**
April 17, 2023 - April 28, 2023	Winter Term examinations (including consolidated examinations). Exceptions may apply; students must consult with their Faculty office. Examinations other than consolidated examinations are held within the period April 17-28 (inclusive). University-organized extracurricular activities will normally not be allowed during this period.
April 17, 2023	Last day of Winter Term 11-week classes for Augustana Faculty students.
April 19, 2023	Last day of Winter term classes for students in year three and four of the BSc Dental Hygiene program.
April 21, 2023 - April 28, 2023	Final exam period for students in year three and four of the BSc Dental Hygiene program.
April 22, 2023 - April 28, 2023	Augustana Faculty final examinations period. Extracurricular activities sponsored by the Augustana Faculty will normally not be allowed during this period.
April 28, 2023	Last day of Winter Term classes for students in the DDS program.
May 5, 2023	Last day of Winter term classes and examinations for students in year one of the MD program.
May 8, 2023	Spring Term classes begin.
May 8, 2023	Summer program begins for students in years one, two and three of the DDS program.
May 8, 2023 - May 11, 2023	Auditor registrations for Spring Term courses will be accepted only on these days.
May 9, 2023	Charter Day.
May 11, 2023	Payment Deadline: Last day for payment of Spring Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
May 11, 2023	Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the University of Alberta International.
May 11, 2023	Spring Term Registration Deadline. Last day to add or drop six-week courses and courses offered in the first three weeks of the term: (Bear Tracks web registration available until midnight.) Students wishing to add or drop three-week courses offered during the last three weeks of the term should seek assistance at department offices.
May 15, 2023	Spring Term Refund Deadline for three-week courses: Students withdrawing from courses taught in the first three weeks of Spring Term will be assessed full fees after this date.
May 19, 2023	Last day for withdrawal from courses taught in the first three weeks of Spring Term.
May 22, 2023	Victoria Day; University buildings closed.
May 23, 2023	Spring Term Refund Deadline for six-week courses: Students withdrawing after this date will be assessed full fees.
May 26, 2023	Last day of classes and examinations for students in the year two and four of the MD program.
May 26, 2023	Last day for classes taught in the first three weeks of Spring Term.
May 29, 2023	Classes begin for courses taught in the last three weeks of Spring Term.
May 31, 2023	Last day to add or drop courses taught in the last three weeks of Spring Term. Students can contact Department for assistance.
June 5, 2023	Students withdrawing from courses taught in the last three weeks of Spring Term will be assessed full fees after this date.
June 7, 2023	Last day for withdrawal from six-week courses in Spring Term.
June 14, 2023	Last day of Spring Term classes, exceptions may apply.
June 15, 2023 - June 16, 2023	Final examinations for Spring Term classes, exceptions may apply.
June 30, 2023	One hundred and sixteenth University year ends.
July 1, 2023	One hundred and seventeenth University year begins.
July 1, 2023	Canada Day; University buildings closed.
July 3, 2023	Canada Day in lieu of holiday
July 4, 2023	Students in year three of the BSc in Medical Laboratory Science program begin year of practical training.
July 10, 2023	Summer Term classes begin.
July 10 2023 - July 13, 2023	Auditor registrations for Summer Term courses will be accepted only on these days.
July 13, 2023	Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the University of Alberta International.
July 13, 2023	Summer Term Registration Deadline. Last day to add or drop six-week courses and courses offered in the first three weeks of Summer Term (Bear Tracks web registration available until midnight). Students wishing to add or drop three-week courses offered during the last three weeks of the term should seek assistance at department offices.
July 13, 2023	Payment Deadline: Last day for payment of Summer Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
July 7, 2023	Summer program ends for students in years one, two and three of the DDS programs.
July 17, 2023	Summer Term Refund Deadline for three-week courses: Students withdrawing from courses taught in the first three weeks of Summer Term will be assessed full fees after this date.
July 24, 2023	Summer Term Refund Deadline for six-week courses: Students withdrawing from courses taught for six weeks will be assessed full fees after this date.
July 24, 2023	Last day for withdrawal from courses taught in the first three weeks of Summer Term.

2022-2023 Academic Schedule	
Date(s)	**Event**
July 28, 2023	Last day of classes taught in the first three weeks of Summer Term.
July 31, 2023	Classes begin for courses taught in the last three weeks of Summer Term.
July 31, 2023	Deadline to write a special deferred examination for students who have missed a deferred examination for cause. Please refer to University Calendar; University Regulations and Information for Students; Academic Regulations; Attendance; Absence from Final Exams section.
August 3, 2023	Second half Summer Term Registration Deadline for three-week courses: Last day to add or drop courses offered in the last three weeks of Summer Term. Students can contact department for assistance.
August 7, 2023	Heritage Day; University buildings closed.
August 8, 2023	Summer Term Refund Deadline for three-week courses: Students withdrawing from courses taught in the last three weeks of Summer Term will be assessed full fees after this date.
August 9, 2023	Last day for withdrawal from six-week courses in Summer Term.
August 10, 2023	Last day for withdrawal from courses taught in the last three-weeks of Summer Term.
August 11, 2023	Classes begin for years three and four of the MD program.
August 16, 2023	Summer Term classes end.
August 17, 2023 - August 18, 2023	Final examinations for Summer Term classes, exceptions may apply.
August 21, 2023	Registration opens for Open Studies students in courses designated for delayed registration.
August 21, 2023	Classes begin for students in the Dentistry program, year two of the Radiation Therapy program, and year two of Medical Laboratory Science program.
August 28, 2023	Augustana Faculty Fall Term 3-week classes begin. (subject to change)
August 30, 2023	Augustana Faculty Fall Term 3-week classes' registration deadline; students withdrawing after this date through August 31 will be assessed 50% fees. (subject to change)
August 28, 2023	Classes begin for students in year one and two of the MD program.
August 28, 2023	Classes begin for students in the BSc Dental Hygiene program.
August 31, 2023	Orientation for new undergraduate students.
August 31, 2023	Augustana Faculty Fall Term 3-week classes Refund Deadline; students withdrawing after this date will be assessed full fees. (subject to change)

Item No. 14D

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Exploration Credits

Item

Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter	******This item is being circulated for early review and online feedback.****** *When this item returns to the General Faculties Council in early 2022, it will have a presentation and discussion at that time. If you'd like to provide early feedback ahead of the January GFC, please feel free to use this GFC Early Feedback Form.*

Details

Office of Administrative Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is to get advice on the adoption of an Exploration Credits policy at the University of Alberta
Executive Summary (*outline the specific item – and remember your audience*)	Facilitating opportunities for interdisciplinary studies is one of the objectives in the University of Alberta's strategic plan and is a topic of great interest to the Office of the Provost, the Office of the Registrar and the University of Alberta Students' Union. Many students hesitate to explore elective classes outside of their chosen field of study for fear of risking their GPA and we have been working collaboratively to create concrete action that will support interdisciplinarity. One way to encourage students to explore new fields of study is to eliminate that risk to their GPA by allowing them to request certain elective courses be approved as exploration credits. Similar programs have been adopted to varying degrees across other U15 institutions in Canada. When a course has been approved as an exploration credit, the letter grade that the student receives at the end of the course would be converted into a corresponding credit (CR) or no-credit (NC) notation on the student's transcript. This CR/NC notation for exploration credits would follow the regulations already in place for CR/NC notation at the U of A, most notably that it will not be included as part of the student's GPA calculation. These exploration credits would be under several eligibility requirements and/or restrictions including: 1. Applicable to undergraduate students only 2. Applicable to courses that are open electives within a student's program 3. Can only be approved for a maximum of 12 credits within a four- or five-year degree program (e.g. after degrees would be excluded) 4. Certain programs or courses may not be eligible for exploration credits (with specific program/course exclusions being listed in the Calendar)

	5. Once a letter-grade has been converted to CR/NC notation on the transcript, it can not be changed back. A comprehensive communication strategy will be developed upon approval to ensure that students, staff and faculty are aware that this optional grading policy exists, and the benefits and risks that could come with it. The planned implementation date for Exploration Credits is Fall Term 2022. **Questions for the Committee:** • Will this initiative help to increase interdisciplinarity? • What questions, comments or feedback do you have?
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	*Those who are actively **participating**:* • University of Alberta Students' Union – Rowan Ley, Abner Monteiro • Office of the Registrar – Melissa Padfield, Norma Rodenburg, Carlo Dimailig • University Governance – Kate Peters, Heather Richolt • Office of the Provost – Janice Causgrove Dunn, Kathleen Brough *Those who have been **consulted**:* • Office of the Registrar – Records, Registration, and Fees; Information Systems and Business Development *Those who have been informed:* • Deans Council

Strategic Alignment

Alignment with *For the Public Good*	**17. Objective:** Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. **I. Strategy:** Identify and remove systemic barriers to interdisciplinarity, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations. **II. Strategy:** Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise

	☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].	

Attachments (each to be numbered 1 - <>)

1. Calendar Change for Exploration Credits (pages 1 - 4)

Prepared by:
Norma Rodenburg, Interim Deputy Registrar, norma.rodenburg@ualberta.ca
Carlo Dimailig, University Calendar Editor, carlo@ualberta.ca

Credit/No-credit Grading for Elective Courses

Current	Proposed
https://calendar.ualberta.ca/content.php?catoid=34&navoid=10107#evaluation-procedures-and-grading-system	
Academic Regulations … **Evaluation Procedures and Grading System** …	**Academic Regulations** … **Evaluation Procedures and Grading System** … **Exploration Credits** In order to explore interdisciplinarity without risking potential negative impact to their GPA, undergraduate students may request to receive exploration credits for their open elective courses. After a student's request for exploration credits is approved, the letter grade earned by the student in the approved course will be replaced with credit/no-credit (CR/NC) notation on the student's transcript. Regulations and procedures for exploration credits are different from other courses that are normally graded as credit/no-credit or pass/fail. **Eligibility** Undergraduate students in a 4-year degree program or a 5-year combined degree program may request a maximum of 12 units of open elective courses to receive exploration credits. This 12-unit maximum is per student and does not reset if a student transfers to a different degree program. For the purpose of exploration credit eligibility, an open elective is defined as a course that a student must take to complete program requirements where the course designator or a specific subject area is not specified (ex. free electives, open electives, courses from a specific faculty, courses at a

	100-level, etc.). These exploration credits can not be applied to program requirements where a course designator is specifically listed. Students in the following programs are not eligible for exploration credits due to the nature of their programs: - Students who are enrolled in an after degree program, or who have already earned an undergraduate degree at any institution - Exchange students - Open Studies Restrictions on which programs or courses are eligible for exploration credits may also be approved by faculties. Students should refer to their program page in the current Calendar, or to course descriptions in Bear Tracks, for more information on program or course restrictions. **Procedures for Exploration Credits** Students can submit a request for exploration credits by using the form in the Manage Classes section of Bear Tracks. The deadline to apply for exploration credits is the same date as the deadline to withdraw from classes, and can be found in the Academic Schedule. Students can edit their request in Bear Tracks until the exploration credit request deadline. Students who have requested to receive exploration credits will be required to complete the same course components and assessments as students who are being assessed a letter grade. Course instructors will not be informed as to which type of grading notation each student will receive. The conversion of letter grades to CR/NC notation will happen after the letter grades are assigned. Letter grades will not be made available to students who have selected the course for exploration credits, and will only be used to determine whether CR has been granted. Grades of D or higher will receive the Credit (CR) notation. Grades of F will

	receive the No-Credit (NC) notation. Courses with CR notation will count towards total units completed. Courses with NC notation will count as units failed. CR/NC notations do not have a GPA and are not included in any GPA calculation. Once grades have been converted, only the CR/NC notation will appear on a student's transcript. **An elective course that has been changed to CR/NC notation on the student's transcript cannot be changed back to a letter grade in the future.** Students who have passed a course (whether graded or CR/NC) may not retake it again. Students who have failed a course once (whether graded or CR/NC), may request CR/NC notation for their second attempt. Exceptions to the above and additional information can be found in the University's Regulations on Reregistration in Courses. Receiving approval for exploration credits will not change the tuition or fees associated with the course. **Responsibility and Future Impact** When requesting exploration credits, it is the student's responsibility to ensure the following conditions are met: - Their program is eligible for exploration credits - The course is eligible for exploration credits - The course is an open elective for their program - The current request will not put them above the 12 unit maximum Failure to confirm the above conditions may result in the request for exploration credits being disregarded at the time of conversion or course requirements being deemed incomplete when being reviewed for convocation.

Examinations (Exams) **...**	Switching from letter grades to CR/NC notation may also have potentially negative impact to: - Transferring to other programs or institutions that do not accept CR/NC notation - Admission to professional programs or graduate school - Scholarship or financial aid eligibility As the above are unique to each student and cannot be foreseen by the University of Alberta, it is the student's responsibility to consider all factors when making the decision to switch from letter grade to CR/NC notation. Students are encouraged to consult with an academic or financial advisor before making this decision. **Examinations (Exams)** **...**

Prepared by: Carlo Dimailig, University Calendar Editor, carlo@ualberta.ca

Item No. 14E

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**The Future of Continuing Professional Education (CPE) at the University of Alberta**

Item

Proposed by	Dr. Wendy Rodgers, Interim Dean, Faculty of Extension
Presenters	Dr. Wendy Rodgers, Interim Dean, Faculty of Extension

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To discuss future planning around CPE and microcredential programming at the University of Alberta.
Executive Summary (*outline the specific item – and remember your audience*)	Continuing Professional Education (CPE), a category of Continuing Education, which includes microcredential offerings, credit and non-credit offerings, badges, as well as general interest courses and professional skills enhancement (upskilling and reskilling) are important components of the University's overall goals with regards to growth and access, and also represent increasingly in-demand and evolving opportunities for learners at all stages of their careers and lives. Such opportunities also respond to industry and community stake-holder interests. As more Faculties become interested in developing and offering continuing education opportunities, including CPE and microcredential programs that might ladder into other credentials, and as several other related institutional strategies and issues emerge, including enrolment growth and diversification, the online programming initiative, lifelong learning, access, and work-integrated learning (WIL), discussions about ideal models for accelerating development and delivery of CPE at the University of Alberta, and for supporting growth in this area, are underway. There is a need for coordinated support for growth of CPE with collaboration across the University. There is also a need to align support structures for CPE with those for online programming as the University seeks to grow its offerings in this area as well. There needs to be consistency in access, quality, branding, and instructor and student supports. The University has an opportunity to leverage existing expertise to enrich and strengthen our organizational structures to support growth. Additionally, there is a need to ensure that all continuing education instructors and learners are more fully included in the university community. Therefore, systems work is needed to align and enhance registrarial functions, student records, fees assessment and payment, instructional tools and learner supports, and access to relevant services by instructors and students as appropriate. By being more inclusive of

	continuing education learners, access to the microcredentials programming and plans for laddering and connection to faculties is enhanced. Enhanced diversity of pedagogical approaches can be applied to continuing education experiences, online experiences, as well as to hybrid and remote access experiences that already exist. If we are successful, we will enhance access to the University of Alberta for a greater diversity of learners, growing enrolment in the process.We will enhance teaching and learning flexibility, and we will enhance reach and relevance of the University to our stakeholders and communities. This strategic direction means a different future for the unit that has been within the Faculty of Extension. We are in the process of exploring opportunities to apply the strength and expertise currently found in Extension to a new administrative structure that supports the work of the whole institution in both continuing education and online programming. Members of General Faculties Council with questions and ideas about the future growth of CPE at the University are welcome to send those to provost@ualberta.ca.
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 to date	Working Group on Continuing Education, including several deans and vice provosts. President and Vice-Chancellor Provost and Vice President (Academic) Vice Provost & University Registrar Vice Provost (Programs) Vice Provost (Learning Initiatives) Members of the Office of the Provost Faculty of Extension through Town Hall meetings with the Interim Dean Dr. Maria Mayan, former Interim Dean, Faculty of Extension Faculty of Extension Individual deans discussing potential for centralized support for growing CPE programming in their faculties Deans' Council (DC) - Subvention Discussion (January 8, 2020) [Note - Faculty members and for-credit programs were transitioned out of the Faculty of Extension to other Faculties by July 1, 2020.] Provost's Advisory Committee of Deans (PACD) - Discussion of CPE Hub (January 6, 2021) DC - Discussion of CPE (January 20, 2021) DC - Discussion of CPE (February 3, 2021) PACD - Discussion of Structure for CPE (April 7, 2021) GFC APC - Changes to Faculty of Extension (April 14, 2021) GFC APC - Changes to Faculty of Extension (May 5, 2021) GFC APC – Future of CPE at the University of Alberta (September 22, 2021) Vice-Provosts' Council (VPC)

	GFC Board Learning, Research, and Student Experience Committee (BLRSEC) Board of Governors Quad Post: June 4, 2020 - Developing a new strategy for the Faculty of Extension Quad Post: July 2, 2020 - Message from the Provost - News on Extension

Strategic Alignment

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

Prepared by: Andrea Patrick, Selection and Review Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca

Item No. 14F

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Path Forward for the Review of the GFC Guiding Documents

Item

Proposed by	University Governance
Presenter	Brad Hamdon, General Counsel and University Secretary

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	The proposal is before GFC to inform them on the proposed direction from the GFC Executive Committee on the path forward for the proposed changes to the GFC Guiding Documents.
Executive Summary (*outline the specific item – and remember your audience*)	Proposed changes to the GFC Guiding Documents were recommended by the Executive Committee and discussed by GFC on October 25, 2021 after a member submitted a list of proposed amendments. At their November 15th meeting, members of the Executive Committee were asked to consider: - The responsibility of Executive Committee to steward the review of and proposed changes to the GFC Guiding Documents; - The feedback submitted by members of GFC at the meeting; and - The pathway for discussion and approval by GFC. At the discussion, members of Executive Committee discussed: - The challenges of discussing the details of procedural matters in a large body like GFC and the need for a smaller group to study the proposals; - The important work that was done by the *ad hoc* Review Committee and how diverse perspectives of members enhanced the proposal put forward to Executive Committee; - The need for creativity in structuring a conversation about the Guiding documents to ensure members can contribute. Executive Committee agreed to have a detailed discussion about the proposals and the proposed amendments at their December 6 meeting and at their January 10 meeting. They recommended that GFC should have an opportunity to have a discussion on the proposal in January and that members of GFC should be consulted on the changes.
Supplementary Notes and context	*Executive's* ad hoc *Governance Procedural Review Committee was struck in Spring, 2021. The* ad hoc *Review Committee met four times and discussed and developed proposed changes to the Principles for GFC Standing Committee Composition, the Roles and Responsibilities of Members, and the GFC Meeting Procedural Rules. The ad hoc Review Committee did not propose any changes to the Principles for GFC Delegation of Authority. The ad hoc 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 distributed on April 28. Executive committee discussed the*

	proposed changes on April 12, May 10, June 14, and September 13, 2021.

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	*Those who are actively **participating**:* ● The GFC Executive Committee ad hoc Governance and Procedural Review Committee (March 30, April 15, May 3) ● GFC Executive Committee (February 10, March 8, April 12, May 10, June 14, September 13, October 4, November 15.)
	*Those who have been **consulted**:* ● Members of General Faculties Council (April 28, September 20, October 25) ● Members of GFC Standing Committees (April 28) ● Chiefs of Staff for the Offices of the Vice-President, Vice-Provost (Indigenous Programs and Research), Special Advisor, Equity and Human Rights (Summer, 2021)
	*Those who have been **informed**:* ● Members of General Faculties Council (March 22, April 26, June 7, September 20) ● Members of GFC Standing Committees (orientation sessions for all standing committees Fall, 2021)

Strategic Alignment

Alignment with *For the Public Good*	Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	GFC Executive Committee Terms of Reference GFC Terms of Reference	

Attachments (each to be numbered 1 - 6)

Attachment 1 (pages 1-1) Principles for General Faculties Council Standing Committee Composition
Attachment 2 (pages 1-3) Roles and Responsibilities of Members
Attachment 3 (pages 1-7) Meeting Procedural Rules
Attachment 4 (pages 1-2) Principles for General Faculties Council Delegation of Authority
Attachment 5 (pages 1-14) Comprehensive Feedback and Responses document
Attachment 6 (pages 1-11) Proposed Amendments to the GFC Meeting Procedural Rules

Prepared by: Kate Peters, Secretary to General Faculties Council, 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.

Approved by General Faculties Council: April 21, 2017

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 supporting Indigenous Initiatives and the University of Alberta's response to the Truth and Reconciliation Commission's Calls to Action
- 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 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. (See GFC Meeting Procedural Rules 5.2).

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 Member Roles and Responsibilities 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 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 periods set aside for final examinations or Reading Weeks, 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 ~~those voting.~~ 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 ~~vote~~of votes cast, except for the following: (1) motions to add an item to the agenda and to close the 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 ~~vote~~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.

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9.3 ***Motion to Reconsider*** an item which was voted upon at the current or the last meeting. The motion is debatable and i~~I~~f 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 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 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 An abstention is not considered to be a vote cast.

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

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

13.6 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.

13.7 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.

13.8 Electronic Approval of Committee Reports by GFC – Reports of recommendations from the Nominating ~~and Replenishment~~ Committee~~s~~ 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~~.

13.9 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 a high level summary of the discussion~~reasons for the decision~~.

15. Amendment of these Rules and Procedures

Rules and procedures governing meetings of General Faculties Council may be amended by a majority of votes ~~of those present and voting~~cast 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

Principles for General Faculties Council Delegation of Authority

Introduction

Governance is understood as the process through which an organization defines and achieves its mandate, which includes making decisions with regard to the structures, policies, and practices of decision-making; the exercise of authority; and the mechanisms of accountability. General Faculties Council (GFC) has employed a structure that relies upon the delegation of its provincially-mandated authorities to its standing committees, individuals on campus and other campus bodies. Delegation is essential to ensure timely and efficient decision-making in smaller forums with access to appropriate resource people, while allowing GFC to focus on substantive and strategic issues of broad relevance to the university community. The following offers guidance to this delegation structure and helps maintain accountability, transparency, and collegiality in the academic governance system at the University of Alberta.

Retained Authority

General Faculties Council shall pursue major policy and strategic issues that include:

- significant strategic and policy issues related to the academic affairs of the university;
- any matter involving the alteration of the mandate, terms of reference, membership, or structure of a GFC standing committee; and
- those matters that a standing committee, body, or officer holding delegated authority from GFC considers to be of major strategic significance or long-term impact on the university.

Principles

1. Delegations of authority must be reasonable in scope and appropriate to the character and capacity of the body (e.g. council or committee) or officer receiving the delegated authority.

2. An officer or body acting with delegated authority is accountable to the body which delegated the authority and must report to that body in a timely and sufficiently detailed fashion on actions taken under the delegated authority.

3. An officer or body is responsible to be alert to situations where, for example, there is uncertainty as to whether an item falls within the intended delegation or the significance of an issue and the division of opinion on the issue suggest it is prudent to refer the issue or decision to the delegating body for consideration. When there is uncertainty as to whether an item falls within the intended delegated authority, or if there is clear division of opinion, the officer or body with delegated authority will refer the item to the body that delegated the authority along with a recommendation.

4. Delegations should be recorded in written form and curated in a transparent manner.

5. A body delegating authority may impose restrictions on that authority -- including restrictions on the authority to sub-delegate -- so long as the restrictions allow sufficient authority for the delegation to be meaningful.

6. All delegations of authority should be reviewed at regular intervals (ideally once every three years) to ensure they remain appropriate.

7. Withdrawal of delegated authority should be considered judiciously based on the best interest of the institution and cannot be done retroactively.

8. An officer or body is not compelled to exercise delegations. The fact that a delegation is held does not oblige the officer or body to exercise the delegation if, in the opinion of the delegate, some special or unusual circumstances are involved which make it sensible that the issue should receive consideration at a more senior level.

Approved by General Faculties Council: April 21, 2017

Comprehensive Feedback and Responses Document		
40 members submitted feedback on proposed revisions to GFC Meeting Procedural Rules, and Roles and Responsibilities of Members - April 2021		
Meeting Procedural Rules		
Section	**Member Feedback**	**Response**
Intro	could the roles and responsibilities of the members also be included in the same document with meeting procedural rules? This may reinforce respectful use of time and emphasize the focus on university concerns over individual concerns.	Link added
Intro	The “fundamental principles” should include all of the principles set out in the “Roles and Responsibilities” document.	Link added
1.1	Greater precision in wording needed: All rulings of the chair, not just those dependent upon a reading of the PSLA or Robert’s Rules, are open to challenge.	This is true and stated in 1.2 “Any decisions of the chair are subject to challenge.”
1.3	I would also consider offering advice that "the Chair should participate in the debate (after relinquishing the chair) if the discussion involves a subject that will be further considered by the Board" because this is one of the issues that we faced in December. The role of the chair is critical in our bicameral governance framework and chair should not be silent when they have to represent the GFC downstream to the Board.	
1.3	In relation to recent events this rule needs to be more comprehensive: It needs to state that the Chair has the obligation to come out of the chair when they have information or a position on matter being debated. Robert’s Rules explicitly states that the Chair’s obligation to provide this information or perspective “outweighs [their] duty to preside,” and sets out the protocols for such an eventuality. Rule 1.3 needs to state this and either provide the protocols (see §43, p. 395 of the eleventh edition or the relevant section in the twelfth edition) or needs to refer GFC members to those protocols. GFC could of course establish a variant of the Robert’s Rules protocols if it wishes. If the Provost is not formally designated as the “Vice-Chair” of GFC, the wording here should refer specifically to the Provost, another Vice-President, or a Dean.	The Exec *ad hoc* Committee did discuss the need for additional language to describe when the chair should leave their role, however, the PSLA is clear on this matter and states that recommendations by GFC are transmitted by the President to the Board. The matter has also been raised by members of GFC Executive at their joint meetings with the Board Governance Committee.
2.1	This year we had GFC during exams so we should probably include some qualifier	
2.1	Note that this rule has been recently breached, which begs the question: How are breaches of the rules to be dealt with? By whom? GFC needs to have the opportunity to set a new rule for how breaches of governance rules are to be handled.	The conflict between the meeting on April 26th and the final exam schedule was a result of the extraordinary change to the academic schedule to lengthen the winter break. The rules also lay out the ability for members to call a point of order if they notice at breach under 10.3.
2.1	In section 2.1 - it says reading week (singular) but we have two now.	Updated
2.3/7	I think the changes are a great improvement in general and the switch to a majority of those voting is great. However, I note for 2.3 there is a lack of clarity in what the majority is of. Since this is an electronic vote outside a meeting I presume the intention is that it is two thirds of those voting. Shouldn't there also be some quorum rule on the numbers of votes too because it happens outside a meeting so the established quorum rules for meetings in section 7 don't automatically apply?	Updated, 'votes cast"
2.3	Why two thirds requirement for e-vote for waiving one-month notice, compared to simple majority or no vote (Chair decision to add a special meeting)? Why not just change to notice to 2 weeks instead of one month?	

2.3	This new rule needs to be more specific: What is intended? Electronic votes at meetings of GFC? Between meetings of GFC? Both? If the latter, how long is the voting period? No rationale is provided for why this would need to be a two-thirds majority vote. Why is it not a simple majority? The rule also needs to be supplemented. GFC members always have the authority to adjourn a meeting to another date and time. Our rules should state this so that we cannot have the kind of confusion that results in the use of a standard rule for democratic meetings being denounced as “shenanigans.”	The rule concerns special meetings, not adjournment of regular meetings to another date and time. The electronic vote would be used to determine if a two-thirds majority of members agreed to meet with less than one-month’s notice. Asking for a two-thirds majority will allow for assurance that members agree that waiving notice is appropriate.
2.4	Why has “normally” been deleted?: We have seen a fair bit of abuse around this rule. The word “normally” is used to provide important latitude — in this case, to GFC Executive as the body that approves a provisional agenda for GFC’s meeting. It could be argued, however, that it’s the norm that is the problem. A two-hour meeting, as we have regularly seen, is not adequate. The rule should be changed, then, but not to eradicate the “normally,” but to change the norm to three hours. It is far better to have GFC members putting a 3-hour meeting into their agendas, and then discovering that they have extra time when a meeting is adjourned early, rather than the reverse.	The proposed deletion of “normally” was removed and language was added to specify that meetings may be extended by GFC. Rule 2.1 also notes that GFC members will be informed one month ahead of the academic year of the GFC schedule via the governance website.
2.5	Why is this rule still in place? What interests is this rule serving? If GFC votes to extend a meeting beyond the 3-hour mark it should be able to do what it wishes with the extra time to which the body has agreed. We should, however, have a new rule that disallows the introduction of a new item after the time of adjournment, which is what happened at the 22 February 2021 meeting.	Concerning 2.5, the rule does align with historic practice. It has been in place since 1974. This practice also aligns with principles of equity because after three hours, participation in the meeting will be more difficult for members with family or other responsibilities.
2.6	Why is this rule still in place? We should not have a rule that is not consistent with law.	Photographs, video and audio recordings are "records" as defined in section 1(q) of the Freedom of Information and Protection of Privacy Act (the "Act"). The information contained in photographs, video and audio recordings are considered "personal information" under section 1(n) because the pictures or sound would contain "recorded information" about an "identifiable individual". GFC has decided not to allow audio/video recordings and complies with legislation in doing so. Live streaming of meetings is an operational decision led by the principles set out by GFC in the meeting procedural rules. We have not discussed limiting observation of GFC meetings and believe the language is consistent with the principles set out in the Freedom of Expression Statement. There is no intention to discontinue live streaming at this point in time.
3.1/3.2	Why not commit to live streaming as we have established during the pandemic?	
3.2	This rule needs to be rewritten in two respects. First, it’s 2021, and we have technology at our disposal that did not exist when this rule was first written. From now on it should be a matter of course that meetings of GFC and the Board are livestreamed to permit as many people who wish to observe. Second, the reference to “orderly conduct” needs to be carefully reframed to be consistent with the University’s freedom of expression statement passed in the Fall of 2019.	
4.1	This rule needs to be consistent with 3.1. 3.1 limits the use of closed sessions to “those dealing with nominations and adjudication.” Here the wording is loose. If it is being suggested that there are other reasons for a closed or in camera meeting of either GFC or any of its committees, this needs to be clarified. And if that is the case, this section should assert a principle consistent with the “Roles and Responsibilities” document, namely, that there is “a commitment to openness [and] transparency.”	On 4.1, agree that this should not conflict with the commitment to openness and transparency. That is set out in the principles in the preamble to the document.
4.2	We also need a new rule in the section. I have raised this concern in the past. The minutes for closed sessions should be made available after a certain period of time, with names redacted in the case of closed sessions for “nominations and adjudication.” We are a public university, and for openness and transparency it must be declared what topics have been taken up in closed sessions. This suggestion is of course moot if closed sessions are only ever to be used for nominations and adjudications.	Concerning 4.2, we have very rarely held meetings of GFC Committees in Closed sessions. In our recent past, we have always published the minutes from those sessions afterwards and would continue to advise that as best practice.
5	If eliminating the GFC Question Period Procedure supports more open environment for members discussion, I would support it.	

5	Suggestion: In cases of dispute between the recipient and questioner, or where no agreement can be reached, the recipient or questioner may refer the question to the GFC Executive Committee for a ruling on whether the question is proper. If the Executive Committee deems that the question is not proper, the question will not be answered – the Executive Committee's decision is final and binding.
5	The essence of the section "Supplementary questions may be asked during the Question Period providing they relate to the subject matter of the question under discussion." could be included in the revised Procedural Rules.
5.2/6.5c	Overall, the proposed changes are agreeable. I see the effectiveness and efficiencies of members time and energy in the change of 5.2 and 6.5c in the Meeting Procedural Rules,
5.2	"If the recipient considers..." is quite heavy-handed; it reads to me like an easy way to dismiss questions; furthermore, "if an excessive amount of time..." is a statement that cannot be objectively evaluated and reads even worse. In the end, this section basically precludes "big questions" and places anyone with a question at a disadvantage relative to the administrator/proponent of actions, since they can fairly easily to argue the question offers an opinion. Are we not supposed to offer opinions? I thought that most of the work we do is about our informed opinions and arguments, and how could one objectively establish that an argument is irrelevant to the matter at hand?
5.2	On what grounds will recipients make their decisions? Will these decisions be explained? What constitutes an excessive amount of time, effort, expenditure and/or resources, especially in our current budgetary situation, and with decisions to bypass questions possibly affecting dozens/hundreds of UofA employees/students/stakeholders?
5.2	I do not think the changes to Item#5.2 are conducive to effective governance. It should not be left to the discretion of the "recipient" to determine or evaluate the appropriateness of a question. Any question posed by a member of GFC should merit a fulsome response -- even if such a response requires significant effort. If there is a concern that superfluous questions are being posed, I would propose that 5.2 be modified to allow for the Chair to consult with the member to scope the question. But ultimately, any question within the scope of GFC's authority under the PSLA should merit a response, even if substantial (or "excessive") effort is required. Anything less than this does not meet the spirit or substance of GFC's authority or responsibilities. I also believe that the proposed changes to 5.2 violate two of the opening principles of the Roles and Responsibilities document, namely: A commitment to openness, transparency, and respectful communication; and A commitment to responsiveness, respect, and reciprocity between governing bodies and between governing bodies and university administration. [1]
5.2	I think we should restrict this to just being outside of the scope of GFC. I am of the opinion that the references to resources, time, expenditure etc. should be left out. It is easy to determine whether a question is within scope and can be accepted or rejected. It is the responsibility of GFC to provide answers even if it takes a bit of time to delve into the matter and come up with such answers. After all, if transparency is the objective we should strive to provide answers and I feel that references to expenses/resource etc. will come back to create further issues with respect to the perception of a lack of collegial governance.
5.2	The added language seems predestined to lead to conflict, since many questions will inevitably express--whether explicitly or not--arguments or opinions and "fact" is likely a matter of opinion in itself. I completely understand the intent behind this language, but it seems engineered to thwart a small handful of individuals who have abused the question process this year. Does this language just make it an even larger issue than it deserves to be?

5.2	I would suggest that we end it like this, "the recipient shall work with the questioner to narrow the scope of the question." So that the question is not being refused and sent back but rather the scope is narrowed. I dont want people to make an excuse and send back every question that is holding them accountable, so sending back should not be an option but to discuss the scope and narrow it is still fine.	
5.2	Neither the revised nor unrevised material is appropriate. First, the rule of “up to six working days” before makes no sense given that meeting materials are generally not made available until five working days before the meeting. One of two things needs to change: the date at which the agenda and supporting materials are released or the date by which questions are due. Members of GFC must have received and had the opportunity to consult the agenda and meeting materials before the deadline for questions. Second, the details here must in all respects be consistent with the University’s freedom of expression statement. We cannot have a rule that limits either faculty, staff, or students’ freedom of expression rights as set out in that statement. The poser of a question must be free to pose their question in their chosen terms. Those submitting questions should be encouraged to state all of the facts that they consider relevant to their question, but they cannot be told that the question somehow fails in limiting itself to the factual; and it is an offense against basic democratic proceedings for any ‘argument or opinion’ to be disallowed. This rule would make the senior administrator and/or governance staff censors. Third, the new material is inappropriate for it attempts to limit questions to those within “the scope of GFC responsibilities.” GFC has authority over academic affairs. It also has a responsibility in regard to matters of high-level strategic interest. And it can make a recommendation to the Board on any matter whatsoever. It then makes no sense for any question to be designated as out of scope. It is also inappropriate for this material to suggest that questions can somehow be deemed inappropriate if they would require “an excessive amount of time, effort, expenditure and/or resources” in order to be answered. There should instead be a positive rule here, one that plainly states that every effort will be made to answer all questions. This statement should reference the principles of transparency and accountability.	The *ad hoc* Committee spent a great deal of time discussing these changes and brainstorming ways to ensure question period was effective as supported the principles of inclusive and participatory decision-making, while ensuring sufficient time for efficient decision-making. The committee debated eliminating the question period from the agenda, but felt that it was valuable and that by changing the order of the agenda to ensure there was time for question period, the need to require it be 30 minutes was alleviated. Concerning cases of dispute, the language was revised to have the Secretary work with the recipient and the questioner. The Question Period Procedure currently states that answers are not debatable, stemming from a GFC decision in 2003. In practice, there have been numerous occasions where discussion of answers took place on the floor of GFC. It is important to note that the language that has been added in these sections is current practice that is articulated in the GFC Question Period Procedure. In reality, every effort is made to answer questions received before GFC in writing, or on the floor to ensure transparency.
5.3	Need a clear procedure. As it stands, there is a certain chaos to Question Period which revision of the rules at this time should seek to mitigate. All members of GFC should have the opportunity to engage with a question, not just the person who submitted it. To facilitate this, discussion should proceed through the questions, by number.	
5.4	Why does this proposed revision restrict the ability to raise a question about an agenda item ‘during consideration of that item at the GFC meeting’? Members should be free to raise questions as they wish, whether it be in advance of the meeting or during it.	
5.2	Should it say GFC and Standing Committees (not just GFC)?	It is practice to have a question period on each standing committee agenda but it is a much more informal process
6.1	"The GFC Executive Committee will ensure that items put before GFC are complete and ready for discussion and published in advance of the meeting." It has been my experience that work often happens on the agenda after the Exec meeting. I would very much like the idea to have the final agenda document approved by email by Exec, or else this sentence should be deleted.	
6.1	This rule is not currently being adhered to, and should be rewritten to express what is actually desired. As it stands, Executive does not play a meaningful role in agenda setting. It has an agenda placed before it for its approval. This rule should be rewritten in such a way as to specify an active role for Executive in determining if and when items come are to be proposed for GFC’s agenda. It should make clear Executive members’ ability to initiate the inclusion of agenda items.	GFC Executive approves a draft agenda which is then proposed to GFC but GFC is the ultimate approver of their own agenda. GFC Executive does discuss whether items are ready for GFC before approving the draft agenda.

6.2	Thank you for establishing 5 days instead of the much more onerous 2 weeks.	5 working days would align with the normal posting of documents one week before the meeting.
6.2	Why five days? Hasn't the agenda already been published by 5 days prior to the meeting?	
6.2	Minor point: this should specify working days, as does 6.7.	Updated
6.2	You may want to say "five working days" instead of "five days" to exclude weekends and holidays.	Updated
6.2	Under current form, the GFC Execs just need time to add item on agenda, but with the proposed changes, the GFC Execs will get a chance to refuse the addition of items on the agenda, by staying its not ready and just kill things being proposed by the members. Five day is fine but discuss item and verify if its complete is not right.	
6.2	The beginning of this rule should be rephrased so that it does not suggest that it is in any way interfering with GFC members' basic rights either to move the addition of agenda items at the beginning of a meeting or initiate debate during a meeting. More precise wording: "If GFC members wish to arrange in advance for an issue to be included for debate in an agenda to be proposed to GFC, ..."	There are other mechanisms for a member to add an item to a GFC agenda, see 6.3, 8.4, and 8.7.
6.3	"those voting" and later, "votes cast" are used, seemingly interchangeably - are they the same?	Updated, 'votes cast"
6.3	There is no good reason for the imposing of an additional hurdle in regard to the adding of agenda items. The appropriate hurdle is what Robert's Rules requires, a simple majority. A simple majority is sufficient to determining whether the body thinks a matter is deserving of attention. GFC members could, however, be encouraged to provide advance notice of a motion to move an addition to the agenda proposed by Executive. The rule should be carefully worded, however, so that it is clear that the rule does not interfere with the basic right of a GFC member to move an addition to the agenda.	A two-thirds majority of votes cast is required to add a substantive motion to the agenda, because there has been no notice of motion. Normally, a notice of motion for any substantive decision making will be made well in advance of an item coming to GFC. And often substantive items will come to GFC for discussion before they come forward for a decision. At minimum, notice of motion should be included with the meeting materials to give members several working days to engage with the materials, consult with their colleagues and constituents, and ensure that they are present at the meeting and prepared to make a decision. When no notice has been given, a two-thirds majority vote or super majority, ensures that the body is overwhelmingly in favour of proceeding with the motion. It is important to note that if a two-thirds majority was achieved, the motion would be added and then decided by a simple majority vote. A two-thirds majority of votes cast is also required to rescind a motion - if there has been no notice of motion, and to close debate - recognizing that closing or limiting debate is a significant decision for a body to make.
6.5	c--It's not clear why there should be no debate or discussion. This would seem to reduce openness and transparency on answers to valid questions being raised and possibly defeat the point of the question in the first place.	
6.5	As written, Section 6.5c which states that "No debate is to be permitted of either the question or the response." can be perceived as cutting short of any collegial exchange relating to a written question sumitted by a GFC member. An article more amenable to collegial discussion could read: "Although no debate is to be permitted of either the question or the response, members who have submitted the orginal questions are encouraged to ask additional questions aiming at clarifying the answer received. Following this, other members will be given the same opportunity."	The Question Period Procedure currently states that answers are not debatable, stemming from a GFC decision in 2003. In practice, there have been numerous occasions where discussion of answers took place on the floor of GFC.
6.5	Concerning question period, the following change might provide greater clarity 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 according to the same procedures for dealing with written questions received in advance of the meeting.	This is current practice.

6.5	Is there no time requirement for Question Period? Can QP be extended? c - What is the meaning of no debate is to be permitted? If an answer is factually incorrect, is the answer allowed to stand? If so, what is the reasoning behind this?	
6.5	c - This states that there can be no debate of the question or the response, but then proceeds to grant everyone on GFC the opportunity to ask supplementary questions, which initiates a de facto debate, it would seem. Question: is it really helpful or necessary to have a verbal question period? It essentially allows a GFC member to blithely bypass all of the other rules around agendas and process and just plunk something into the room.	
6.5	Question period is very imp for GFC to hold admin accountable and in past this has been ignored many time and skipped, but removing the clause of having a mandatory 1/2 hr QA period we will further kill it. I oppose this change also.	
6.5	Two issues here: (1) dedicated time frame needs to be retained, and (2) the first sentence in clause c is to be deleted. The ad hoc governance committee has provided no reason why the time frame should be altered. This is a good instance of our need to keep our governing principles in mind. As a basic matter of good democratic functioning, transparency, and accountability, there must be a decent amount of time for Question Period. And it not consistent with our freedom of expression statement for GFC members to be restrained from engaging in 'debate' of a question.	The Question Period Procedure currently states that answers are not debatable, stemming from a GFC decision in 2003. In practice, there have been numerous occasions where discussion of answers took place on the floor of GFC. The committee debated eliminating the required time for question period and felt that by changing the order of the agenda to ensure there was time for question period, the need to require it be 30 minutes was alleviated.
6.6	Why is this rule proscriptive rather than enabling? The second sentence here should be rewritten to make it clear that GFC members may not simply ask questions of clarification but to identify anything they see as cause for concern.	This rule speaks specifically to reports on decisions that have been made at standing committees. Members are free to ask questions but notice is required to ensure that the appropriate person is in attendance to speak to the item.
6.7	Here and throughout the document, it should be specific as to whether 'days' refers to working days	Updated
7.1	It does not make sense to have a differential quorum for the time of year. There should be one number — a number that seems a reasonable minimum in all cases, no matter what the month. We should consider having quorum per constituency (ex officio administrators; elected faculty; other academic staff; non-academic staff; elected undergraduate students; elected graduate students; ex officio undergraduate; ex officio graduate). More complicated, but fairer.	Quorum is different in the months of May through August to recognize that availability of members may be reduced. Since members of our community, especially students, are generally less available in those months, it is also practice for GFC to not to make decisions on matters of institutional significance.
8.1	It's not clear when you decide to throw in a required 2/3-majority for a vote and when you decide to use a simple majority. I'd have to go through the entire thing in detail to flag all the instances, but there should be a clear, guiding principle on this so that it doesn't look arbitrary or "cooked" in favor of achieving administrations' agendas.	
8.1	This rule needs to be revised to address a problem that has arisen this year. This year GFC members have been told that motions may not be moved during the meeting unless they have been formally added to the agenda. This is incorrect. Once GFC has approved a discussion item GFC members have the right (once they gain the floor,and if they have a seconder) to move anything they wish under an approved discussion item. The rule should be revised, then, clearly to state that the norm of "normally" does not interfere with a member's right to bring a motion under any approved agenda item.	
8.1/8.3	it would be helpful to know why two-thirds majority will be required to add a motion concerning substantive matters to the agenda as per 8.1 and 8.3.	

8.3	A two-thirds majority of total members for rescinding a motion is anti-democratic. With notice, a motion can be rescinded with a simple majority of those voting; on-the-spot would require two-thirds, but of those voting, not of total members. And one can of course reconsider a motion with a simple majority, but the reconsideration needs to be moved (I believe) by someone who voted for the motion in the first instance. Note that the material here is not consistent with the material under 9.4.	A two-thirds majority of votes cast is required to add a substantive motion to the agenda, because there has been no notice of motion. Normally, a notice of motion for any substantive decision making will be made well in advance of an item coming to GFC. And often substantive items will come to GFC for discussion before they come forward for a decision. At minimum, notice of motion should be included with the meeting materials to give members several working days to engage with the materials, consult with their colleagues and constituents, and ensure that they are present at the meeting and prepared to make a decision. When no notice has been given, a two-thirds majority vote or super majority, ensures that the body is overwhelmingly in favour of proceeding with the motion. It is important to note that if a two-thirds majority was achieved, the motion would be added and then decided by a simple majority vote. A two-thirds majority of votes cast is also required to rescind a motion - if there has been no notice of motion, and to close debate - recognizing that closing or limiting debate is a significant decision for a body to make.
8.4/8.6/10.4	The term "two-thirds majority" is used without reference to the denominator	
8.4/9.4	What is the historical reason for the two thirds requirement for a motion to add items to the agenda/ motion to rescind a motion?	
8.4	I think simple majority is fine, we should not try making complicated in a body of 150 people and raise the caps while claiming we want equal participation.	
8.4	(1) The interpolated sentence needs to be deleted not only because it should be a simple majority, not a two-thirds majority but also because the specification does not belong in this location. (2) “speak first and last” In other words, the mover has one last opportunity to speak to concerns that have been raised and/or offer any final point before the vote is held.	
9	I suggest that the committee prepare additions that include ‘motion to adjourn to another date and time’	This is covered in *Robert’s Rule of Order* but is in conflict with GFC process to publish the meeting shedule in advance as set forth in 2.1. which requires that GFC members be informed about the meeting schedule at least one month in advance of the beginning of the academic year. Motions to adjourn to another date and time will lead to meetings being scheduled when members haven't been able to plan for them, which can lead to equity issues for some of our members.
10	There should be a new rule in this section between 10.3 and 10.4. The new rule should note that where more than one speaker in a row speaks on the same side of a question the chair will invite speakers on the other side of the question.	The Rules provide guidance in the form of principles in the preamble that could be used by the Chair to make decisions on debate in ways that encourage participation and engagement of members. These principles include a commitment to inclusive and participatory decision-making, and a commitment to openness, transparency and respectful communication.
10.1	Can the list of speakers be shared with GFC members, to ensure transparency?	The speakers list in zoom is visible in the list of attendees. As we will be working in different scenarios once we are able to hold in person meetings, we may want to reassess at a later date how detailed we are in how the list is created. This was raised by other members and the principles of transparency and openness would need to be adhered to whatever the context.
10.1	The new rule here in regard to the list needs to be fleshed out. The rule needs to specify how the list is constructed and should specify the difference between how the list is constructed for in-person meeting versus a virtual meeting.	
10.2	The guideline of "three minutes" looks arbitrary and capricious to me; why not "five" minutes; why not "ten minutes". I'd suggest picking a time that is obviously long, e.g., "ten minutes" OR reword the entire clause to indicate simply that speakers are "encouraged" to keep their comments to within ten minutes, and that they may be reminded of this time if deemed to be speaking excessively. Also, I don't know what the legal meaning of "the Chair may raise the speaker's attention" would be; this could be misused to discourage further commentary. The spirit of my own comment here, by the way, is that THREE minutes is WAY too short for anything of substance, and it will rush people; it could also be used to "silence" people who are making valid points but when those points are not "popular" or in accord, e.g., with administrators' wishes, and this could happen even without any malintent from anyone but simply because of human nature. So, overall, I'd reword this to encourage people to keep their points concise and within reasonable timeframes and leave it at that. If you need a time, I'll throw out ten minutes.	The ad hoc discussed this at length and settled on three minutes as a reasonable amount of time considering the desire for equal opportunity for participation and the large number of members.
10.2	Who will ensure that speakers’ floor time is accurately monitored?	

10.2	The proposed use of the word “item” rather than “motion” would be imprecise. A speaker might be speaking to the item but not to the motion in which case they are not speaking to the proposition on the table.	There are discussion items and action items on GFC agendas. There is not always a motion on the floor.
10.4	Why is there a two thirds majority required for closing the debate?	The committee felt that a two-thirds majority was more appropriate to close debate since the motion could result in a silencing of some members - recognizing that closing or limiting debate is a significant decision for a body to make.
11	Debates without motions: Aren't these items the ones that we debate/discuss under the "Discussion Items" section of our standing committee agendas? Generally - I would like to see the term "debate" replaced with "discuss" as I think that it signals a culture of respect and collegiality (in the non-governance use of the term) to which we aspire. Otherwise, we might want to consider including the heading "Debates without motions" instead of "Discussion Items" on our agendas, for consistency and clarity.	11.1 replaced the language describing practice for the committee of the whole in the previous Terms of Reference for GFC. The procedures set out in *Robert’s Rules of Order* for committee of the whole allow for unstructured discussion and debate, and 11.1 seeks to accomplish a similar thing, but in keeping with the collegial nature of GFC proceedings.
11	There should be a new rule in this section to cover ‘committee of the whole’ discussions. The inclusion of this new rule will help to ensure that proper procedure is followed in the future not just with the discussion itself but with any such committee’s recommendations.	
11	There should also be a new rule here that formalizes the use of ‘Early Consultation’ items. And somewhere, perhaps in this section, there should be a rule stating that where a presenter wishes to share with GFC extensive power point slides a link to the presentation should be provided to GFC members at least 3 days in advance of a meeting. In other words, GFC’s time should not be used for power point presentations or any lengthy presentation. GFC needs the information, but it needs it in advance in order that the collective time of GFC members can be well used during meetings.	The Governance team is responsible to request that substantive materials are shared with members in advance and to ask presenters to limit presentation times to allow for discussion.
12.2	it appears that the proposed changes is removing the inputs of students from recommendations that the chair should declare a position vacant after some absence at the meeting during the year. Meanwhile, it appears this requirement is being waived for faculty or non-student member. This may not be seen as a move on equity on participation of members of the GFC. It may be nice to consider these questions: "Are non-student member more highly esteemed than student members? Are we trying to encourage suggestions or participation from the Students’ Union or the Graduate Students’ Association, or are we trying to silence there voice in making recommendations on this? Even if graduate Students' Association may not have the authority to singlehandedly declare a position as vacant without the approval of the chair, I do not think it is a bad advice to leave that avenue of communication open for more engagement between the chair and the student union/representatives in this manner.	
12.2	What is the problem that the committee is seeking to fix under the revision of 12.2? I suggest there is no problem that needs to be fixed here — we simply have an antidemocratic rule that simply needs to be struck in its entirety. If, however, it is considered a problem that we do not always have the full complement of members present at every meeting of GFC, then the more democratic solution would be for elected members to be able to send delegates just as ex officio members can under 12.1.	Several members raised questions about the proposed language under 12.2 in the Meeting Procedural Rules and 2.1 a, b and 2.2 a in the Roles and Responsibilities of Members, and after the ad hoc discussed of the matter, they decided to remove these sections.

13	General comment about voting: we really need to establish rules around votes and use better systems. For example, when we meet in Council Chambers, votes are confidential. We press a button, there's a tally. During the pandemic, we've had the terrible situation where our names and votes are displayed for all to see, which can only lead to grudges and discontent. Also, too often we've had to vote when the language of what we are voting on was vague at best or entirely absent from view. Putting it quickly into the Zoom chat is not sufficient. These need to be posted in definitive form (via a shared slide, perhaps?) so that it is 100% how one is voting and on what language. Even if this means it takes another minute to set up a vote, it would be time well spent. There are some really good and flexible voting systems out there on the market; can we please use one of them rather than Zoom's very dodgy voting tools or the cranky UofA local system that seems to have caused endless issues this year.	Over the past few years when meetings were held in Council Chambers, members voted by show of hands rather than the confidential voting system. The transparency of this method was discussed when the GFC Executive Committee deliberated on the use of the eClicker platform. The committee recommended that member votes be shown. Motions must be included in materials and posted for members in advance of the meetings.
13.6	The wording that has been inserted here is very awkward. “The outcome will be determined according to a simple majority of votes cast” would be more precise. The more important question: why is this a prerogative of committees only? And how is the outcome of the vote disseminated? Committee members should know how other committee members have voted; and if GFC votes electronically outside meetings, GFC members should know how other committee members have voted.	Updated
General MPR	While removing the time limit of the question period may be productive, it is also important to find a good balance between this type of discussion and decision making (that is also a vital part of GFC's task). There is a danger that the question period and also the discussion reserved to the 'discussion items' is dominated by few members despite a possibility now to limit the speaking time for 3 minutes. There is obviously no procedural rules of how the agenda is constructed (action, discussion, early consultation items). Should this be indicated in the rules?	The agenda of each GFC meeting is proposed by the GFC Executive Committee and approved by GFC. The GFC Executive Committee has the responsibility to ensure that items put before GFC are complete and ready for discussion. They have the responsibility to determine if there is an appropriate balance between this type of discussion and decision making.
General MPR	I would prefer a 50% majority for everything that requires a vote; I am not sure I understand the rationale for 50% vs. 2/3rds.	A two-thirds majority of votes cast is required to add a substantive motion to the agenda, because there has been no notice of motion. Normally, a notice of motion for any substantive decision making will be made well in advance of an item coming to GFC. And often substantive items will come to GFC for discussion before they come forward for a decision. At minimum, notice of motion should be included with the meeting materials to give members several working days to engage with the materials, consult with their colleagues and constituents, and ensure that they are present at the meeting and prepared to make a decision. When no notice has been given, a two-thirds majority vote or super majority, ensures that the body is overwhelmingly in favour of proceeding with the motion. It is important to note that if a two-thirds majority was achieved, the motion would be added and then decided by a simple majority vote. A two-thirds majority of votes cast is also required to rescind a motion - if there has been no notice of motion, and to close debate - recognizing that closing or limiting debate is a significant decision for a body to make.
General MPR	I think the changes that were made offer greater clarity and it was a good review for me who has only been participating in the GFC PC for just under a year.	
General MPR	The changes enhance the procedural rules and will improve the discourse in GFC. They appear to be in line with Robert's Rules of Order.	
General MPR	they seem well thought out. Perhaps use the same language throughout - rather than "those voting" to "votes cast"	Updated "votes cast"
General MPR	The proposed changes are reasonable. Some discussion of blended meetings (combination of in-person/on-line) would be useful, if only to clarify how, for example, voting would be handled.	Updated 13.7
General MPR	I think the proposed changes help to clarify/simplify understanding and processes which is very positive.	

General MPR	I want to acknowledge the positive changes in this proposal – moving to 'majority of votes cast' as opposed to 'majority of members present' (addresses the non-votes that were still counted as NOs).	
General MPR	I appreciate the edits that were made. I still believe that part of the challenge at GFC is a cultural one, and no amount of procedural rules will change this. Thank you for entertaining the input of a wide group from GFC.	
10 MPR responses	No comments/changes look good	
Roles and Responsibilities of Members		
Section	**Member Feedback**	**Response**
1.1	Could an appendix with all motions recently passed through the standing committees be included as an appendix to the GFC meeting materials? I guess this is what 6.6 is?	Reports from Standing Committees, including the decisions made, are included in the GFC meeting materials under Information Items.
2.1	Does it refer to excused absences also? it should be clarified	Several members raised questions about the proposed language under 12.2 in the Meeting Procedural Rules and 2.1 a, b and 2.2 a in the Roles and Responsibilities of Members, and after the ad hoc discussed of the matter, they decided to remove these sections.
2.1	I wonder why the responsibility of declaring a student position vacant was shifted from the SU and GSA to the Chair. I think the addition of "after consolation with the member" is important to understanding individual circumstance but it would also seem reasonable that the appropriate body the student is representing also be consulted.	
2.1	I think that it is a mistake to make the declaration of seat vacancy a responsibility of the Chair. Over time it is bound for there to be gray areas and treatment of different cases that may appear to be different. Given that the Chair is also the University President, this may result in accusations of selective application of the rule. I think that the University will be much better served if the declaration of seat vacancy is by a majority vote of the GFC Executive Committee.	
2.1/2.2	Why the move from GSA/SU/GFC Exec to Chair? Is this prudent/reasonable to the Chair, given their current workload and the ongoing UAT process? Are we maintaining transparency, when a decision is moved away from a committee discussion?	
2.1/2.2	I think these changes are fine and very reasonable and a discussion with a member is a very good approach to take if a member is missing a lot of meetings.	
3.1	Could we make an effort to have a standard URL for materials?	GFC Meeting Materials are posted on the governance website and the link is shared with members by email when materials are posted.
3.2	I understand well the behaviours we have seen lately that this is intended to address, but I tend to think it's just a potential lightning rod for future debate and may be used as a cudgel by those who want to pursue highly idiosyncratic, personal agendas.	This is current language and is meant to encourage participation of members.
5.2	I would expect questions to come in any time and to be addressed in a timely manner; if questions come more than 6 days before a GFC meeting the question and the written response become part of this meeting materials; otherwise it becomes part of the next meeting materials.	Every effort is made to answer questions received before GFC in writing, or on the floor to ensure transparency.

7	With regards to the renewal of GFC, I would submit that this matter should be the responsibility of all, including senior leadership, and not just "members of GFC". The current wording of new section 7 puts the onus on "members of the GFC" rather than "Members of the University, including senior leadership, shall support the renewal of GFC by encouraging individuals ..." I would, however, like to commend the rest of this language in that it encourages individuals to apply. I am so glad not to see the use of nominations, but instead, the encouragement of self-nomination (e.g. application). Encouraging all interested individuals to apply is so important for gender equality as men tend to get named by others, but women do not. Applications might also encourage new voices to emerge. This obligation to encourage, however, likely needs additional language to be even more specific that the University will use open calls for expressions of interest in serving on GFC, and not simply replenish membership with "taps on shoulders", who they like/who they want, or just the first name that comes to mind to fill a spot. One could expressly put the onus on Deans and Vice Deans to ensure that an open call for applications to serve on GFC is made, but this does not capture student members, so perhaps the route is a sentence that says the leadership within constituencies will use open recruitment processes for replenishment by advertising vacancies and encouraging self-nomination from anyone interested in serving.	Some changes were made to make the language more inclusive and these suggestions will be brought forward for the 3-year review of the GFC Nominating Committee terms of reference and procedures.
General RRM	Thank you for making clear that respect and professional behaviour is expected from everyone.	
General RRM	The proposed changes are reasonable. If I thought stronger language about members' conduct and courteous, professional communication would result in any improvements, I would recommend changes along those lines.	
General RRM	The proposed changes appear to follow EDI policies and should work for now.	
General RRM	I think weighing on emphasis in EDI and Truth and Reconciliation Commission's Calls to Action is a great approach to make GFC more inclusive and less barriers.	
24 Responses	No comments/changes look good	
General Feedback Received		
	I think critical voices should be included on the Ad Hoc Committee: Carolyn Sale would be a good addition.	The suggestion that critical voices be included in the Committee was raised by other members, including at GFC. Members of the Committee and the co-chairs discussed and felt that members were already demonstrating a commitment to providing critical feedback and doing so in an open and transparent manner.
	Re Question Period Procedure -- at the end of paragraph 5 "The answer is not debatable". Disagree - GFC Motion (which was changed to a question) on Clinical Research is a good example (Sept 2019). Debate needs to remain - you can adjust as appropriate for the time limit but excluding it altogether would not promote collegial governance toward improved operations.	The Question Period Procedure currently states that answers are not debatable, stemming from a GFC decision in 2003. In practice, there have been numerous occasions where discussion of answers took place on the floor of GFC.
	I think these are very good changes that you have proposed, and it should stop some of the grand standing that has been a part of the GFC culture.	

	I would replace any process of nomination that requires an individual to submit an application with the support of, or the names of, nominees. It is just an extra hurdle that seems to serve no purpose. Do the five names of nominees for putting one's name forward to serve on a committee add anything to the process? Perhaps a past practice where the time has come to evaluate why we do this. And more importantly, what if these nomination processes deter women and minorities from applying to serve, particularly when it would seem to suffice to have self-nomination (application). A check for eligibility can be done by administrative practice; that does not need nominees. I see no need for nominees when weighed against the overarching goal of encouraging more diversity in who serves.	Some changes were made to make the language more inclusive and these suggestions will be brought forward for the 3-year review of the GFC Nominating Committee terms of reference and procedures.
	A good step forward!	
	Thank you for the time and effort in making these changes.	
	The changes were not discussed at the April 26th GFC meeting, nor did it seem to be an intention to discuss, according to the Agenda. The deadline for providing feedback should be extended; feedback should also be collated and shared with all GFC members, prior to any discussion of these revisions. The identity of the members submitting their feedback should be confidential, unless the members wish to waive that (on an individual basis). Given the current distrust and disillusionment with the role played by GFC and the overall collegial governance at the UofA, these revisions need to be treated as items of utmost importance.	
	Random points below: * The Google form is not a very convenient way to get this type of feedback to you. Just mentioning it. It's a bit awkward to use and would seem to discourage detailed feedback. * The timeline on this, like on many GFC-related items is way too short. On this note, it would be good to reconsider the timelines involved with GFC meetings, e.g., when meeting materials are made available in relation to a meeting itself. * All feedback you get should be ANONYMIZED and shared so that everyone can see the key items flagged and contemplate them. This will help the assembly converge on a truly helpful revision of the rules and regulations, including appropriate revisions to address issues that have come up at recent GFC meetings. * Consider a change in meeting rules to nominally have 3-hour meetings starting at 1 p.m. Why not? The meetings as presently conducted are extremely rushed, with very little time devoted to matters of substance. This makes the entire process look disingenuous. * I assume nothing is final until revised versions are tabled, debated, further revised / amended, and voted upon at GFC --- I really hope this is the case! * Good call on the change to how votes are counted; the old (current) way really doesn't make sense.	The consultation path included the following discussions and consultations with General Faculties Council: March 22, 2021 (to inform GFC that the Executive ad hoc Review Committee would be reviewing the Meeting Procedural Rules); April 26, 2021 (to update GFC on the work of the committee to date and next steps); April 28, with proposed changes distributed for feedback; June 7, 2021 (with proposed changes including from members of GFC distributed for information); September 20, 2021 (for discussion on the proposed changes).
	Thank you for listening.	
	No. Thank you for your work.	
	I have reviewed the documents and the suggested changes have made some items more clear.	

	Any final document on GFC Meeting Procedural Rules should be member friendly, clear, simple, and always strike positive notes whenever possible. There should be no perception that those procedural rules favor any group, whether it be faculty members, staff, students, and especially administration.	
	Thanks to the committee for their work on this important task!	

	Thanks for providing this opportunity to provide input on the rules that govern GFC. I have served on GFC for eight years, and in general have enjoyed my time there. The meetings were generally very informative, collegial and productive and we got a lot done in just two hours. It was fun to see my colleagues from other disciplines and catch up with them. In the last year I have grown increasingly concerned about the way that GFC meetings are run, and there has been a reduction in the quality of debate and a general lack of collegiality. Strident voices are often heard loudly, but are not acknowledged or responded to by the Chair, making them ever more strident. As a result, others are very reluctant to speak up in such a charged atmosphere. I have heard from many colleagues that GFC used to be an enjoyable meeting to attend but now it is generally painful, like pulling teeth without an anesthetic. I have several colleagues who are planning to withdraw from GFC because of this. I am hopeful that the work that your committee is beginning has the potential to improve the situation. I think many of the recent problems stem from the move to an online format in response to the COVID-19 pandemic. This change has been unfortunate as it comes at a time of great financial stress on the institution with major re-organization and cost cutting. These changes would have been very difficult to achieve in the best of circumstances and trying to work through them using an online format at GFC has proven very difficult indeed. In general, I am supportive of the proposed changes to our guiding documents. I think we need to address the problem of agenda-setting for GFC. Much time has been spent in the last year with arguments over the agenda and it is not unusual to spend the first 45 minutes of each meeting debating the agenda itself without achieving any substantive progress on the actual agenda items. As a result, the meetings are often having to be extended by one hour or more which is very inconvenient to those of us who have busy schedules and other commitments. This is extremely frustrating; members' time is very valuable, and must be respected. I think that the GFC Executive Committee is failing in its duty of setting a robust agenda for GFC, which leads to endless squabbles about the agenda itself, and this must be addressed as a priority. I would like to see the chair of GFC provide much stronger leadership and guidance in these meetings, instead of passively letting the body spend so much valuable time making so little progress. There is a way to respectfully help the body to move through its work in an efficient manner instead of letting meetings spin endlessly out of control with little or no direction. I would also like to see the chair engage more fully with members who disagree with him, and invite them into the important work that we have to do together – he should bring these voices "inside the tent" so that they can be "pissing out" instead of letting them remain "outside the tent pissing in". I wonder if our Chair is afraid of these discordant voices, and I would like to see him engage with them more confidently and inviting them in to assist with the work, instead of quietly hoping they will somehow go away. I also think there is a need for more accountability amongst GFC members both in terms of attendance requirements and the quality and tenor of contribution to debate. Being on GFC is a privilege, and we must expect more of each other. Thanks again for this opportunity to comment, I would also be happy to discuss in person. --	

	Glad to see that the principles of collegial academic governance be updated to include the TRC and EDI.	
	I am looking forward to the committee's work on consultation.	
	No, thank you for giving me the opportunity to express my thoughts in writing.	
	I would suggest that given the size of the committee and the amount of information needed to review, I think it may be helpful to have an informal communication channels for the meeting (slack, wonder.me). I think this may help with strengthening uptake and engagement. There are over a hundred members involved and it is difficult to engage without taking up more valuable time. An engaged committee will help move people forward, and provide a more diverse input than a dichotomy of perspectives.	The ad hoc discussed the possibility of University Governance creating and managing an informal discussion board or forum, where GFC members could exchange ideas and comment on items coming forward to GFC, and provide feedback on agendas and minutes before approval. We did a scan of other U15s and looked into what might be required to make something like this work and found that in our counterparts, this is not something that exists.The Governance Office does not have the capacity to moderate a forum like this and would prefer members find alternatives to connect and discuss items before meetings. We do value when members reach out to us with their questions, and have committed to making the website easier to navigate in the future as well.
	The GFC meetings are sometimes taken over by discussion which may be productive, but that occasionally appears as needing a separate space prior to the meeting. Is it possible to consider discussion fori for the members outside of the actual meeting time, but in connection to GFC?	

Carolyn Sale
GFC 25 October 2021
Proposed Agenda Item 7: Revisions to Guiding Documents

Proposed Amendments to the Proposed Revisions to the "Meeting Procedural Rules"

Seconder: Chanpreet Singh
New rule as subset of 2.3

Current rule	*Ad Hoc's* Proposed Revision	Proposed amendment
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.	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.	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. The Chair shall call a special meeting for a date within ten Business Days of the receipt by the GFC Secretary of a written request for a special meeting by at least one-quarter (1/4) GFC's members. The request must clearly state the proposed business of the special meeting.

Seconder: Andrei Tabirca

5.2

Current rule	*Ad hoc's* Proposed Revision	Proposed amendment
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.	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's 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.	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. The officer(s) are expected to provide answers consistent with commitment to the principles of transparency and accountability.

Seconder: Kathleen Lowrey

6.5

Current rule	*Ad Hoc's* Proposed Revision	Proposed amendment
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.	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.	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 composed 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. 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. No motions will be entertained during Question Period, but members may provide a Notice of Motion for a motion to be added to the agenda of the next meeting under rule 8.7.

Seconder: Jennifer Branch-Mueller

This is a blanket amendment to cover 6.3, 8.3 and 8.4.

In all places where the proposed revisions refer to the majority of votes needed to add an item to the agenda, the Meeting Procedural Rules shall follow *Robert's Rules* in requiring a simple majority of votes cast.

If an amendment to an individual rule is preferred, we present this.

8.4

Current rule	*Ad Hoc's* Proposed Revision	Proposed amendment
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). The person making a motion will be invited by the Chair to speak first in any ensuing debate.	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.	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). Consistent with *Robert's Rules*, a simple majority of votes cast will be required to add a motion to the agenda.* The person making a motion will be invited by the Chair to speak first in any ensuing debate. ** This amendment if passed is also an automatic amendment of 6.3 and 8.3.*

New rule

To be added under section 9:

Motion to Postpone

Current rule (Tabling)	*Ad Hoc's* Proposed Revision	Proposed amendment
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. *Note:* This rule is a mash-up of two separate rules in *Robert's Rules*. If 9.1 is to remain unchanged, a new rule needs to be added that properly covers a motion to postpone, which is debatable.		The proposed amendment in this case is an **addition**, Motion to Postpone. Enables the pending question to be deferred for consideration at a later meeting according to a condition specified in the motion. Both the decision to postpone and the condition to be met during the postponement are debatable.

Seconder: Sourayan Mookerjea

10.2

Current rule	*Ad Hoc's* Proposed Revision	Proposed amendment
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. If the Chair does not do so, a member may raise this as a point of order.	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 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.	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 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 ten minutes. The Chair will not otherwise attempt to limit a speaker's time.

Seconder: Kathleen Lowrey

To be added under section 10:

Alternation in debate

Current rule	*Ad Hoc's* Proposed Revision	My proposed amendment
		Where two speakers in a row have spoken to the same side of a motion being debated, the Chair shall call for anyone who wishes to speak on the other side of the question, and from then on, consistent with *Robert's Rules*, the Chair should let the floor alternate, as far as possible, between those favouring and those opposing the measure.

UNIVERSITY OF ALBERTA

Kate Peters <peters3@ualberta.ca>

GFC 25 October 2021: Proposed revisions to Guiding Documents

Carolyn Sale <sale@ualberta.ca> 20 October 2021 at 16:23
To: Kate Peters <peters3@ualberta.ca>
Cc: Heather Richholt <richholt@ualberta.ca>, Chanpreet Singh <ch12@ualberta.ca>, Kathleen Lowrey <klowrey@ualberta.ca>, Sourayan Mookerjea <sourayan@ualberta.ca>, Jennifer Branch-Mueller <jbranch@ualberta.ca>, Andrei Tabirca <tabirca@ualberta.ca>, J Nelson Amaral <jamaral@ualberta.ca>

Dear Kate,

Further to our correspondence and our discussion earlier today about proposed action item 7 for GFC's meeting next Monday, I write to let you have the several proposed amendments to the proposed revisions to the "Meeting Procedural Rules" for which I have seconders. I include one item for which I do not yet have a seconder—the need for the rules to include the rule "Motion to Postpone."

I cc the seconders, along with Nelson Amaral. As you and I discussed, at the beginning of Monday's meeting, when GFC is approving its agenda, Nelson and I will move that the proposed action item become a discussion item instead.

I also want to let you have the bullet-point that I would like to see added to the "Roles and Responsibilities of Members" document as the very first bullet-point after "GFC operates under the principle of collegial academic governance including":

- Accountability for protecting the academic integrity of the University

As we discussed, I have significant concerns about the document "Principles for General Faculties Council Standing Committee Composition" being approved at this time given that this is the triennial review of the document. If there can be no further changes to this document for three years it is imperative that GFC have a discussion of what is at stake in it. In the event that GFC does not choose to make action item 7 into a discussion item I will be working on an amendment to that document as well.

Thank you again for your time today. Please let me know if you have any questions.

Sincerely,
Carolyn

Carolyn Sale
Associate Professor, Department of English & Film Studies
Office: 4-39 Humanities Centre
Mailing Address:
Department of English & Film Studies
3-5 Humanities Centre
Edmonton, Alberta
Canada T6G 2E5
Phone: Apologies: none due to budget cuts in 2009-2010.
Fax: 780.492.8142
Blog: artssquared.wordpress.com

GFC 25Oct2021 Amendments to proposed revisions to Rules.docx
20K

UNIVERSITY OF ALBERTA

Kate Peters <peters3@ualberta.ca>

GFC 25 October 2021: Proposed revisions to Guiding Documents

Carolyn Sale <sale@ualberta.ca> 22 October 2021 at 09:23
To: Kate Peters <peters3@ualberta.ca>
Cc: Heather Richholt <richholt@ualberta.ca>, Chanpreet Singh <ch12@ualberta.ca>, Kathleen Lowrey <klowrey@ualberta.ca>, Sourayan Mookerjea <sourayan@ualberta.ca>, Jennifer Branch-Mueller <jbranch@ualberta.ca>, Andrei Tabirca <tabirca@ualberta.ca>, J Nelson Amaral <jamaral@ualberta.ca>, Marsha Boyd <mboyd0@ualberta.ca>

Dear Kate,

This is a further note to let you know that there is now a seconder, Marsha Boyd, for one more proposed amendment:

2.4

Current rule	*Ad Hoc's* Proposed Revision	Proposed amendment
GFC meetings shall normally be scheduled and planned to end two hours after being called to order.	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.	GFC meetings shall normally be scheduled and planned to end no later than three hours after being called to order. Meetings may be extended by a majority of votes cast.

Thank you,
[Quoted text hidden]
[Quoted text hidden]

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
1.	March 13, 2020	President and Vice Chancellor	S. 62 - Post-Secondary Learning Act (PSLA)	• Yes • Executive Position Description (Approved by the Board)	• 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	• 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	• Yes • 4.1 of Terms of Reference	• See Agenda Item 5 Motions		• Faculty • Students • Staff	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	• Yes • 4.1 of Terms of Reference	• See Agenda Item 3 Motions	March 20, 2020	• Faculty • Students • Staff	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• 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	• 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	• Yes • 4.1 of Terms of Reference	• See Agenda Item 4 Motions	April 6, 2020	• 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	• No	• See Agenda Item 6 C **Motions from the Floor**	April 22, 2020	• 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	• Yes • Executive Position Description (Approved by the Board)	• Presidential Announcement on the Fall 2020 Term	May 14, 2020	• 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	• No	• See Agenda Item 11 C **Motions from the Floor**	May 26, 2020	• GFC Members/GFC Members' Assistants	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term.		• Faculty • Students • Employees	Consultations: • Joint University Student MNIF Oversight Committee • Representatives of Athletics and Recreation
10.	July 30, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Mandatory use of masks on University Campuses.	July 30 and 31, 2020	• 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	• Yes • Executive Position Description (Approved by the Board)	• The Winter 2021 semester will be a combination of in-person, remote and online instruction.	September 24, 2020	• 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	• Yes • Executive Position Description (Approved by the Board)	• The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA COVID-19 related policies, directives, orders and guidelines which are required to comply with the Government of Alberta Public Health Orders,	December 7, 2020	• General Faculties Council, link to Tracker document on Agenda	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
					Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders.			
13.	November 26, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Delayed start of Winter 2021 term.	November 26 and 27, 2020	• University Community through The Quad • COVID-19 Information	
14.	November 26, 2020	Public Health Response Team	S. 62 - PSLA	• Yes • Delegated per I.D. 12	• Safety Measures General Directives Enforcement Procedure	November 27, 2020	• COVID-19 Information	
15.	January 22, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of Program Delivery Framework for the university's Spring/Summer 2021 terms.	January 28, 2021	• COVID-19 Information	Subject to evolving public health guidelines
16.	February 11, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of the Faculty of Extension's Fall 2021 communication of course delivery plans.	mid-February	• Extension's Continuing and Professional Education (CPE) learners	
17.	February 18, 2021	President and Vice-Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Fall Planning Update including delay of Fall 2021/Winter 2022 registration to mid-May.	February 23, 2021	• University Community through The Quad	
18.	March 11, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of the recommendations of the COVID-19 Vaccination Working Group Report	March 15, 2021	• COVID-19 Information	Subject to evolving public health guidelines
19.	May 4, 2021	Public Health Response Team	S. 62 - PSLA	• Yes • Delegated per I.D. 12	• Most on-campus activities paused for 24 hrs, effective midnight, May 4	May 4, 2021	• 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	• Yes • Delegated per I.D. 12	• Establishment of a vaccination self-declaration process and a rapid testing program to support safety across our campuses this fall	August 25, 2021	• COVID-19 Information	
21.	September 13, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description	• 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	• COVID-19 Information	In response to Government of Alberta Public Health Orders, Directives or Guidelines

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)				
22.	September 15, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Changes to the academic schedule to extend the add/drop deadline to September 20, 2021	September 15, 2021	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	• Yes • Executive Position Description (Approved by the Board)	• 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	COVID-19 Information	In response to Government of Alberta Public Health Orders, Directives or Guidelines
24.	September 27, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• University Vaccination Directive	September 27, 2021	COVID-19 Information	In response to Government of Alberta Public Health Orders, Directives or Guidelines
25.	October 21, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Winter 2022 Semester Planning Academic Programming Framework	November 4, 2021	• From the President's Desk - Quad	Subject to evolving public health guidelines

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

Request for Feedback: Draft Indigenous Institutional Strategic Plan

Kate Peters <peters3@ualberta.ca> 28 October 2021 at 13:45
Cc: Heather Richholt <richholt@ualberta.ca>, Florence Glanfield <glanfiel@ualberta.ca>, Nella Sajlovic <nella.sajlovic@ualberta.ca>

Dear members of GFC and GFC APC,

The Vice-Provost, Indigenous Programming and Research Office (VPIPRO), thanks you for the opportunity to share the draft strategic mapping document for the Indigenous Institutional Strategic Plan. As follow-up, the VPIPRO has created a google document with which to solicit feedback on the thematic groupings, goals and strategies for the IISP.

If you so wish, please use this link to provide feedback on the following:

- if there are gaps in the current imagining;
- if there are opportunities to align specifically with other faculty/unit/portfolio initiatives now in development; and,
- to offer general feedback on the content of the document.

Please provide your feedback by December 17, 2021.

Thank you for your contributions to this work.

Kate Peters

General Faculties Council (GFC) Secretary
and Manager of GFC Services
University of Alberta | University Governance
3-04 South Academic Building (SAB) Edmonton, AB | Canada | T6G 2G7 Tel: 780.492.4733
University Governance | www.governance.ualberta.ca

The University of Alberta respectfully acknowledges we are situated on ᐊᒥᓇᐧᑲᐣᐊᓇᐧᑲᐦᐃᐧᐣ (Amiskwacîwâskahikan) Treaty 6 territory, traditional lands of First Nations and Métis people.

BN-2021-10-08 - IISP Strategic Mapping Document (2).pdf
787K

UNIVERSITY OF ALBERTA

BRIEFING NOTE

Prepared by the
Office of Indigenous Programming & Research
Office of the Provost and Vice-President (Academic)
October 8, 2021

Indigenous Institutional Strategic Plan – Map
Office of the Vice-Provost, Indigenous Programming and Research

In support of the objectives articulated in *For the Public Good* (FPG) and other key priorities, the Vice-Provost, Indigenous Programming and Research Office (VPIPRO) has been tasked with the consultation, development and approval of an Indigenous Institutional Strategic Plan (IISP). The purpose of this briefing is to provide **a high-level, strategic mapping of the thematic groupings, goals and strategies for the proposed five-year Indigenous Institutional Strategic Plan**.

The language captured here is an attempt to bridge the information provided through wide-ranging internal and external consultations. It also aims to set the scope for the strategic plan, acknowledging that the breadth captured requires a prioritization of the work laid out given current resourcing. To utilize the valuable ideas collected via consultation, a separate, attached document contains a work plan from which key mechanisms might and may also be considered.

Of note, existing institutional commitments make up the majority of the IISP goals and objectives, illuminating that the work has already been approved via governance processes in existing strategic frameworks including *FPG* and by proxy, the Truth and Reconciliation's (TRC's) Calls to Action, UofA for Tomorrow and the *Strategic Plan for Equity, Diversity and Inclusivity*. **The FPG/TRC alignment column provided below is included as background information only and not as part of the plan.**

Given that these commitments have been formally approved elsewhere, this strategic mapping document aims to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities, embedding it into structures and processes to realize the goals outlined. Functional accountability for this plan resides with the President and the Provost and Vice-President (Academic); however, leadership at the college, faculty and unit levels as well as other Vice-Presidential portfolios will be critical. The itemized areas aim to demonstrate the ways that VPIPRO will partner with university leaders to realize this work. This tactic is meant to acknowledge the autonomy of these units, transformational pressures and at the same time realize the need to create institution-wide accountability for capacity to deliver on the objectives.

The goals and strategies aim to move the university along the continuum described by Gaudry and Lorenz[1]: from Inclusion Indigenization (increasing the number Indigenous individuals at the institution) to a fulsome integration of Indigenous understandings: Decolonial Indigenization. This is, "the process of deconstructing colonial ideologies of the superiority and privilege of Western thought and approaches … dismantling structures that perpetuate the status quo, problematizing dominant discourses, and addressing unbalanced power dynamics."[2] Gaudry and Lorenz offer a strategic road map so as to effectively consider the complexities and differences in decolonization and Inclusion Indigenization.

The plan is grouped into three categories meant to represent a sweetgrass braid and accompanying prairie and parkland-based Indigenous understandings (where the University of Alberta is primarily, though importantly, not only, based). In many Indigenous cultures, the braid represents mind, body and spirit and the balance between the three for good health and harmony in individuals and communities. It also represents understandings about the relationality of all Peoples and to all things living. The braid is also a reminder of the beauty of Indigenous peoples, our pride and resilience. The loss of braided

[1] Alternative, An International Journal of Indigenous Peoples, Adam Gaudry and Danielle Lorenz, "Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy."
[2] Asma-na-hi Antoine, Rachel Mason, Roberta Mason, Sophia Palahicky, and Carmen Rodriguez de France, *Pulling Together: A guide for Indigenization of Post-Secondary Institutions: A professional learning series*. https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/indigenization-decolonization-and-reconciliation/

hair is linked in communal memory to the trauma of colonialism and its assimilative practices. As the resurgence of Indigenous peoples continues, the braid has become a symbol of defiance and identity assertion and also representing that the past, present and future are intertwined, with the impacts of the past overlapping our current reality and threading through to the future. This symbolism is also meant to indicate that this strategic plan is a living document that will evolve as this work progresses.

STRATEGIC AREAS OF FOCUS - OVERVIEW

Levers and Enablers	
Looking to the Past The first grouping of objectives focuses on the "remedial" actions mandated by the Calls to Action issued by the National Truth and Reconciliation (TRC) report and broader Indigenization efforts. This grouping aims to remediate the erasure and exclusion of Indigenous knowledges, histories and knowledge systems. The work recognizes the gaps in traditional Western higher education and also the harm that those gaps have had on the lived experiences of Indigenous peoples. Implicit in this work is the acknowledgement that the university participated, and participates, in aspects of colonialism that were, and are, deeply harmful to Indigenous peoples and that there is a wrong to right. The same power that was employed to disenfranchise Indigenous peoples can now be brought to bear on the education of the students we serve and those beyond the institution.	1. Indigenous Leadership and Coordination 2. Institutional Accountability, Reporting and Metrics 3. Indigenization a) Academics: Faculty-specific and Institutional Calls to Action b) Academics: Course content and Indigenous Ways of Knowing c) Infrastructure d) University Policy 4. Reconciliation a) Research and Scholarship b) Learning (internal) and Learning (National Truth and Reconciliation Centre)
In-powering the Present The second grouping of objectives focuses on actions that support the recruitment and retention of a diverse group of students, faculty and staff. This work acknowledges the urgent need to address the systemic barriers that limit full Indigenous participation in the offerings of the university—barriers that have artificially prevented Indigenous peoples from greater individual and collective sovereignty	1. Diverse Students, Faculty and Staff: Recruitment and Retention a) Indigenous Undergraduate Students and Graduate Students b) Indigenous Students Funding c) Faculty d) Staff e) Safe and Welcoming Spaces
Imagining the Possible The third grouping of objectives focuses on those actions that have emerged as critical in support of Indigenous-focused institutional objectives but that are largely at their inception, requiring greater work to establish processes and policy for this work	1. Ethical Research with Indigenous Communities 2. Situated Knowledges, Indigenous Peoples and Place (SKIPP) Signature Area 3. Community Engaged Research 4. Senate 5. Alumni Relations 6. Development

LEVERS AND ENABLERS

- **Resource** the strategies—acknowledging the goals are only possible with adequate resourcing.
- Support **hiring, delegation** and **capacity** development for Indigenous-focused administrative work—acknowledging the goals are only possible with adequate capacity (acknowledge that institutional Indigenization often places "an inequitable burden on Indigenous staff, students, Elders and communities."[3])
- Ensure that the priorities outlined in the IISP are taken up in **other institutional spaces: i.e.,** unit plans, institutional key messaging, reporting and governance structures
- Map explicit **connections between VPIPRO and other portfolio-level offices**, i.e., Alumni Relations, Development, External Relations, Facilities and Operations, etc.
- Utilize existing Indigenous-focused institutional data, such as the Workforce Diversity Census and Indigenous/ Indigenous Student Success Survey, to track, make visible and proactively respond to identified trends

LOOKING TO THE PAST

INDIGENOUS LEADERSHIP & COORDINATION		
Alignment	**Goals**	**Strategies**
Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada FPG, Build, Objective 4 Broad and TRC-specific objectives Strategic Plan for Equity, Diversity and Inclusivity	Build capacity to centrally connect Indigenous-related teaching, learning, research and supports to share resources, better coordinate, and find efficiencies Ensure that Indigenous-focused initiatives are Indigenous-led Adequately resource Indigenous initiatives Ensure broad institutional accountability	1. Support the Vice-Provost, Indigenous Programming and Research Role and Office via additional capacity and resources 2. Identify and further resource all units responsible for this work, ensuring adequate funding and capacity while linking into other key offices' capacities 3. Task each College Dean (Health Sciences; Social Sciences and Humanities; Natural and Applied Sciences) with producing and reporting on their own strategic objectives in relation to the IISP 4. Create a permanent Indigenous Advisory Council (IAC) to advise, seek alignment, support and realize Indigenous Initiatives 5. Consider a Wisdom Circle, or a similar entity, to assist with high-level, Indigenous-focused and other decision making at the university 6. Support the project or committee-based delegation of Indigenous staff from other units to Indigenous-focused administrative work

INSTITUTIONAL ACCOUNTABILITY, REPORTING AND METRICS		
Alignment	**Goals**	**Strategies**
Evaluate and **measure** the university's response to the TRC's Calls to Action to ensure effectiveness on an **ongoing** basis FPG, Build, Objective 4, Strategy iii	Evaluate and measure the university's response to the TRC's Calls to Action to ensure effectiveness on an ongoing basis	1. Publish a TRC Calls to Action "Report to Community" every two years while emphasizing this work is permanent and ongoing 2. Identify contributors to the report (units, leaders, etc.) to detail successes and gaps 3. Initiate broad accountability mechanisms for this work and its reporting including Deans' and other senior leaders annual reporting

INDIGENIZATION: ACADEMICS (FACULTY-SPECIFIC TRC CALLS TO ACTION)		
Alignment	**Goals**	**Strategies**
Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful,	Remediate the curricular knowledge gap about the foundational nature of the treaties, Indigenous histories	1. Support the faculty-specific Calls to Action by imagining and supporting the implementation of curricular changes via financial and administrative resources, leadership

[3] Universities Canada, "Perspectives on Reconciliation: Lessons from the Post-secondary sector", January 2021

respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada FPG, Build, Objective 4 We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history FPG, Build, preamble	and contemporary experiences in specified faculties and the broader university *Note: The TRC faculty-specific Calls to Action have been omitted here for brevity*	and mentorship in: Education, Health Sciences, Law and Arts/Native Studies 2. Partner with the College Deans to collaborate and coordinate on this work 3. Support the faculty-specific Calls to Action to increase the number of Indigenous professionals in the specified faculties and professions via existing programs such as AIM-HI, financial or other supports 4. Work to establish institutional relationships with Indigenous-led organizations in support of Indigenous language revitalization, acknowledging the sovereignty of nations in language 5. Highlight the faculty-specific responses to the Calls to Action for the proposed Report to Community

INDIGENIZATION: ACADEMICS (COURSE CONTENT AND INDIGENOUS WAYS OF KNOWING)		
Alignment	**Goals**	**Strategies**
Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada FPG, Build, Objective 4 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation Build, Objective 4, strategy i We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history FPG, Build, preamble	Use all teaching opportunities to honor Indigenous Ways of Knowing, recognizing the validity of Indigenous worldviews, knowledge and perspectives and as a means to remediate the knowledge gap about the foundational nature of the treaties, Indigenous histories and contemporary experiences across the university.	1. Use all available mechanisms to make curricular changes and use other teaching opportunities to increase Indigenous content in the academy and to engage Indigenous Ways of Knowing with university curricula 2. VPIPRO to support the work of the Colleges (including the college offices for education and research and for strategic initiatives), faculties, units and portfolios to undertake this work 3. VPIPRO to support the Indigenization of programs via new course approval and Quality Assurance processes for all programs, centres and institute proposals 4. Create resources and workshops for faculty to illuminate the institutional spaces in which these understandings might be integrated into course materials; promote existing field-specific literature to support this work 5. Provide capacity to undertake Indigenization through other mechanisms such as events, panels and experiential learning 6. Broadly promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course; consider the development of other materials to meet the need to increase knowledge on Indigenous historical and lived experiences 7. Incorporate Territorial Acknowledgements on the UofA main page, in all public addresses and written statements 8. Showcase the UofA scholarship that examines reconciliation or advances more accurate understandings of Indigenous peoples 9. Provide financial supports to units undertaking this work 10. Partner with University of Alberta International to offer relevant programming for international students

INDIGENIZATION: INFRASTRUCTURE		
Alignment	**Goals**	**Strategies**
Develop, in consultation and collaboration with internal and external community	Utilize university infrastructure (physical, web and communications) to	1. Work with the VP, Facilities and Operations portfolio and others to incorporate an acknowledgement of Indigenous lands in land use and space design processes and

stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada FPG, Build, Objective 4 Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world FPG, Build, Objective 1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation Build, Objective 4, strategy i	acknowledge the significance of Canada's treaty relationships and to create safe and welcoming spaces for all	decision making, affording respect to Indigenous peoples in consultation and considering what it would mean to regard land as a relation 2. Increase the symbolic and physical visibility of Indigenous presence on all UofA campuses to acknowledge the long history of our campuses as sites of Indigenous habitation, gathering, and sacred significance and not as Terra Nullius 3. Remediate problematic on campus representations of Indigenous peoples, utilizing these opportunities to teach on the subject 4. Support the use of university infrastructure for internal and external users' community building and gathering purposes and ceremony; develop the necessary policies to support this 5. Increase the digital and communications-based visibility of an Indigenous presence at the UofA 6. In partnership with the VP, Facilities and Operations portfolio, create Indigenous specific benefit-driven procurement policies

INDIGENIZATION: UNIVERSITY POLICY		
Alignment	**Goals**	**Strategies**
Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada FPG, Build, Objective 4 Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world FPG, Build, Objective 1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation Build, Objective 4, strategy i Celebrate and support diversity and inclusivity Build, Objective 5, strategy ii	Create and revise existing university policy to support and celebrate Indigenous identity, respectfully facilitate connections between the university and the Indigenous community and to bridge university practices with Indigenous-centered protocols	1. Examine and improve university policy to support Indigenous cultural and spiritual practices, creating welcoming spaces for all 2. Document and share appropriate cultural protocols for connecting with Elders, Knowledge Keepers and other Indigenous community members 3. Identify and remediate challenges with appropriate remuneration (honoraria) and culturally appropriate gifts within the university context 4. Work with and share emerging practices in this area with other post-secondary institutions 5. Link to and articulate this work in the revisions of the Equity, Diversity and Inclusivity (EDI) plan

RECONCILIATION: RESEARCH AND SCHOLARSHIP		
Alignment	**Goals**	**Strategies**
We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth	Work with relevant partners to advance, fund and showcase reconciliation research and scholarship	1. Work with government entities to advocate for and create a National Research Program with multi-year funding to advance an understanding of reconciliation 2. Create an interdisciplinary conference to offer teachings on past and contemporary Indigenous experiences and reconciliation

and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation TRC Call to Action 65		3. Support mechanisms to share the University of Alberta's Indigenous scholarship in reconciliation internally and externally 4. Consider innovative funding mechanisms to fund reconciliation research 5. Create a TRC-focused endowed chair

RECONCILIATION: LEARNING		
Alignment	**Goals**	**Strategies**
Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation FPG, Build, Objective 4, Strategy i	Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation	1. Broadly promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course (MOOC/Mini-MOOC), including offering work time to complete the course to faculty and staff; utilize other developed courses, such as the anti-Indigenous racism module to support this work 2. Create a primer on the Indigenous peoples of Alberta including the different nations, cultural and linguistic differences, governance structures, geographical territories, treaty relationships and non-treaty relationships to address the institutional knowledge gap and to facilitate greater understanding and awareness among faculty, researchers, staff and students 3. Create and offer free, during work hours, courses, workshops and events and other resources to tackle the knowledge gap around racism, historical and contemporary Indigenous history and the foundational agreements 4. Create a fund to provide financial supports to those taking this up work at the University of Alberta 5. Partner with external entities, such as libraries, municipalities and public schools, to build partnerships to build capacity for TRC teachings within a larger collaborative system so that opportunities for learning can be taken up 6. Create programs that showcase the university's Indigenous cultural, archeological and artistic objects 7. Showcase the scholarship of UofA faculty engaged in examining reconciliation or advancing aspects that increase historical understandings for Indigenous peoples

RECONCILIATION: LEARNING (NATIONAL TRUTH AND RECONCILIATION CENTRE)		
Alignment	**Goals**	**Strategies**
Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation FPG, Build, Objective 4, Strategy i	Strengthen the partnership with the National Centre for Truth and Reconciliation to permanently preserve the memory of Canada's Residential School system	1. Develop activities to support the work of the centre 2. Facilitate access for researchers and the public to the online collections of the centre 3. Support activities and events to acknowledge and commemorate the victims of the residential school system

IN-POWERING THE PRESENT

DIVERSE STUDENTS: RECRUITMENT AND RETENTION—INDIGENOUS UNDERGRADUATE STUDENTS		
Alignment	**Goals**	**Strategies**
Recruit and retain a diverse body of students, faculty and support staff retention through the development and observation of equity sensitive processes and policies FPG, Build, Objective 1-3 Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada FPG, Build, Objective 1, Strategy ii	Develop and implement an undergraduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada	1. Convene a group to conduct a review of undergraduate student recruitment and retention practices 2. Inventory and audit reserved seats and differential entry processes to improve access and outcomes and to educate faculties on possible changes that support this goal 3. Consider innovative methods of supporting the entry of under-represented students, including innovative early and community-specific recruitment, pre-entrance supports and transitional programming 4. Implement recruitment practices and programmatic pathways that make the University of Alberta a destination of choice for community-embedded students 5. Renew and utilize data from the Indigenous Student Success Survey 6. Meet and exceed the provincial undergraduate target for Indigenous students 7. Expand the online delivery of programs and courses for Indigenous learners, considering its possible reach to connect with mature and underserved learners 8. Develop, implement, track and report on Recruitment Strategy

DIVERSE STUDENTS: RECRUITMENT AND RETENTION—INDIGENOUS GRADUATE STUDENTS		
Alignment	**Goals**	**Strategies**
Recruit and retain a diverse body of students, faculty and support staff retention through the development and observation of equity sensitive processes and policies FPG, Build, Objective 1-3 Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada FPG, Build, Objective 1, Strategy ii	Develop and implement an graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada CA: Figure out how to engage community-based Indigenous students in particular	1. Partner with the Faculty of Graduate Studies and Research (FGSR) to create and implement Indigenous graduate recruitment strategies 2. Offer a required Indigenous governance and leadership course for all graduate students 3. Integrate TRC Calls to Action content/Indigenous teachings into introductory courses and materials (currently underway) 4. Create specific mentorships and internships for Indigenous graduate students 5. Support and promote the Supporting Aboriginal Graduate Enhancement (SAGE) POD 6. Create mechanisms to academically acknowledge students' Indigenous understandings as part of coursework, including thesis work and including the translation of theses into different languages 7. Explore graduate bridging programs 8. Meet and exceed the provincial graduate target for Indigenous students 9. Renew and utilize data from the Indigenous Student Success Survey

DIVERSE STUDENTS: RECRUITMENT AND RETENTION—INDIGENOUS STUDENTS FUNDING		
Alignment	**Goals**	**Strategies**
Recruit and retain a diverse body of students, faculty and support staff retention through the development and	Remove financial and other barriers to full Indigenous student participation in the offerings of the university	1. Systematically examine and advocate for new funding opportunities for Indigenous students with government funders, corporate sponsors and individual donors, partnering with relevant university units

observation of equity sensitive processes and policies FPG, Build, Objective 1-3 Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada FPG, Build, Objective 1, Strategy ii		2. Promote student awareness of existing financial supports and provide assistance to Indigenous students in the funding application process 3. Consider innovative partnerships to reduce other critical barriers, ensuring that Indigenous students have access to important tools such as internet and computers; family housing options 4. Work to create a Youth-in-Care bursary

DIVERSE FACULTY: RECRUITMENT AND RETENTION—FACULTY		
Alignment	**Goals**	**Strategies**
Review, improve, and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities FPG, Objective 2, Strategy ii	Review, improve, and implement equity processes and procedures for recruiting and supporting Indigenous faculty	1. Convene a group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty, identifying challenges and opportunities 2. Partner with appropriate entities (i.e. Human Resources (HR), Office of the Provost, etc.) to identify and implement mechanisms to support equity processes and procedures for this group 3. Create a dedicated Indigenous advisor HR position and a network of individuals to provide expertise in Indigenous hiring practices to advise and support on these hiring processes and to provide advice to Deans, Associate Deans and Department Chairs regarding recruiting and retaining Indigenous faculty 4. Engage with AASUA and Faculty and Staff Relations to build policies that support equity processes 5. Link Indigenous recruitment to EDI goals and reporting 6. Improve how FEC and HR recognizes, acknowledges and rewards Indigenous community engagement work 7. Resource these hires and consider revisiting a dedicated hiring fund 8. Track and report on Indigenous faculty hiring, utilizing the institutional census as a possible tracking mechanism 9. Offer an Indigenous mentorship program to Indigenous faculty to increase capacity 10. Develop training for faculty and staff that focuses on institutional racism and barriers 11. Review University of Alberta policies, practices and governance mechanisms for addressing institutional and individual racism 12. Increase the availability of Indigenous counsellors via the Employee and Family Assistance Program (EFAP)

DIVERSE STAFF: RECRUITMENT AND RETENTION—STAFF		
Alignment	**Goals**	**Strategies**
Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment.	Review, improve, and implement equity processes and procedures for recruiting and supporting Indigenous staff	1. Convene a group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous staff, identifying challenges and opportunities in this cohort's experience 2. Partner with appropriate entities (i.e. Human Resources (HR), Office of the Provost, etc., NASA) to identify and implement mechanisms to support equity processes and procedures for this group

FPG, Build, Objective 3, Strategy ii Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities. FPG, Build, Objective 3, Strategy ii		3. Create a dedicated Indigenous advisor HR position and a network of individuals to provide expertise in Indigenous hiring practices to advise and support on these hiring processes and to provide advice to Deans, Associate Deans and Department Chairs regarding recruiting and retaining Indigenous faculty 4. Engage with NASA and Faculty and Staff Relations to build policies that support equity processes 5. Link Indigenous recruitment to EDI goals and reporting 6. Track and report on Indigenous staff hiring, utilizing the institutional census as a possible tracking mechanism 7. Offer an Indigenous mentorship program to staff to increase capacity 8. Develop training for faculty and staff that focuses on institutional racism and barriers 9. Promote and resource the dedicated Métis counsellor via the Employee and Family Assistance Program (EFAP) 10. Improve the equity hiring statement on job postings and its visibility

DIVERSE STUDENTS, FACULTY AND STAFF: SAFE AND WELCOMING SPACES		
Alignment	**Goals**	**Strategies**
Recruit and retain a diverse body of students, faculty and support staff retention through the development and observation of equity sensitive processes and policies FPG, Build, Objective 1-3 Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada FPG, Build, Objective 1, Strategy ii	Create safe and welcoming spaces for Indigenous students, faculty and staff while celebrating Indigenous identity	1. Partner with relevant units to create and offer anti-racism and cultural sensitivity training for all UofA faculty, staff and students 2. Examine and improve policies around institutional and individually experienced racism 3. Ensure widespread uptake of the Indigenous Canada: Looking Forward, Looking Back MOOC as a mechanism for creating safer spaces for Indigenous peoples on campus 4. Continue to build formal and informal Indigenous networks as a community building exercise and in acknowledgement of the fact that, due to colonial trauma, universities are often the first safe place some Indigenous individuals are able to explore identity and reconnect with community 5. Offer opportunities for Indigenous faculty, staff and students to gather virtually and in person 6. Support the First Peoples' House Round Dance, also promoting participation by the wider community (internal and external); coordinate the participation of multiple units in this event 7. Ensure increased and appropriate representations of Indigenous presence on campus linking into institutional communications strategies and External Relations work 8. Work in partnership with External Relations to develop an Indigenous Communications Strategy 9. Consider how Indigenous Initiatives and EDI (II-EDI) can be used as part of a faculty, staff and student orientation 10. Continue conversations about future possibilities for the Maskwa House of Learning as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together celebrate the unique and proud histories of

		Indigenous peoples, and where Indigenous students can access social, cultural, and spiritual supports that enable academic success 11. Examine and improve policies that allow for the sharing of UofA infrastructure for community building, spiritual and other purposes 12. Consider innovative partnerships to fund the creation of community spaces

IMAGINING THE POSSIBLE

ETHICAL RESEARCH WITH INDIGENOUS COMMUNITIES		
Alignment	**Goals**	**Strategies**
Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations. FPG, Engage, Objective 18	Support ethical research with Indigenous communities, lands, and nations	1. Create a research ethics framework based in Indigenous knowledge and worldviews, in extensive collaboration with Indigenous community to examine, in collaboration with community, ways in which work at the U of A in relation to research ethics, services and field research can be supportive of Indigenous communities and researchers engaged with Indigenous research, in alignment with emerging practices in ethical research and requirements set by national funding agencies 2. Ground research relationships with Indigenous communities in reciprocity and shared authority, working to create community-institution research problems, solutions and measures of success, recognizing, respecting and valuing the knowledge, perspectives and resources of Indigenous community partners in defining community-centered research interests and agenda setting 3. Strike an external and internal Indigenous Research Advisory Council - to examine how to include involve Indigenous Communities in all aspects of research—from data collection to interpretation to research results and possible implementation 4. Create and staff an Indigenous Research Services Office in the Vice-Provost, Research and Innovation (VPRI) to facilitate connections between community and UofA researchers, facilitate funding opportunities, develop and advise on wise, community-specific practices and advise on cultural protocol and create student learning opportunities in the field; ensure this serves as an access point to Indigenous community members and organizations 5. Establish Research Chairs in Indigenous Ways of Knowing/Knowledge Systems 6. Operationalize federal research policy, supporting Indigenous: data sovereignty, research priorities, leadership, self-determination and capacity in research 7. Work with relevant university entities, including the Research Ethics Office, Research Ethics Board Oversight Committee (REBOC) and University Research Policy Committee (URPC) to improve processes and policies related to this work 8. Promote UofA Libraries Indigenous Research guide 9. Educate on OCAP (ownership, control, access and possession of data) and CARE (Collective benefit, Authority to Control, Responsibility and Ethics), to co-create research protocols

		10. Appropriately compensate Indigenous Elders and Knowledge Keepers for their participation in research (see University Policy above) 11. Improve FEC processes to acknowledge and reward relationship building with Indigenous communities and Community Engaged Research 12. Implement culturally appropriate intellectual property and copyright processes for engaging with Indigenous knowledge keepers via research 13. Develop innovative programming that highlights the research practices of community-recognized Indigenous knowledge keepers

SITUATED KNOWLEDGES INDIGENOUS PEOPLES AND PLACE		
Alignment	**Goals**	**Strategies**
From our broad-based strength as a comprehensive, research-intensive public university, we will highlight current and emerging areas of global distinction and leadership by building a portfolio of signature areas that distinguish us from among our peer institutions and exemplify the University of Alberta's capacity to engage in big questions and global challenges FPG, Excel, preamble Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader FPG, Excel, Objective 1	Strengthen the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area	1. Establish a sustainable financial plan for the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area to continue to support a strong community of Indigenous and non-Indigenous scholars, that promote Indigenous-engaged scholarship and Indigenous community-led scholarship and innovation

ENGAGEMENT WITH INDIGENOUS NATIONS, COMMUNITIES AND ORGANIZATIONS		
Alignment	**Goals**	**Strategies**
Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations. FPG, Engage, Objective 18	Strengthen engagement with Indigenous Nations, Communities and Organizations	1. Create a community engagement framework that is based in Indigenous knowledge and worldviews, in extensive collaboration with Indigenous community 2. Develop meaningful relationships, where possible, with communities across Treaties 6, 7 and 8 territories and in the territories of Treaty 11 (i.e. Northwest Territories and the Yukon) to identify and respond to Indigenous community interests and needs; actively seek out connections with these organizations rather than having them seek inroads to the university 3. Develop a public engagement strategy on Indigenous initiatives, building on existing partnerships with the City of Edmonton and the Province of Alberta in addressing

Participate and provide leadership in municipal, provincial, national, and international consortia, networks, and programs. FPG, Engage, Objective 18, Strategy ii		the Calls to Action of the TRC and the United Nations Declaration on the Rights of Indigenous Peoples 4. Map relationships with Indigenous Nations, Communities and Organizations to establish respectful protocols for engagement and to educate those institutional partners that may engage with these entities

INDIGENOUS COMMUNITY-LED AND COMMUNITY-ENGAGED RESEARCH		
Alignment	**Goals**	**Strategies**
Develop an integrated institutional strategy for fostering and rewarding community-engaged research and evaluation that is intentionally collaborative from research question design through to knowledge mobilization. Engage, Objective 16, Strategy ii	Acknowledge, resource and reward Indigenous community engaged research and Indigenous community-led research and innovation	1. Identify and implement mechanisms that acknowledge, resource and reward the individuals that engage in the relationship-building that is required for reciprocal, Indigenous-centered research (funding, FEC, others) 2. Create and promote a category in the Faculty Evaluation Committee (FEC) that acknowledges and encourages work that is pursued in partnership with Indigenous communities 3. Consider work done in support of Indigenous community-engaged scholarship and innovation, in the reviews of Deans and other leaders

WORK WITH UNIVERSITY OF ALBERTA - SENATE		
Alignment	**Goals**	**Strategies**
(Senate) INQUIRE - Identify and explore issues, ask questions, seek community input, and offer recommendations based on experiences and initiatives both within and beyond the focus of post-secondary education. PROMOTE - Advance the reputation of the University of Alberta through informal advocacy and celebration within circles of personal, professional, and community influence. CONNECT - Build bridges, connecting University of Alberta programs and people with initiatives and peers in the community while also engaging community leaders in University opportunities.	Increase the presence of Indigenous peoples, the visibility of Indigenous Initiatives in community and to engage community leaders in Indigenous Initiatives through activities of the University of Alberta Senate	1. Increase the representation of Indigenous peoples and initiatives in the activities of the University of Alberta Senate

WORK WITH UNIVERSITY OF ALBERTA – ALUMNI RELATIONS		
Alignment	**Goals**	**Strategies**
Identify and increase opportunities to engage alumni and volunteers as valued advisers, mentors, volunteers, and interested constituents.	Connect with, link into and celebrate Indigenous graduates of the University of Alberta by creating an Indigenous Alumni Chapter	1. Work with Alumni Relations to form a highly visible Indigenous Alumni Chapter 2. Work with Alumni Relations to establish an Indigenous Alumni Council

FPG, Build, Objective 5, Strategy iii	and an Indigenous Alumni Council	3. Work with Alumni Relations to assist Indigenous students with the post-graduation transition and employment

WORK WITH UNIVERSITY OF ALBERTA – DEVELOPMENT		
Alignment	**Goals**	**Strategies**
Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university. FPG, Objective 23, Strategy i	Develop and imagine innovative ways to partner with diverse funders on Indigenous Initiatives.	1. Work with Development to identify priorities for fundraising in support of Indigenous Initiatives 2. Collaborate with the Office of Development to create aligned funding strategies for Indigenous students and for innovated Indigenous-engaged research and scholarship activities

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

Fwd: Request for Feedback on Proposal for Exploration Credits

1 message

Kate Peters <peters3@ualberta.ca> 22 November 2021 at 09:45
Cc: Heather Richholt <richholt@ualberta.ca>

Dear Members of GFC,

I am writing to ask you to review and provide feedback on the attached proposal developed by the Office of the Registrar in collaboration with the Students' Union to adopt a policy on Exploration Credits. In advance of a discussion on this policy at GFC, you are asked to provide early feedback on the proposal using the following ***GFC Early Feedback Form***.
GFC will be asked to approve these policy changes in early 2022.
Thank you,
Kate

Kate Peters

General Faculties Council (GFC) Secretary
and Manager of GFC Services
University of Alberta | University Governance
3-04 South Academic Building (SAB) Edmonton, AB | Canada | T6G 2G7 Tel: 780.492.4733
University Governance | www.governance.ualberta.ca

The University of Alberta respectfully acknowledges we are situated on ᐊᒥᐢᑲᑦᐊᓂᐢᑲᐦᐃᑲᐤ (Amiskwacîwâskahikan) Treaty 6 territory, traditional lands of First Nations and Métis people.

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Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Exploration Credits

Item

Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter	******This item is being circulated for early review and online feedback.****** *When this item returns to the General Faculties Council in early 2022, it will have a presentation and discussion at that time. If you'd like to provide early feedback ahead of the January GFC, please feel free to use this GFC Early Feedback Form.*

Details

Office of Administrative Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is to get advice on the adoption of an Exploration Credits policy at the University of Alberta
Executive Summary (*outline the specific item – and remember your audience*)	Facilitating opportunities for interdisciplinary studies is one of the objectives in the University of Alberta's strategic plan and is a topic of great interest to the Office of the Provost, the Office of the Registrar and the University of Alberta Students' Union. Many students hesitate to explore elective classes outside of their chosen field of study for fear of risking their GPA and we have been working collaboratively to create concrete action that will support interdisciplinarity. One way to encourage students to explore new fields of study is to eliminate that risk to their GPA by allowing them to request certain elective courses be approved as exploration credits. Similar programs have been adopted to varying degrees across other U15 institutions in Canada. When a course has been approved as an exploration credit, the letter grade that the student receives at the end of the course would be converted into a corresponding credit (CR) or no-credit (NC) notation on the student's transcript. This CR/NC notation for exploration credits would follow the regulations already in place for CR/NC notation at the U of A, most notably that it will not be included as part of the student's GPA calculation. These exploration credits would be under several eligibility requirements and/or restrictions including: 1. Applicable to undergraduate students only 2. Applicable to courses that are open electives within a student's program 3. Can only be approved for a maximum of 12 credits within a four- or five-year degree program (e.g. after degrees would be excluded) 4. Certain programs or courses may not be eligible for exploration credits (with specific program/course exclusions being listed in the Calendar)

	5. Once a letter-grade has been converted to CR/NC notation on the transcript, it can not be changed back. A comprehensive communication strategy will be developed upon approval to ensure that students, staff and faculty are aware that this optional grading policy exists, and the benefits and risks that could come with it. The planned implementation date for Exploration Credits is Fall Term 2022. **Questions for the Committee:** • Will this initiative help to increase interdisciplinarity? • What questions, comments or feedback do you have?
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	*Those who are actively **participating**:* • University of Alberta Students' Union – Rowan Ley, Abner Monteiro • Office of the Registrar – Melissa Padfield, Norma Rodenburg, Carlo Dimailig • University Governance – Kate Peters, Heather Richolt • Office of the Provost – Janice Causgrove Dunn, Kathleen Brough *Those who have been **consulted**:* • Office of the Registrar – Records, Registration, and Fees; Information Systems and Business Development *Those who have been informed:* • Deans Council

Strategic Alignment

Alignment with *For the Public Good*	**17. Objective:** Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. **I. Strategy:** Identify and remove systemic barriers to interdisciplinarity, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations. **II. Strategy:** Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise

	☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].	

Attachments (each to be numbered 1 - <>)

1. Calendar Change for Exploration Credits (pages 1 - 4)

Prepared by:
Norma Rodenburg, Interim Deputy Registrar, norma.rodenburg@ualberta.ca
Carlo Dimailig, University Calendar Editor, carlo@ualberta.ca

Credit/No-credit Grading for Elective Courses

Current	Proposed
https://calendar.ualberta.ca/content.php?catoid=34&navoid=10107#evaluation-procedures-and-grading-system	
Academic Regulations … **Evaluation Procedures and Grading System** …	**Academic Regulations** … **Evaluation Procedures and Grading System** … **Exploration Credits** In order to explore interdisciplinarity without risking potential negative impact to their GPA, undergraduate students may request to receive exploration credits for their open elective courses. After a student's request for exploration credits is approved, the letter grade earned by the student in the approved course will be replaced with credit/no-credit (CR/NC) notation on the student's transcript. Regulations and procedures for exploration credits are different from other courses that are normally graded as credit/no-credit or pass/fail. **Eligibility** Undergraduate students in a 4-year degree program or a 5-year combined degree program may request a maximum of 12 units of open elective courses to receive exploration credits. This 12-unit maximum is per student and does not reset if a student transfers to a different degree program. For the purpose of exploration credit eligibility, an open elective is defined as a course that a student must take to complete program requirements where the course designator or a specific subject area is not specified (ex. free electives, open electives, courses from a specific faculty, courses at a

	100-level, etc.). These exploration credits can not be applied to program requirements where a course designator is specifically listed. Students in the following programs are not eligible for exploration credits due to the nature of their programs: - Students who are enrolled in an after degree program, or who have already earned an undergraduate degree at any institution - Exchange students - Open Studies Restrictions on which programs or courses are eligible for exploration credits may also be approved by faculties. Students should refer to their program page in the current Calendar, or to course descriptions in Bear Tracks, for more information on program or course restrictions. **Procedures for Exploration Credits** Students can submit a request for exploration credits by using the form in the Manage Classes section of Bear Tracks. The deadline to apply for exploration credits is the same date as the deadline to withdraw from classes, and can be found in the Academic Schedule. Students can edit their request in Bear Tracks until the exploration credit request deadline. Students who have requested to receive exploration credits will be required to complete the same course components and assessments as students who are being assessed a letter grade. Course instructors will not be informed as to which type of grading notation each student will receive. The conversion of letter grades to CR/NC notation will happen after the letter grades are assigned. Letter grades will not be made available to students who have selected the course for exploration credits, and will only be used to determine whether CR has been granted. Grades of D or higher will receive the Credit (CR) notation. Grades of F will

	receive the No-Credit (NC) notation. Courses with CR notation will count towards total units completed. Courses with NC notation will count as units failed. CR/NC notations do not have a GPA and are not included in any GPA calculation. Once grades have been converted, only the CR/NC notation will appear on a student's transcript. **An elective course that has been changed to CR/NC notation on the student's transcript cannot be changed back to a letter grade in the future.** Students who have passed a course (whether graded or CR/NC) may not retake it again. Students who have failed a course once (whether graded or CR/NC), may request CR/NC notation for their second attempt. Exceptions to the above and additional information can be found in the University's Regulations on Reregistration in Courses. Receiving approval for exploration credits will not change the tuition or fees associated with the course. **Responsibility and Future Impact** When requesting exploration credits, it is the student's responsibility to ensure the following conditions are met: - Their program is eligible for exploration credits - The course is eligible for exploration credits - The course is an open elective for their program - The current request will not put them above the 12 unit maximum Failure to confirm the above conditions may result in the request for exploration credits being disregarded at the time of conversion or course requirements being deemed incomplete when being reviewed for convocation.

Examinations (Exams) **...**	Switching from letter grades to CR/NC notation may also have potentially negative impact to: - Transferring to other programs or institutions that do not accept CR/NC notation - Admission to professional programs or graduate school - Scholarship or financial aid eligibility As the above are unique to each student and cannot be foreseen by the University of Alberta, it is the student's responsibility to consider all factors when making the decision to switch from letter grade to CR/NC notation. Students are encouraged to consult with an academic or financial advisor before making this decision. **Examinations (Exams)** **...**

Prepared by: Carlo Dimailig, University Calendar Editor, carlo@ualberta.ca