Monday, February 28, 2022
Remote Meeting by Zoom
2:00 PM - 4:00 PM

OPENING SESSION 2:00 – 2:05 p.m.

1. Approval of the Agenda — Bill Flanagan

2. Comments from the Chair (no documents) — Bill Flanagan

CONSENT AGENDA 2:05 – 2:10 p.m.

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

3. Approval of the Open Session Minutes of December 6, 2021 and January 31, 2022

4. New Members of GFC

ACTION ITEMS

5. Approval of the Proposed Residence Community Standards Policy Suite and Rescission of the Current University of Alberta Residence Community Standards Policy 2:10 – 2:20 p.m. — Janice Johnson / Alison Exner

    Motion: To Recommend Board of Governors Approval

6. Approval of the Teaching, Learning and Evaluation Policy Suite and Rescission of GFC Policy Manual Section 111: Teaching and Learning and Teaching Evaluation 2:20 – 2:40 p.m. — Steven Dew / John Nychka / Wendy Rodgers

    Motion 1: To Recommend Board of Governors Approval
    Motion 2: To Approve

7. Faculty of Education Restructuring 2:40 – 3:10 p.m. — Jennifer Tupper / Lynn McGarvey

    Motion: To Recommend Board of Governors Approval

8. Notice of Motion – Changes to Composition of General Faculties Council (GFC) and to the Reapportionment Procedure 3:10 – 3:30 — J Nelson Amaral

    Motion: To Approve

DISCUSSION ITEMS

9. Question Period 3:30 – 4:00 — Bill Flanagan

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
      - Update on the Executive Subcommittee on Governance and Procedural Oversight (GPO)

11.   Report of the GFC Academic Planning Committee

12.   Report of the GFC Programs Committee

13.   GFC Nominations and Elections
      - [Anticipated Vacancies](#)

14.   Information Items:
      A. Report on Metrics (to be distributed when available)
      B. Annual Report on Undergraduate Enrolment 2021-22
      C. COVID-19 Governance Decision Tracker
      D. Path Forward for the Review of the GFC Guiding Documents
      E. College Strategic Plans
      F. Update on the Recommendations of the Committee of the Whole

CLOSING SESSION

15.   Adjournment
      - Next Meeting of General Faculties Council: March 21, 2022

Presenter(s):

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Jennifer Tupper	Dean, University of Alberta
Lynn McGarvey	Vice-Dean, Faculty of Education
John Nychka	Vice-Provost (Learning Initiatives), Chair GFC Committee on the Learning Environment
Wendy Rodgers	Deputy Provost
Janice Johnson	Assistant Dean (Residence Life and Education)
Alison Exner	Supervisor, Residence Life - Community Support
J Nelson Amaral	Elected Faculty Member

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by: Kate Peters, peters3@ualberta.ca
University Governance   www.governance.ualberta.ca

<u>New Members of GFC</u>

MOTION I: TO APPOINT:

The following graduate student representative at-large to serve on GFC for a term commencing February 28, 2022 and ending April 30, 2022:

- Shing Kit Lao   Science

Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Approval of the Proposed Residence Community Standards Policy Suite and Rescission of the Current University of Alberta Residence Community Standards Policy

Motion

THAT the General Faculties Council recommend that the Board of Governors approve the proposed UAPPOL Residence Community Standards policy suite, as set forth in Attachments 2 and 3, and the rescission of the current Residence Community Standards Policy, as set forth in Attachment 5, all to take effect August 1, 2022.

Item

Action Requested	☐Approval ☒Recommendation
Proposed by	Helen Vallianatos, Acting 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)	The proposal is to request approval of the Residence Community Standards policy suite in University of Alberta Policies and Procedures Online (UAPPOL) and rescission of the current Residence Community Standards Policy.
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. Restorative Justice has been used successfully in University of Alberta residence since 2011. 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.

Item No. 5

	● Updating policy for clarity/transparency, appropriate language choice, and alignment with other campus policies and documents. Feedback from discussion at SCPC and GFC has been integrated into the proposal, including edits to language about confidentiality and, clarification of how the procedures interact with the Sexual Violence policy and associated procedures. Red text identifies changes to the proposal since November 25, 2021 when last discussed with the SCPC.
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
Approval Route (Governance) (including meeting dates)	● GFC Student Conduct Policy Committee for recommendation - January 20, 2022 ● GFC Executive Committee for placement on GFC agenda - February 14, 2022 ● General Faculties Council for recommendation - February 28, 2022 ● Board Learning , Research, and Student Experience Committee for recommendation - March 11, 2022 ● Board of Governors for approval - March 25, 2022

Item No. 5

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
5. Current University of Alberta 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

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

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.

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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.

d. INTERACTION WITH *SEXUAL VIOLENCE POLICY*

   i. The *Sexual Violence Policy* and associated procedures always apply in situations involving a violation of the Sexual Violence Policy. Residence Life Staff will act in accordance with those procedures when a disclosure of sexual violence is received.

   ii. Violations of the Sexual Violence Policy may also be a breach of the *Residence Agreement*.

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*.

      iv. If the incident report describes a violation of the *Sexual Violence Policy*, the matter will be handled in accordance with the procedures established in the *Sexual Violence Policy*.

   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. 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 disciplinary 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

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 disciplinary 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. 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

UNIVERSITY OF ALBERTA RESIDENCE COMMUNITY STANDARDS POLICY

I. PREAMBLE

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.

The tenancy 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. This policy forms one aspect of that tenancy relationship. It in no way restricts the University from enforcing the Residence Agreement, which may include eviction or other consequences.

A. PRINCIPLES

This policy outlines expectations for community living in an academic environment. It is based on four principles:

> a) It affirms the freedoms recognized in the Code of Student Behaviour, Section 30.1;

> in particular, the freedom to create, learn, study, associate, speak and write, and the associated obligations to respect these freedoms exercised by others;

> b) Every individual is equal in worth and dignity and possesses the same rights and opportunities, free from discrimination and harassment;

> c) Residence Services exists to support the academic mission of the University, allowing all students the living environment necessary to work toward their academic goals; and

> d) Residents can expect a fair and transparent process, regardless of the route taken, and have the right to seek external advice and support to affirm these processes.

B. PURPOSE

This policy assists in outlining expectations for appropriate behaviour for students living in the University Residences in order to maintain a high standard of cooperative living in an academic setting. All University Residences are subject to this policy. It applies to every Resident in any University Residence facility, whether it is their home residence or one in which they are a guest. This policy strives to balance interests of the 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. It comprises four main objectives:

> a) To promote behaviour among Residents and their guests that creates an environment supportive to academic study and learning.

b) To protect Residents' well-being and property, as well as that of the University.

c) 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.

d) To foster growth, self-discipline, and accountability by helping Residents to understand how their actions and behaviours, both in real life and virtual environments, affect others so that they can make better decisions in the future.

C. PROCESS

1. This policy establishes a fair and transparent process based in part on the principles of Restorative Justice. The Restorative Justice process is available for use in cases of negative, disruptive, or inappropriate behaviour where the conditions laid out in this policy are met.

This policy provides a framework to:

a. Recognize and prevent unacceptable behaviour in the Residence Community, and

b. Resolve issues and provide remedies in a positive and constructive way for behaviour that harms the Residence Community or individual(s) within the Community.

2. This policy fits within a network of interconnected documents, policies and procedures related to Residences, including:

a. The Residence Agreement (see "Information for Students on the Residence Agreement", located on the Residence Services website);
b. Residence-specific rules on the Residence Services website, jointly approved by the University and the Residence Students' Associations;

c. The Code of Student Behaviour, available online;

d. The Application for Residence;

e. The Residence Services acceptance letter and package;

f. The Housing Telephone Service Agreement, where applicable;

g. The Residence Internet Service Agreement, where applicable; and

h. Various other policies, rules and regulations adopted by the University, including as Landlord, from time to time.

3.   Residents are also members of the University Community and are therefore also subject to the Code of Student Behaviour at all times.

4.   Residence Services will report annually with respect to this policy to the GFC Campus Law Review Committee (CLRC) in accordance with the CLRC Terms of Reference. A formal review of the policy and procedure will occur after the first and second years of operation and periodically thereafter as required by CLRC. The review will be conducted by a group of key stakeholders, including students and staff.

II.   RIGHTS AND RESPONSIBILITIES

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

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

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

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

g.   Privacy and control of their private living space, within the limits of the Residence Agreement;

h.   Have their personal property respected;

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

j.   Be free from pressure to do anything unsafe, or anything that compromises their dignity or that of another.

B. 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) Respect the property of other residents and of the University;

c) Respect the rights of others to their beliefs, values and opinions, whether or not they agree;

d) Foster a community in which all Residents are free to pursue their academic goals, in accordance with the University's academic mission;

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

f) Comply with all safety procedures and contribute to maintaining a safe environment;

g) Respect and abide by any formal or informal agreements made with other residents, Residence Life staff or Student Staff;

h) Only use alcohol or other drugs in a manner consistent with legislation, University policies, their own health and safety, and the health and safety of others;

i) Act in a way that conforms to the Residence specific rules (for example, French Language at Residence Saint-Jean, the alcohol-free environment at Augustana, the Global Education

program at International House, cohort and theme communities, noise designations, cleanliness expectations and other rules as outlined on the Residence Services website);

j) Contribute to an inclusive environment in which all members of the Residence

Community are allowed to participate in social, academic, and other activities.

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.

C. RESIDENCE SERVICES RESPONSIBILITIES

Residence Services has responsibility to:

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

b) Provide students with information and resources on Restorative Justice and the processes employed, and University resources;

c) Initiate the Restorative Justice process under this policy;

d) Enforce the Residence Agreement signed by the Resident;

e) Investigate allegations of negative, inappropriate, or disruptive behaviour in conjunction with University of Alberta Protective Services, where appropriate; and

f) Initiate charges under the Code of Student Behaviour where appropriate.

III. PROCEDURES FOR INSTANCES IN WHICH COMMUNITY STANDARDS HAVE NOT BEEN MET

A. PROCEDURE FOR REPORTING AND ROUTING AN INCIDENT TO THE APPROPRIATE PROCESS

1) These procedures do not apply in circumstances where the University acting as Landlord addresses a breach of the Residence Agreement relating to non-payment of funds, or to issues of safety and security, including but not limited to disruptive, threatening or violent conduct.

2) Upon becoming aware of an incident, a Residence Life or Student Staff member will initiate the Residence Life reporting process.

3) Minor Incidents: If an incident is assessed by either a Student Staff Member or a Residence Life Staff member to be of a Minor nature, that staff member may simply resolve the situation through a discussion with the Resident; that is, develop a Community Resolution.

4) In the case where a community (floor, unit, stairwell, etc) is engaging in behaviour contrary to the Community Standards, a Residence Life staff member may hold a restorative discussion with the group in order to develop a Community Resolution.

5) Incidents that are not considered Minor, or that have not already been resolved in a Restorative Meeting, must be documented in an Incident Report. An Incident Report may describe a single incident or refer to multiple Community Resolutions with a Resident which have not solved the issue.

6) Upon receiving an Incident Report, the Residence Area Coordinator will make an assessment as follows:

    i) If the Incident Report details an incident that could be addressed either through the Restorative Justice process or as a breach of the Residence Agreement, an internal investigation will be initiated as needed.

    ii)) If the Incident Report describes a violation of the Code of Student Behaviour, and the criteria for the Restorative process as identified in this policy are not met, the matter will be handled in accordance with the procedures established in the Code.

B. PROCEDURES FOR INTERNAL INVESTIGATIONS

1) Each University Residence is required to establish and communicate a means of appointing internal investigators. They 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.

2) Investigations will be conducted according to the principles of natural justice. The investigator will gather available relevant information about the incident, including collecting witness statements and documenting physical evidence. The investigator will provide a written summary of 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 Resident is unknown, the investigation will begin by attempting to establish the identity of the person(s) who caused the Harm.

3) 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 Residence Area Coordinator, who will make a decision regarding process according to Item III B.7) of this policy.

4) Internal investigations will normally be completed within 14 calendar days. In extenuating circumstances, discretion to allow more time shall lie with the Residence Area Coordinator. Once completed, the investigation report will be submitted to the Residence Area Coordinator.

5) Where the Incident Report requires no further investigation and/or the parties agree to the facts of the case, the Residence Area Coordinator may forego further investigation and proceed to make a decision on which process will be used to resolve the issue.

6) The Restorative Justice process will be the preferred process for incidents within University Residences. An incident qualifies for a Restorative Meeting or Restorative Conference if it meets all of the following criteria:

    a) The identity of the Resident who committed the infraction is known (hereafter referred to as the Respondent);

    b) That Resident is willing to participate in a Restorative Justice process;

    c) The Harmed Party(ies) is/are willing to participate either in person, by providing an Impact Statement or by designating a representative;

    d) Harm to an individual, the community or property can be identified; and

    e) The nature of the incident is appropriate to the Restorative Justice process.

7) In cases where the criteria for the Restorative Justice Process, as outlined above, are not met, the Residence Area Coordinator make a final determination as to process. Incidents not addressed under the Restorative Justice process will be:

a) Forwarded to the Landlord for consideration, if the incident is a breach of the Residence Agreement, or

b) Handled in accordance with the procedures established in the Code of Student Behaviour, if the incident details a violation of the Code.

The Residence Area Coordinator's decision as to which process will be followed is not subject to appeal.

C. PROCEDURES FOR RESTORATIVE JUSTICE PROCESSES

1) In all cases where the criteria for Restorative Justice are met, it shall be preferred over other processes.

2) The following procedures will be followed at the Restorative Conference (see Appendix B for further guidelines on facilitating the Restorative Conference.)

i) The Conference will be co-facilitated. Participants in the process will include two Facilitators, the Harmed Party(ies), either in person or by Impact Statement, and the Respondent(s).

ii) The Respondent(s) and the Harmed Party(ies), where applicable, may each bring one support person. The support person will be allowed to participate in the discussions but is not a signatory to the Restorative Agreement.

iii) If at any point during the Conference, it becomes apparent that the criteria as listed in Item III B. 6) are no longer being met, the Facilitators will adjourn the Conference and the matter will be returned to the Residence Area Coordinator, who will make a decision regarding process according to Item III B.7) of this policy.

iv) After each party is satisfied that his or her perspective has been heard, the Facilitators will facilitate a discussion in which the participants will collectively seek to identify the Harms in need of remedy, both to individuals and to the community.

v) When the list of Harms is complete to the satisfaction of the participants, the group will work together to generate options for restorative remedies (see Appendix D for examples of possible restorative remedies). A remedy must function to repair an identified Harm and/or rebuild trust, and be:

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

b. Fair and agreeable to all parties;

c. Realistic and achievable; and

d. Specific and objective enough to be measurable.

vi) When all parties agree to remedy(ies) that will satisfactorily address the Harms and/or rebuild trust, a Facilitator will write the agreed upon remedy(ies) into a Restorative Agreement (see Appendix E for an example Restorative Agreement). The Restorative Agreement will include, at a minimum:

a. A list of the participants and their roles in the Restorative Conference;

b. A list of agreed remedies to repair the Harm done; and

c. A required completion date.

vii) The Facilitators, the Respondent(s) and the Harmed Party(ies) will sign the Restorative Agreement. Where a Harmed Party has participated by Impact Statement, a Facilitator will sign

on behalf of the Harmed Party. The Restorative Agreement will become the official document of this process; all other notes generated during the meeting will be destroyed. Copies of the Restorative Agreement will be provided to:

      a. The Respondent(s);

      b. The Harmed Party(ies); and

      c. Residence Services.

viii) 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 Residence Area Coordinator will contact the Coordinator to reconvene the group and change the remedies.

ix) Residence Life Staff or Student Staff will follow up with the Respondent(s) to ensure the terms of the Restorative Agreement are fulfilled. If a Respondent fails to complete the agreed remedies listed on the Restorative Agreement by the date specified, the matter will be considered a breach of the Residence Agreement and the Residence Area Coordinator will forward it to the Landlord.

      i) If no agreement can be reached, the Facilitators will return the matter to the Residence Area Coordinator, who will make a decision regarding process according to Item III B.7) of this policy.

IV. LINKS

Residence Services Web for Current Residents

    https://www.residence.ualberta.ca/current-residents

Residence Specific Information including: Community Standards, Residence Agreement, etc.

    https://www.residence.ualberta.ca/current-residents/community-standards

Code of Student Behaviour

    http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/

Student OmbudService

    http://www.ombudservice.ualberta.ca/

IV. DEFINITIONS

1) Community Resolution – A Restorative Justice process for Minor Incidents or community issues. It may be:

a. The outcome of a discussion between Residence Life Staff or Student Staff and an individual Resident concerning a Minor Incident. A written notification serves as confirmation of the discussion; or

b. The outcome of a discussion 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.

2) Facilitator - A member of Residence Life staff or Student Staff that facilitates a Restorative Justice process within Residence. Normally, Community Resolutions are facilitated by Resident Assistants (RAs), Restorative Meetings are facilitated by Senior Resident Assistants (SRAs) or Residence Coordinators (RCs), and Restorative Conferences are co-facilitated by two Residence Coordinators (RCs) or a Residence Coordinator (RC) and a Senior Resident Assistant (SRA).

3) Harm – Any action which negatively affects a person, their property and/or reputation, or the Residence community for which concrete or symbolic reparation can be made.

4) Harmed Party – A person who was either harmed directly or is representative of a community to which harm was done.

5) Incident Report – A written record of an incident. Not all Incident Reports need to refer to contraventions of the Community Standards. An Incident Report can also document a series of lower level interventions which have not changed a behaviour, or document the need for a repair, for example.

6) Impact Statement – A written description of the effect or harm caused by a particular behaviour or pattern of behaviours, submitted by a Harmed Party in lieu of participating in a Restorative Conference in person.

7) Landlord – An official who acts on behalf of the University of Alberta in enforcing the terms of the Residence Agreement.

8) Minor Incidents – Incidents in which the Harm is to the community in general, and which can be resolved with a Community Resolution, or incidents in which an individual Harmed Party agrees that a Community Resolution is appropriate and he or she does not need to be involved in the outcome. Examples may include, but are not limited to, occasional noise complaints, cleaning issues, garbage disposal, etc.

9) Residence Agreement – The document signed by the Resident and the University which defines the tenancy relationship.

10) Residence Area Coordinator – The individual who oversees the implementation of the restorative process and makes the decision as to which policy will be applied when an incident occurs.

11) Residence Life Staff - Professional student affairs staff employed by Residence Services, including but not limited to: Residence Coordinators (RCs), Residence Administrators, Residence Area Coordinators (RACs), and the Assistant Dean of Students -Residence Life.

12) Residence Students' Association – An organized body of student representatives in each residence community which facilitates opportunities for involvement and represents student interests in various University processes. An umbrella organization, the Residence Halls Association (RHA), provides a unified voice on behalf of University residents. The RHA (or delegated group) may stand in for any University Residence which does not have a students' association.

13)Resident – A student who has signed a Residence Contract with the University and who lives in Residence.

14)Respondent – A participant in the Restorative Justice process whose actions or behaviours have harmed another person, the community or the institution.

15) Restorative Agreement – An agreement between Facilitator(s), Respondent(s) and Harmed Party(ies), which outlines the actions the Respondent(s) will take to restore the community and/or rebuild trust, either by concrete remedies or symbolic action. The Agreement must be agreed upon by the Facilitator(s), the Respondent(s) and the Harmed Party(ies).

16) Restorative Conference – A Restorative Justice process which involves two Facilitators, and may involve multiple Respondent(s) and/or Harmed Party(ies), and support person(s). A successful Restorative Conference results in a Restorative Agreement created and signed by the parties.

17) Restorative Justice – A voluntary process that emphasizes repairing the Harm caused to individuals or the community and rebuilding trust lost as a result of the Harm caused. It entails the participation of both the person(s) who caused the Harm and the Harmed Party(ies) in a facilitated process in which all parties generate and agree to the resolution.

18) Restorative Meeting – a Restorative Justice process which involves a Facilitator, a Harmed Party and a Respondent. A Restorative Meeting may be spontaneous or planned, and may occur before or after an Incident Report is filed. A successful Restorative Meeting results in a Restorative Agreement created by the parties.

19) Student staff –Staff employed by Residence Services who are also students and Residents, including but not limited to: Resident Assistants (RAs) and Senior Resident Assistants (SRAs) and Residence Interns. See the Residence Services website for residence-specific information about student staff.

20) 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.

21) 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.

APPENDIX A – Example Documentation for Community Resolutions

A Community Resolution can take many forms, but the outcome must be documented using an approved Residence Services system. The student must also be informed of the Community Resolution in writing. Below are several suggestions on how documentation can be composed.

Subject: Community Resolution (CR)

Hi [student], (copied to RC)

Just following up on the conversation we had yesterday: I wanted to thank you for agreeing to wash your dishes, and also for your willingness to consider the rest of unit, and your effect on them.

Please do not hesitate to contact me for any reason.

For more information on Restorative Justice please visit the Residence Services website.

Here are some additional resources:

Student OmbudService

Office of Safe Disclosure and Human Rights

Sincerely,

[name]

******

Subject: Community Resolution (CR)

Hi RC, (copied to student)

I had a very productive chat with [student, unit #] last night in which she agreed to wash her dishes within two hours of cooking from now on.

*****

Floor or Unit Community Resolution (CR)

Thanks, everyone, for meeting with me last night. As a recap of our discussion, we all agreed that Sundays will be our cleaning day, and we will divide up the duties as follows: …

For more information on Restorative Justice please visit the Residence Services website.

Here are some additional resources:

Student OmbudService

Office of Safe Disclosure and Human Rights

*****

Hi [student], (copied to RC)

Just following up on our conversation from this morning – I understand you did not intend to disturb your neighbour by playing your stereo last night and that you feel that the complaint was unreasonable. I remind you that quiet hours are from 11pm to 7am, but it is clear that people don't always agree on the level of noise acceptability. If you'd like, I could sit down with the two of you and try to help you come to a compromise that works for both of you.

Let me know what I can do to help!

For more information on Restorative Justice please visit the Residence Services website.

Here are some additional resources:

Student OmbudService

Office of Safe Disclosure and Human Rights

[Note: this is not a CR, but an offer to facilitate an agreement between two students.]

APPENDIX B – Suggested Guidelines for Chairing Restorative <u>Conferences</u>

> In addition to the procedures outlined in the Community Standards Policy, this document provides guidelines for ensuring that a Restorative Conference is effective and productive for participants.

1) The co-Facilitators will divide up the duties below as they see fit.

2) A Facilitator will review the process to ensure everyone understands how it will work, and will confirm with all parties that they are acceptable as facilitators of the discussions and Restorative Agreement.

3) A Facilitator will lead the participants in establishing ground rules for the meeting. Ground rules the participants agree on might include, but are not limited to:

● Participants will refrain from interrupting when a participant is speaking:

● Participants will not to discuss the matter during breaks in the meeting;

● Participants will agree to seek clarification from a Facilitator when they do not understand a statement or procedure.

4) A Facilitator will confirm with all parties that their attendance is voluntary, that they have signed the Confidentiality Agreement, and that they understand and are willing to participate in the restorative process in good faith and under the guidelines agreed upon. If at any point a participant no longer wishes to participate in the process for any reason, he or she must inform a Facilitator. The Facilitator will adjourn the meeting and return the matter to the Residence Area Coordinator, who will make a decision regarding process according to Item III B.7) of this policy.

5) A Facilitator will either read aloud or summarize the Investigation Report or Incident Report for participants.

6) Once the incident is understood, the Harmed Party(ies) will be invited, one at a time, to describe the impact of the incident on them, their community, their property, or any other Harm. If a Harmed Party opts to participate by submitting an Impact Statement, a Facilitator will read that statement aloud to the other participants.

7) Participants can pose questions and ask for clarifications. No questions in relation to an Impact Statement should be entertained, since the author is not present.

8) The Respondent(s) are invited, one at a time, to provide an oral statement in which they acknowledge the impact of the Harm they caused.

9) Participants can pose questions and ask for clarifications.

The Facilitators will lead a discussion in which all participants suggest possible remedies to address the Harms identified. This list is negotiated among the participants until the signatories to the Agreement agree that it is complete and conforms to the criteria set out in this policy.

APPENDIX C – Example Confidentiality Agreement

Restorative Conference Confidentiality

For the Restorative Justice process 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.

Participants may not disclose to anyone confidential information[1] gained during the course of Restorative Conference except in accordance with the accompanying Procedures or to the extent required or permitted by law or University policy.

Records and reports of Restorative Conferences are the property of the University and shall be retained and disposed of in accordance with the retention and disposition schedule held by Residence Services.

By signing below, you agree that your participation in the Restorative Conference process 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 _____

Printed Name _____   Signature _____

Printed Name _____   Signature _____

Printed Name _____   Signature _____

Printed Name _____   Signature _____

---

[1] *Confidential information does not include information that is in the public domain; information that is already, or is subsequently, disclosed or obtained without obligation of confidentiality; or information, the non-disclosure of which would present a risk to the public or the University community.*

1

APPENDIX D – Examples of Restorative Remedies [No changes]

Harm can be physical, emotional, reputational or other.

The type of harm done should guide the type of remedy used to make remedies for that harm. Sometimes harm can be repaired through concrete remedies when harm is measurable and repairable. Other harms may be more difficult to measure and may not be immediately obvious. In these cases, symbolic remedies can be used to show good faith and begin to rebuild trust in the community.

Concrete Remedies:

When harm is measurable and repairable, remedies should be designed to restore the community, as far as possible, to its state before the harm was caused. Examples include, but are not limited to:

- Replace an item that has been lost or broken.
- Arrange and pay for repair of a damaged item that belongs to another resident.
- Pay for repairs of any damage caused to the University.
- Remove offensive postings, posters, websites, etc. or post corrections and/or apologies.

Symbolic Remedies:

When the harm is to a person's emotions or reputation and is less quantifiable, remedies should be designed to enable the Harmed party(ies) to feel better about the situation and move forward and should enable the Respondent to rebuild trust and reintegrate into the community. Examples include, but are not limited to:

- Write an apology to the Harmed Party(ies) in an attempt to rebuild trust.
- Post a correction to websites, social networking pages, etc, to set the record straight.
- Write an essay on the impact of a certain behaviour on a community.[2]
- Create a poster, video, presentation, or other media project on the impact of behaviour on a community.[2]
- Refrain from drinking alcohol/pledge to drink only in moderation as an act of good faith.
- Become an active volunteer of some kind in the Residence and/or University community.
- Perform some action "in kind" to attempt to make up for the harms caused.

Restorative remedies are context-specific; the remedies will reflect the identified Harms and the attempt to repair those Harms rather than focussing on the incident itself. In other words, similar incidents may result in different remedies, depending on the Harms identified.

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[2] May be collected into a resource library (names and personal identifiers removed).

Residence Restorative Agreement

Date:

Participants:	Name
Facilitator	
Facilitator	
Respondent	
Respondent	
Harmed Party	
Harmed Party	
Harmed Party	
Support Person	
Support Person	
Support Person	

As a result of having participated in a Restorative Process, we agree that the following actions will be taken no later than [DATE]:

NAME will [write an apology to…]

NAME will [pay for damages]

NAME will [etc.]

Failure to fulfil the conditions listed here will constitute a breach of the Residence Agreement.

Signatures:

Facilitator:

_____
Signature

Respondent:

_____
Signature

Harmed party:

_____
Signature

(add more spaces as needed)

Governance Executive Summary
Action Item

Agenda Title	Approval of the Teaching, Learning and Evaluation Policy Suite and Rescission of GFC Policy Manual Section 111: Teaching and Learning and Teaching Evaluation

Motion I

THAT the General Faculties Council, as recommended by the GFC Committee on the Learning Environment, recommend that the Board of Governors approve the proposed UAPPOL Teaching, Learning and Evaluation Policy Suite, as set forth in Attachments 1, 2 and 3, to take effect July 1, 2022.

Motion II

THAT the General Faculties Council, as recommended by the GFC Committee on the Learning Environment, rescind GFC Policy 111 pending final approval of the UAPPOL Teaching, Learning and Evaluation Policy suite, and to take effect July 1, 2022.

Item

Action Requested	☒ Approval ☒ Recommendation
Proposed by	Wendy Rodgers (Deputy Provost) and John Nychka (Vice-Provost (Learning Initiatives) and Chair, GFC CLE)
Presenter(s)	Wendy Rodgers (Deputy Provost) and John Nychka (Vice-Provost (Learning Initiatives) and Chair, 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 seek approval of the Teaching, Learning, and Evaluation Policy Suite and concurrent rescission of GFC Policy 111.
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 allow for the future provision of 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 since the initial round of consultation include, but are not limited to, the following:
- change of working title of the survey to Student Perspectives of Teaching (SPOT);
- moving from the concept of student evaluation to student perspectives and experiences;
- focused commentary for each question;
- inclusion of the ability to create an instructor optional midterm feedback survey and other surveys (already available through TSQS);

	● updating and emphasis of the possibility of biases; ● encouragement to allow class time for completion; ● surveys open for 2 weeks instead of one (inclusive of the withdrawal date); ● ability to isolate the results of surveys of withdrawn students; ● table to better illustrate who receives what parts of the report when; ● hot links to existing information on the University website. The attached Appendix A reflects the current USRI questions modeled onto a new template demonstrating the preamble and the shift to individual comment fields for each question. Following piloting and validation, the new SPOT questions will eventually replace the USRI questions detailed here.
Supplementary Notes and context	*At their January 26 meeting, CLE recommended approval of the policy suite with an editorial change accepted as a friendly amendment to the Policy section 2(a) which was revised as follows:* 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, expertise, and scholarship, and to improve the students' learning experience

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** and who have been **consulted**:* - GFC CLE (December 2, 2020) - Statutory Deans' Council (March 3, 2021) - GFC CLE (March 3, 2021) - GFC EXEC (March 8, 2021) - AASUA (March 10, 2021; initial consultation meeting) - Chairs' Council (March 16, 2021) - GFC 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) - GFC CLE (April 28, 2021) - Deans Only Deans' Council (May 19, 2021) - Student Groups Town Hall (May 19, 2021) - Instructor Town Hall (June 2, 2021) - GFC COSA (September 9, 2021) - GFC 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) - GFC 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) - GFC CLE (December 1, 2021) - GFC (~~November 29, 2021~~) (December 6, 2021) - GFC COSA (January 13, 2022)
Approval Route (Governance) (including meeting dates)	1. GFC CLE | Action: For Recommendation (January 26, 2022) 2. GFC EXEC | Placement on the GFC Agenda (February 14, 2022) 3. GFC | Action: For Recommendation and for Approval (February 28, 2022) 4. BHRCC | Action: For Recommendation l (March 8, 2022) 5. BLRSEC | Action: For Recommendation (March 11, 2022) 6. BoG | Action: For Approval (March 25, 2022)

Strategic Alignment

UNIVERSITY OF ALBERTA

Item No. 6

Alignment with *For the Public Good*	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*, Section 26(1)o GFC CLE Terms of Reference GFC Policy 111 BLRSEC Terms of Reference BHRCC Terms of Reference	

Attachments:

1. Attachment 1 - UAPPOL Teaching, Learning and Evaluation Policy (Final Jan 2022)
2. Attachment 2 - UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure (Final Jan 2022)
3. Attachment 3 - UAPPOL Appendix A_ Current USRI Questions (GFC Policy Manual Section 111.3.E) (Dec 2021)
4. Attachment 4 - GFC Policy Manual Section 111. Teaching and Learning and Teaching Evaluation _ University Governance
5. Attachment 5 - REFERENCES _ Advancing a Teaching, Learning and Evaluation Policy September 2021

Prepared by: John Nychka, Donna Herman, Tyler Kuhnert, Carley Roth

January, 2022 FINAL VERSION - as of January 26, 2022

Original Approval Date: Effective Date: **July 1, 2022**

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 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 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, expertise, and scholarship, 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

PUBLISHED PROCEDURES OF THIS POLICY

Student Input to the Evaluation of Teaching and Learning Procedure

Appendix A - Student Perspectives of Teaching (SPOT) Questions

UNIVERSITY OF ALBERTA

January, 2022 FINAL VERSION - as of January 10, 2022

Original Approval Date: **Effective Date: July 1, 2022**

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:	Provost and Vice-President (Academic) and GFC Committee on the Learning Environment (CLE)
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 statements as illustrated below:

   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).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Instructors	Includes Academic Faculty, Faculty Service Officers, Academic Teaching Staff and Excluded Academic Administrators. When their responsibilities include teaching, also includes Academic Colleagues, Postdoctoral Fellows and Graduate Students.

Course	Includes undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses.
Learning Environment	Physical and virtual support systems: 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.

January, 2022 FINAL VERSION - as of January 20, 2022

Original Approval Date: Effective Date: **July 1, 2022**

Teaching, Learning and Evaluation Policy
Appendix A: Student Perspectives of Teaching (SPOT) Survey

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	GFC Committee on the Learning Environment

NOTE: THIS IS A TRANSITORY VERSION UTILIZING THE APPROVED AND IN USE GFC POLICY MANUAL SECTION 111.3, USRI QUESTIONS WITH UPDATED RESPONSES AND COMMENT SECTIONS. THESE WILL BE REPLACED BY A VALIDATED SURVEY INSTRUMENT LATER IN THE 2022 CALENDAR YEAR.

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.

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.

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).

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 term work, course resources, and other instructional materials and not on personal characteristics such as the course instructor's appearance or speaking style.

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.

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.

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

1) The goals and objectives of the course were clear.
- ☐ I strongly disagree (SD)
- ☐ I disagree (D)
- ☐ I neither agree nor disagree (N)
- ☐ I agree (A)
- ☐ I strongly agree (SA)

Explanatory Comment: [character max]

2) In-class time was used effectively.
- ☐ I strongly disagree (SD)
- ☐ I disagree (D)
- ☐ I neither agree nor disagree (N)
- ☐ I agree (A)
- ☐ I strongly agree (SA)

Explanatory Comment: [character max]

3) I am motivated to learn more about these subject areas.
- ☐ I strongly disagree (SD)
- ☐ I disagree (D)
- ☐ I neither agree nor disagree (N)
- ☐ I agree (A)
- ☐ I strongly agree (SA)

Explanatory Comment: [character max]

4) I increased my knowledge of the subject areas in this course.
- ☐ I strongly disagree (SD)
- ☐ I disagree (D)
- ☐ I neither agree nor disagree (N)
- ☐ I agree (A)
- ☐ I strongly agree (SA)

Explanatory Comment: [character max]

5) Overall the quality of the course content was excellent.
- ☐ I strongly disagree (SD)
- ☐ I disagree (D)
- ☐ I neither agree nor disagree (N)
- ☐ I agree (A)
- ☐ I strongly agree (SA)

Explanatory Comment: [character max]

6) The instructor spoke clearly.
- ☐ I strongly disagree (SD)
- ☐ I disagree (D)
- ☐ I neither agree nor disagree (N)
- ☐ I agree (A)
- ☐ I strongly agree (SA)

Explanatory Comment: [character max]

7) The instructor was well prepared.

☐ I strongly disagree (SD)

☐ I disagree (D)

☐ I neither agree nor disagree (N)

☐ I agree (A)

☐ I strongly agree (SA)

Explanatory Comment: [character max]

8) The instructor treated the students with respect.

☐ I strongly disagree (SD)

☐ I disagree (D)

☐ I neither agree nor disagree (N)

☐ I agree (A)

☐ I strongly agree (SA)

Explanatory Comment: [character max]

9) The instructor provided constructive feedback throughout this course.

☐ I strongly disagree (SD)

☐ I disagree (D)

☐ I neither agree nor disagree (N)

☐ I agree (A)

☐ I strongly agree (SA)

Explanatory Comment: [character max]

10) Overall, this instructor was excellent.

☐ I strongly disagree (SD)

☐ I disagree (D)

☐ I neither agree nor disagree (N)

☐ I agree (A)

☐ I strongly agree (SA)

Explanatory Comment: [character max]

DEFINITIONS

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

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](#)

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Item No. 7

Governance Executive Summary
Action Item

Agenda Title	**Faculty of Education Restructuring**

Motion

THAT the General Faculties Council recommend that the Board of Governors approve the proposal for a non-departmentalized structure for the Faculty of Education, to take effect July 1, 2022.

Item

Action Requested	☐Approval ☒ Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Jennifer Tupper, Dean, Faculty of Education & Lynn McGarvey, Vice Dean, Faculty of Education

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 seek approval of the change to a non-departmentalized structure of the Faculty of Education.
Executive Summary (*outline the specific item – and remember your audience*)	The Faculty of Education currently consists of four departments and a school. The impact of this proposal is to eliminate the Departments of Elementary Education, Secondary Education, Educational Policy Studies, and Educational Psychology as administrative structures in the Faculty of Education. The School of Library and Information studies, which currently operates as a department-like structure called a school within the Faculty, will continue to operate as a distinct academic unit in accordance with accreditation requirements for the Master of Library and Information Studies program. This current configuration is a result of the merger of the Faculty of Library and Information Studies into the Faculty of Education which was restructured as a School and placed administratively within the Faculty of Education in 1991, and of restructuring from seven to five units in response to government budget cutbacks in 1994. This proposal does not change the conditions that were approved by GFC in 1991 that remain relevant today. The governance structure for SLIS will be part of the ongoing conversations in the Faculty about roles and structures, and any changes to the 1991 conditions would come back to GFC. The restructuring process is guided by a non-departmentalized vision for the Faculty that reflects the Cree concept of mâmawohkamâtowin – working cooperatively and collectively to serve our students. **Background** While the faculty has maintained four departments and a school for over 25 years, diminishing staff and financial resources over the past decade have resulted in a reduction from five to three administrative units shared across the four departments and school. There are

	currently over 100 faculty members, and department/school sizes range from 9 to 36 faculty members in each. The Faculty represents a wide variety of backgrounds and disciplines requiring an inclusive and broad vision as stated in Education for the Public Good: To be a flourishing, diverse, and sustainable Faculty of Education that excels, innovates, and transforms society through high quality, meaningful teaching, research, and service. As a means of advancing this vision, objectives specific to our structures, processes and resources are articulated. Of particular note is a commitment to review our current departmental organization with the aim to create efficiencies, improve stewardship of our human and financial resources, and strengthen teaching and research synergies across all program areas.
	The backdrop of our strategic objective is the University of Alberta for Tomorrow (UAT) initiative, which has arisen out of the need for profound change due to budgetary pressures faced by the institution. Aligned with our core mission of research and teaching, the structures and infrastructures currently in place at the University that make our work in the Faculty possible are undergoing a process of transformation. Within the Faculty of Education, our current academic structure has occasionally created barriers to collaboration and interdisciplinarity, and has required significant, and at times inequitable, investment of resources at the local level. Further, over the last 4 years, the Faculty operating budget has decreased by almost 20% and our staff complement has similarly been reduced by 20% through the SET initiative. This has created considerable risk to the Faculty which can be addressed by a bold vision for restructuring that will allow us to reinvest our resources in our core mission of teaching and research. In light of this, and given our strategic commitments, budgetary pressures, an academic hiring 'freeze', along with significant institutional change, we are at a critical point in the Faculty. We have an opportunity to advance innovative and creative academic and administrative support structures in order to strengthen teaching, research and service, and to ensure a high quality and meaningful student experience across all of our programs. Academic restructuring is not the restructuring of our programs (majors, minors, certificates, graduate specializations, curricula) but it is a change in how people and programs are situated within the Faculty of Education.
	Throughout the consultation process, commitment to upholding the standards of accreditation for the MLIS program has been consistently expressed. These standards require that "the program is an integral yet distinctive academic unit within the institution" that may be "organized as an autonomous college within its university, as a department in a college, or otherwise as appropriate within the institution" and that there is an administrative head.
	.
Supplementary Notes and context	*The 1991 decision of GFC merged the Faculty of Library and Information Studies and the Faculty of Education and placed the School of Library*

	and Information Studies administratively within the Faculty of Education to function primarily as a department. GFC indicated several conditions for the merger: - *the School was to be led by a director;* - *the Faculty Council became a School Council that was to function as a department council;* - *SLIS Council was to make decisions on the mission and goals of the School and the MLIS program; and* - *the Faculty of Education was to recognise that accreditation was a sine qua non for the faculty.*

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](#)>	Faculty restructuring consultation began in 2019 with the development of the "Faculty structures, process & resources" strategic priority, and continued through draft scenario proposals, information sharing, and multiple forums for information and feedback. Faculty of Education Faculty Council: ● February 2, 2021 Faculty Academic Restructuring breakout sessions ● March 2, 2021 Faculty Academic Restructuring Interim Report presented for discussion ● April 6, 2021 Faculty Academic Restructuring update ● May 4, 2021 Faculty Council presentation of the restructuring vision for discussion ● May 25, 2021 Revised vision presented at Faculty Council for endorsement. Motion to endorse tabled. ● September 7, 2021 Motion to recommend non-departmentalized structure with implementation July 1, 2022. Motion passed. ● October 5, 2021 Concerns brought forward at Faculty Council about faculty members on leave not voting at the September 7th Faculty Council and graduate student representatives not yet selected. ● October 22, 2021 Special Education Faculty Council meeting in which the terms of reference were clarified to make explicit that members on leave could attend and vote at all future EFC meetings and to address the issue of graduate student selection. ● November 2nd, 2021 Motion to Reconsider the September 7 Motion. Motion passed. Motion to recommend non-departmentalized structure with implementation July 1, 2022. Motion passed. Second vote called because of a margin of less than five. Motion passed. Other consultation: ● Thought Exchange feedback and analysis (Faculty Retreat, August 2020) ● Four draft scenarios for Academic Restructuring circulated to faculty, staff and students (November, 2020)

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	- Feedback gathered on the draft scenarios through a Google form and three round table discussions (December, 2020 and January, 2021) - Information and discussion Town Hall with Support Staff (January, 2021) - Five drop-in Zoom conversations – 2 undergraduate student sessions; 1 graduate student session, and 2 open sessions (January and February, 2021) - Small group breakout conversations (February 2, Education Faculty Council) - Co-location submission of program groups (March, 2021) - Development of non-departmentalized vision in response to feedback (April 2021, DAC) - Google feedback form and five faculty restructuring drop-in sessions with faculty members, staff, and undergraduate and graduate students (May, 2021) - Third presentation of non-departmentalized vision at faculty and staff retreat with breakout room discussions and feedback (Faculty Retreat, August 26, 2021) - Education Students' Association Board Meeting presentation and discussion (September 23, 2021) (feedback form provided). - Moving Forward: Faculty of Education restructuring conversation for faculty, staff and students (December 14, 2021) - Establishment of Steering Committee and Working Groups (Governance / Leadership Roles / Administration / Communities of Practice) (December 2021).
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – February 9, 2022 – For Recommendation GFC Executive Committee – February 14, 2022 – For placement on the GFC agenda General Faculties Council – February 28, 2022 – For Recommendation Board Learning, Research Student Engagement Committee – March 11, 2022 – For Recommendation Board of Governors – March 25, 2022 – For approval

Strategic Alignment

Alignment with *For the Public Good*	1. **OBJECTIVE 17**: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. 2. **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. 3. **OBJECTIVE 22**: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☐Enrolment Management ☐Faculty and Staff	☐Relationship with Stakeholders ☐Reputation

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	☒ Funding and Resource Management ☐IT Services, Software and Hardware ☐ Leadership and Change ☐Physical Infrastructure	☐Research Enterprise ☐Safety ☐Student Success
Legislative Compliance and jurisdiction	APC Terms of Reference GFC Terms of Reference BLRSEC Terms of Reference PSLA (Section 26(1)(o))	

Attachments (each to be numbered 1 - 5)

1. Memo from the Dean describing impact on SLIS
2. Faculty Council Documentation - Education Faculty Restructuring
3. American Library Association Standards for Accreditation of Master's Programs in Library and Information Studies
4. 1991 approval of the merger of the Faculty of Education and the Faculty of Library and Information Studies

Prepared by: Jennifer Tupper, Dean, Faculty of Education

UNIVERSITY OF ALBERTA

TO: Members of GFC Exec

FROM: Jennifer Tupper (Dean)
               Lynn McGarvey (Vice Dean)

DATE: February 16, 2022

RE: Faculty Restructuring and the School of Library and Information Studies**:**

The purpose of this memo is to address the specific concerns of APC and Executive Committee members with respect to SLIS in the context of restructuring.

In 1991, GFC determined the terms and conditions for SLIS when it transitioned into the Faculty of Education, including that the *S*chool was to be led by a director; that the SLIS Faculty Council became a School Council that was to function as a department council; that SLIS Council was to make decisions on the mission and goals of the School and the MLIS program; and the Faculty of Education was to recognise that accreditation was a sine qua non for the faculty.

Throughout our extensive restructuring process over the last two years, there has been clear and consistent communication about the need to uphold the standards of accreditation for the School & Clinical Child Psychology Program (SCCP), Counselling Psychology, TESL, and the Masters of Library and Information Studies (MLIS).

With respect to the MLIS, the American Library Association (ALA) Standards of Accreditation make clear that the MLIS program is a "distinct Academic Unit within the institution" and "Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution" (V.1).

The ALA standards note that the academic unit that provides graduate education in library and information studies **may** be organized as an autonomous college within its university, as a department in a college, **or otherwise**, as appropriate within the institution. Across North America, there are variations in how MLIS programs are organized including within non-departmentalized faculties.

Further, the standards require an "academic head". The use of the title of "director" is common for MLIS program leads across the country and will be used effective July 1, 2022. This position is not considered a chair, but may have some chair-like responsibilities that align with key responsibilities outlined in the ALA Standards, including but not limited to, ensuring curricular autonomy, quality assurance, recruiting faculty, assigning teaching, facilitating faculty and student interaction with other academic units, and promoting the socialization of students into the field.

Thus, we do not see any risk to accreditation for the MLIS program with a move to a non-departmental structure within the Faculty. Currently within the Faculty of Education, the Aboriginal Teacher Education Program (ATEP) and the Professional Learning Unit are both considered distinct academic units with Directors who lead the delivery of programs. On April 1st, the English Language School will join the Faculty of Education and it too constitutes a distinct academic unit led by a Director.

Work is well underway in the Faculty to implement the new structure. It is being led by a Steering Committee and four working groups (administration; governance; communities of practice: leadership roles). Of note is that the Governance working group will review governance structures, membership, terms of reference and authority held by all bodies in Education, including SLIS Council to determine how best to support program related decisions and collaboration. Any proposed changes that would change the conditions imposed by GFC on SLIS in 1991 will come back to GFC for approval.

> MOTION to recommend a non-departmentalized structure for the Faculty of Education with implementation beginning July 1, 2022.

Our Current Reality

The faculty and staff retreat on August 26th, 2021 marked the end of a comprehensive, year-long series of discussions and debates about the future structure of our faculty. While there is still hesitancy and uncertainty, we must now commit to a path forward. We recognize that with this motion, the face of our faculty will change. There is and will continue to be a sense of loss for the departments that have served as touchstones for students, staff, instructors, and professors currently and in years past. This is not a decision to be made lightly. Yet, we are faced with an unprecedented reduction in resources—both financially and in personnel. Since 2017, the operating budget of the Faculty has decreased by 20%. This reduction is not temporary, but is reflective of diminishing financial support for publicly funded post-secondary institutions around the world. We need to make a choice now that allows our faculty to be sustainable well into the future—beyond when most of us have retired or left the faculty. A non-departmentalized motion is a bold step, and at its core is the desire to envision our faculty as a collective whole. Becoming non-departmentalized allows us to work together, in the spirit of mâmawohkamâtowin, to put our remaining resources into our core mission of teaching, research, and service, and it provides us with the flexibility needed to respond to the changing landscape of post-secondary institutions, the students we serve, and the Public Good in the years to come.

Background

The Faculty of Education currently consists of four departments led by four chairs and a school led by a director. This current configuration is a result of the merger of the Faculty of Library and Information Studies with the Faculty of Education in 1991, and restructuring from seven to five units in response to government budget cutbacks in 1994 (see 1994 Reorganization Proposal attached). While the faculty has maintained four departments and a school for over 25 years, diminishing staff and financial resources over the past decade have resulted in a reduction from five to three departmental administrative units.

There are currently over 100 faculty members, and department/school sizes range from 9 to 36 faculty members in each. The Faculty represents a wide variety of backgrounds and disciplines requiring an inclusive and broadly based vision: *To be a flourishing, diverse, and sustainable Faculty of Education that excels, innovates, and transforms society through high quality, meaningful teaching, research, and service.*

Rationale for Academic Restructuring (from Interim Report, February 2021, attached)

The backdrop of our strategic objective to restructure is the *University of Alberta for Tomorrow* (UAT) initiative, which has arisen out of the need for profound change due to budgetary pressures faced by the institution. Aligned with our core mission of research and teaching, the structures and infrastructures currently in place at the University that make our work in the Faculty possible are undergoing a process of transformation. Within the Faculty of Education, our current academic structure has occasionally created barriers to collaboration and interdisciplinarity, and has required significant, and at times inequitable, investment of resources at the local level.

Given our strategic commitments, budgetary pressures, an academic hiring 'freeze', along with significant institutional change, we are at a critical point in the Faculty. We have an opportunity to think innovatively and creatively about our academic and administrative support structures, to strengthen teaching, research and service, and to ensure a high quality and meaningful student experience across all of our programs. However, this requires that we think differently about how we use our existing resources.

Rationale for a Non-Departmentalized Faculty

The two structural options presented to the faculty were (1) two departments or (2) non-departmentalized. The feedback received was split between these options. Initially, possibilities for the two-department option were pursued, but feedback received and additional factors made this choice problematic. The shift to a non-departmentalized vision was based on the desire for future decision making to be based on the collective whole, and the need for ongoing sustainability of the Faculty. The following points highlight reasons for a non-departmentalized faculty arising from submitted feedback (from Faculty Restructuring Vision, May 5, 2021, attached):

- Program area co-location submissions did not lead to any clear two-department groupings, and some program areas strongly opposed any departmental structure
- Forcing mergers could fracture the faculty and perpetuate long-standing issues that continue to exist from previous department mergers
- Expressed concerns about identity and belonging with potential department names and large departments housing multiple programs
- Need to establish equitable and efficient practices for scheduling and staffing all of our courses
- Provide faculty members with opportunities to contribute to multiple program areas
- Need for ongoing flexibility to adjust to financial instability more equitably
- Need for better utilization of administrative resources while reducing the duplication of responsibilities
- Create mechanisms to increase coordination across our undergraduate and graduate programs
- Improve collaboration and collegiality across the Faculty

Information Forums and Consultation Process

Faculty restructuring consultation began in 2019 with the development of the "Faculty structures, process & resources" strategic priority, and continued through draft scenario proposals, information sharing, and multiple forums for information and feedback. The consultation process included:
- Thought Exchange feedback and analysis (Faculty Retreat, August 2020)
- Four draft scenarios for Academic Restructuring circulated to faculty, staff and students (November, 2020)
- Feedback gather on the draft scenarios through a Google form and three round table discussions (December, 2020 and January, 2021)
- Information and discussion Town Hall with Support Staff (January, 2021)
- Five drop-in Zoom conversations: 2 undergraduate student sessions, 1 graduate student session, and 2 open sessions (January and February, 2021)
- Small group breakout conversations (February 2, Education Faculty Council)
- Faculty Academic Restructuring Interim Report (February 2021, report attached)
- Co-location submission of program groups (March, 2021)
- Development of non-departmentalized vision in response to feedback (April 2021, DAC)
- Faculty restructuring document and presentation of non-departmentalized vision (May 4, 2021, Faculty Council, report attached)
- Google feedback form and five faculty restructuring drop-in sessions with faculty members, staff, and undergraduate and graduate students (May, 2021)
- Consolidated feedback report and second presentation of non-departmentalized vision to address questions, and motion to endorse (tabled) (Faculty Council in May 25, 2021, report attached)
- Third presentation of non-departmentalized vision at faculty and staff retreat with breakout room discussions and feedback (Faculty Retreat, August 26, 2021)

Proposed Timeline for Faculty of Education Restructuring (from Faculty Retreat presentation)

Sept 7, 2021	Faculty Council vote to recommend non-departmentalized faculty structure
Sept - Dec, 2021	Planning of academic groupings, program process, and governance review
Jan - June, 2022	Transition to revised leadership positions, and responsibility redistribution
July, 2022	Initial implementation with continued refinement of governance and faculty processes

Attachments

A. Faculty of Education Academic Restructuring Interim Report, February 2021
B. Faculty of Education Restructuring Vision, May 5, 2021
C. Faculty of Education Restructuring – Consolidated Feedback and Responses, May 25, 2021
D. 1994 Reorganization Proposal

Faculty of Education
Academic Restructuring
Interim Report
February 2021

University of Alberta for Tomorrow Vision

The University of Alberta has embarked on a period of major transformation, building on its long history of leadership in the province and in Canada's post-secondary sector. The pressures facing the U of A today are significant and we must take urgent action. With fundamental systemic reform, we can set a bold new direction for the university of tomorrow. We can strengthen our core teaching, research, and community engagement mission and enrich student experiences, while addressing the current funding crisis. Together, we can renew and grow the U of A's global leadership in higher education and research, and drive even greater social and economic growth, innovation, and creativity for the public good of the province and beyond.

Education for the Public Good

In our Strategic Plan *Education for the Public Good*, the Faculty of Education advances a vision to be a flourishing, diverse and sustainable Faculty that excels, innovates and transforms society through high quality, meaningful teaching, research and service. As a means of advancing this vision, objectives specific to our structures, processes and resources are articulated. Of particular note is a commitment to review our current departmental organization with the aim to create efficiencies, improve stewardship of our human and financial resources, and strengthen teaching and research synergies across all program areas.

The Case for Academic Restructuring

The backdrop of our strategic objective is the *University of Alberta for Tomorrow* (UAT) initiative, which has arisen out of the need for profound change due to budgetary pressures faced by the institution. Aligned with our core mission of research and teaching, the structures and infrastructures currently in place at the University that make our work in the Faculty possible are undergoing a process of transformation. Within the Faculty of Education, our current academic structure has occasionally created barriers to collaboration and interdisciplinarity, and has required significant, and at times inequitable, investment of resources at the local level.

Given our strategic commitments, budgetary pressures, an academic hiring 'freeze', along with significant institutional change, we are at a critical point in the Faculty. We have an opportunity to think innovatively and creatively about our academic and administrative support structures, to strengthen teaching, research and service, and to ensure a high quality and meaningful student experience across all of our programs. However, this requires that we think differently about how we use our existing resources. Importantly, academic restructuring is not the restructuring of our programs (majors, minors, certificates, graduate specializations, curricula).

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Guiding Principles

- Attention to the core values as articulated in *Education for the Public Good*
- an inclusive, supportive and transparent process of consultation
- recommendations for structural change are data-informed and future-focused
- considerations of equity, diversity and inclusion are core to the process
- financial considerations will be balanced with attention to high quality student experiences and advancing a rich and respectful working and learning environment
- innovation, collaboration and creativity
- adhere to governance processes, procedures and collective agreements
- retain talented staff
- maintain excellence and integrity of academic programs

Consultation and Feedback

- 4 DRAFT scenarios for Academic Restructuring circulated to faculty, staff and students in November
- 47 electronic responses to the DRAFT scenarios received in December & January
- 3 Round Tables: December 9th, December 17th, January 7th with approximately 200 participants
- 1 Support Staff Town Hall, January 11th, approximately 53 participants
- 5 drop-in Zoom conversations – 2 undergraduate student sessions; 1 graduate student session, and 2 open sessions in January & February
- Small group breakout conversations, February 2nd Education Faculty Council

Overall, the feedback demonstrated an understanding that academic restructuring within the Faculty is necessary (per Objective 29 in *Education for the Public Good*) and that it represents an opportunity to break down silos, strengthen collaborations, and enhance program delivery. However, many important questions were raised through consultation which this report aims to answer.

Frequently Asked Questions (FAQs)

1. What is the problem we are trying to solve?

   Budget:
   - *Since 2017, the Faculty of Education operating budget has decreased by **20%** and the Government of Alberta has signaled continued budget reductions for the University of Alberta in fiscal 2021 & 2022 in addition to the $127 million cut already incurred.*
   - *In order to manage these significant financial reductions, the University is transforming administrative services and academic structures.*
   - *Through SET, there will be 1100 fewer staff supporting the University of Alberta by the end of 2022.*

- *In the Faculty of Education, a 20% reduction in the number of FTEs by the end of 2022 means that we have to think differently about how we work and how we are structured in order to maintain a high-quality student experience.*
- *Academic restructuring within the Faculty allows us to combine and focus our existing resources on supporting students and supporting our core mission of teaching and research.*

Greater Cohesion

- *Separate from the reality of budget cuts, and in the context of our strategic planning process in 2017-2018, faculty and staff expressed the need to break down existing silos in the Faculty, silos that were felt to be a function of the current academic structure.*
- *Faculty, staff and students expressed a desire to consider different ways of organizing ourselves academically, to explore opportunities for synergies and collaborations across the Faculty, program areas and specializations. Academic restructuring presents new possibilities for interdisciplinary research collaborations across program areas and specializations, and opportunities for teaching across programs.*
- *The Undergraduate Program Review (2017-2018) also identified challenges in delivering the teacher education program across four departments. Again, academic restructuring creates opportunities for responding to and mitigating these challenges.*

Thus, we are attempting to solve both budget and organizational challenges as we propose new academic and administrative structures that aim to keep our core mission of teaching and research front of mind by creating structures that support these in a context of significant cost cutting.

2. Why can't we leave things as they are?

- *We will have 20% fewer staff in the Faculty by the end of 2022.*
- *Our budget reductions since 2017 mean that we are working with 25% less over a five-year period.*
- *If we do not seek to change in innovative and creative ways, we are in danger of diminishing the quality of the student experience and the supports available for teaching and research.*
- *Making incremental changes year after year to manage budget reductions is akin to death by a thousand cuts.*
- *There are also certain factors outside the Faculty that we have no control over but must respond to. These will result in substantial changes across the institution and within the Faculty.*

3. Does Faculty Leadership have a preferred model already in mind?

   No. The four draft scenarios were created at the request of Education Faculty Council. Members of DAC see the possibilities and challenges of each scenario and have consistently expressed an openness to other ideas.

4. How will academic restructuring impact / change programs?

   - *Programs will not be changed if our academic structures change but they may be relocated (similar to the relocation of the MACE program when the academic function of Extension was dissolved in June 2020).*
   - *Academic changes to programs require the adherence to governance processes, including UAAC and GAAC endorsement.*
   - *The Undergraduate Program Renewal process has been underway since 2018 and the Graduate Program Review with corresponding recommendations was completed in 2020. Currently, under the leadership of the Associate Dean, Graduate Studies, a process to consider changes to graduate programs is underway, which involves extensive consultation and appropriate governance processes.*

5. How were the scenarios suggested?

   As noted previously, Education Faculty Council requested that the DAC create draft scenarios for academic restructuring for consideration and feedback. The DAC drew on feedback generated through the Faculty Strategic Planning process, the Thought Exchange data from the August retreat and informal conversations with faculty and staff. The DAC does not have a preferred outcome and there is diversity in the perspectives of members of the DAC with respect to the four scenarios.

6. What will happen to students if an academic reorganization takes place?

   The home department of graduate students may change, depending on where programs are situated, but students will continue in their programs as they are now. The undergraduate program is a Faculty-wide program and students will continue to be supported as they progress through their degree, regardless of academic structure.

7. Where will staff be situated in a restructured faculty?

   This is a detail that needs to be worked out depending on the academic structure endorsed by the Education Faculty Council, and dependent on what functions shift to the College and SET. If a departmental structure is maintained, there will need to be staff situated within the departments to provide the necessary administrative support including

programmatic support. If a non-departmentalized structure is endorsed, then staff will be situated within a Faculty Office and various Associate Dean portfolios.

8. How will faculty members maintain a sense of belonging in a non-departmentalized structure?

   Sense of belonging is important regardless of academic structure. Thus, the creation of communities of practice is one mechanism whereby a sense of belonging can be established regardless of academic structure. Program areas (already in existence) are another mechanism that shapes a sense of belonging in a non-departmentalized structure, as do opportunities for interdisciplinary collaborations.

9. What cost savings are associated with each scenario?

   Moving from five to two departments approximates cost savings as follows:
   - *Reduction in 3 Chairs = $144,000 (course release); $18,000 (administrative stipends); $25,000 (GRA Support)*
   - *Reduction in 5 Associate Chairs = $120,000 (course release); $15,000 (administrative stipends)*
   - *Reduction in 4 FTE Staff positions (accounted for in SET reductions) = $350,000 *Total = $672,000*

   Moving from five to no departments approximates cost savings as follows:
   - *Reduction in 5 Chairs = $240,000 (course release); $37,500 (administrative stipends); $25,000 (GRA Support)*
   - *Reduction in 9 Associate Chairs = $216,000 (course release); $27,000 (administrative stipends)*
   - *Reduction in 4 FTE Staff positions (accounted for in SET reductions) = $350,000 *Total = $895,500*

   However, a non-departmentalized structure may require the creation of additional leadership positions at the Faculty level to provide the necessary supports for teaching, research, and service. Thus, the total savings would not be significantly greater than those achieved by maintaining a department structure.

   * It is important to note that some functions may move from the Faculty to the College which may impact staffing & budget across the faculty.

10. Will the Departments be consulted concerning the naming of new units? How will decisions concerning Chairs or Directors be confirmed?

    Yes. It became very clear in the feedback that this is important, and that the Departmental names assigned in the DRAFT Scenarios were causing consternation /

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concern. If we can agree on the organization of programs within a departmental structure, then the newly formed departments should play a central role in determining their names.

With respect to the selection of Chairs and Directors, the process as set forth in UAPPOL must be adhered to. Thus, a selection committee would be struck. For more information, please refer to the UAPPOL policy:
https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Department-Chairs-Selection-Procedure.pdf

11.   Why were Centres and Institutes included in some scenarios but not others?

This was an oversight. However, Centres and Institutes are core to the work of the Faculty and transcend departmental structure. They are currently governed per UAPPOL with oversight by the Vice Dean. For more information, please refer to the UAPPOL policy:
https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Academic-Centres-and-Institutes-Operation-Procedure.pdf

Summary

Change is never easy, and there were many expressions of concern through the consultation about the depth, breadth and pace of change at the U of A. However, there was overwhelming recognition that change can be beneficial in the short, medium and long term, especially as it strengthens our work as a Faculty in the midst of diminishing resources.

The consultation feedback revealed:

- that each of the four scenarios presented both opportunities and challenges;
- that considerable work would need to occur in any transition to a new structure;
- an overall preference amongst faculty, staff and students to maintain the departmental structure given our size and complexity;
- agreement that the role of Department Chairs and Associate Chairs in day-to-day decision making and in the provision of day-to-day support is preferable;
- the Undergraduate and Graduate Programs are core to our work as a Faculty and can function regardless of our academic structure;
- governance structures will need to be carefully considered and adjusted accordingly;
- we need to be future-focused as a Faculty, given the immediate challenges facing the institution;
- the importance of balancing financial considerations while maintaining high quality student experiences;
- a desire to enhance a culture of respect in a restructured faculty;
- a commitment to maintaining excellence and the integrity of our academic programs; and
- recognition that regardless of how we restructure ourselves academically, we are all members of the Faculty of Education.

Next Steps:

Given the preference to maintain a departmentalized structure, the next step is to determine how to situate programs/specializations in two rather than five departments. To that end, proposals will be solicited from each program/specialization that identify: 1). what other programs with which they would like to be co-located; and, 2). A brief rationale (more details to follow).

These proposals will be submitted to and reviewed by the DAC, who will use them to design a revised proposal for Academic Restructuring for the consideration of faculty, staff and students. Given necessary governance processes and timelines, potential endorsement would occur at Education Faculty Council in April.

The following list reflects our current program areas / specializations in the Faculty of Education:

- Elementary Education
- Secondary Education
- School of Library and Information Studies
- Social Justice and International Education
- Adult, Community and Higher Education
- Indigenous Peoples Education
- Education Administration and Leadership
- TESOL
- School & Clinical Child Psychology
- Counselling Psychology
- School Counselling
- Psychological Studies in Education
- Measurement, Evaluation & Data Science
- Special Education
- Technology in Education

*ATEP is not included in this list as they exist outside of the departmental structure.

FACULTY OF EDUCATION
Transformative **Teaching**, **Research**, and **Service**

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

CENTRES OF EXPERTISE, SERVICE HUBS & SERVICE PARTNERS

FGSR

DEAN'S OFFICE
Dean
Vice Dean   General Manager
Assoc. Dean - UG   Assoc. Dean - Grad
Assoc. Dean - Indig. Education   Assoc. Dean - Research

INDIGENOUS INITIATIVES
IEC
ATEP
Director

EXTERNAL RELATIONS

CLINIC
Director

CENTRES / INSTITUTES
Directors

PLU
Director

COMMUNICATIONS

TECH IN ED
Co-Directors

HR / FINANCE

RESEARCH & INNOVATION
SARAC

STUDENT SERVICES
Manager(s) · Central Scheduler · Advisors

UAAC

GAAC

CHAIR 1
Manager

UAAC WORKING GROUPS

ASSOC. CHAIR UG (2)

STUDENT EXPERIENCE

ASSOC. CHAIR GRAD (2)

GAAC WORKING GROUPS

CHAIR 2
Manager

COURSE COORDINATORS

PROGRAM COORDINATORS AND DIRECTORS

PROGRAM AREAS

PROGRAM AREAS

PROGRAM AREAS

PROGRAM AREAS

FACULTY MEMBERS

PROGRAM AREAS

PROGRAM AREAS

PROGRAM AREAS

PROGRAM AREAS

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ELECTIONS

SELECTION POOL

GFC REP

EXTERNAL REPS

OTHERS

FACULTY COUNCIL

Appendix B

Faculty of Education Restructuring Vision

Transformative Teaching, Research, and Service

The non-departmentalized vision for the Faculty reflects the Cree concept of *mâmawohkamâtowin* – working cooperatively and collectively to serve our students.

Why Non-Departmentalized?
The vision is based on the feedback received and the need for ongoing sustainability of the Faculty. More specifically, the following points highlight a few of the reasons for shifting to a non-departmentalized Faculty:

- Program area co-location submissions did not lead to any clear two-department groupings, and some program areas strongly opposed any departmental structure
- Forcing mergers could fracture the faculty and perpetuate long-standing issues that continue to exist from previous department mergers
- Expressed concerns about identity and belonging with potential department names and large departments housing multiple programs
- Need to establish equitable and efficient practices for scheduling and staffing all of our courses
- Provide faculty members with opportunities to contribute to multiple program areas
- Need for ongoing flexibility to adjust to financial instability more equitably
- Need for better utilization of administrative resources while reducing the duplication of responsibilities
- Create mechanisms to increase coordination across our undergraduate and graduate programs
- Improve collaboration and collegiality across the Faculty

Transformative Teaching
The faculty's restructuring vision recognizes that our programs are the lifeblood of the faculty, and places the undergraduate and graduate **STUDENT EXPERIENCE** at the centre of the Faculty's decision-making. Removing department walls will encourage broader participation, unite similar program areas, increase coordination across our undergraduate and graduate programs, and provide flexibility for faculty members to belong to more than one program area.

At present, most program areas have a lead person described as a program coordinator, specialist coordinator, or director. At the undergraduate level, we also have subject area coordinators and course coordinators. These coordinators/directors will continue to play important leadership and communication roles with faculty members, graduate students, and instructors in their program/subject areas. By bringing together undergraduate and graduate coordinators, we can better work together to discuss ways to improve and integrate learning experiences, and bring forward issues and recommendations to UAAC/GAAC through the

Associate Chairs. In this vision, Associate Chairs will provide leadership to the coordinators and facilitate communication across program areas and courses. UAAC/GAAC Working Groups will take a more active role in addressing teaching, student, and program related issues and initiatives. That Associate Deans Undergraduate and Graduate continue to chair UAAC and GAAC, and are an integral interface between Centralized Student Services and faculty programs.

Transformative Research

Our research, scholarship, and creative activity contributes to and forms the basis of our teaching and programs. Faculty members of all ranks requested opportunities to engage in and contribute to formal and informal mentorship opportunities of colleagues and graduate students. These opportunities will continue to occur locally through collegial relationships within and across program areas, and will be supported by the Associate Dean Research through expanded Research & Innovation initiatives.

Transformative Service

Service encircles and is infused throughout the faculty. Service and leadership contributes to scholarship and teaching, and facilitates collegial relationships through committee work. The strength and functioning of the faculty relies on our commitment to make decisions collectively in the best interest of our faculty as a community of students, staff, instructors, academics, and administrators.

The retain familiarity in the leadership structure, the vision includes two Faculty Chairs, and two Associate Chairs at the undergraduate and graduate levels. The Chairs will play important leadership roles at the intersection of teaching, research, and service. They will share/split responsibilities expected of chairs such as assigning teaching loads, making recommendations for merit, bringing faculty members forward for tenure and promotion, providing mentorship, serving as chair for faculty selection committees, and so on. An additional leadership role is the Associate Dean, Indigenous Education. This addition is based on the feedback received and it is listed as a priority in our 2019-2024 strategic plan.

While the Faculty's current committee structure does not need to change substantially, the move to a non-departmentalized faculty will impact how memberships are defined in the Terms of Reference. A Governance Working Group will be struck to review the terms of reference for all committees and make recommendations for revised membership.

Contributing Units

Many of our contributing units contribute to teaching, research, and service and will continue to be supported by the Dean's Office. Modifications to some of these units will occur as our Collaborating Partners become established and evolve. An Indigenous Initiatives unit will be

added that will provide support for ATEP, as well as research, community-based and program initiatives throughout the faculty.

Collaborating Partners

There remains uncertainty in the roles and relationships with our collaborating partners including the College, other faculties within the College, FGSR, Centres of Expertise, Service Hubs, and Service Partners. However, through ongoing communication, we will ensure that we continue to strive for transformative teaching, research, and service, and thrive as a faculty.

Faculty Restructuring Timeline:

May 4, 2021	Faculty Council presentation of the restructuring vision
May 5	Vision description and google feedback form distributed
May 10 – 17	Drop-in sessions for faculty, graduate students, and staff
May 25	Revised vision presented at Faculty Council for endorsement
May – June	Initial approval of restructuring requested of the Provost
June – October	Governance, leadership responsibilities, and administrative working groups
October – December	University governance approval process
January – March 2022	Leadership selection
March – July	Transition to new structure

Faculty of Education Restructuring
Consolidated Feedback and Responses
May 18, 2021

Students, staff and faculty provided extensive feedback on the proposed restructuring vision through four drop-in sessions, a google feedback form, and individual communication. The comments, questions, and concerns were appreciated and tremendously helpful in expanding our understanding of what it means to be non-departmentalized. This document includes the most common categories of questions and concerns that our community raised.

Why a Non-Departmentalized Vision?
The non-departmentalized vision (see Appendix A) takes into consideration the many moving parts that are currently shaping the Faculty and University such as SET, the College, the new Budget Model, Centralized Student Services, and the Graduate Program Review. Yes, it is, in part, a response to the current budget cuts and anticipated budget cuts in the future, but the restructuring vision was born out of a sense of optimism. It is forward looking. It is one that removes internal bureaucracy and obstacles to allow us to be innovative in our programs, rethink how we can best serve our students, and continue to enact our Strategic Plan. It gives us an opportunity to change the faculty's culture to one of collaboration and service to the faculty as a whole, rather than continuing to operate in silos. Yet, it allows us to maintain our strong connection to our programs and the people we work alongside, while opening doors to new synergies. Our vision is to create an environment in which everyone has a place of belonging, and feels a sense of collegiality and pride in our Faculty.

So what are we being asked to vote on exactly?
The motion for May 25th, Faculty Council is as follows:
Motion to endorse, in principle, the non-departmentalized vision for the Faculty of Education.

First, it might be helpful to state what we are not voting on. We are not voting on the specific leadership roles listed on the 'visual' of the vision, as we expect the number of leadership roles and the titles of those roles to potentially change (see the Leadership Working Group below). We are not voting on a list of program areas and how those program areas will be governed (see the Program Areas Working Group below). And we are not voting on how membership might be constituted on each of our committees (see the Governance Working Group below). The vote is whether or not we want to put in the effort into collectively working out the details for leadership, program areas, governance, and administration within a non-departmentalized faculty.

If we vote against the vision, what happens?
Right now, we don't have a Plan B. None of the other options we've considered, including all of the 2-Department configurations, balance all of the moving parts or address the significant feedback received as effectively. So, if we vote against the motion, it is back to the drawing board. But we can't be complacent. As described in the next section, faculty restructuring is under the purview of the Provost, and requires several levels of governance approval. We need a vision with at least some of the details by September.

Appendix C

So, if we do vote in favour, then what?

The governance process for restructuring faculties and departments is set out in Article A10: Academic Reorganization in the Collective Agreement. Restructuring is under the purview of the Provost. If we vote in favour of the motion on May 25th, then we need to solicit the Provost's feedback and general support in June. If he is supportive, then we can begin to work on some of the details of a non-departmentalized faculty. The following outlines a timeline for that work:

July - August:

Faculty leadership will compile materials for Discussion Groups on Leadership, Program Areas, Governance, and Administration. These materials will include examples from other non-departmentalized faculties, questions and suggestions from the feedback gathered, possible constraints, and other relevant information.

August 26th: Faculty Retreat

Prior to the Faculty Retreat, Discussion Group materials will be provided to Faculty and Staff. At that time, each person will choose which Discussion Group they'd like to participate in at the Faculty Retreat.

Once at the Faculty Retreat, people will be placed in the discussion group of their choice. (There may be multiple groups on the same topic, and as we gather the material, we may need subgroups or new topics.) Each group will have a chance to begin to envision what their topic of discussion might look like and how it could be implemented. Recommendations from these groups will be shared. Working groups will then be struck to continue the work after the retreat by examining and making recommendations. These working groups may continue for a couple of months or throughout the academic year, depending on the tasks. Although we need to have a sense of how leadership and governance will work in a non-departmentalized faculty, the exact details do not need to be determined to move to the next phase in the process.

September 7th: Faculty Council

In order to go through the multiple levels of governance in time for a July 1, 2022 implementation, an official motion, using the language in Article A10, will be brought forward to Faculty Council:

Motion to recommend that the Faculty of Education become a non-departmentalized faculty.

Article A10 states that an academic reorganization may originate *"from a recommendation from a Faculty Council to the Provost, or from a proposal by the Provost."* As mentioned, our faculty will make a recommendation to become non-departmentalized to the Provost, but he ultimately has the authority to determine how we are structured. U of A for Tomorrow illustrates this further with the objective of "reducing the number of faculties and departments through consolidation to create economies of scale and reduce duplication of similar programs, courses and services." Our work now allows us to be proactive in this regard.

Based on a previous example of becoming non-departmentalized from the School of Public Health, the recommendation includes alignment with University guiding documents (e.g., U of A for Tomorrow), compliance with legislation, policy and procedure, rationale for the change, the consultative process, and proposed details of restructuring. The focus is on the shifting from departmentalized to non-departmentalized, not on the specific details of implementation.

2

September to January: University Governance Approvals
If the Faculty votes in favour of the motion at September Faculty Council, approvals and/or reviews are needed at subcommittees and committees of Academic Planning Committee, GFC, and the Board of Governors. At each phase in the process the committee may return the recommendation to the Provost, approve the recommendation (possibly with changes), or reject the recommendation. Once again, communication is through the Provost.

January to June, 2022
If the recommendation is approved at each step of the governance process, then we will have six months to begin the transition to a new leadership, governance, and administrative structure. Yet, we recognize that it will take time and adjustments over the months, and possibly the first few years, to begin working in a new structure.

What are the details?

In the feedback received, people asked many questions, and gave suggestions for what we should and should not do. The areas below were mentioned repeatedly. In the spirit of the Cree concept of *mâmawohkamâtowin,* we would like to work cooperatively to create answers and solutions in the best interest of our students, and for our community as a faculty. Please note that these are the areas we have identified at this moment. There may be others, and these groups may need further subdivision to create more manageable tasks. At the same time, we know that all of these parts do not exist in isolation, and so the recommendations need to fit together.

Leadership Roles and Responsibilities

Task: Review and redefine all leadership roles and responsibilities including Vice Dean, Associate Deans, Chairs, and Associate Chairs.
- *What areas of responsibilities do we need to fulfill?*
- *What gaps do we have (e.g., EDI, Wellness, Mentorship)?*
- *How many leadership roles do we need?*
- *What selection processes should be in place to choose the faculty's leaders?*
- *What titles should we use?*
- *How will the chairs share or split responsibilities? How can we ensure the chair roles are engaging and connected to the work of the faculty? (see Note below)*

The responsibilities of the faculty's leadership positions will necessarily need to change given the introduction of the College, initiatives through SET, and our faculty's shift to Centralized Student Services. This leadership review allows us to examine what leadership roles will be required or needed to support us as a faculty.

Note: Many people asked questions specifically about the Chairs. The role of the Chair in the proposed vision will include the responsibilities as outlined in the Collective Agreement including assigning teaching (A2.02.1), possibly assigning service (A2.04), reviewing the annual report (A2.05), sabbatical applications (A4.02.1), recommending tenure and promotion (Article A5), recommending merit increments (A6.091), and all other duties specified in the Agreement. Also, selection of a Chair follows very specific UAPPOL Procedures that would be maintained and require input from faculty members. Although the vision used the label of "chair" to signal these responsibilities, the title of the position can be changed, and they may have new responsibilities that allow them to contribute meaningfully to the faculty.

3

Program Area Groupings

Task: Create a description of program areas, describe how they will operate, how coordinators will be determined, and how faculty members are attached to program areas, and how they will contribute to program-related decision making at both the undergraduate and graduate levels.

- *What program areas do we currently have?*
- *How might we outline program areas so that faculty members can see where they belong?*
- *How can we ensure permeability between program areas, rather than having them work as silos?*
- *How can we identify coordinators at the undergraduate and graduate levels?*
- *How many coordinators do we need?*
- *How are they selected?*
- *How can we strengthen collaboration across our programs?*
- *How can the coordinators work effectively together?*

The term "Program Areas" was intended to reflect how most faculty, instructors, and students are currently organized based on graduate and undergraduate programs, and specializations or subject areas.

Other non-departmentalized Faculties of Education across Canada and around the world organize faculty members to help create governance structures that support their programs and initiatives. For example, Werklund (92 faculty members) identifies seven "Specializations & Academic Expertise;" Western (45 faculty members) uses three "Academic and Research Clusters"; University of Regina (48 faculty members) uses "Program Areas" with "Subject Areas" within each group; University of Ottawa (60 faculty members) is organized around programs (B.Ed. Anglophone, B.Ed. Francophone, Graduate Studies) with faculty level program committees; and Monash University (180 faculty members) uses five "Academic Communities." The intention with the proposed vision is that our Program Areas (however they become defined) are permeable, allowing faculty members to make choices about where they belong.

Governance:

Task: Review the current committee structure, terms of reference and redefine membership.

- *What committees do we currently have?*
- *Are they addressing the governance needs of the faculty?*
- *How can we create appropriate representation on our committees?*

Two key intentions of the non-departmentalized vision are to remove a layer of bureaucracy between program-related decisions and approval, particularly at UAAC and GAAC, and to improve collaboration across our undergraduate and graduate programs. The feedback we received asked us to do more than simply revise membership, but to look more closely at the committees we currently have in place, and whether they reflect the concept of *mâmawohkamâtowin* – working together. A clear and thoughtful review of our committees, their terms of reference, and memberships to ensure a diversity of perspectives is needed to fulfill the vision.

4

Administration and Communication:
Task: Determine what responsibilities and tasks are currently occurring at the department level, and recommend how to operationalize those responsibilities to support the faculty as a whole.

- *How can we continue to best implement our Faculty Communication Plan? It is scheduled for review in 2022*
- *What does our Faculty Communication Plan say about the flow of communication?*
- *How do we continue to support instructors and staff?*
- *Who do they go to when they need help?*
- *Who signs my forms?*

As part of Centralizing Student Services, all staff whose primary responsibility is supporting students will become part of this unit. Work is already underway for administration in this unit and several consultations have occurred with individuals who provide direct service to undergraduate and graduate students. However, we have many other staff members and administrators who support instructional needs, provide administrative support, support mail distribution, distribute office equipment and supplies, and so on. Determining how we can continue to operate administratively as a faculty is essential to operationalizing the vision.

Appendix C

FACULTY OF EDUCATION

Reorganization Proposal - April 13, 1994

The administrative units should:

1.   have some conceptual integrity,

2.   be strong, functioning units,

3.   have involvement in both undergraduate and graduate education, and

It is assumed that:

1.   staff members will have the opportunity to elect and negotiate departmental membership or joint appointment,

2.   there will be greater fluidity between and amongst administrative units with respect to staffing and programs.

Proposed Administrative Units:

Departments:

> Department of Educational Policy Studies - - focus on the philosophical, historical and sociological foundations of educational policy and practice, educational administration and the theory and practice of adult and higher education.
>
> Department of Educational Psychology and Technology - - focus on the psychological foundations and instructional technological applications of educational practice.
>
> Department of Elementary Education - - focus on elementary schools.
>
> Department of Secondary Education - - focus on secondary schools.
>
> School of Library and Information Studies - - focus on accredited MLIS program.

Division:

> A Division of Technology in Education will be formed, as a Faculty-wide unit, with an academic head and other joint appointments from academic departments. This unit would include the Instructional Technology Centre, and Publication Services.

Effective Date: July 1, 1994

May 4, 2021 Education Faculty Council
Agenda Item 6.1: Overview of Proposed Vision for Initial Consideration
Dr. Evelyn Steinhauer's Open Statement

I'll keep my comments really brief. I thank you for sharing that in the way that you did, Lynn, and I appreciate that this has been a really complicated process. As we were talking this through process at Dean's Advisory Council and I was looking at this chart, I was thinking about it with my Cree hat on. I often will do that, when I'm working with a system that I can't really fully comprehend.

Within the Cree context, when I am working through a process such as this, I will translate it into the Cree language. I think about it as *mâmawohkamâtowin*. *Mâmawohkamâtowin* is a sophisticated way of being. It's working collaboratively with one another in coming to a process that would be really reasonable, and it would take into account everybody within the Faculty. Within this Cree way of being, the students are always at the center. This is how *mâmawohkamâtowin* works within a Cree governance system. Within our Cree way of being, our children, our students, and our Elders are always at the center, so I really appreciate that this model is working from that center and moving outward.

The other thing that I think about, as we work with students and we work to make sure they have really good experiences, is that we remember what we're working for. We're working for the greater good of those children who are going to be taught by our students, those children who are still unborn, who will be coming into the system. So to me, it really was a process that I had to take apart in that way, and in working this way the students are always at the centre. By keeping the students in the center, we are consistently reminded that we are dependent on one another to serve the students in the best possible way. Ultimately, we are here for the students.

Everything we do – the teaching, the research, the service, the administration – it's for the students and those students who will come in the future years. In turn, they can impact those students who are going to be teaching.

So really, when you look at this diagram – at least when I look at it in this Cree context – I think about it as a cyclical process. I see these people on the perimeters; I see how they are taking care of everyone in the center, without going into a hierarchical model.

We think about it as *mâmawohkamâtowin*. So when we as a Faculty live by *mâmawohkamâtowin*, we are modeling this principle for our students. The students learn about the importance of cooperative learning, which more often than not results in *miyo-wîcêhtowin*. This is a significant concept in our way of being; it's basically the virtue of living in harmony together.

So, as I think about this process, I see how we, as a Faculty could come together, but that's just my own thinking and, of course, it is with my Cree hat on. When we as a Faculty work cooperatively, our students benefit; we all benefit in the end. Elders will tell us that *mâmawohkamâtowin* benefits everyone in this journey. It's not about us as individuals; in this case, it's about the relationships that we have with one another, and it's about the whole community, our whole Faculty.

I appreciate that I've had the opportunity to reflect on this vision. This isn't a model or an organizational structure – it is a vision. Now that I have had the opportunity to think about this process in this Cree way, I must say, I really do appreciate it even more. Of course, like you, I too have many more questions. I recognize that there is still much more work to be done, however, collectively we can do this. As I look at the circles within this diagram, I am filled with hope. Thank you for listening.

Dr. Evelyn Steinhauer, Professor, Associate Chair Graduate Studies, Department of Educational Policy Studies; Director, Aboriginal Teacher Education Program (ATEP).

Standards for Accreditation
of Master's Programs in Library and Information Studies

Adopted by approval of the Council of the American Library Association, February 2, 2015

Committee on Accreditation of the American Library Association

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Introduction

Purpose of Accreditation

Accreditation in higher education is defined as a collegial process based on self- and peer assessment for public accountability and improvement of academic quality.[1]

Accreditation serves to ensure educational quality, judged in terms of demonstrated results in supporting the educational development of students. Judgments are made by carefully vetted, unbiased practitioners and faculty professionals at the expert level.

These experts judge how well:

- Accreditation standards are met (and can continue to be met) by the institution or program;
- Elements such as curriculum, evaluation methods, faculty, resources and admission requirements are suited to the overall mission and level of program offerings and objectives;
- Students can be expected to fulfill the knowledge and skills requirements for completion of their programs.[2]

Authority and Responsibilities of the ALA Committee on Accreditation

The Council of the American Library Association (ALA) has designated the Committee on Accreditation "to be responsible for the execution of the accreditation program of the ALA and to develop and formulate standards of education..."[3] for graduate programs of library and information studies leading to a master's degree. The American Library Association Committee on Accreditation is recognized by the Council for Higher Education Accreditation as the accrediting agency for these programs.[4]

The Committee on Accreditation protects the public interest and provides guidance for educators. Prospective students, employers recruiting professional staff, and the general public concerned about the quality of library and information services have the right to know whether a given program of education is of good standing. By identifying those programs meeting recognized standards, the Committee offers a means of quality control in the professional staffing of library and information services.

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[1] CHEA Recognition of Accrediting Organizations, Policy and Procedures (1998, revised June 28, 2010); Appendix A: Accreditation Defined. Retrieved March 28, 2014, http://chea.org/pdf/Recognition_Policy-June_28_2010-FINAL.pdf.
[2] Association of Specialized and Professional Accreditors (ASPA) (2013). "Quick Reference: Standards, Outcomes and Quality." Retrieved March 24, 2014, http://www.aspa-usa.org/system/files/inserts/ASPA_Standards_Jun12.pdf.
[3] American Library Association Handbook of Organization. (Chicago, IL: ALA 2013).
[4] The Council for Higher Education Accreditation (CHEA) is a national recognizing agency of higher education accrediting bodies that emerged from the dissolution of the Council on Postsecondary Accreditation (COPA). ALA discontinued U.S. Department of Education recognition review when the 1992 Higher Education Act limited the scope of recognition to only those agencies whose accreditation plays a "gatekeeping role" to establish eligibility for federal funding.

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The Committee on Accreditation examines the evidence presented for each of the Standards; however, its final judgment is concerned with the totality of the accomplishment and the environment for learning. The decision regarding accreditation is approached from an evaluation of this totality rather than from a consideration of isolated particulars. Thus, failure to meet any particular component of a standard may not result in failure to meet that standard. Similarly, failure to meet a single standard may not result in failure to achieve accredited status for a program.

Evaluators of a program for accreditation purposes are vetted for bias, formally oriented, experienced, and capable.

Scope of Standards

These Standards are limited in their application to the assessment of graduate programs of library and information studies that lead to a master's degree. As a prerequisite to accreditation, the institution in which a program resides must be accredited by its appropriate accrediting agency.

The phrase "library and information studies" is understood to be concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. Library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management. This definition incorporates a field of professional practice and associated areas of study and research, regardless of a degree's name.

A unit's mission is relevant to master's program review; when the unit offers other educational programs, the contribution of those programs is also relevant. A unit may seek accreditation for more than one graduate program of education in library and information studies leading to a master's degree; when that is done, the goals, objectives, and learning outcomes of each program and their interrelationships are to be presented.

Terminology within the Standards

The academic unit that provides graduate education in library and information studies may be organized as an autonomous college within its university, as a department in a college, or otherwise, as appropriate within the institution. Within the Standards, the term "program" refers to an organization of people and educational experiences that comprise the degree.

The term "research" as used in the Standards is understood to be (1) broad in its inclusiveness of scholarly activities of a wide variety; and (2) inclusive of communication of results through appropriate means.

When the term "faculty" is used, the Standard applies to the faculty as a whole, including both full-time faculty members (tenured/tenure-track and non-tenure-track) and part-time faculty members. Reference to a subset of the faculty is designated by referring specifically to "full-time" or "part-time" faculty members, or to "each" or "individual" faculty members.

Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program's vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies and processes, assessment activities, and results of assessment to program constituents. Effective broad-based, systematic planning requires engagement of the program's constituents and thorough and open documentation of those activities that constitute planning.

A glossary of accreditation terminology is available at the ALA-Office for Accreditation website, http://www.ala.org/accreditedprograms/standards/glossary.

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Nature of the Standards

These Standards identify the indispensable components of library and information studies programs while recognizing programs' rights and obligations regarding initiative, experimentation, innovation, and individual programmatic differences. The Standards are indicative, not prescriptive, with the intent to foster excellence through a program's development of criteria for evaluating effectiveness, developing and applying qualitative and quantitative measures of these criteria, analyzing data from measurements, and applying analysis to program improvement.

The Standards stress innovation, and encourage programs to take an active role in and concern for future developments and growth in the field.

The nature of a demonstrably diverse society is referenced throughout the Standards because of the desire to recognize diversity, defined in the broadest terms, when framing goals and objectives, designing curricula, and selecting and retaining faculty and students.

The requirements of these Standards apply regardless of forms or locations of delivery of a program.

Philosophy of Program Review

The Committee on Accreditation determines the eligibility of a program for accredited status on the basis of evidence presented by a program and by the report of a visiting external review panel. The evidence supplied by the program in support of the Standards is evaluated against the statement of the program's mission and its program goals and objectives. A program's evidence is evaluated by trained, experienced, and capable evaluators.

Program goals and objectives are fundamental to all aspects of master's degree programs and form the basis on which educational programs are to be developed and upon which they are evaluated. Program goals and objectives are required to reflect and support student learning outcomes and the achievement of these outcomes.

This update to the 2008 *Standards* resulted from a six-year public review process via weblog, direct surveying of practitioners and LIS faculty, and online and open meetings at conference venues.

This document supersedes the 2008 *Standards for Accreditation*. It is based upon a synthesis of the views solicited during the review and revision process of 2008-2014.

The *Accreditation Process, Policies and Procedures (AP3)* document guides the accreditation process. Both the *Standards* and *AP3* are available online from the Office for Accreditation website, http://www.ala.org/offices/accreditation. Assistance in obtaining materials used by the Committee on Accreditation (COA) is provided by the Office for Accreditation. These materials consist of documents used in the accreditation process, as well as educational policy statements developed by relevant professional organizations that can be used to inform the design and evaluation of a master's degree program.

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Standard I: Systematic Planning

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

I.1.3 Improvements to the program based on analysis of assessment data;

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

I.2.1 The essential character of the field of library and information studies;

I.2.2 The philosophy, principles, and ethics of the field;

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4 The importance of research to the advancement of the field's knowledge base;

I.2.5 The symbiotic relationship of library and information studies with other fields;

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.7 The role of library and information services in a rapidly changing technological society;

I.2.8 The needs of the constituencies that the program seeks to serve.

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

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1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

Standard II: Curriculum

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other

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constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

Standard III: Faculty

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

III.2 The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

III.7 Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

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III.8 Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

Standard IV: Students

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

IV.3 Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

IV.5.2 Participate in research;

IV.5.3 Receive academic and career advisement and consultation;

IV.5.4 Receive support services as needed;

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IV.5.5 Form student organizations;

IV.5.6 Participate in professional organizations.

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

Standard V: Administration, Finances, and Resources

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

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V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

(End of Standards)

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88. **REPORT OF THE GFC PLANNING AND PRIORITIES COMMITTEE (PPC)**

Members had before them the GFC PPC's report which was presented by the Chair.

89. **REPORT OF THE UNIVERSITY RESEARCH POLICY COMMITTEE (URPC)**

Members considered the URPC's report for March 25, 1991 to June 18, 1991, which was presented by the Vice-President (Research) CR James.

90. **FACULTY OF LIBRARY AND INFORMATION STUDIES PROPOSED MERGER WITH THE FACULTY OF EDUCATION: RECOMMENDATION FROM THE GFC PLANNING AND PRIORITIES COMMITTEE (PPC)**

Members considered PPC's recommendation concerning a proposed merger of the Faculty of Library and Information Studies with the Faculty of Education, as set out in the material before them.

It was noted that the Executive Committee considered this proposal on June 14, 1991 and recommended that GFC endorse this proposal.

It was further noted that the Academic Development Committee (ADC) considered and endorsed this recommendation on June 5, 1991, following a preliminary discussion on April 10, 1991. PPC considered, amended and endorsed the proposal on June 13, 1991; PPC was responsible for making recommendations to GFC concerning the establishment of termination of Faculties.

It was noted that the initial proposal for the merger of the Faculty of Library and Information Studies with another Faculty was set out in the document "Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint" as outlined in the material before members.

Vice-President (Academic) JP Meekison introduced the recommendation. Dean S Bertram expressed her gratitude to the Faculty of Education, and Dr A Mackay noted that the Faculty of Education was very supportive of the move and welcomed the proposed merger.

MOTION

It was **MOVED** by Vice-President (Academic) Meekison and seconded by Mr McCormack that the recommendation from PPC as noted below be approved:

THAT the Faculty of Library and Information Studies be restructured as the School of Library and Information Studies and be placed administratively within the Faculty of Education effective July 1, 1991 in accordance with recommendation 12 in the document "Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint" with the following understanding:

The operation of the School of Library and Information Studies within the Faculty of Education will correspond primarily to that of a Department.

The Dean of the Faculty of Library and Information Studies will become the Director of the School of

Library and Information Studies.

The Faculty Council of the Faculty of Library and Information Studies will become the School Council of the School of Library and Information Studies. The composition will remain the same with the addition of the Dean of the Faculty of Education. The School Council will function as a Departmental Council within the Faculty of Education.

The School of Library and Information Studies Council will determine the mission, goals and objectives of the School of Library and Information Studies and the MLIS program.

The School of Library and Information Studies will have a distinctive section in the University Calendar. The courses will remain labelled LIS. The degree will remain Master of Library and Information Studies.

The School of Library and Information Studies will remain in its present space in Rutherford South. The 'Z' collection will remain in Rutherford. The allocation from the Library's collection budget for the purchase of library and information studies materials (monographs and serials) will remain under the control of the Humanities and Social Sciences Library.

The Faculty of Education recognizes that accreditation is a *sine qua non* for the MLIS program.

CARRIED

91. **FINANCIAL EXIGENCY: RECOMMENDATION FROM THE VICE-PRESIDENT (ACADEMIC) AND VICE-PRESIDENT (FINANCE AND ADMINISTRATION)**

Members considered a proposal from the Vice-President (Academic) and the Vice-President (Finance and Administration) that GFC declare that, for purposes of Article 21 of the APO Agreement, a state of financial exigency exists for fiscal year 1991-92.

It was noted that the Executive Committee considered this proposal on June 14, 1991 and recommended that GFC endorse this proposal.

It was further noted that: on June 13, 1991 the GFC Planning and Priorities Committee (PPC) considered and endorsed this proposal and suggested some changes which were incorporated into the material before members; on May 21, 1991 GFC endorsed procedures for determining whether or not a state of financial exigency existed; and on June 7, 1991 the Board approved modified procedures which were set out in the correspondence before members. Relevant legislation (Article 21 of the APO Agreement) and background information were before members.

MOTION

It was **MOVED** by Vice-President (Academic) Meekison and seconded by Vice-President (Finance and Administration) Harris that GFC approve the recommendation that, for purposes of Article 21 of the APO

FACULTY OF LIBRARY AND INFORMATION STUDIES PROPOSED MERGER WITH THE FACULTY OF EDUCATION: RECOMMENDATION FROM THE GFC PLANNING AND PRIORITIES COMMITTEE (PPC)

to: Dr P Davenport   date: June 5, 1991
      President
      3-1 University Hall   our file:

from: Mrs ER Phillips   your file:
      Associate Director, University Secretariat
      2-5 University Hall

subject: **Faculty of Library and Information Studies Proposed Merger with Faculty of Education: Recommendation from the Academic Development Committee**

On June 5, 1991, the Academic Development Committee considered and endorsed the following motion:

> THAT the Faculty of Library and Information Studies be restructured as the School of Library and Information Studies and be placed administratively within the Faculty of Education effective July 1, 1991 in accordance with recommendation 12b.*in the document "Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint" with the following understanding:
>
> > The operation of the School of Library and Information Studies within the Faculty of Education will correspond primarily to that of a Department.
> >
> > The Dean of the Faculty of Library and Information Studies will become the Director of the School of Library and Information Studies.
> >
> > The Faculty Council of the Faculty of Library and Information Studies will become the School Council of the School of Library and Information Studies. The composition will remain the same with the addition of the Dean of the Faculty of Education. The School Council will function as a Departmental Council within the Faculty of Education.
> >
> > The School of Library and Information Studies Council will determine the mission, goals and objectives of the School of Library and Information Studies and the MLIS program.
> >
> > The School of Library and Information Studies will have a distinctive section in the University Calendar. The courses will remain labelled LIS. The degree will remain Master of Library and Information Studies.

*   *PPC*

     The ~~Executive~~ amended this to read: "...in accordance with recommendation 12...."

The School of Library and Information Studies will remain
in its present space in Rutherford South.   The 'Z'
collection will remain in Rutherford.   The allocation from
the Library's collection budget for the purchase of library
and information studies materials (monographs and serials)
will remain under the control of the Humanities and Social
Sciences Library.

The Faculty of Education recognizes that accreditation is
a *sine qua non* for the MLIS program.

Guidelines for transition during an interim period (July 1, 1991 - June
30, 1992) are set out on pages 2 and 3 of the attached proposal.

This recommendation may now be considered by PPC (June 13) and by the
GFC Executive Committee (June 14) before being forwarded to GFC. PPC's
recommendation will be announced at the Executive meeting.

Evelyn Phillips

Evelyn Phillips

ERP/trr

cc: Dr S Bertram, Dean, Faculty of Library and Information Studies
       Dr RS Patterson, Dean, Faculty of Education
       Dr H Zingle, Associate Dean, Faculty of Education
       Dr JP Meekison, Vice-President (Academic)
       Ms EA Schoeck, Director, University Secretariat

PROPOSAL
for the restructuring of the
Faculty of Library and Information Studies
as the
School of Library and Information Studies
within the
Faculty of Education

<u>Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint</u>. Recommendation 12. Faculty of Library and Information Studies

a. That the Faculty of Library and Information Studies be restructured as a School as of June 30, 1991 or 1992, with terms and conditions established by General Faculties Council.

b. That the School of Library and Information Studies be placed administratively within the Faculty of Arts or another Faculty; and that the terms and conditions established by General Faculties Council allow for autonomy with respect to budget and curriculum planning for the degree program with academic staff being evaluated by the Faculty in which the School is placed administratively, for tenure, salary and promotional purposes and with appointments being approved by the Faculty Dean.

MOTION:

That the Faculty of Library and Information Studies be restructured as the School of Library and Information Studies and placed administratively within the Faculty of Education effective July 1, 1991 in accordance with Recommendation 12.

With the following understandings:

The operation of the School of Library and Information Studies within the Faculty of Education will correspond primarily to that of a Department.

The Dean of the Faculty of Library and Information Studies will become the Director of the School of Library and Information Studies.

The Faculty Council of the Faculty of Library and Information Studies will become the School Council of the School of Library and Information Studies. The composition will remain the same with the addition of the Dean of the Faculty of Education. The School Council will function as a Departmental Council within the Faculty of Education.

The School of Library and Information Studies Council will determine the mission, goals and objectives of the School of Library and Information Studies and the MLIS program.

The School of Library and Information Studies will have a distinctive section in the University Calendar. The courses will remain labelled LIS. The degree will remain Master of Library and Information Studies.

The School of Library and Information Studies will remain in its present space in Rutherford South. The 'Z' collection will remain in Rutherford. The allocation from the Library's collection budget for the purchase of library and information studies materials (monographs and serials) will remain under the control of the Humanities and Social Sciences Library.

The Faculty of Education recognizes that accreditation is a *sine qua non* for the MLIS program.

Interim Period, July 1, 1991 – June 30, 1992

In addition to the normal transition time required to revise the present Faculty of Library and Information Studies procedures to correspond to the Faculty of Education procedures, there will be some transitional conditions in place during the interim period July 1, 1991 – June 30, 1992.

In particular, transitional conditions will apply to increment, promotion, tenure and study leave deliberations during this interim period.

The Faculty of Library and Information Studies <u>Standards for the Evaluation of Academic Staff for Salary Increments and Promotions</u> will remain in effect for all School of Library and Information Studies faculty members.

The existing Faculty of Library and Information Studies FSPC policies and procedures will be used by the School of Library and Information Studies (covering the increments, promotions, and study leaves to take effect July 1, 1992) with the standard 110% rule for increments and the 10% rule for study leaves.

The composition of the Faculty/School of Library and Information Studies FSPC will be revised so that the Dean of the Faculty of Education will become Chair (replacing a Faculty of Library and Information Studies faculty member).

The existing Faculty of Library and Information Studies Tenure Committee policies and procedures will be used by the School of Library and Information Studies (covering tenure decisions to take effect July 1, 1992).

The composition of the Faculty/School of Library and Information Studies Tenure Committee will be revised so that the Dean of the Faculty of Education will become Chair (replacing a Faculty of Library and Information Studies faculty member).

The [revised] Faculty/School of Library and Information Studies FSPC will also operate separately during 1992-1993 for increments and promotions (covering performance during 1991-1992).

Election to the [revised] Faculty/School of Library and Information Studies FSPC and Tenure Committee will be done by the School of Library and Information Studies Council.

In all other matters dealing with faculty (appointments, ethics reviews, etc.), the School of Library and Information Studies faculty members will follow the policies and procedures of the Faculty of Education beginning July 1, 1991.

All budgetary matters will remain under the control of the School of Library and Information Studies during 1991-1992.

The School of Library and Information Studies Council will make appointments for 1991-1992 to those Faculty of Education Council committees where School of Library and Information Studies representation is required.

Until representation is possible through the Faculty of Education, the School of Library and Information Studies will keep its current representative on GFC and its current representative on AASUA Executive.

Some mechanism for facilitating changes in policies and procedures and making them known to faculty, students and staff of the School of Library and Information Studies will be put in place.

passed unanimously by the Faculty of Library and Information Studies Council May 17, 1991.

passed unanimously by the Faculty of Education Council May 28, 1991.

University of Alberta
Edmonton

Canada T6G 2J4

Faculty of Library and Information Studies

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brief history

1966	GFC approved the establishment of the School of Library Science
1967	Sarah Rebecca Reed appointed first Director
1968	first one-year BLS students admitted, School located on the second floor of the Education Library
1970	first accreditation
1971	one-year MLS approved, School moved to third and first floors of Rutherford South
1975	became the Faculty of Library Science
1976	first two-year MLS students admitted
1979	second accreditation
1983	major curriculum revision
1986	third accreditation
	first review of administrative status
1988	became the Faculty of Library and Information Studies, degree became the MLIS
1991	began Self-Study process for fourth accreditation
	second review of administrative status

positions

9 faculty positions (10 in 1987)
3 non-academic positions (4 in 1987)

enrollment

	FT	PT	Total
1986-87	64	15	79
1987-88	64	12	76
1988-89	64	10	74
1989-90	64	16	80
1990-91	57	16	73
1991-92	50 admitted to date		

graduates

1969-1976	408 BLS	5 MLS	
1977-1986		274 MLS	
1987		36 MLS	
1988		23 MLS	
1989			13 MLIS
1990			25 MLIS
1991			30 MLIS
			41 MLIS (Spring)

May 28, 1991

NEWS

would have no additional space requirements. She noted that LIS was currently involved in the accreditation process and suggested, therefore, that the proposed merger take place before or after the site visit since the self study (submitted for accreditation) should be consistent with actual operations at the time of the site visit. She said that she had discussed the possibility of a merger with the Dean of Education and they felt that an agreement could be reached. Because of the professional nature of the program, she continued, a merger with the Faculty of Education would be best at this time; however, she felt that a merger between LIS and the kind of Faculty (discussed on page 21 of the budget document) which focused on the concept of wellness might be more appropriate. She hoped that there would be enough flexibility in the current merger to allow LIS to consider other options in the future.

Discussion included the following points:

- Dean Bertram had discussed the merger informally with the Faculties of Education, Arts, Business, Home Economics and Physical Education and Recreation.
- If LIS was a department rather than a School, curricula and budgets would have to be approved by the Faculty Council and this would be perceived by the American Library Association as a loss of autonomy.
- There was the desire to move into the area of expert systems; however, the program covered the basics of information studies and there were no resources to expand.
- If LIS moved to Education there would be the perception, at least initially, that the program was to train school librarians.
- There were no plans to develop a PhD program; individuals could be accommodated on an ad hoc basis.
- There were currently two service courses offered to Education students (eg, Elementary Education, Secondary Education); there were no resources to expand or increase service teaching. A member suggested that increasing the amount of service teaching would increase student awareness of the program and alleviate the problem of the program being isolated. Dean Bertram noted that this service teaching component was not required of other professional Faculties.
- The LIS program included courses on bibliographic instruction to teach librarians how to instruct technicians and library users on how to access information.
- It would have been easier for LIS to discuss possible mergers with other Faculties if the Faculty of Arts had not been mentioned specifically in the recommendation.

Dean Bertram felt that the merger should be done either very quickly so that the self study documentation was consistent with the site visit or be postponed until after the site visit. She felt that accreditation would not be adversely affected by restructuring of the Faculty to a School (as outlined in the recommendation); however, she noted that not everyone in the Faculty agreed with this view and a merger proposal would have to be discussed by the Faculty Council before being returned to ADC.

Dean Bertram felt that convergence of the LIS and Education evaluation criteria for salary and promotions would require some transition time (perhaps two years) with consultation between the School Council and the

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3. **LIBRARY AND INFORMATION STUDIES: PRELIMINARY DISCUSSION OF RESTRUCTURING**

There was a preliminary discussion of the following recommendations put forward in the document "Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint":

That the Faculty of Library and Information Studies be restructured as a School as of June 30, 1991 or 1992, with terms and conditions established by General Faculties Council.

That the School of Library and Information Studies be placed administratively within the Faculty of Arts or another Faculty; and that the terms and conditions established by General Faculties Council allow for autonomy with respect to budget and curriculum planning for the degree program with academic staff being evaluated by the Faculty in which the School is placed administratively, for tenure, salary and promotional purposes and with appointments being approved by the Faculty Dean.

Relevant background information was before members. Members discussed the rationale for proposing a merger between LIS and another Faculty and the importance of recognizing and meeting the needs of both LIS and the Faculty involved in the merger.

Dr S Bertram, Dean, and Dr R Brundin of the Faculty of Library and Information Studies joined the meeting. Dean Bertram discussed the history and operation of the Faculty and the accreditation process. She indicated in her presentation that, if merged with another Faculty, LIS

Faculty Council. It was noted that it would be possible for LIS to retain its salaries and promotion criteria within the Faculty of Education. Dean Bertram hoped that there would be a similar transitional period for tenure decisions. After discussion, members agreed that there would have to be further consideration of the composition and reporting relationship of the School's selection committees and the relationship between the School Council and the Faculty Council.

The Chair suggested, and Dean Bertram agreed, that LIS would proceed with consultations with Education to develop a proposal for merger and return the proposal to ADC for consideration. [Following the meeting it was agreed that the proposal would be considered by each Faculty Council before being presented to ADC.]

The Chair thanked the guests, who then withdrew.

A member hoped that there would be more interaction between LIS and the Faculty of Education faculty as a result of the merger; otherwise, he felt that neither Faculty would benefit.

3.   **FACULTY OF LIBRARY AND INFORMATION STUDIES: PROPOSED MERGER WITH THE FACULTY OF EDUCATION**

Members considered the above-noted proposal as set out in Appendix A. [There was a preliminary discussion by PPC on April 10, 1991 of the recommendation put forward in the document "Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint" concerning the Faculty of Library and Information Studies.]

Dr S Bertram, Dean, and Dr A Altmann of the Faculty of Library and Information Studies, and Dr R Patterson, Dean, and Dr HW Zingle, Associate Dean of the Faculty of Education, were in attendance. Dean Bertram presented the proposal noting that it had been unanimously approved by both Faculty Councils.

The Chair discussed the recommendation noting that it had been driven primarily by the size of the unit and the difficulties which could arise from having a Faculty Salaries and Promotions Committee (FSPC) which evaluated only nine individuals. He emphasized that the FLIS FSPC had operated effectively to date.

There was a brief discussion of how the School of Library and Information Studies SPC would continue to operate separately during 1992-93 to evaluate performance for the 1991-92 interim period.

The Chair thanked the guests, who then withdrew.

MOTION   It was **MOVED** by Professor Cullen and seconded by Professor Decore that ADC endorse the following Motion:

> That the Faculty of Library and Information Studies be restructured as the School of Library and Information Studies and be placed administratively within the Faculty of Education effective July 1, 1991 in accordance with recommendation 12b of the document "Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint" with the following understanding:
>
>> The operation of the School of Library and Information Studies within the Faculty of Education will correspond primarily to that of a Department.
>> The Dean of FLIS will become the Director of the School of Library and Information Studies.
>>
>> The Faculty Council of the Faculty of Library and Information Studies will become the School Council of the School of Library and Information Studies. The composition will remain the same with the addition of the Dean of the Faculty of Education. The School Council will function as a Departmental Council with the Faculty of Education.
>>
>> The School of Library and Information Studies will determine the mission, goals and objectives of the School of Library and Information Studies and the MLIS program.

The School of Library and Information Studies will have a distinctive section in the University Calendar. The courses will remain labelled LIS. The degree will remain Master of Library and Information Studies.

The School of Library and Information Studies will remain in its present space in Rutherford South. The 'Z' collection will remain in Rutherford. The allocation from the Library's collection budget for the purchase of library and information studies materials (monographs and serials) will remain under the control of the Humanities and Social Sciences Library.

The Faculty of Education recognizes that the accreditation is a *sine qua non* for the MLIS program.

CARRIED

Procedures for transition during an interim period (July 1, 1991 - June 30, 1992) are set out on pages 2 and 3 of Appendix A.

3.3.8 Faculty of Library and Information Studies

We are proposing that one small Faculty be merged with another Faculty. Such a move would accomplish a streamlining of administrative structures and procedures. While there may be some budgetary savings over time, the major rationale for such a merger is not budget driven.

The unit which is being proposed for such a merger is the Faculty of Library and Information Studies. This unit has a unique identity as well as its own graduate degree program. The Faculty has an incumbent Dean and a Faculty Council.

This program was established here in 1966. The Bachelor of Library Science degree was first offered in 1968. In 1976 a two year master's degree replaced the bachelor's degree and more recently the Faculty and its degree program were renamed Library and Information Studies. The Faculty has no undergraduate program.

This professional field is a 20th century development. The roles of members of the profession have evolved from being traditional custodial librarians for educational, cultural and recreational activities to information access specialists. Because of the new and challenging demands created by these changes the philosophy, goals and objectives of professional services and educational programs are undergoing re-evaluation and re-orientation in Alberta, Canada and in the world.

There are seven graduate education programs in library and information studies in Canada today: British Columbia, Alberta, Western Ontario, Toronto, McGill, Montreal, Dalhousie. All of these schools and faculties are members of the Canadian Association for Graduate Education in Library, Archival, and Information Studies. Accreditation is administered by the Committee on Accreditation of the American Library Association. Canadian programs are accredited by the American Library Association under an agreement with the Canadian Library Association. All programs are evaluated on the basis of program goals and objectives, curriculum, faculty, students, governance, administration, and financial support and physical resources and facilities. To date the current program has been accredited three times: in 1970, 1979, and 1986. The next review for accreditation will take place in 1992.

The operating budget for 1990-91 indicates that 9 FTE academic staff and 3 FTE nonacademic staff are employed in the unit. The total budget is $796,334. Given the current quota, the faculty complement appears to be the minimum necessary to maintain viability. As in the case of Student Counselling Services, the unit is too small for Faculty status: it seems inappropriate for Library and Information Studies to constitute a separate Faculty, with a Faculty Salaries and Promotions Committee which evaluates only nine individuals.

The master's program serves an essential role in educating library and information professionals in the Province of Alberta and to a lesser extent in other prairie provinces. It has attracted academically strong students who are well received as graduates. The PACCR report noted that the program is producing the kind of graduate the library profession wants. This report also identified the relative isolation of this program from other units within the University. A suggestion was made to incorporate this unit into a larger unit

such as a Faculty of Professional Schools, a Faculty of Communication Studies, Management or Interdisciplinary Studies. The Faculty was willing to explore these options, but did not see advantages to a change in organization at that time.

Student enrollment in the period 1985-86 - 1989-90 remained relatively constant in this program. An average of 64 full-time and 15 part-time students were enrolled during this period. In 1990-91, the full-time enrollment was 57.

The accreditation standards established by the accrediting body for this program requires that the unit be a distinctive and autonomous unit within the University. According to the Universities Act, when General Faculties Council authorizes a school to have a school council, the director of the school may exercise all the powers, duties and functions of a dean of a faculty and the school council shall be of the same nature as and may exercise all the powers, duties and functions of a faculty council, subject to any conditions or restrictions that are imposed by General Faculties Council.

Recommendation 12. Faculty of Library and Information Studies.

a. That the Faculty of Library and Information Studies be restructured as a School as of June 30, 1991 or 1992, with terms and conditions established by General Faculties Council.

b. That the School of Library and Information Studies be placed administratively within the Faculty of Arts or another Faculty; and that the terms and conditions established by General Faculties Council allow for autonomy with respect to budget and curriculum planning for the degree program with academic staff being evaluated by the Faculty in which the School is placed administratively, for tenure, salary and promotional purposes and with appointments being approved by the Faculty Dean.

Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Notice of Motion – Changes to Composition of General Faculties Council (GFC)

Motion

THAT the General Faculties Council approve changes to the GFC composition as set out in attachment 1, effective April 1, 2022.

Item

Action Requested	☐Approval ☒Recommendation
Proposed by	J Nelson Amaral, Elected Representative, Faculty of Science
Presenter(s)	J Nelson Amaral, Elected Representative, Faculty of Science

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	At the January 31, 2022 meeting, a member made a Notice of Motion as set out in 8.7 of the GFC Meeting Procedural Rules (MPR) for debate at the next meeting of GFC. GFC Executive Committee is asked to recommend on a motion to change the composition of General Faculties Council by adding 8 additional appointed elected faculty and 8 elected student members as set out in Section 25 of the *Post-Secondary Learning Act* (*PSLA*) for a total of 173 members.
Executive Summary (*outline the specific item – and remember your audience*)	**Proposed Changes** The motion concerns four (4) of the appointed members that GFC appointed under Section 25 of the PSLA : ● The Vice-Provost and Dean of Students (1) ● The College Deans for the College of Health Sciences, Natural and Applied Sciences, and Social Sciences and Humanities (3) GFC is asked to approve a change to their terms of reference because the proponent is of the view that the appointment of these four members requires the appointment of twice as many faculty members (8) and twice as many students (8) or (16) additional members of GFC increasing the membership of GFC from 157 to 173. Additional faculty members will be allocated using the GFC Reapportionment Procedure as follows: ● 3 Faculty of Medicine and Dentistry ● 2 Faculty of Science ● 1 Faculty of Arts ● 1 Faculty of Business ● 1 Faculty of Engineering These allocations will be reviewed every three years to reflect the required apportionment of GFC. If approved, the changes to the composition of GFC will be effective April 1, 2022 for the replenishment of elected student and faculty seats.

Development of the Motion

The Secretary to GFC and the University Secretary met with Dr Amaral and provided advice on how the motion could be revised to ensure that it was compliant with the *PSLA*. The Notice of Motion reflects an interpretation by the proponents of s. 24(2) of the Act which refers to persons who are member of the GFC "by virtue of their offices". The proponents state that this reflects that expressed intent of the *PSLA*. However, the *PSLA* is clear on the definition of statutory ex officio members and on how the calculation of statutory faculty members should be made. . The revised motion proposes increasing the number of faculty and student members through appointment as set out under section 25 of the *PSLA*. The motion respects the jurisdiction of GFC members as defined in Section 25 to add additional appointed members of GFC.

Background

Section 23 of the *PSLA* requires that the composition of the General Faculties Council include:

> (a) the following persons who are members by virtue of their offices:
>
> (i) the president, who is the chair;
>
> (ii) the vice-presidents;
>
> (iii) the dean of each faculty;
>
> (iv) the director of each school;
>
> (v) the chief librarian, or if none, the officer performing
>
> comparable functions;
>
> (vi) the director of extension, or if none, the officer
>
> performing comparable functions;
>
> (vii) the registrar;

There are currently 26 members who sit on GFC as defined under Section 23.

Section 24 of the *PSLA* requires that the composition include members elected from the full-time members of the academic staff "which shall be twice the number of persons who are members of the general faculties council by virtue of their offices". Consistent with the requirements of the *PSLA*, there are currently 52 elected faculty members on GFC.

Section 25 of the *PSLA* gives the statutory (i.e. those members determined by legislation) members of GFC the ability to appoint additional members to GFC from the staff and students of the university. GFC has exercised this authority multiple times appointing persons to serve because of the impact of their roles on the academic mission.

	Exercising authority set out under section 25 of the *PSLA,* in 1971, GFC decided to add appointed student members to ensure an equivalent number of students to full-time members of the academic staff as set out under Section 24 (2)(a). These additional student members include:
	● 39 undergraduate appointed student members ● 13 graduate appointed student members
	The GFC Executive Committee is asked to consider:
	- The size of GFC and the ability for meaningful engagement with such a large body. With these proposed additions, GFC will grow from 157 members to 173 members. By comparison, GFC at U of C has 107 members, U of L (72), UBC (87), U of T (118), U of S (121), and McGill (111). The most salient distinction between the UofA GFC and these other bodies is that the UofA GFC has a larger number of appointed student members. With 173 members, we would have by a large margin the largest academic governing body in the U15. - Whether the proposed proportion of groups represented is appropriate:the current composition of GFC is 33% faculty, 35% students, and 19% administration. With the proposed additions, the composition will be 35% faculty, 36% students, and 17% administration (see attachment 3). - Council Chamber can only accommodate up to 135 people so it is already too small for the current size of GFC at 157. With an additional 16 members, it will no longer be feasible to use Council Chamber, requiring GFC to move to a lecture style theatre for meetings that will less conducive to a collegial exchange. - Whether these proposed additional faculty members should be limited to only A1.1 or A1.6 faculty members, as is currently the case with all GFC statutory faculty members. - Whether the use of the Reapportionment Procedure is appropriate to allocate the additional 8 appointed faculty seats.
appSupplementary 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**:* ● Jason Acker - Elected Representative - Faculty of Medicine ● J. Nelson Amaral - Elected Representative - Faculty of Science ● Heather Coleman - Elected Representative - Faculty of Arts ● Anastasia Elias - Elected Representative - Faculty of Engineering ● Nat Kav - Elected Representative - Faculty of Agricultural, Life & Environmental Sciences
	*Those who have been **consulted**:* ● Brad Hamdon, University Secretary and General Counsel ● Doug Stollery, Governance Advisor

Item No. 8

	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	GFC Executive Committee – February 14, 2022 – For recommendation General Faculties Council – February 28, 2022 – For approval

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	*Post-Secondary Learning Act* Sections 23, 24, 25 GFC Executive Committee Terms of Reference General Faculties Council Terms of Reference Reapportionment Procedure	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 -4) Proposed changes to the GFC Terms of Reference
2. Attachment 2 (page 1) Notice of Motion as submitted by Nelson Amaral on January 31, 2022
3. Attachment 3 (page 1-2) GFC Comparators (additional information)
4. Attachment 4 (page 1) Reapportionment Procedure

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

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

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

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

2. **Areas of Responsibility**

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

    GFC has delegated authority on many matters to GFC standing committees, faculty councils, officials of the University, and other bodies (see Section 6), thus allowing it to focus on high level strategic items of academic significance which include, but are not limited to:
    -   high level strategic and academic stewardship policy issues or matters of significant academic consequence to the University;
    -   alterations to the mandate, terms of reference, composition, or structure of a Standing Committee;
    -   those things which a Standing Committee considers to be of major strategic significance to or long-term impact on the University;
    -   those matters on which, in the opinion of a Standing Committee chair, there has been a strong division of opinion within the Standing Committee; and
    -   issues in which there is a lack of clarity as to which Standing Committee is responsible.

3. **Composition**

    Voting Members (~~162~~173)

    Statutory:
     Ex-officio (~~27~~26) – PSLA, Sec 23(a)
      - President, Chair
      - Vice-Presidents (~~6~~5)
      - Dean of each Faculty (18)
      - Vice-Provost and Chief Librarian
      - Vice-Provost and University Registrar

     Statutory Student Members (3) – PSLA, Sec 23(c)
      - 2 students nominated by the Students' Union
      - 1 student nominated by the Graduate Students' Association

     Elected members (~~54~~52) – PSLA, Sec 23(b)
      - full-time academic staff (A1.1 and A1.6) elected by Faculty/School Council in the numbers assigned by GFC

Appointed -- PSLA, Sec 23 (d):
Elected Students
- undergraduate students (~~40~~47)
- graduate students (~~14~~13)

Other appointees (~~24~~32)
- Vice-Provost and Dean of Students, or delegate
- President of AASUA
- President of St. Joseph's College, or delegate
- Principal of St. Stephen's College, or delegate
- 1 representative from Chairs' Council
- Board of Governors Representatives (6)
  - 1 academic staff member, nominated to the Board by GFC
  - 1 academic staff member, nominated to the Board by AASUA
  - 2 undergraduate students, nominated to the Board by the Students' Union
  - 1 graduate student, nominated to the Board by the Graduate Students' Association
  - 1 non-academic staff, nominated to the Board by NASA
- 2 non-academic staff; elected by NASA, up to 1 may be from excluded category
- 1 APO/FSO Representative, elected by AASUA
- 2 Academic Teaching Staff (ATS), elected by AASUA
- 3 library academic staff elected by the academic staff of the University Library
- 1 Postdoctoral Fellow, elected by the Postdoctoral Fellows Association
- 1 elected Management and Professional Staff (MAPS) representative, election conducted by University Governance
- 3 College Deans
- 8 full-time academic staff (A1.1 and A1.6)
  - 3 Faculty of Medicine and Dentistry
  - 2 Faculty of Science
  - 1 Faculties of Arts
  - 1 Faculty of Business
  - 1 Faculty of Engineering

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

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

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

Additional appointed faculty members are added to the composition in direct response to the addition of additional appointed members of senior administration in accordance with the motion approved by GFC DATE to serve a three-year term and are elected by their Faculty Council. The allocation of appointed faculty seats is reviewed when apportionment is conducted.

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

Non-voting Members
- University Secretary
- GFC Secretary

4. **Delegated Authority from the Board of Governors**
   Should be reviewed at least every three years and reported to GFC and the Board.

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

   4.2 General Space Programs for academic units (sub-delegated to GFC Facilities Development Committee)

   4.3 Proposals concerning the design and use of all new facilities and the repurposing of existing facilities (sub-delegated to GFC Facilities Development Committee)

5. **Responsibilities Additional to Delegated Authority**

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

6. **Delegations from General Faculties Council**
   Should be reviewed at least every three years and reported to GFC.

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

   [GFC Delegations](#)

7. Limitations to Authority

GFC is subject to the authority of the Board of Governors

8. Reporting

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

9. Definitions

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

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

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

AASUA – Association of Academic Staff University of Alberta

NASA – Non-Academic Staff Association

10. Links

Procedure for Reapportionment

GFC Apportionment Table

Post-Secondary Learning Act (2003)

Approved by General Faculties Council:
April 29, 2019
September 20, 2021
Updated Date

Notice of Motion

Presented by the following member of the GFC Executive Committee:

> Jason Acker - Elected Representative - Faculty of Medicine
> J. Nelson Amaral - Elected Representative - Faculty of Science
> Heather Coleman - Elected Representative - Faculty of Arts
> Anastasia Elias - Elected Representative - Faculty of Engineering
> Nat Kav - Elected Representative - Faculty of Agricultural, Life & Environmental Sciences

Motion:

> The total number of elected faculty members to be on the general faculties council shall be twice the number of all persons who are members of the general faculties council by virtue of their offices, including members that were appointed by GFC to be in GFC by virtue of their offices.

> The Secretary of GFC shall conduct a reapportionment of GFC based on this motion before the end of the current academic year.

Background for the Motion:

Section 24 (2) of the [Province of Alberta Post-Secondary Learning Act](#) (PLSA) states that:

> *The general faculties council from time to time:*

> *(a) shall establish the total number of elected members to be on the general faculties council, which shall be twice the number of persons who are members of the general faculties council by virtue of their offices*

However, when conducting the reapportionment of GFC, the GFC Secretary has traditionally used a narrow interpretation of the expression "*members of the general faculties council by virtue of their offices*" to mean only the members of the general faculties council by virtue of their offices that are listed in Section 23 of the PLSA. The Secretary of GFC refers to the positions listed in Section 23 of the PLSA as *statutory members* of the council and distinguishes them from other members of the general faculties council by virtue of their offices that have been *appointed* by GFC under Section 25 of the PLSA.

This motion aligns the composition of the University of Alberta GFC with the expressed intent of the PLSA, which is for the number of elected faculty members in GFC to be twice the number of persons who are members of the council by virtue of their offices.

Representation of Students in GFC:

On February 3, 1971, the General Faculties Council adopted a [Report of the Ad-hoc Committee on Student Representation in the General Faculties Council](#) of September 23, 1970. The adoption of the recommendation from that ad-hoc committee implies that the number of student representatives in GFC must be equal to the number of elected faculty members. Therefore, the adoption of this motion will increase the number of elected student representatives accordingly.

Comparison with Academic Deliberative Bodies in Other Universities in Canada

GFC Comparators (Faculty Senate or Senior Academic Body)
Voting Members

	Institution	% Elected Faculty	Ex Officio*	Elected Faculty	Students	Librarians	Affiliates**	Total
1	Dalhousie	61%	23	60	11		3	97
2	Calgary	54%	25	58	17		7	107
3	McGill	51%	25	56	20		10	111
3	Waterloo	51%	20	47	13		13	93
4	Toronto	46%	36	54	16	2	10	118
4	McMaster	46%	16	30	12		8	56
5	UBC See note	46%	17	40	19	1	10	87

6	Western	45%	20	46	18		18	102
7	Queen's	44%	12	23	10		7	52
8	Manitoba	42%	42	64	32	3	13	149
8	Saskatchewan	42%	30	51	21	3	16	121
9	Laval	37%	24	25	8		10	66
10	UAlberta	34%	30	54	56	3	17	160

*This category includes all administrators who serve by virtue of their office whether they are statutory or appointed members.
** This category's membership varies by institution but may include representatives of affiliated colleges; alumni; postdocs; board reps; union reps; or any variant unique to an institution. See details below by institution.

Data Sources for Affiliate Details By Institution:

Calgary (7): 1 admin staff; 1 alumni; 1 MAPS; president of faculty association; president of non-academic staff? (AUPE); 1 postdoc; 1 academic council member [equiv of chairs' council?]
https://www.ucalgary.ca/secretariat/sites/default/files/teams/1/GFC/Membership/GFC%20Membership%202021-2022%20as%20at%20January%202022.pdf

Dalhousie (3): 1 head of an affiliated college; 1 representative from the Black Faculty and Staff caucus; 1 representative from the Indigenous Advisory Council
https://www.dal.ca/dept/university_secretariat/university_senate/membership.html

Laval (10): 2 lecturers; 1 research professional; 1 professional administrative staff member; 1 admin support staff; 1 rep of "college level"; 1 external rep; 2 directors of research centers or institutes; one department director (i.e., equiv of our Chairs' Council rep.)
https://oraweb.ulaval.ca/pls/cno/affiche_cno.proc_affiche?no=7

McGill (10): 3 board of governors reps; 6 support staff; 1 postdoctoral scholar

https://www.mcgill.ca/senate/membership

McMaster (8): 1 head of an affiliated college; 4 alumni; 3 board reps
https://secretariat.mcmaster.ca/senate/

Manitoba (13): 2 alumni; 5 heads of affiliated colleges/universities; 1 deputy minister; 2 chairs of senate committees; 2 directors of student support services; president of faculty association
https://umanitoba.ca/governance/senate

Queen's (7): 4 admin staff; 3 'society' members
https://www.queensu.ca/secretariat/senate

Saskatchewan (16): 16 representatives from affiliated colleges
https://governance.usask.ca/documents/council/council-membership-2021-22-september-5-2021.pdf

Toronto (10): 4 admin staff; 4 alumni; 2 government appointees
https://governingcouncil.utoronto.ca/governance-bodies/academic-board/academic-board-membership-2021-2022

UAlberta (17): 6 board of governors reps; 2 non-academic staff; 3 non-faculty academic staff; 1 management and professional staff (MAPS); 1 postdoctoral scholar; 1 chairs' council rep; AASUA president; 2 heads of affiliated colleges
https://www.ualberta.ca/governance/member-zone/general-faculties-council/index.html

UBC (??): See special note below.
https://senate.ubc.ca/senate-membership-2020-2023

Waterloo (13): 4 heads of affiliated colleges; president of the faculty association; 4 alumni; 4 board reps
https://uwaterloo.ca/secretariat/governance/senate/senate-membership

Western (18): 2 admin staff; 5 general community; 2 board reps; 9 heads of affiliated colleges
https://www.uwo.ca/univsec/pdf/senate/members.pdf

University of Lethbridge: https://www.ulethbridge.ca/governance/gfc-membership

GFC Comparators (Faculty Senate or Senior Academic Body)
Voting Members

	Institution	% Elected Faculty	% Ex Officio	% Students	Ex Officio*	Elected Faculty	Students	Librarians	Affiliates **	Total
1	Dalhousie	61%	24%	11%	23	60	11		3	97
2	Calgary	54%	23%	16%	25	58	17		7	107
3	McGill	51%	23%	18%	25	56	20		10	111
3	Waterloo	51%	22%	14%	20	47	13		13	93
4	Toronto	46%	31%	14%	36	54	16	2	10	118
4	McMaster	46%	29%	21%	16	30	12		8	56
5	UBC See note	46%	20%	22%	17	40	19	1	10	87
6	Western	45%	20%	18%	20	46	18		18	102
7	Queen's	44%	23%	19%	12	23	10		7	52

8	Manitoba	42%	28%	21%	42	64	32	3	13	149
8	Saskatchewan	42%	25%	17%	30	51	21	3	16	121
9	Laval	37%	36%	12%	24	25	8		10	66
10	UAlberta	33%	19%	35%	30	52	55	3	17	157
11	UAlberta with proposed changes	35%	17%	36%	30	60	63	3	17	173

Question from GFC Elected Faculty Member Dilini Vethanayagam on Calculation of Leadership Reductions

Leadership reductions as part of SET are ongoing. Many faculties and departments / other areas have made a *concerted effort* to reduce leadership positions over the past 3-5 years (both part time FTE towards leadership - just as much as full time leadership positions).

It will be important for the central administration / SET team to evaluate what the baseline is by academic or fiscal year to ensure stability over the ensuring 12-24 months post-SET completion.

What is the baseline fiscal / academic year that is being used by central administration to calculate reductions?

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

The current allocations of academic leaders in the Faculties (before academic restructuring began) was captured in October 2020, though we consulted with Faculties to ascertain and identify any exceptional circumstances at play in October 2020 that would have affected their data, and adjusted to account for those exceptions. However, the approach being taken is based on research and teaching drivers to define the end state, so it is not very sensitive to the details of the starting point.

Question from GFC Elected Faculty Member Carolyn Sale on Equity Policies
The University of Alberta's policies with respect to hiring require significant priority be given to candidates from under-represented equity-deserving groups. Among the various statements in the University's policies are:

When faced with ranking top candidates, the ASC [Advisory Selection Committee] must rank any candidate identifying with an underrepresented equity-deserving group higher than a candidate who does not . . . .

Where candidates are determined to be similarly qualified for a position, the final hiring decision will favour the selection of person(s) historically under-represented at the University . . .

The University has recently completed a search process for a new Dean for the Faculty of Arts in which there were two candidates from equity-deserving groups.
Neither of the equity-deserving candidates was hired.
As a result, for academic staff in the Faculty of Arts the management hierarchy (President, Provost, College Dean, Dean) will now be entirely composed of white men.
On what basis has the University set aside its equity policies to hire a candidate other than one of the equity-deserving candidates?

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

DRAFT IN PROGRESS

The University does not set aside its equity policies.

The Faculty Deans Selection Procedure includes a duty to embed equity, diversity, and inclusivity best practices into the entire process, from the composition of the selection committee to the creation of the job ad to the final selection.

The Faculty Deans Selection Procedure dictates the parameters influencing the selection of a dean; however it is the responsibility of the Committee members, individually and collectively, the majority of whom are elected or chosen by the Faculty or relevant student groups, to implement the procedure. There are many factors that influence the final selection of dean candidates, including feedback received from the broader Faculty and University community. All feedback is provided in confidence to the Committees to use in its deliberations throughout the process. The selection of a final candidate is usually very difficult as the finalists all have tremendous strengths and the Committee does its best to select the one individual, in consideration of all the information available, it believes is best suited to the needs of the Faculty at the time.

The requirement for confidentiality prevents all members of the Committee, including me, from sharing details about the Faculty of Arts Dean Selection Committee's deliberations. I can say that the Committee was very conscious of its responsibilities with regard to EDI under institutional policy and took those responsibilities seriously. Additionally, all Dean Selection and Review Committees include our Senior Advisor, Equity and Human Rights who provides training and ongoing guidance as issues relating to EDI arise throughout the process. As Chair, I am confident that the process was conducted with integrity and diligence, in alignment with institutional policy and procedure.

My team and I regularly review this procedure and commit to doing so into the future. Such reviews have and will continue to be guided by best practice, experience, evidence, and consultation with members of the community.

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on February 14, 2022.

2. <u>Items Approved With Delegated Authority</u>
    − Draft Agenda for the February 28, 2022 Meeting of General Faculties Council

3. <u>Items Recommended to GFC</u>
    − Notice of Motion − Changes to Composition of General Faculties Council (GFC)

4. <u>Items Discussed</u>
    − Proposed Changes to the Terms of Reference for the GFC Academic Planning Committee and the Committee on the Learning Environment and the Proposed Disbanding of the Facilities Development Committee
    − Review of the GFC Guiding Documents
    − Update on the Recommendations of the Committee of the Whole
    − Update from the GFC Executive Committee Subcommittee onGovernance Procedural Rules and Oversight (GPO)
        ○ [Exec GPO Workplan](#)
    − Faculty of Education Restructuring

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 February 9, 2022.

2. Items Approved With Delegated Authority
   - Faculty of Education Restructuring
   - Proposed New Non-Regulated Exclusion to Program Fees, Proposed Changes to Existing Non-Regulated Exclusion to Program Fees

3. Items Discussed
   - Authority over Facilities and Development

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. 12

General Faculties Council Standing Committee Report

GFC Programs Committee

1. Since last reporting to GFC, the GFC Programs Committee met on February 10, 2022.

2. Items Approved with Delegated Authority from GFC
   – Course and Minor Program Changes
     o Agricultural, Life and Environmental Sciences
     o Education
     o Engineering
     o Medicine and Dentistry
     o Saint-Jean
   – Items Deemed Minor/Editorial
     o MEd Faculté Saint-Jean conditions d'admission
     o MSc Internetworking Admissions Requirements
     o Doctor of Dental Surgery (DDS), DDS Advanced Placement, and Radiation Therapy Admissions Requirements
     o Radiation Therapy Academic Standing Regulations
   – Proposed Course and Program Changes for Undergraduate Programs in the Faculty of Nursing
   – Proposed Changes to the Embedded Certificate in Sustainability, Faculty of Agricultural, Life, and Environmental Sciences
   – Proposed Changes to Admission and Program Requirements, and Academic Standing Regulations for Graduate Programs in Dentistry
   – Proposed Changes to the Master of Education in Educational Studies Including Certificate Laddering Pathway

3. Items Recommended to GFC and the Board of Governors
   – Proposed Exploration Credits Policy
   – Termination of the ALES Specialization in the Master of Engineering
   – Proposed Core Graduate Student Academic Requirements, Faculty of Graduate Studies and Research
   – Proposed Changes to Graduate Student Residence Requirements, Faculty of Graduate Studies and Research
   – Proposed Alternate Criteria for English Language Proficiency, Faculty of Graduate Studies and Research

4. Items Discussed
   – Proposed Changes to Academic Standing Regulations for Graduate Students, Faculty of Graduate Studies and Research
   – External Programs for Review and Programs in Progress on Campus: Standing Item

Terms of reference and records of meetings for this committee are available here:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:
Janice Causgrove Dunn, Chair
GFC Programs Committee

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	Deborah Williams, Associate Vice-President and Chief Analytics Officer Logan Mardhani-Bayne, Strategic Development Manager

Details

Responsibility	Office of the Provost and Vice-President (Academic) Office of the Vice-President (University Services and Finance)
The Purpose of the Proposal is (please be specific)	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 have been developed: ● Change in ratio of administrative staff at Colleges relative to Faculties on a per student basis. ● 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. As noted at the November meeting, results will be reported beginning with Q4 of fiscal year 2021-22. The Q4 results are expected to be reported in the next governance cycle. 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 means: ● U of A's second UniForum satisfaction survey, which was administered to all faculty and staff in November 2021. Results from the November 2021 administration will be compared to the November 2018 baseline results. ● A Shared Services user satisfaction survey is planned for late March, 2022. ● An assessment of leadership satisfaction will be accomplished through structured interviews that will collect both quantitative and qualitative data; development will commence in March 2022 with interviews expected to start Q2 of fiscal year 2022-23. Attachment 2, Administrative Services Satisfaction Surveys, details the proposed timelines, desired outcomes, and current state. **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' implementation 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 / context	

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

Item No. 15A

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.
Alignment with Core Risk Areas	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☐ Reputation ☒ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☒ Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA)

Attachments

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

Prepared by:
Deborah Williams, Associate Vice-President and Chief Analytics Officer (deborah.williams@ualberta.ca)
Logan Mardhani-Bayne, Strategic Development Officer, Office of the Provost and Vice-President (Academic) (lmardhan@ualberta.ca)

Administrative Services Satisfaction Surveys

UNIVERSITY OF ALBERTA

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 administered the second iteration of the UniForum satisfaction survey in late November and results are anticipated in Q1 of fiscal year 2022-23.
- 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; the initial survey administration is planned for late March. 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.
- Assessment of university leadership satisfaction 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. All items are on schedule.

	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 to be provided	
Shared Services User Survey	Working group formed	- Draft instrument developed - Population defined - Process Developed	- Survey administered - Results analyzed	- Ongoing administration on a monthly basis - Expansion of questions as appropriate	- Survey will be integrated in Shared Services ticketing software (dependent on software implementation)
Leadership Satisfaction Interviews			- Draft interview schedule developed - Population defined	- Data will be collected - Results will be analyzed	

Goals

The user surveys and leadership interviews 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** provides a comprehensive picture of staff and faculty satisfaction with administrative services. Results from the second administration, which occurred in late November 2021, will be compared to the November 2018 baseline results. Depending on the pace of change and need to monitor the impacts, this survey could potentially be administered again in fall 2022.

The **shared services user survey** will occur in late March 2022 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, a CoE, College, etc. however, the contact will have been initiated through the Staff Service Centre, so that will be the source of the survey sample. The survey itself will ask about end-to-end services provided through the new operating model.

Ultimately, the shared services user survey will become more extensive as services are added. It is anticipated that the university's upcoming service management tool will provide more specific information on service delivery and allow just-in-time surveying; ultimately, this should replace the current survey.

User satisfaction 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 assessing **leadership satisfaction**. This will be accomplished through structured interviews that will collect both qualitative and quantitative data. This approach was deemed more appropriate than a survey as it will facilitate open dialog.

Financial Metrics

UNIVERSITY OF ALBERTA

Background

As part of the implementation of the College model, some academic administrative services are being consolidated at the College level. In conjunction with Service Excellence Transformation, the consolidation of academic support functions within the Colleges is intended to achieve a reduction in administrative expenditures. Savings will result from improved administrative efficiency and from a reduction in academic leadership roles. To track these results, three key measures have been developed:

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 by the reduction of administrative staff counts.
   - Reporting can be normalized on a per student basis to account for enrolment growth, and supplemented with illustrative reporting on change in administrative expenditure by Colleges and portfolios. This will capture the overall institutional impact of academic restructuring.
   - Data can be monitored, quarterly, and formally reported on an annual basis.

2. **Change in ratio of academic leaders within Colleges to 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.**
   - This measure can be reported on a staff headcount basis (using 2018 as a baseline), 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, as reflected in the university's annual UniForum data collection. This supplement will help to illustrate the degree of consolidation achieved.

Timeline

As noted at the November 23, 2021 BFPC meeting and indicated in the table below, results will be reported beginning with Q4 of of fiscal year 2021-22. The Q4 results are expected to be reported at the May 31, 2022, meeting of BFPC.

The following table outlines the 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 (completed)	Results reported (avail. May 2022)	Results reported	Results reported
Change in ratio of academic leaders			Baseline report (avail. May 2022)	Results provided (annual)	
Change in cost and distribution of service delivery by function		Example supplemental data provided (completed)	Baseline report (avail. May 2022)	Results provided (based on UniForum survey)	

Current State Highlights

The setup and implementation of administrative functions within the Colleges is underway, with an initial focus on developing College-level supports for program development and administration, research, and student services. This work is highly interdependent with the implementation of relevant service streams under the Service Excellence Transformation.

Beginning in June 2021, the Academic Leaders Task Group (ALTG) worked 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 working collaboratively with the College and Faculty deans to develop and implement specific plans for the allocation of academic leaders to each level of the organization, to support the new operating model for the coming academic year.

Item No. 14B

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Annual Report on Undergraduate Enrolment 2021-22**	

Item

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

Details

Responsibility	Provost and Vice-President Academic
The Purpose of the Proposal is (please be specific)	To discuss the Annual Report on Undergraduate Enrolment
Executive Summary (*outline the specific item – and remember your audience*)	The University of Alberta's 2021/22 Annual Report on Undergraduate Enrolment and accompanying Overview document provides an overview of key undergraduate enrolment statistics for the academic year. This report includes information about total enrolment, expressed in headcount, as well as enrolment expressed as Full Load Equivalents (FLEs) as defined by Alberta post-secondary institutions. In addition to tracking total enrolment, the report looks at three specific areas: 1. Student intake: applications, admissions, and registrations, including selectivity and yield rates 2. Basic demographic data about the student body and key populations within it; and, 3. Student retention and completion. This is the ninth report on undergraduate enrolment issued by the Office of the Registrar with application, admission, and enrolment statistics collected as of December 1, 2021. Where possible, this report also includes multi-year trend data, with data sources noted. In a time of change at the university, the comprehensive and coordinated process of enrolment management will enable the university community to continue to pursue goals that align with providing an outstanding educational experience for all students. While future enrolment trends are sometimes difficult to predict, this snapshot provides the opportunity to reflect on how we have leveraged strategic undergraduate enrolment to "build a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada and the world."
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 have been **informed**:* • APC – January 12, 2022 • COSA – January 13, 2022 • VPC – January 17, 2022 • Statutory Deans' Council – January 19, 2022 • PEC-O – January 20, 2022 • Advisory Committee on Enrolment Management- January 28, 2022

	- GFC Exec – February 14, 2022 - GFC - February 28, 2022 - BLRSEC – March 11, 2022 - Chairs Council – March 15, 2022 - BoG – March 25, 2022 (for information only) *Those who have been **consulted**:* - President and Vice Chancellor- Dr. Bill Flanagan - January 6, 2022 - Office of the President- (Dr. Catherine Swindlehurst) - January 6, 2022 - Provost and Vice President Academic- Dr. Steven Dew - January 6, 2022 - Deputy Provost Dr. Wendy Rodgers, January 6, 2022 - Office of the Provost: Edith Finczak, Janice Causgrove Dunn, Kathleen Brough, John Nychka - January 6, 2022 - Vice-Provost and Dean of FGSR- Dr. Brooke Milne – January 6, 2022 - Vice-Provost & Associate Vice-President (International) - Cen Huang – January 6, 2022 - Students' Union – January 6, 2022 - Graduate Students' Association – January 6, 2022 - Performance, Analytics and Institutional Research - Deborah Williams- January 6, 2022

Strategic Alignment

Alignment with *For the Public Good*	**BUILD** GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. **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. OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ 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 Terms of Reference GFC Executive Committee Terms of Reference	

Item No. 15B

	GFC Academic Planning Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference

Attachments (1-2)

1. Annual Report on Undergraduate Enrolment 2021/22 (pages 1 - 39)
2. Accompany Overview document (pages 1 - 4)

Prepared by: Anna Hughes, Associate Registrar, Enrolment Management, ahughes3@ualberta.ca

Document1

University of Alberta

Annual Report

Undergraduate Enrolment 2021/22

Building our Community

Strategic management of undergraduate enrolment is vital to supporting the University of Alberta in its objective to "Build a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada, and the world."

Date:
JANUARY 5, 2021

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MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

The ninth installment of the annual report continues to reflect the results of effective collaboration across our campuses and careful attention to an unprecedented environment. We worked hard to effectively manage undergraduate enrolment and to align it with the university's strategic plan, faculty objectives, and the needs of the communities we serve. Enrolment management is not simply a matter of numbers. It is a comprehensive and coordinated process that enables a university to identify goals that are aligned with the resources needed to reach optimum enrolment numbers and to provide outstanding educational experiences for students, creating a vibrant and sustainable campus community.

As the U of A strives to provide "more accessible, efficient, effective, [and] consistent student services,"[1] coordinated and service-oriented enrolment management plays a significant role. Enrolment management works to develop strategies to support students throughout the student life cycle and connect them with opportunities throughout our campuses. As the data in this report demonstrates, our efforts were largely successful.

The 2021/22 enrolment report illustrates another record high total enrolment of 43,291 students, including 34,889 (or 80.6%) undergraduate students and 8,402 (or 19.4%) graduate students. Undergraduate and graduate enrolment saw an increase of 2.3% and 2.4% respectively, with both reaching a new historical high.

We remain committed to improving access to Indigenous students and growing and diversifying our international student population. Indigenous undergraduate enrolment grew by 11.6%, reaching another historical high of 1,519 Indigenous students enrolled. New-to-U Indigenous registration also reached a new record high of 455 Indigenous students enrolled, which is a year-over-year increase of 22.6%. Indigenous student enrolment constitutes 5.07% of domestic enrolment. While the 2021/22 international undergraduate enrolment had a year-over-year decrease of 0.6% (likely because of the ongoing pandemic), it is the third highest international enrolment since 2011. There are 107 countries represented by international students, which is five more countries than in 2020/21 and the largest country count since 2016/17.

Steady increases in enrolment over the last six years provide evidence of the growing demand for high-quality University of Alberta programs. Significant increases in demand alongside the objective to grow to an enroment of 50,000 students over the next 5 years creates a deepening need to manage enrolment strategically across the institution. To proactively support these pressures in the upcoming enrolment cycle and beyond, we have introduced Enrolment Management Service Partners (EMSPs) and established a new Student Recruitment Centre of Expertise (SRCE). These structures provide embedded support within each College and for stand-alone faculties while maintaining a reporting line to the Office of the Registrar (RO). EMSPs will serve as the main point of contact for enrolment management stakeholders across the university and will leverage these connections to deliver optimum enrolment plans. Drawing on a deep knowledge of the university and the programs offered in academic units, while actively monitoring progress towards enrolment goals, EMSPs will connect programs and faculties to the resources and services that support enrolment management throughout the student journey. The SRCE will provide coordination and expert-level advice and planning at the College and Faculty levels in intake management. Both these additions will allow us to enhance the services the RO provides in enrolment management and will improve coordination, create economies of scale, and strengthen our outcomes.

We continue to navigate through challenging times. With continuous support and in collaboration with faculties and units across campus, we can continue to build an exceptional class of students and contribute to building the University of Alberta for tomorrow, for the public good.

Melissa Padfield
Vice-Provost and University Registrar

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1   University of Alberta for Tomorrow, University of Alberta

2021/22 ENROLMENT REPORT SUMMARY

COVID-19 and the 2021/22 Enrolment Cycle

The COVID-19 pandemic continues to have an impact around the globe and its influence on the 2021/22 enrolment cycle was no exception. To help mitigate some of the challenges of COVID-19, the university continued to implement strategies to increase enrolment, such as aggressively admitting applicants, to ensure targets were met. Vaccine eligibility and availability, uncertainty around travel, exam delays, Alberta diploma exams deemed as optional, and the fourth wave of the pandemic before the start of the Fall 2021 term may have influenced several outcomes in this report, including:

- Total applicants increased by 5.9% but international applicant numbers fell by 0.06%.
- Despite the continuation of aggressively admitting applicants that led to a 2.0% increase in admission offers made, the increase in total applicant numbers was greater, leading to a decrease in the admission rate by 2.5%.
- Yield rate decreased by 2.5%.
- Mean competitive admission averages of direct-entry domestic applicants increased by 1.2%.
- Direct-entry domestic yield rates decreased slightly by 0.6%.
- While COVID-19 delayed exams for those following the curriculum in India, the University was able to make accommodations that helped influence the increase in the proportion of international students from India to 15% for 2021/22.
- A 2.3% increase in undergraduate enrolment: a strategy taken from the 2020/21 cycle to account for any continuing uncertainties from COVID-19 that would lead to student withdrawals.
- Enrolled 3.0% above the institutional undergraduate enrolment target.
- The overall year one to year two retention rate for all undergraduate students reached 87.8%, which is a decrease of 4.8% over the previous year. The decrease in retention rate can be attributed to several factors including comparison to 2020/21 which had an abnormally high retention rate due to the implementation of credit/no credit in the Winter 2020 semester to help mitigate the impacts of COVID-19. Other environmental factors, such as difficulty to travel and online learning, likely affected retention rates as well.
- The proportion of full-time enrolment was 91.8%, a slight decrease of 0.1%. The proportion of part-time enrolment was 8.2%, a slight increase of 0.1%.

Total Enrolment

With 43,291 students enrolled, the university facilitated another new historical high in total enrolment that comprised of 34,889 (or 80.6%) undergraduate students and 8,402 (or 19.4%) graduate students. Undergraduate and graduate enrolment saw an increase of 2.3% and 2.4% respectively, with both reaching a new historical high.

Undergraduate enrolment within the three gender categories increased. 78 students enrolled indicated a gender as "Other", a 66.0% (or 31 students) increase compared to the previous cycle. 15,794 students enrolled as "Male", an increase of 3.1% (or 480 students), and 19,017 students enrolled as "Female", an increase of 1.4% (or 270 students).

Indigenous Enrolment

Indigenous undergraduate enrolment grew by 11.6%, reaching another new historical high of 1,519 Indigenous students enrolled, and accounted for 4.35% of total undergraduate enrolment. New-to-U Indigenous registration also reached a new record high of 455 New-to-U Indigenous students enrolled, which is a year-over-year increase of 22.6% (or 84 headcount). Indigenous status is based on self-declaration.

Applicants, Admission Rate, and Yield Rate

The number of total applicants reached a new record high of 38,523. After a three-year decreasing trend in applicant numbers, 2021/22 saw an increase of 5.9% (or 2,155 applicants). The 28,824 domestic applicants account for 74.8% of total applicants, and the 9,699 international applicants account for the remaining 25.2% of the total applicants. Domestic applications increased by 8.1% (or 2,161 persons), while international applications remained largely unchanged, dipping by 6 applicants or 0.06%.

25,686 admission offers were made in 2021/22, an increase of 2.0% (or 504 admissions) compared to the previous cycle. While admission offers saw an increase, the applicant pool saw a larger increase, leading to a slight decrease of 2.6% in the admission rate. The admission rate landed at 66.7%.

Of the 25,686 applicants admitted, 13,951 registered, resulting in a yield rate of 54.3%. Over the past seven years, the yield rate has remained relatively stable with a slight declining trend, but the yield rate for 2021/22 hit a new record low, down 2.5% compared to the previous year. The total number of registrations decreased 2.5% (or 354 headcount).

New-to-U

New-to-U applications increased by 9.4% (or 2,654 persons). Direct-entry applications reached a new record high of 21,420, an increase of 8.5% (or 1,670 persons) compared to 2020/21. Likewise, post-secondary transfer applications reached a new record high of 9,434, a year-over-year increase of 11.6% (or 984 persons).

The number of direct-entry offers increased again in 2021/22, reaching another record high of 15,807 admission offers made, an increase of 8.0% (or 1,174 offers). The increase in the direct-entry applicant pool and offers made contributed to a relatively steady admission rate of 73.8%, a 0.3% decrease from 2020/21. 4,398 post-secondary transfer admission offers were made, a year-over-year decrease of 0.2% (or 10 offers). The post-secondary transfer admission rate was 46.6%, a 5.6% decrease from 2020/21.

Direct-entry registrations saw an increase of 6.8% (or 403 headcount) from the previous year, reaching a new record high of 6,367 registrations. Post-secondary transfer registrations reached 2,802, a decrease of 0.9% (or 26 headcount), which can be attributed to a 1.4% (or 37 headcount) decrease in domestic post-secondary transfer registrations. The increase in direct-entry registration outweighed the decline in post-secondary transfer registration, contributing to the overall increase in total new-to-U registration.

Admission Averages

The number of degree programs with domestic competitive admission averages below 75% and in the 80% – 84% range decreased, while the number of degree programs in the 75% – 79% range and the 85% – 89% range increased. The number of degree programs with international competitive admission averages below 75% and in the 85% – 89% range reached new record highs.

Domestic versus International Yield Rate for First Choice Direct-entry Applicants

The domestic yield rate for first choice direct-entry applications decreased again, while the international yield rate increased. The domestic yield rate was 50.0%, a decline of 0.6%. The international yield rate was 19.6%, an increase of 1.8%. Despite the international yield rate increasing, it still falls below the pre-COVID environment year rates.

International Citizenship Country

The number of citizenship countries among international students is 107, which is five countries more than the previous year. China, India, Nigeria, Bangladesh, Vietnam, and Korea are the top six source countries with over 100 registrations, accounting for 80.0% of total international enrolment.

This is the first year Korea had more than 100 students enrolled. Since 2017/18, the number of international registrations from Korea has been increasing, reaching 102 registrations in the current year.

The proportion of students registered from China decreased by 9.4% yet it remains the number one source country of international enrolment. The declining trend among the proportion of international enrolment from China begins to show a slightly more diverse scene.

Revocation Rate

The revocation rate currently sits at 2%, an increase of 1% compared to the previous year. The current rate is on par with the rates from 2016/17 to 2019/20. Revocation rates among many faculties also increased with the highest at Campus Saint Jean at 2.2%, contributed by 53 fewer offers made and an increase of two offers revoked compared to the previous year.

EXECUTIVE SUMMARY

The 2021/22 Annual Report on Undergraduate Enrolment provides an overview of key undergraduate enrolment statistics for the academic year (September 1 – August 31).

This report includes information about total enrolment, expressed in headcount, and enrolment in Full Load Equivalents (FLEs), as expressed by Alberta post-secondary institutions. In addition to tracking enrolment, this report looks at three specific areas:

1. Student intake: applications, admissions, and registrations, including selectivity and yield rates;
2. Basic demographic data about the student body and key populations within it; and,
3. Student retention and completion.

This is the ninth report on undergraduate enrolment issued by the Office of the Registrar with application, admission, and enrolment statistics collected as of December 1, 2021. Where possible, this report also includes multi-year trend data, with data sources noted.

TOTAL UNDERGRADUATE ENROLMENT (2021/22)

	Persons	%
Domestic	29,977	85.9%
International	4,912	14.1%
Total undergraduate enrolment	**34,889**	**100%**

	Persons	%
Full-time	32,027	91.8%
Part-time	2,862	8.2%
Total undergraduate enrolment	**34,889**	**100%**

In 2021/22, undergraduate enrolment was 34,889, the highest on record. This is a 2.3% increase over the previous year and is 3.0% above the institutional undergraduate enrolment target. Domestic undergraduate enrolment reached a new record high at 29,977, a year-over-year increase of 2.8% (or 809). While the 2021/22 international undergraduate enrolment remained steady, a slight year-over-year decrease of 0.6% (or 28 persons), it is the third highest international enrolment since 2011. Domestic undergraduate enrolment accounted for 85.9% of total undergraduate enrolment, an increase of 0.4% from last year. International undergraduate enrolment accounted for 14.1% of total undergraduate enrolment, 0.4% less than last year.

APPLICANTS (2021/22)

	Persons	Rate
Total applicants	38,523	
Admitted	25,686	Admission rate: 66.7%
Registered	13,951	Yield rate: 54.3%

At 38,523, the total number of applicants increased 5.9% (or 2,155 persons) from the previous year and marks a new record high. This increase was driven by the 8.1% (or 2,161 persons) increase in domestic applicants. International applicants remained steady, showing a slight year-over-year decrease of 0.06% (or 6 persons). At 66.7%, the admission rate decreased by 2.5% compared to last year. Similarly, the yield rate of 54.3% decreased compared to last year by 2.5%.

INTERNATIONAL CITIZENSHIP OF UNDERGRADUATES (2021/22)

Top citizenship countries of international students	China: 51.9%	India: 15.0%	Nigeria: 4.3%
Number of countries of citizenship among international students	107	China, India, Nigeria, Bangladesh, Vietnam, and Korea each have 100 or more students in the population.	

The number of countries of citizenship among international students was 107, an increase from 102 countries in 2020/21. The university continued to have a diverse student population, with international students accounting for 14.1% of the total undergraduate population. China, India, and Nigeria are the top citizenship countries among international students, together making up 71.2% of the international student population, a decrease of 4.4% from 2020/21. The proportion of international students from citizenship countries including Bangladesh, Vietnam, Korea, Pakistan, and Kenya, saw a year-over-year increase. At 51.9%, China still remains the top citizenship country of international students.

ORIGIN OF UNDERGRADUATES (2021/22)

Location (based on permanent home address)	Persons	% of Headcount
Edmonton & area	17,082	48.9%
Rest of Alberta	9,094	26.1%
Canada (excluding Alberta)	3,266	9.4%
Outside of Canada*	5,447	15.6%

In terms of the overall undergraduate student population, the university remains committed to preserving access for Alberta students.

- Almost half of the undergraduate students originated from Edmonton and area. A total of 75.0% of students came from within Alberta.
- 84.4% of total undergraduates originated from within Canada.
- The remaining 15.6% came from outside Canada.
  Students coming from outside Canada are not always considered international as they may be Canadian citizens or permanent residents.

INDIGENOUS ENROLMENT (2021/22)

	Number	% of Overall Numbers
Total Indigenous enrolment	1,519	4.35%[2]
New Indigenous applicants	1,051	3.41%
New Indigenous applicants admitted	716	3.54%

The total number of self-identified Indigenous undergraduate students increased by 11.6% (or 158 persons) over the last year to 1,519 students. This is 4.35% of the overall undergraduate population, the highest proportion on record.

YEAR 1 TO YEAR 2 RETENTION RATES

	Year 1 to Year 2 Retention Rate
Domestic students	88.2%
International students	85.5%
Indigenous students	78.5%
Total	87.8%

The overall year one to year two retention rate for all undergraduate students reached 87.8%, which is a decrease of 4.8% over the previous year. This year-over-year decrease was noted across all categories:

- Domestic: decrease of 4.2%
- International: decrease of 7.9%
- Indigenous: decrease of 7.8%

2   Indigenous enrolment accounts for 4.35% of total undergraduate enrolment. Indigenous enrolment accounts for 5.07% of domestic undergraduate enrolment.

1. TOTAL UNDERGRADUATE ENROLMENT

1.1 ENROLMENT HEADCOUNT

Undergraduate enrolment has been increasing gradually since 2016/17, and the 2021/22 cycle saw an increase of 2.3% year-over-year, with total undergraduate enrolment reaching a new record high of 34,889. Undergraduate enrolment accounted for 80.6% of the university's total enrolment.

There was a slight decline in graduate enrolment in 2020/21; however, the graduate enrolment in 2021/22 reached a new record high of 8,402. This represents a year-over-year enrolment increase of 2.4%. Graduate enrolment accounted for 19.4% of total enrolment.

Total enrolment reached a new record high of 43,291, with a year-over-year enrolment increase of 2.3%.

FIGURE 1: ENROLMENT HEADCOUNT (2016 TO 2021)
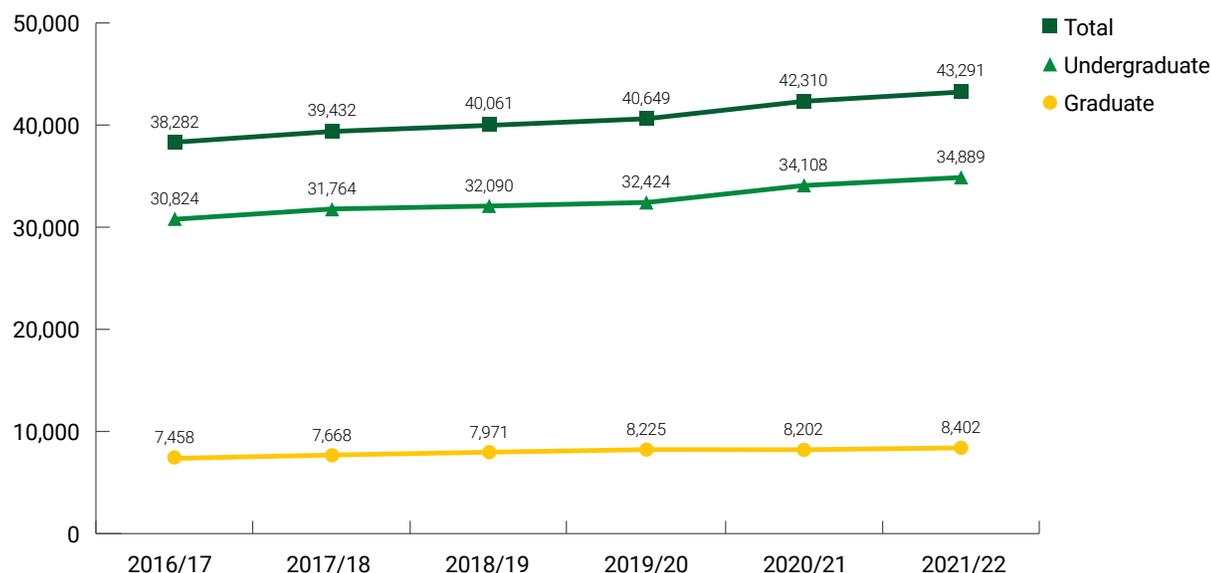
Source: Office of the Registrar, December 1 REGSTATS Archive
Notes:

1. *Undergraduate headcount includes 1,020 Postgraduate Medical and Dental Education students.*
2. *The undergraduate numbers shown for 2016/17 differ by 27 from what was reported in the 2016 annual report, as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.*

> I was involved in so many unexpected opportunities thanks to the amazing community of students and professors at the U of A. In what feels like no time at all, I have met some of the best people I know, had invaluable experiences, and made countless memories.
>
> Jeremy Kinnear, Science (Chemical Engineering Computer Process Control) | Calgary, AB

1.2 NEW AND CONTINUING REGISTRATION, UNDERGRADUATE HEADCOUNT

The 2021/22 cycle saw 38,523 applicants, a year-over-year increase of 5.9%. Applicants admitted reached a total of 25,686 which represents a 2.0% year-over-year increase.

In 2021/22, the total undergraduate registered headcount grew by 2.3% to 33,868. The overall increase was driven by the 3.9% increase in continuing registered students. New to faculty registered students reached 11,297, a year-over-year increase of 0.7%. While this is smaller year-over-year change in comparison to previous years, we continue to exceed our targets.

TABLE 1: 2021/2022 APPLICANT AND REGISTRATION NUMBERS

Program Faculty	Applicants	Applicants Offers Extended	New to Faculty Registered	Continuing Registered	Total Registered
ALES	2,185	1,264	552	1,241	1,774
Arts	9,494	6,489	2,493	4,520	6,943
Augustana Faculty	2,299	1,187	387	639	1,018
Business	1,501	884	716	1,514	2,227
Education	3,701	1,741	1,060	2,027	3,072
Engineering	6,382	4,023	1,258	3,585	4,809
KSR	2,220	963	488	698	1,180
Law	1,361	468	166	407	571
Medicine and Dentistry	2,674	387	258	798	1,056
Faculty of Native Studies	421	263	185	153	201
Nursing	2,514	766	460	935	1,394
Open Studies	1,313	1,203	698	437	1,079
Pharmacy and Pharm Science	372	182	126	446	572
Rehabilitation Medicine	-	-	-	-	-
Campus Saint-Jean	517	312	172	512	681
Science	14,200	6,961	2,278	5,057	7,291
2021 Total	**38,523**	**25,686**	**11,297**	**22,969**	**33,868**
2020 Total	**36,368**	**25,182**	**11,220**	**22,110**	**33,112**
Year Over Year Change (#)	**2,155**	**504**	**77**	**859**	**756**
Year Over Year Change (%)	**5.9%**	**2.0%**	**0.7%**	**3.9%**	**2.3%**

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:

1. *"New to Faculty Registered" and "Continuing Registered" do not always sum up to "Total Registered." Students who are auditing courses may be included in New to Faculty Registered but are excluded from Total Registered. Also, continuing students who had withdrawn from all of their classes over the past four terms but are registered in the current term would be counted in Total Registered but neither in New to Faculty Registered nor Continuing Registered.*

2. *Numbers shown for Pharmacy and Pharmaceutical Sciences include BSc Pharmacy as well as the Doctor of Pharmacy program, which is considered an undergraduate program.*

3. *The sum of applicants and applicants offers extended within each faculty will exceed the total overall count as shown, as some applicants apply to and are admitted in more than one faculty.*

4. *Postgraduate Medical and Dental Education Students are excluded from this table.*

5. *Program transfers within the same faculties are considered applicants with respect to their new programs and therefore included in the count of Applicants*

6. *New to Faculty Registered and Continuing Registered will not match ACORN as they are defined differently in this report. New to Faculty Registered includes new to faculty registrations only, excluding registrations from program transfers within the same faculty and returning students. Continuing Registered includes continuing registrations and registrations from program transfers within the same faculty and returning students.*

1.3 ENROLMENT FULL LOAD EQUIVALENT, UNDERGRADUATE

Total undergraduate enrolment Full Load Equivalent (FLE) for 2021/22 is estimated to be 30,002. This is 863 over the 2021/22 FLE target, or 3.0% over enrolment. While most faculties across campus experienced year-over-year growth, those who exceeded their planned enrolment targets by the greatest margin were:

- Faculty of Science: 297 (or 4.8%) over enrolment which was driven heavily by international over enrolment within the faculty.
- Faculty of Education: 192 (or 7.4%) over enrolment which was driven by better-than-expected retention rates and higher Aboriginal Teacher Education Program (ATEP) enrolment.
- Faculty of Agricultural, Life & Environmental Sciences (ALES): 163 (or 12.5%) over enrolment owing to domestic enrolment above the Fall 2021/22 FLE target.

TABLE 2: 2021/2022 ENROLMENT BY FLE AND COMPARISON WITH TARGETS

Program Faculty	2021/22 FLE Estimate	2021/22 FLE Target	2021/22 Over / Under Enrolment FLE	2021/22 Over / Under %	2020/21 Over / Under %
ALES	1,470	1,307	163	12.5%	8.0%
Arts	5,716	5,864	-148	-2.5%	5.7%
Augustana Faculty	902	952	-49	-5.2%	-7.3%
Business	1,922	1,930	-8	-0.4%	5.7%
Education	2,778	2,586	192	7.4%	5.8%
Engineering	4,625	4,595	31	0.7%	2.9%
KSR	1,053	1,055	-2	-0.2%	8.1%
Law	571	525	46	8.8%	5.2%
Medicine and Dentistry	1,096	1,040	56	5.4%	4.9%
Faculty of Native Studies	150	136	14	10.2%	-0.1%
Nursing	1,453	1,386	67	4.8%	0.1%
Open Studies	545	533	12	2.2%	1.1%
Pharmacy and Pharm Science	593	467	126	26.9%	25.0%
Rehabilitation Medicine	0	-	-	-	-
Campus Saint-Jean	614	547	67	12.2%	21.7%
Science	6,514	6,217	297	4.8%	7.3%
Total	**30,002**	**29,139**	**863**	**3.0%**	**5.5%**
Average* (Excluding Open Studies)			**114**	**5.9%**	**6.6%**

Notes:

1. *Does not include Postgraduate Medical and Dental Education.*
2. *FLE Targets are based on the university's 2021/22 IMA Targets.*
3. *Faculty of Arts, Engineering, and KSR reflect revised faculty target after consultations in February 2021 to increase original IMA targets*
4. *FLE estimates are based on registration headcounts and estimated two-year FLE to headcount conversion rates.*
5. **The Faculty of Engineering's FLE to headcount conversion was recalibrated in 2021/22, where it was based on registration headcounts and an estimated one-year FLE to headcount conversion rate. The FLE estimate for the Faculty of Engineering based on this recalibration is 5,402 FLEs, bringing the total FLE estimate to 30,778 FLEs. [3]*

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3   Official FLE counts are received from the Government of Alberta.

1.4 GENDER DISTRIBUTION, UNDERGRADUATE HEADCOUNT

A total of 45.27% of undergraduate students identified as male (up 0.37% from 2020/21), 54.51% identified as female (down 0.45% from 2020/21), and 0.22% identified as other (up 0.08% from 2020/21).

This year, the university made further improvements to the gender identification question where there is now a fourth gender option, a free space for students to manually enter how they identify.

FIGURE 2: GENDER DISTRIBUTION IN UNDERGRADUATE REGISTRATION (2016 TO 2021)
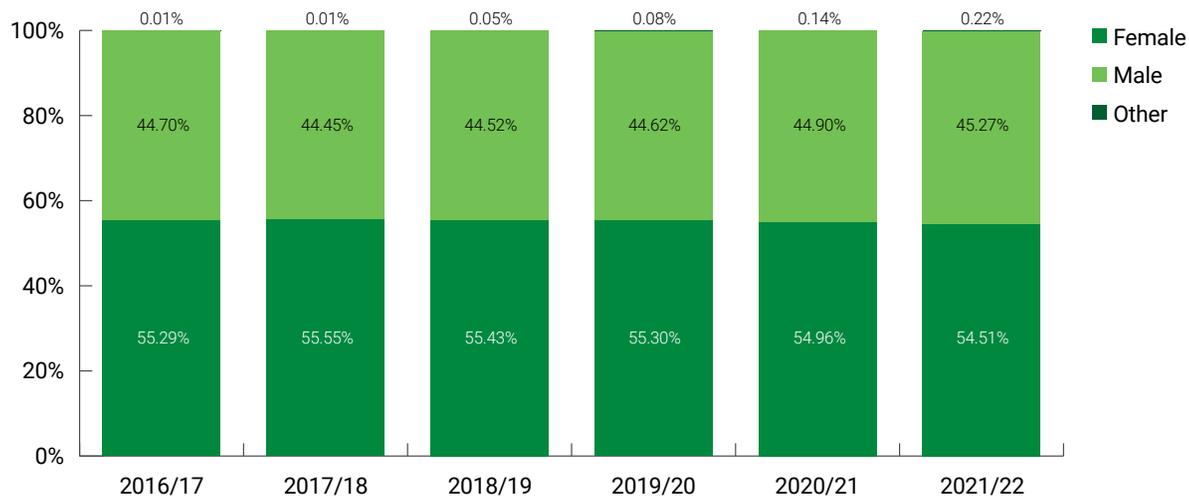
Source: Office of the Registrar, December 1 REGSTATS Archive

> **As the first in my family to attend post-secondary, entering the U of A was an uncharted experience for me. Looking back, it is difficult to completely fathom the abundance of opportunities, community solidarity, and resilience I continue to gain from here.**
>
> Navneet Chand, Arts (Political Science) | Edmonton, AB

1.5 FULL-TIME AND PART-TIME UNDERGRADUATE HEADCOUNT

Students at the university are categorized as either full-time or part-time, depending on the number of credits taken in a single term. Full-time status is granted for the term when a student is enrolled in at least nine credits; otherwise, the student is considered part-time.

At 32,027, full-time student enrolment has:

- Increased by 2.2% (686) year-over-year.
- Gradually increased since 2016/17 and has reached a new record high in 2021/22.

At 2,862, part-time student enrolment has:

- Increased by 3.4% (95) year-over-year.
- Proportion of part-time students increased to 8.2% of total undergraduate enrolment, sitting just above the historical averages of 7.0 – 8.1%.

FIGURE 3: FULL-TIME AND PART-TIME UNDERGRADUATE HEADCOUNT (2016 TO 2021)
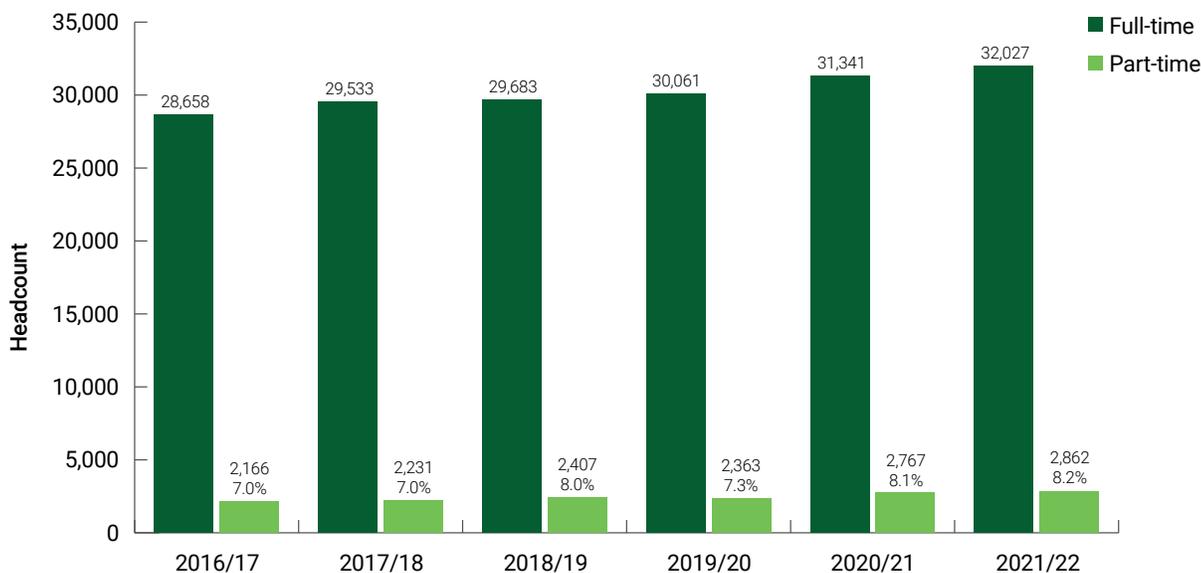
Source: Office of the Registrar, December 1 REGSTATS Archive
Note: The total numbers shown for 2016/17 differ by 27 from what was reported in the 2016 annual report as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.

2. APPLICANT NUMBERS, QUALITY AND YIELD

2.1 APPLICANT NUMBERS

With a new record high of 38,523 applicants, the demand for programs at the university remains strong. In 2021/22, there was a year-over-year increase of 5.9% (or 2,155) driven by domestic applicants.

Domestic applicants reached a new record high of 28,824, a year-over-year increase of 8.1% (or 2,161).

With 9,699 applicants, international application numbers have remained relatively stable from 2020/21, showing only a slight decrease of 0.06% (or 6 applicants).

FIGURE 4: TEN YEAR UNDERGRADUATE APPLICANT CURVE (2012 TO 2021)
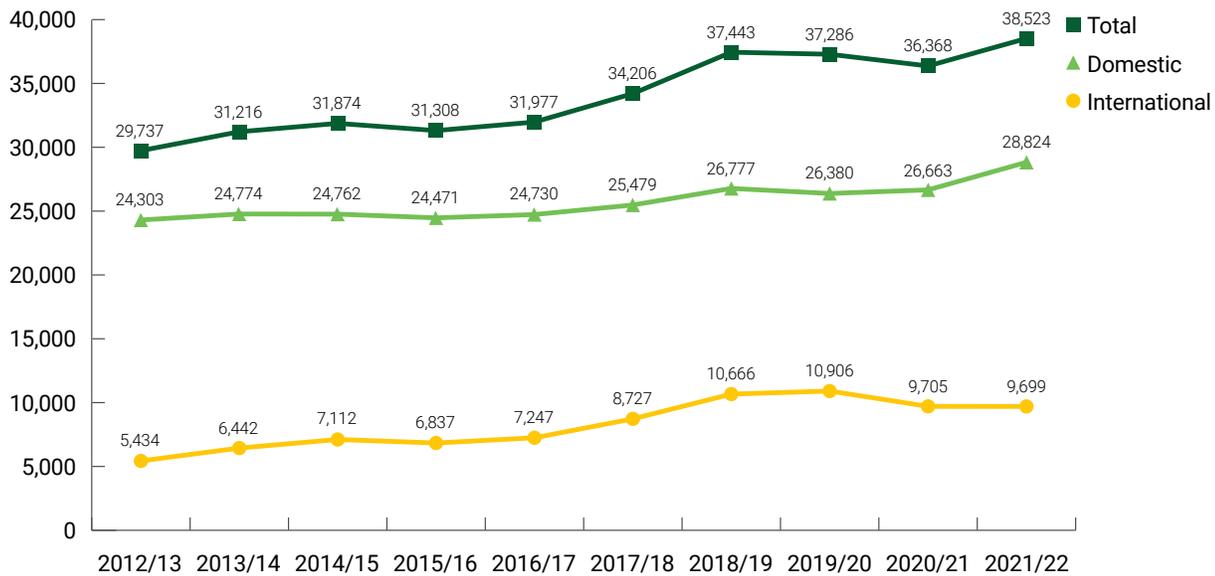
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table
*Notes:*

1. *Data is based on December 1 archived data for each specified year.*
2. *The applicant number shown for 2015/16 differs by 31 from what was reported in the 2015 annual report as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.*
3. *Data includes new-to-University applicants as well as continuing students applying for a program change.*

2.2 ADMISSION RATE

The 2021/22 admission cycle saw an admission rate of 66.7% which is a decrease of 2.5% year-over-year. Despite the year-over-year increase in admissions, the applicant pool was much larger, leading to a decrease in the admission rate for 2021/22. The admission rate of 66.7% is the third highest, falling just below the historical high of 70% in 2013/14 and the second high of 69.2% in 2020/21.

FIGURE 5: SEVEN YEAR UNDERGRADUATE ADMISSION RATE CURVE (2015 TO 2021)
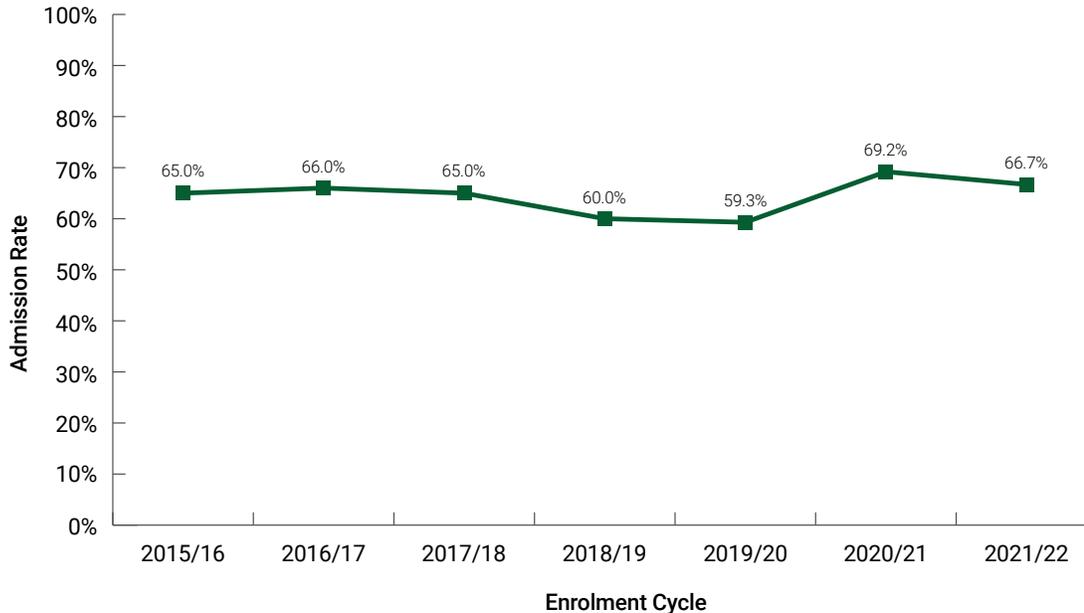
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table
Notes:
1. Data is based on December 1 archived data for each specified year.
2. Data includes new-to-University applicants as well as continuing students applying for a program change.

I am beyond grateful to be a recipient of the Schulich Leader Scholarship. It means I can concentrate on my studies knowing my education is supported financially. I am very excited to be part of the vibrant community at the U of A.

Sandra Taskovic, Science (Honors in Computing Science) | Peterborough, ON

2.3 COMPETITIVE ADMISSION AVERAGES, UNDERGRADUATE DIRECT-ENTRY

The university balances accessibility with strategic enrolment management to attract highly-qualified students to our programs and as a result admissions averages range from the university minimum of 70% to averages in the high 80s[4].

Domestic

- The number of degree programs in the 70% – 74% range and the 80% – 84% range decreased by 2 and 4, respectively. This pattern is opposite to what occurred last year (2020/21), where we saw increases in the number of degree programs in these two ranges.

- The number of degree programs in the 75% – 79% range and the 85% – 89% range increased by 8 and 3, respectively. This pattern is opposite to what occurred last year (2020/21), where we saw decreases in the number of degree programs in these two ranges.

International

- The number of degree programs in the 90% and above range decreased again in 2021/22 by 4 programs.

- The number of degree programs in the 70% – 74% range, 75% – 79% range, and the 85% – 89% range increased by 5, 5, and 4, respectively.

- The number of degree programs in the 80% – 84% decreased by 6.

FIGURE 6: NUMBER OF DEGREE PROGRAMS WITH COMPETITIVE ADMISSION AVERAGE IN THE RANGES SHOWN
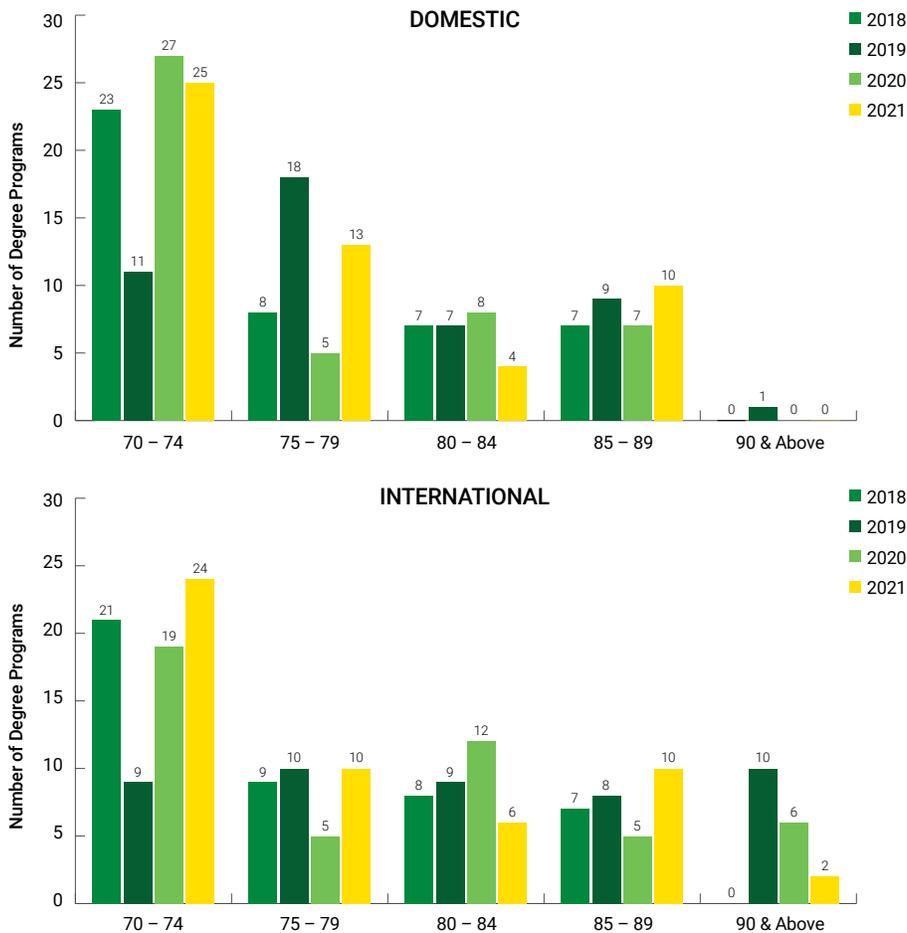
4   We report final Grade 12 admission averages though we offer admission on Grade 11 grades or a combination of Grade 11/12 grades earlier in the cycle.

2.4 MEAN ADMISSION AVERAGES OF REGISTERED STUDENTS, UNDERGRADUATE DIRECT-ENTRY

To better understand the enrolment intake of the 2021/22 cycle requires a look at both competitive admission averages as reported above along with mean admission averages presented by registered students. Overall, mean admission averages remained relatively stable across faculties from 2020 to 2021. In the 2021/22 cycle, the mean admission average for eight of the ten direct-entry faculties was equal to or higher than the average in previous years with Nursing and Science at the highest mean average of 92%.

Faculty-specific mean admission average highlights:

- Agricultural, Life & Environmental Sciences; Arts; Engineering; and, Kinesiology, Sport, and Recreation remained unchanged.
- Augustana and Campus Saint-Jean saw a decrease of 1%.
- Education, Nursing, and Science saw an increase of 2%.
- Native Studies saw an increase of 3%.

TABLE 4: MEAN AVERAGES OF REGISTERED STUDENTS (2012 TO 2021)

Faculty	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Trend
ALES	81	82	85	84	83	83	84	83	84	84	→
Arts	79	80	81	81	81	81	82	84	84	84	→
Augustana	78	80	80	80	81	82	81	82	83	82	↓
Education	79	82	81	80	81	81	82	84	85	87	↑
Engineering	87	88	89	90	90	89	89	89	89	89	→
KSR	83	84	84	83	84	85	86	89	89	89	→
Native Studies	77	75	74	74	74	75	77	79	78	81	↑
Nursing	82	84	84	86	87	89	90	89	90	92	↑
Campus Saint-Jean	80	80	80	81	81	80	81	82	85	84	↓
Science	85	86	88	88	89	89	90	90	90	92	↑

Source: Office of the Registrar
Based on the final admission averages

> **Being named a Schulich Leader has opened new doors for me to network with some of the brightest students at the U of A and across Canada. I am proud to be part of the amazing technology community the U of A has to offer. With my education from the U of A, I hope to make improvements in the areas of automation and robotics.**
>
> Tomas Walter, Science (Engineering) | Edmonton, AB

2.5 YIELD RATE

The proportion of applicants who registered, also known as the yield rate, are starting to show a downward trend from 2015/16 to 2021/22. Changes in the yield rate highlight the need for ongoing attention and investment in our yield activities as part of overall recruitment.

- Applicants admitted: 25,686 (increase of 2.0%)
- Applicants registered: 13,951 (decrease of 2.5%)
- Yield Rate: 54.3% (decrease of 2.5%)

The increase in applicants admitted and the decrease in applicants registered led to a record low yield rate of 54.3% in 2021/22.

FIGURE 7: SEVEN YEAR UNDERGRADUATE YIELD RATE CURVE (2015 TO 2021)
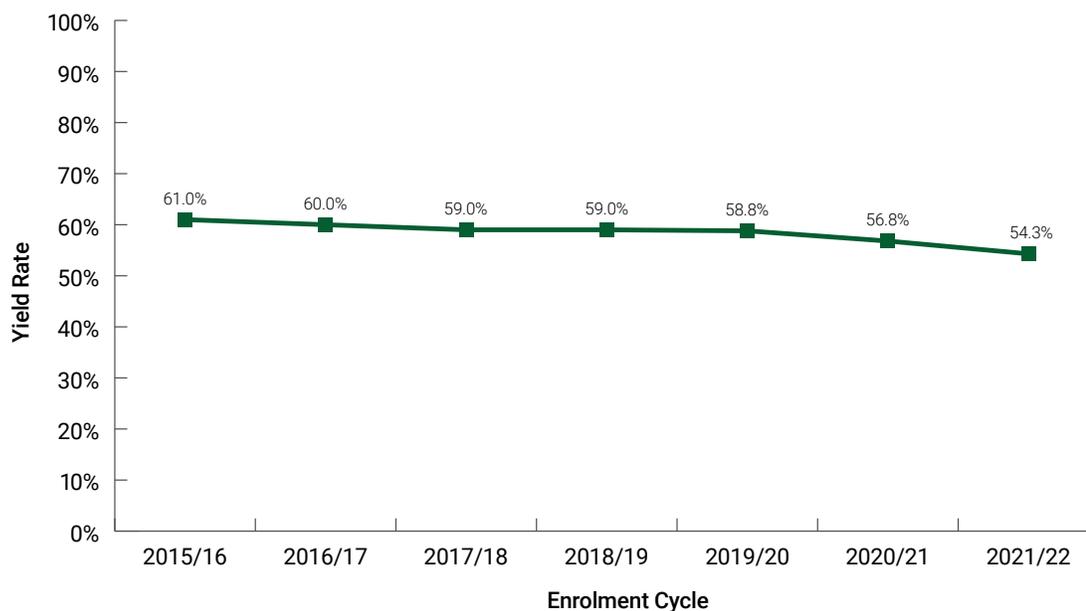
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table
Notes:

1. Data is based on December 1 archived data for each specified year.

2. Data includes new-to-University applicants as well as continuing students applying for a program change.

2.6 RELATIONSHIP BETWEEN MEAN COMPETITIVE ADMISSION AVERAGE AND YIELD RATE

In 2021, admission averages increased by 1.2% for domestic applicants and 0.5% for international applicants, and yield rates declined by 0.6% for domestic applicants and increased by 1.8% for international applicants. The impact of COVID-19 continued to create uncertainties for both international and domestic applicants and while international yield rates increased, they have not reached their pre-pandemic rates.

For domestic applicants, several factors related to COVID-19 may have influenced yield rates including student concerns around health safety in larger classes and clarity about the university's vaccine policy. The increase in the mean competitive admission average for direct-entry domestic students may have also been influenced by the cancellation of provincial diploma exams (deemed optional in 2020/21), leading to inflated grades.

FIGURE 8: RELATIONSHIP BETWEEN MEAN COMPETITIVE ADMISSION AVERAGE AND YIELD RATE AMONG FIRST CHOICE DIRECT-ENTRY APPLICANTS (FALL 2018 TO FALL 2021)
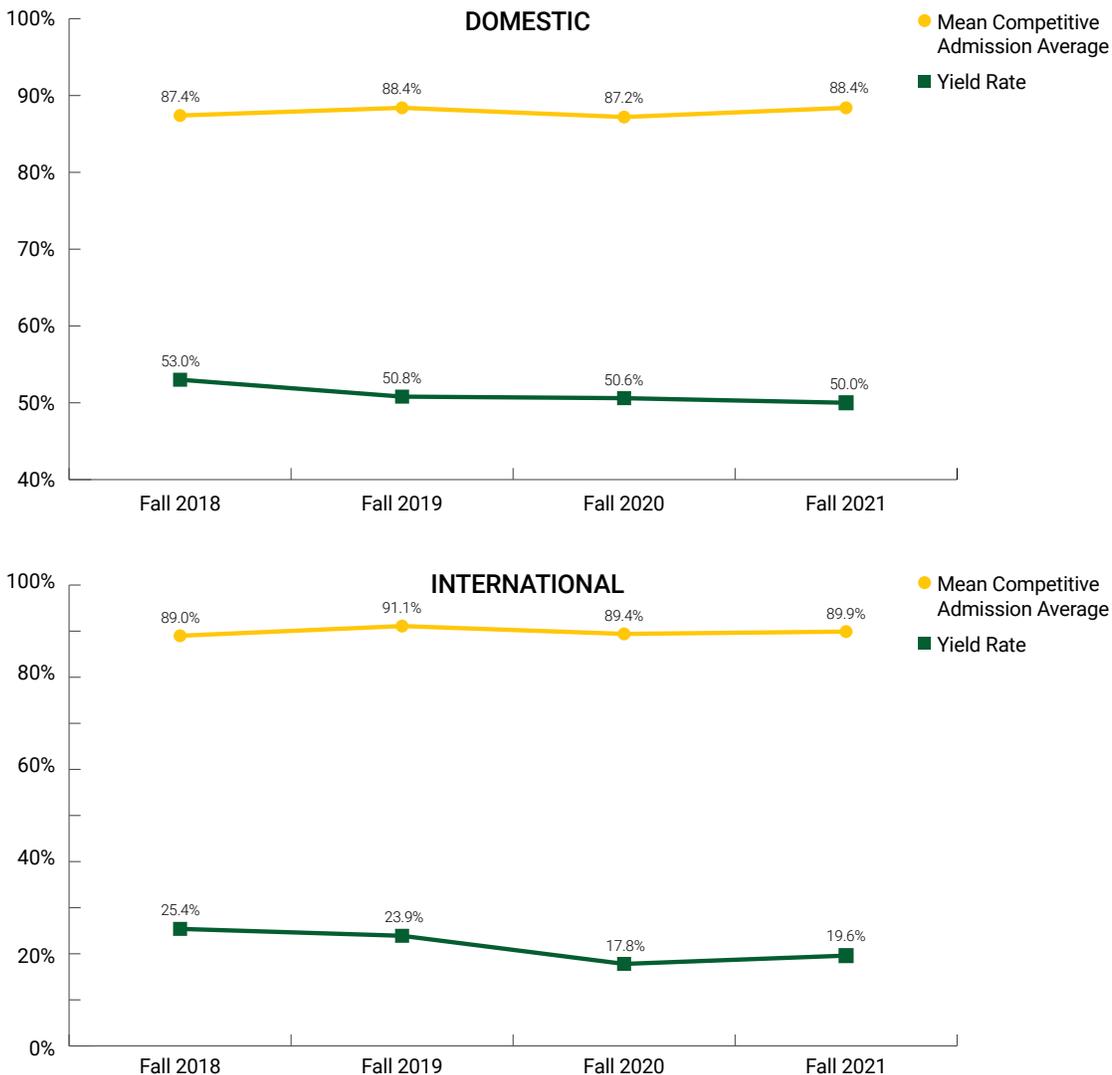
2.7 APPLICANT YIELD, UNDERGRADUATE DIRECT-ENTRY

At 21,420, the number of direct-entry applicants increased by 8.5% from last year's cycle. Of those, 15,807 applicants were admitted, an increase of 8.0% compared to the preceding cycle. 6,367 applicants registered (an increase of 6.8%) and the admission rate of 73.8% decreased by 0.3% due to a larger pool of applicants for 2021/22. The increase in applicants admitted outweighed the increase in applicants registered leading to a new record low yield rate of 40.3%.

FIGURE 9: DIRECT-ENTRY APPLICANT, ADMISSION AND REGISTRATION NUMBERS (2017 TO 2021)
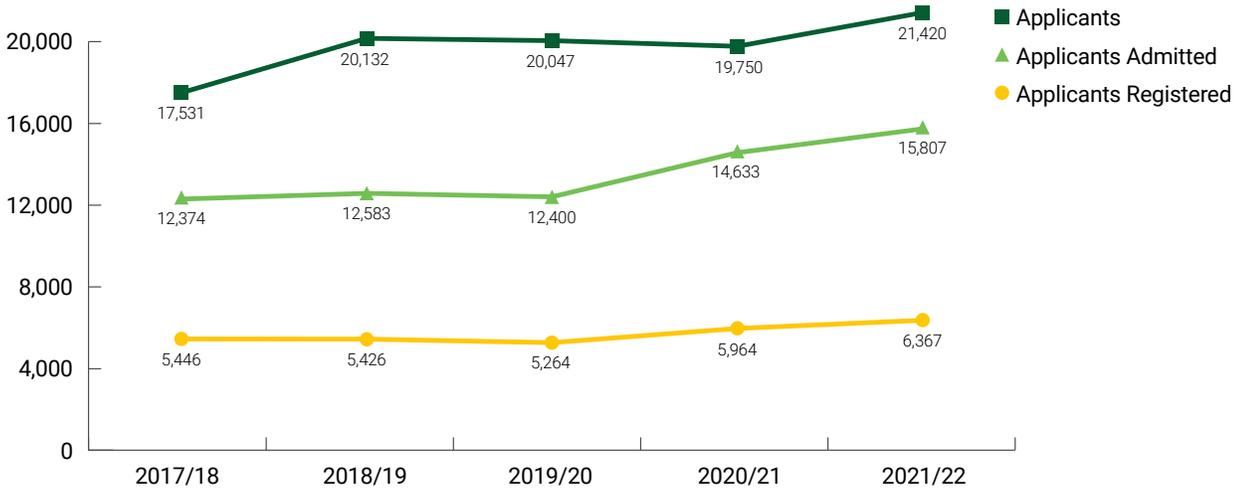
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

My family has four generations of U of A graduates, so it only made sense for me to graduate from here too. I grew up on this campus, watching my brothers and parents study and celebrate being alumni. The U of A was, is, and always will be my home away from home and I hope to one day come full circle and return to the U of A to teach courses in the Faculty of Education.

Leah Toma, Education (Secondary Education) | Edmonton, AB

2.8 APPLICANT YIELD, UNDERGRADUATE POST-SECONDARY TRANSFER

At 9,434, the number of post-secondary transfer applicants increased by 11.6% from last year's cycle. Of those applicants, 4,398 were admitted, a decrease of 0.2% compared to the preceding cycle. This resulted in a post-secondary transfer admission rate of 46.6%, a decrease of 5.5% from 2020/21. Despite the increase in applicants, admissions decreased slightly because most applicants were for faculties where placements and clinicals cause capacity restraints, such as in the Faculties of Education and Medicine & Dentistry. Further, there was a decrease in applicants to the Faculties of Arts, Science, and Engineering.

For 2021/22, 63.7% of our admitted post-secondary transfer applicants yielded into registrations, a decrease of 0.4% from the previous year. This was a new record low for the university.

FIGURE 10: POST-SECONDARY TRANSFER APPLICANT, ADMISSION AND REGISTRATION NUMBERS (2017 TO 2021)
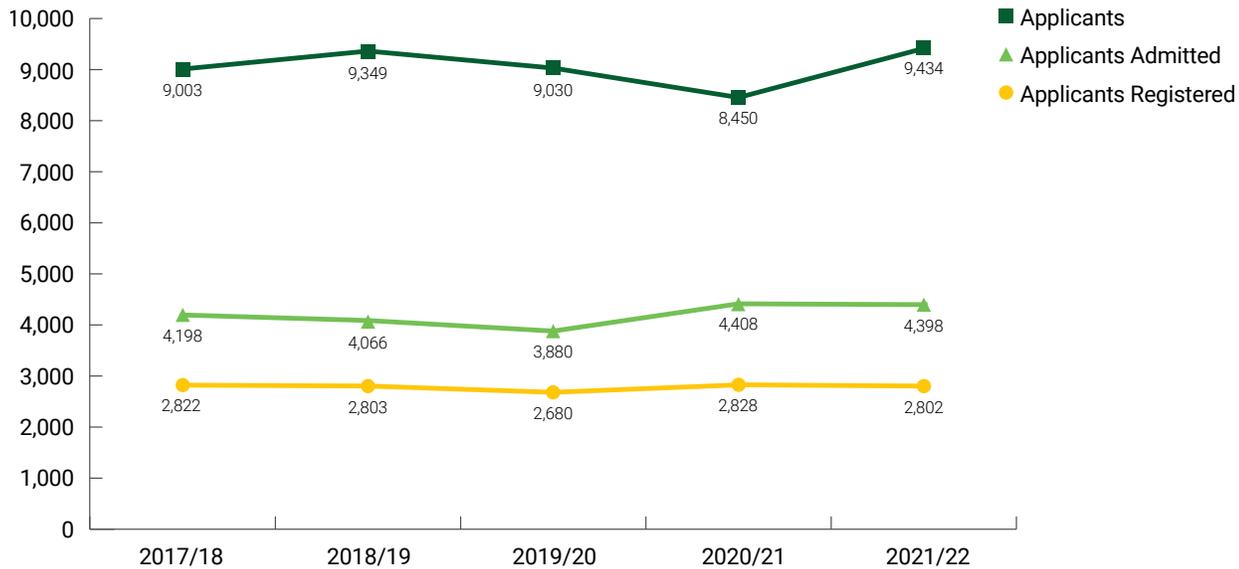
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report
Notes:
1. Data in the above chart does NOT include Internal Transfer applicants.

> **As the first in my family to attend post-secondary, entering the U of A was an uncharted experience for me. Looking back, it is difficult to completely fathom the abundance of opportunities, community solidarity, and resilience I continue to gain from here.**
>
> Navneet Chand, Arts (Political Science) | Edmonton, AB

2.9 ADMISSION REVOCATION RATES, UNDERGRADUATE DIRECT-ENTRY

Direct-entry admission decisions are not based solely on final Grade 12 marks. A significant number of early admission offers are based on self-recorded Grade 11 marks or a combination of Grade 11 and interim Grade 12 marks. These early admissions are intended to be as firm as possible. However, they are contingent on the applicants' final Grade 12 average meeting the university's minimum requirement of 70%. If the minimum requirement is not met upon receipt of final transcripts, the admission offers are revoked.

After a dip in the revocation rate in 2020/21, likely due to the COVID-19 pandemic, the revocation rate has increased back to the historical stable rate of 2%. There were 286 total direct-entry admission offers revoked (131 more than in 2020/21) leading to the 1% increase in revocation rate from 2020. Campus Saint-Jean made 182 direct-entry offers (53 fewer than last year) and revoked four direct-entry admission offers (two more than last year), leading to a 2.2% revocation rate.

FIGURE 11: DIRECT-ENTRY ADMISSION REVOCATION RATES (2016 TO 2021)
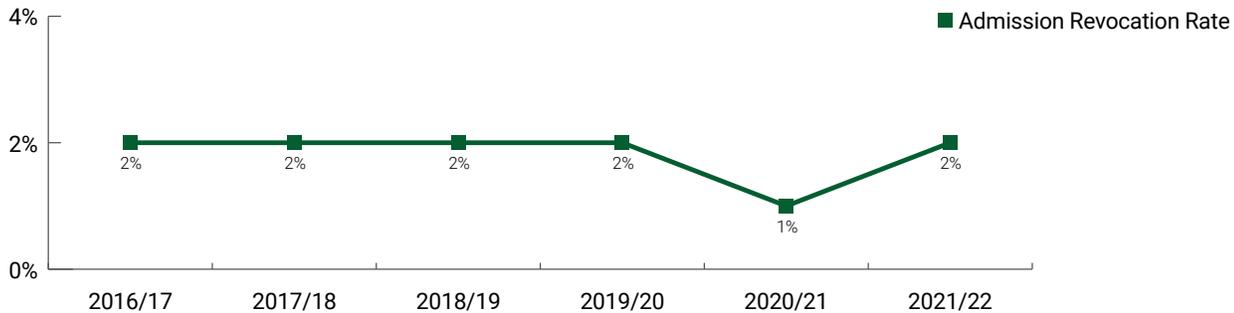
Source: Office of the Registrar
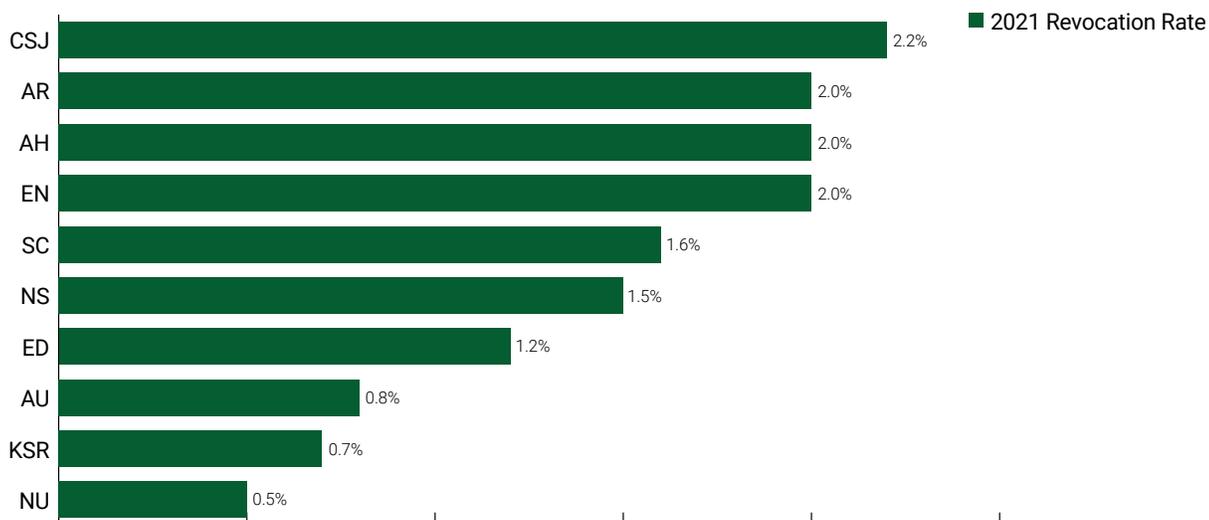
3. INTERNATIONAL UNDERGRADUATE ENROLMENT

3.1 INTERNATIONAL ENROLMENT HEADCOUNT, UNDERGRADUATE

International undergraduate enrolment saw a decrease in 2021/22. A total of 4,912 international students were enrolled, which represents a decrease of 0.6%.

International students currently account for 14.1% of the university's undergraduate enrolment, a decrease of 0.4%. The slight decrease in international enrolment and the large increase in domestic enrolment both contribute to the decreased international student ratio in 2021/22. The current international headcount of 4,912 exceeds the estimated 4,480 headcount that was needed to fulfill our international enrolment target for 2021/22.

The university continues to make strategic choices to ensure we are building a diverse class while creating access for both international and domestic students.

FIGURE 12: INTERNATIONAL ENROLMENT HEADCOUNTS AND PROPORTIONS IN TOTAL ENROLMENT (2016 TO 2021)
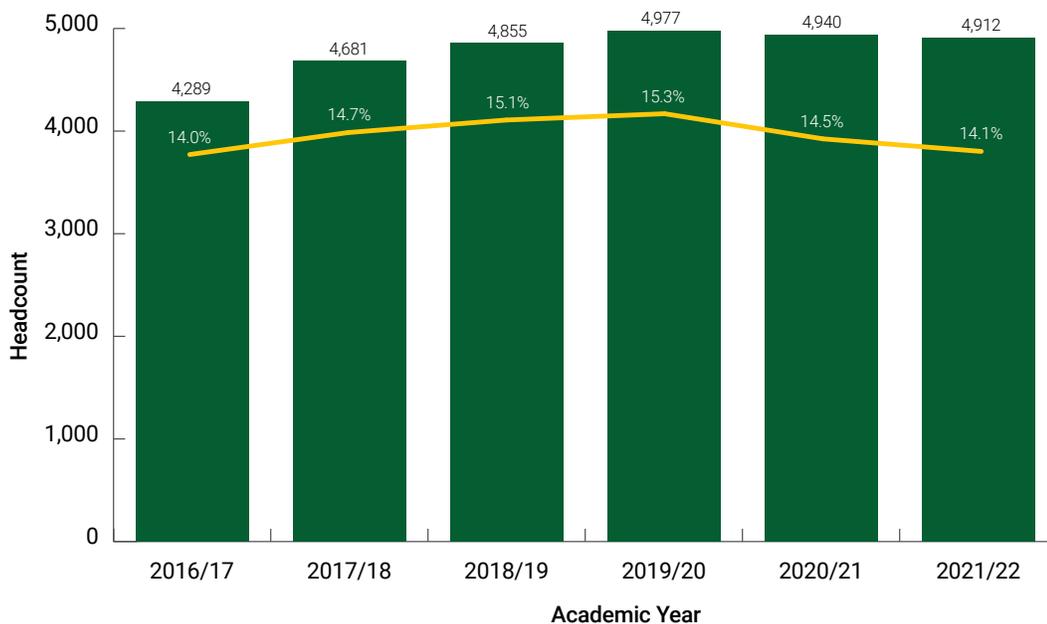
Source: Office of the Registrar, December 1 REGSTATS Archive
Notes:

1. *An international student is an individual who is not a Canadian citizen nor a permanent resident.*
2. *Data shown includes Postgraduate Medical and Dental Education.*
3. *The bar chart indicates total international headcount.*
4. *The yellow line indicates the proportion of total undergraduate enrolment that is contributed by international headcount.*
5. *The international headcounts shown for 2016/17 differ by 11 from what was reported in the 2016 annual report as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.*

3.2 TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP, UNDERGRADUATE

While China and India remain the top two countries for international students, the proportion of students with citizenship from China is showing a downward trend. The proportion of students with citizenship from China was 51.9% in 2021/22, a decrease of 9.4% and a new record low. There were 2,549 registrations in 2021/22, a decrease of 15.8% (or 478 registrations). This could be attributed to COVID-19 including travel restrictions and the vaccine rollout.

As the second top source country of international students, the proportion of students with citizenship from India has been increasing since 2016/17, with its largest year-to-year increase of 4.3% taking place between 2020/21 and 2021/22. The proportion of students with citizenship from India was 15.0% in 2021/22, an increase of 4.3% and a new record high. There were 736 registrations in 2021/22, an increase of 39.4% (or 208 registrations).

Nigeria continues to round out the top three source countries of international students. The proportion of students with their citizenship country as Nigeria has been seeing increases since 2016/17. In 2021/22, the proportion of students with citizenship from Nigeria was 4.3%, an increase of 0.6% and a new record high. There were 211 registrations, an increase of 16.6% (or 30 registrations).

While citizenship serves as one indicator of diversity, the shifts in representation by country demonstrate continued progress towards the university's goal of increasing diversity in our international undergraduate student population while maintaining strong connections to traditional source countries. In addition, applicants admitted early tend to yield better. We saw an increased growth in the number of international students from India this year for several reasons: the India curriculum admission pilot program that uses predicted Grade 12 marks to evaluate applicants for early admission and the accommodation of using high school grades instead of final transcripts to clear conditions for India curriculum students whose final exams were delayed due to COVID-19.

FIGURE 13: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY CITIZENSHIP (2016 TO 2021)
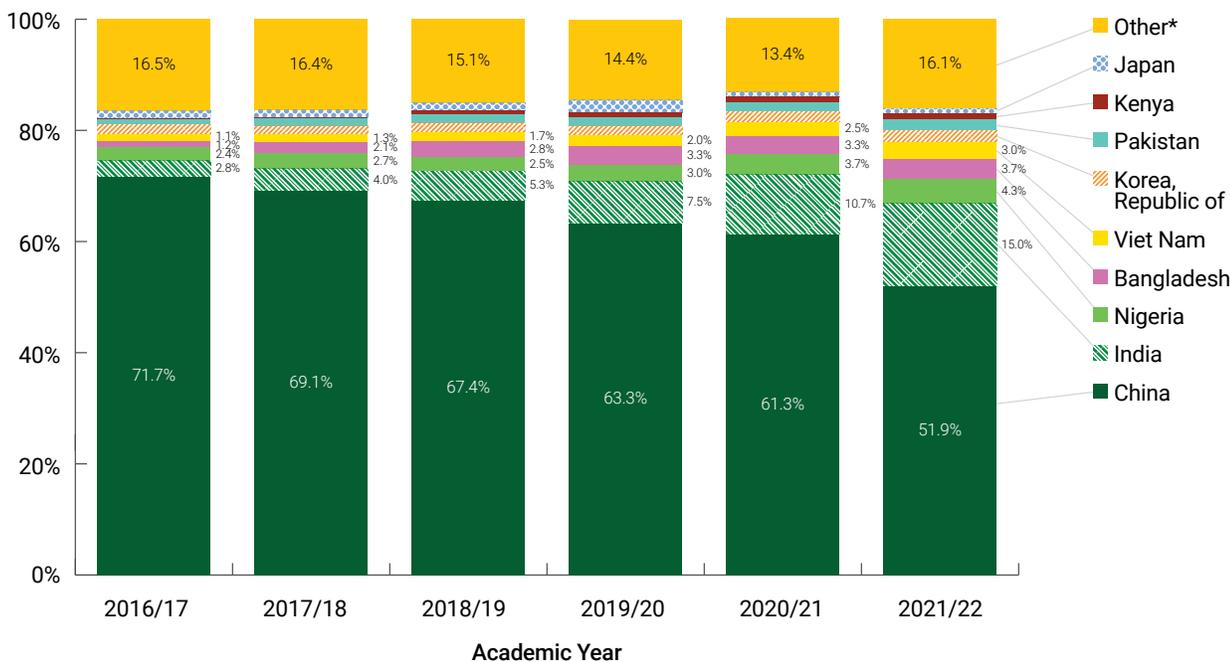
Source: Office of the Registrar, December 1 REGSTATS Archive
Notes

1. *"Other" consists of the remaining international countries not shown in chart.*

2. *The proportion of international undergraduates from China shown for 2016/17 differ by 1.0% from what was reported in the 2016 annual report as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.*

3.3 TOP SOURCE COUNTRIES BY LAST SCHOOL LOCATION, UNDERGRADUATE

For some of our undergraduate students, the country of their last school attended prior to coming to the University of Alberta is not necessarily the same as their country of citizenship. In 2021/22, China as the last school country continued to show a decreasing trend; however, it remains the top source country. The proportion of students from China has been decreasing since 2015/16, but at 34.9%, schools in China still make up the bulk of where international students most recently attended.

India continues on an upward trend, with the proportion of students at 9.7% (an increase of 2.6% from 2020/21). The United Arab Emirates (UAE) is now fourth in the top source countries, with the proportion of students at 4.0% (an increase of 1.4% from 2020/21).

The proportion of international students whose last school was Canada remained relatively stable at 24.5%, a decrease of 0.3% from 2020/21. A quarter of our international students come within Canada.

FIGURE 14: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY LAST SCHOOL LOCATION (2016 TO 2021)
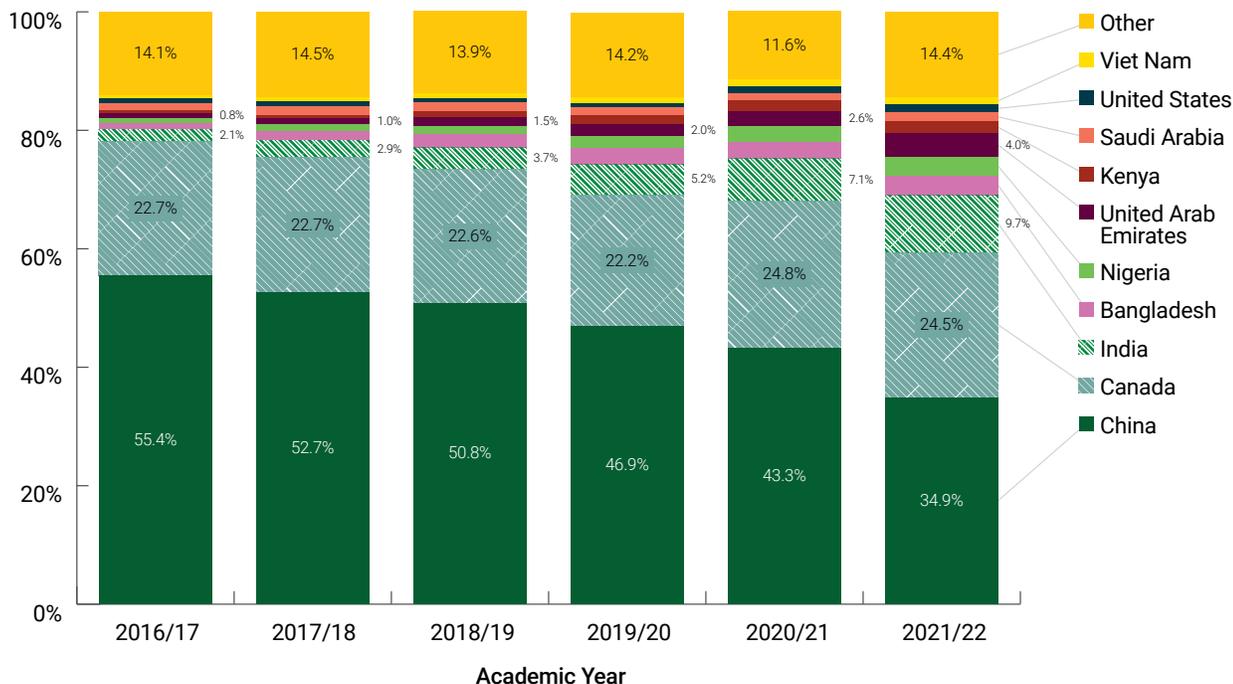
Source: Office of the Registrar, December 1 REGSTATS Archive

As the first of my family to be raised off of the farm, and as a first-generation immigrant from South Africa, receiving a degree from the U of A feels like an incredible milestone. I am proud to graduate from such a prestigious university, and I am proud to honour my family history through a faculty that has been so integral to agriculture here in Alberta.

Etienne de Jongh, Science (Animal Health) | Durbanville, South Africa

FIGURE 15: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY LAST SCHOOL LOCATION (2021)
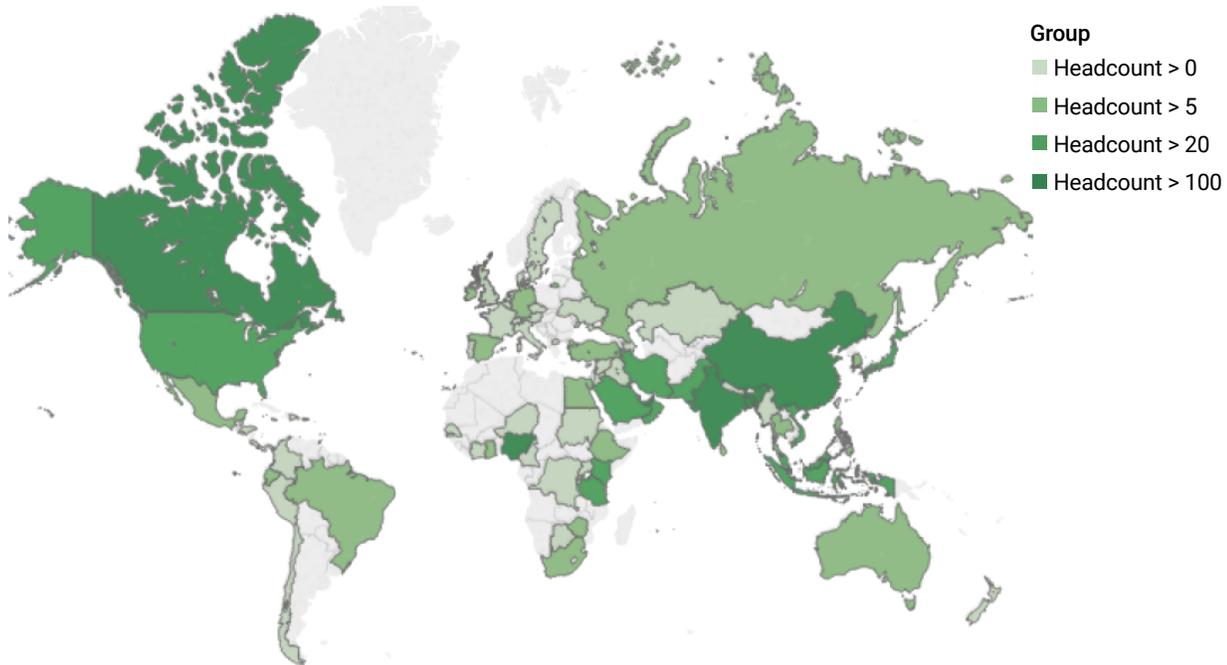
Map based on Longitude (generated) and Latitude (generated). Color shows details about Group. Details are shown for Country.

Source: Office of the Registrar, December 1 REGSTATS Archive

3.4 INTERNATIONAL DIVERSITY, UNDERGRADUATE ENROLMENT

In 2020/21, we saw a decrease in the number of countries represented by international students, likely due to the impacts of COVID-19. In 2021/22, there were 107 countries represented by international students, five more countries than in the previous year and the largest country count since 2016/17.

Six of the 107 countries had headcounts of 100 or more. These 6 countries include:

- China: headcount of 2,549 (decrease of 478 or 15.8%)
- India: headcount of 736 (increase of 208 or 39.4%)
- Nigeria: headcount of 211 (increase of 30 or 16.6%)
- Bangladesh: headcount of 184 (increase of 23 or 14.3%)
- Vietnam: headcount of 147 (increase of 24 or 19.5%)
- Republic of Korea: headcount of 102 (increase of 10 or 10.9%).
  Note: In 2021/22, the Republic of Korea became a new addition to the list.

FIGURE 16: NUMBER OF COUNTRY CITIZENSHIP IN INTERNATIONAL STUDENT HEADCOUNT (2016 TO 2021)
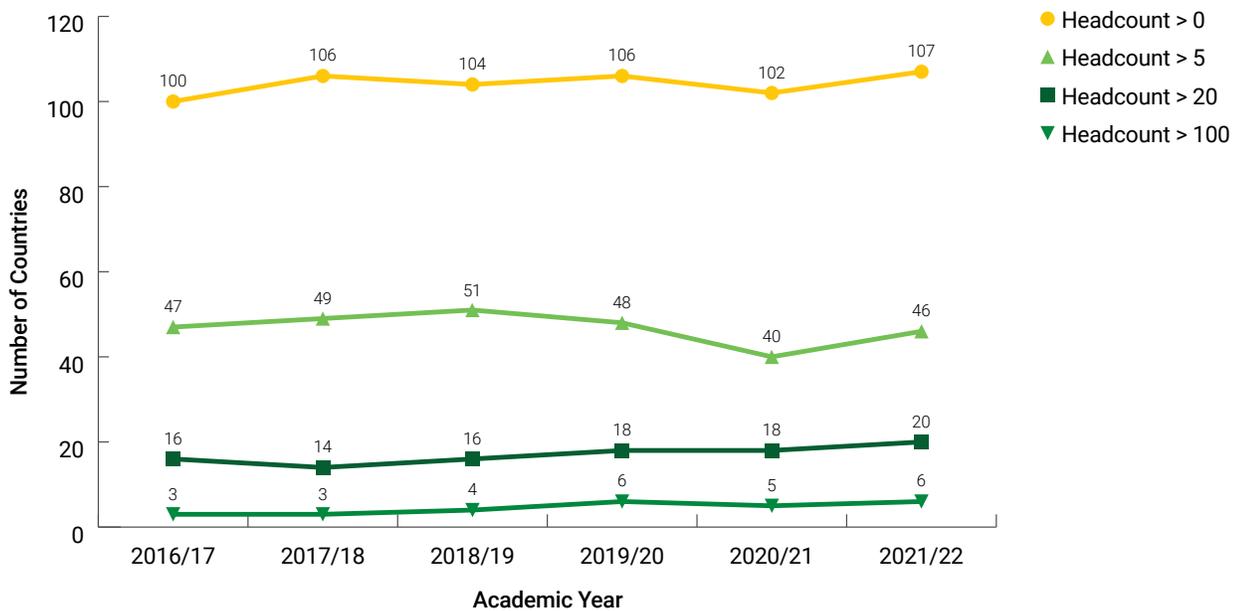
Source: Office of the Registrar, December 1 REGSTATS Archive
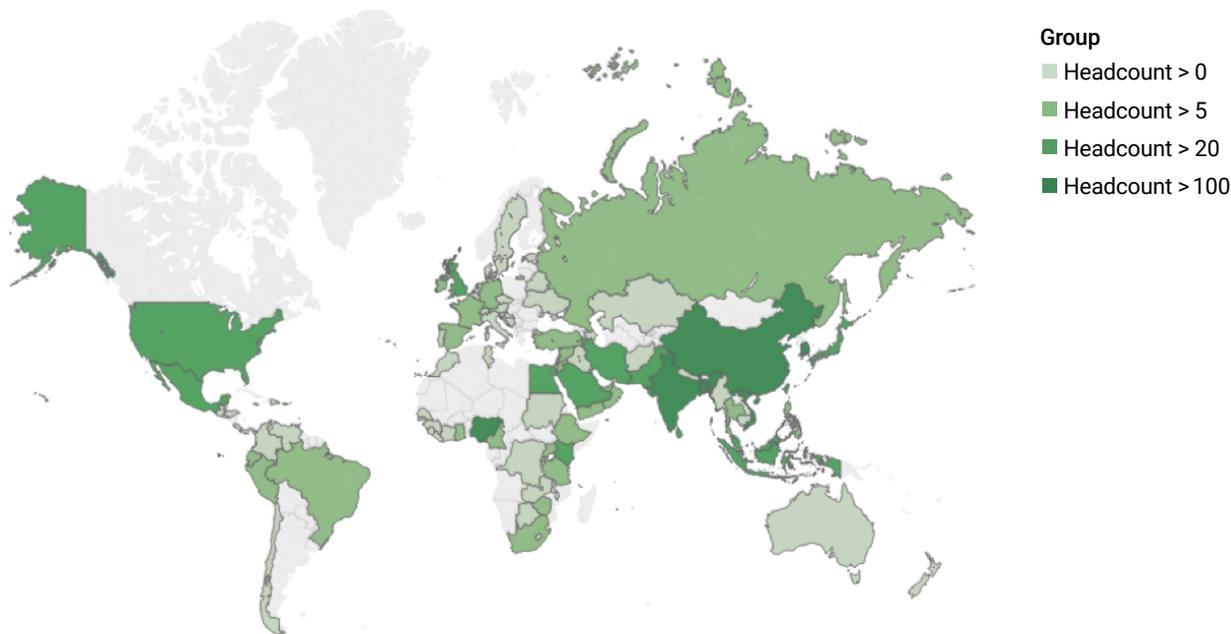
Map based on Longitude (generated) and Latitude (generated). Color shows details about Group. Details are shown for Country.

Source: Office of the Registrar, December 1 REGSTATS Archive

Growing up in a small town in Saskatchewan, I never felt truly connected to my Chinese background. Moving to Edmonton and attending the U of A was one of the best decisions I have made for my self-development. I have met so many amazing individuals who have helped me expand my perspectives and reconnect me with my own culture.

Emma Niu, Science (Nursing) | LuoYang, China

4. DOMESTIC UNDERGRADUATE ENROLMENT

4.1 DOMESTIC HEADCOUNTS AND RATIOS, UNDERGRADUATE

Within our population, those with Canadian citizenship or permanent resident status are considered domestic students. In 2021/22, domestic enrolment reached a new record high of 29,977, a year-over-year increase of 2.8%. The ratio of domestic students was 85.9%, a year-over-year increase of 0.4%. The proportion of domestic students remains consistent with historical numbers.

FIGURE 18: DOMESTIC ENROLMENT HEADCOUNTS AND PROPORTIONS IN TOTAL ENROLMENT (2016 TO 2021)
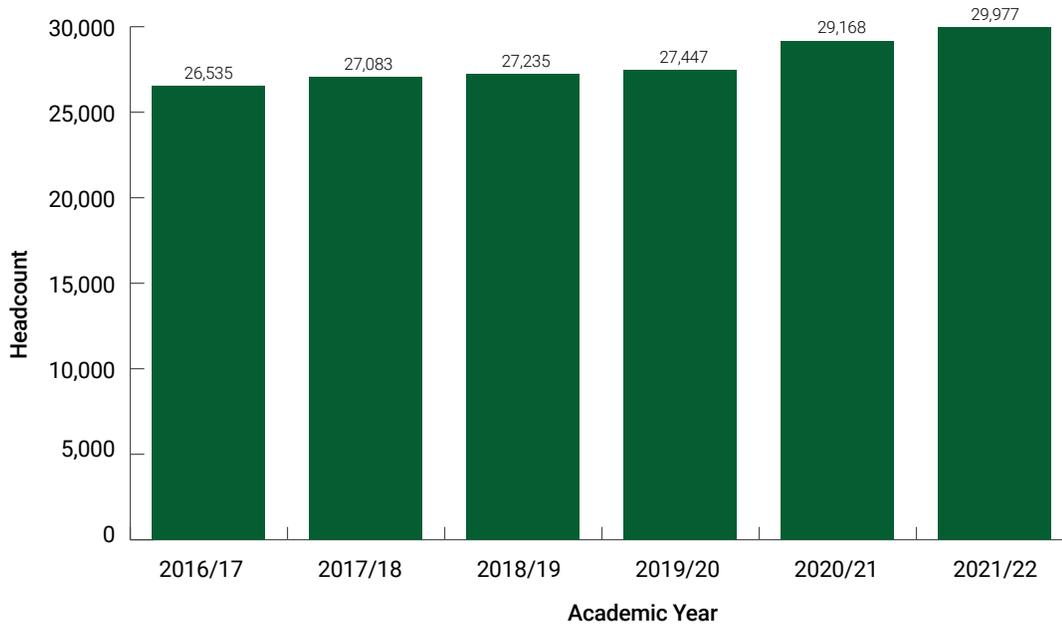
Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. *Includes Postgraduate Medical and Dental Education.*
2. *The bar chart indicates total domestic headcount.*
3. *The Domestic Enrolment Headcounts numbers shown for 2016/17 differ by 16 from what was reported in 2015 and 2016 annual reports as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.*

> **The U of A gave me the opportunity to flourish in ways I never knew possible, including creating amazing friendships, accomplishing great feats, exploring my passions, and becoming more confident in my abilities.**
>
> Simran Dhillon, Science (Psychology & Biology) | Surrey, BC

4.2 ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE

Undergraduate enrolment remained strong in the 2021/22 cycle with 29,442 undergraduate students originating from within Canada, a 2.5% (or 722 students) increase from the previous year. Those students originating from within Canada account for 84.4% of the total undergraduate population.

- Edmonton and Area: 17,082 (0.05% decrease) — relatively stable with the previous year
- Alberta excluding Edmonton and Area: 9,094 (6.8% increase) — new record high
- Canada excluding Alberta: 3,266 (4.7% increase) — new record high
- Outside Canada: 5,447 (1.1% increase) — relatively stable with historical numbers

FIGURE 19: ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE
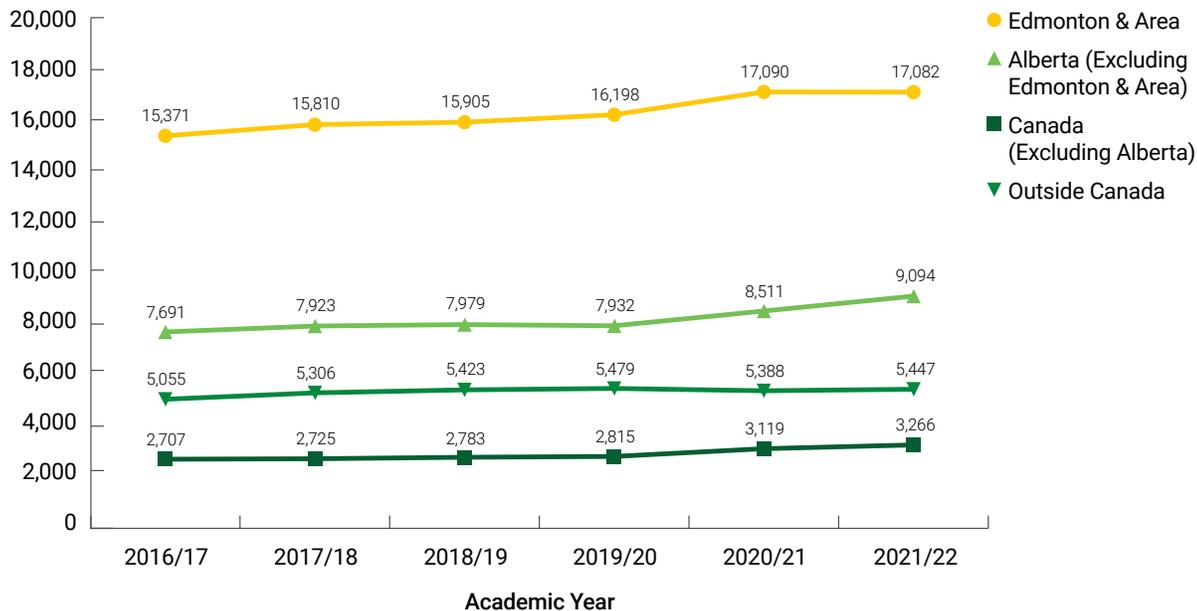
Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Includes Postgraduate Medical and Dental Education.

2. Edmonton and surrounding areas include Edmonton, Sherwood Park, St. Albert, Spruce Grove, Leduc, Fort Saskatchewan, Stony Plain, and Beaumont.

3. Outside Canada percentages listed do not equate to the university's undergraduate international enrolment. Students listing an address outside of Canada may be study-permit students, Canadian citizens, or permanent residents.

4.3 PROVINCE OF HOME ADDRESS AT TIME OF APPLICATION, UNDERGRADUATE

Of the 29,442 students originating from within Canada:

- 26,176 (or 88.9%) originate from AB
- 1,460 (or 5.0%) originate from BC
- 616 (or 2.1%) originate from SK
- 1,190 (or 4.0%) originate from the other provinces and territories within Canada

FIGURE 20: PROVINCE OF ORIGIN AMONG STUDENTS WITH PERMANENT HOME ADDRESSES IN CANADA (2016 TO 2021)
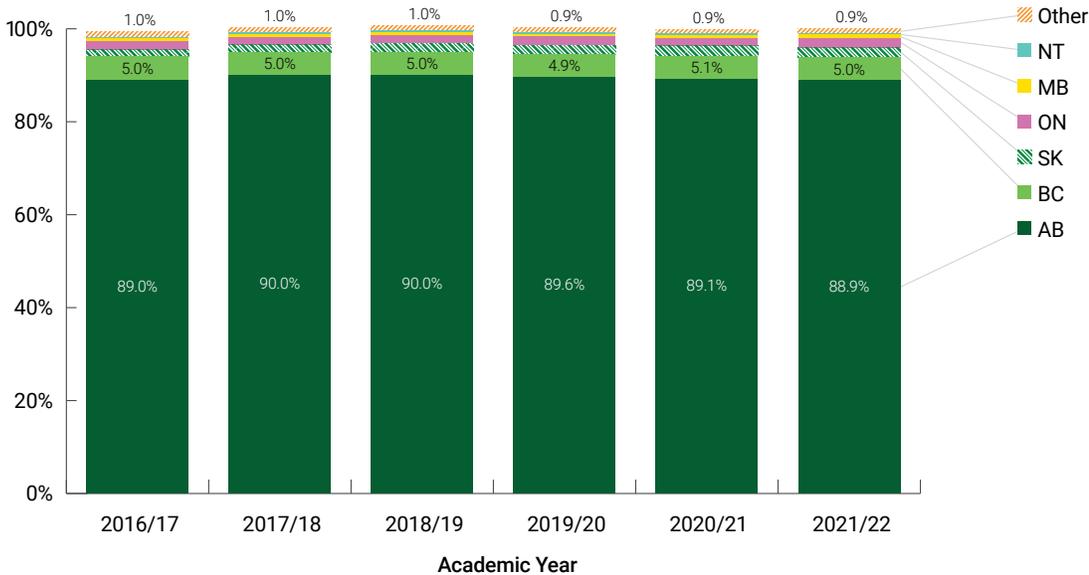
Source: Office of the Registrar, December 1 REGSTATS Archive

FIGURE 21: PROVINCE OF ORIGIN AMONG STUDENTS WITH PERMANENT HOME ADDRESSES IN CANADA (2021)
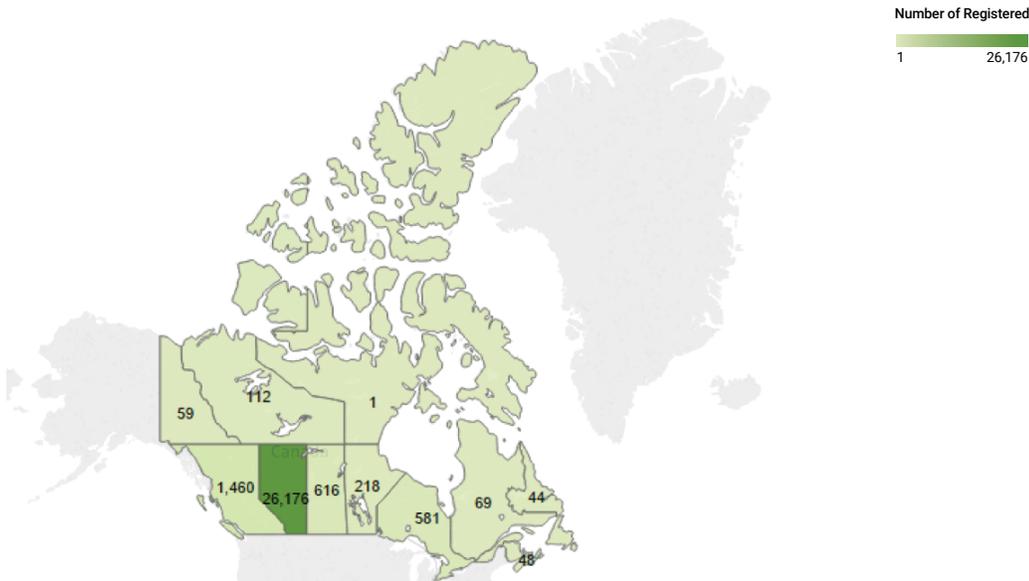
Map based on Longitude (generated) and Latitude (generated). Color shows sum of Number of Registered.
Details are shown for Province.

Source: Office of the Registrar, December 1 REGSTATS Archive

5. INDIGENOUS UNDERGRADUATE ENROLMENT

5.1 TOTAL INDIGENOUS ENROLMENT HEADCOUNT, UNDERGRADUATE

Indigenous enrolment and the proportion of Indigenous enrolment reached a record new high in 2021/22. A total of 1,519 Indigenous students were enrolled, a year-over-year increase of 11.6%. The proportion of total enrolment that is Indigenous reached a record high of 4.35%, a year-over-year increase of 0.36% and the proportion of Indigenous student enrolment continues to grow.

As a proportion of domestic enrolment, Indigenous student enrolment is at 5.07%, an increase of 0.40%. Indigenous enrolment saw a year-over-year increase of 11.6% whereas domestic enrolment saw a year-over-year increase of 2.8%. According to the 2016 Census of Canada, there were 258,640 Aboriginal people in Alberta, making up 6.5% of the population[5].

FIGURE 22: INDIGENOUS ENROLMENT HEADCOUNTS AND PROPORTION IN TOTAL ENROLMENT (2016 TO 2021)
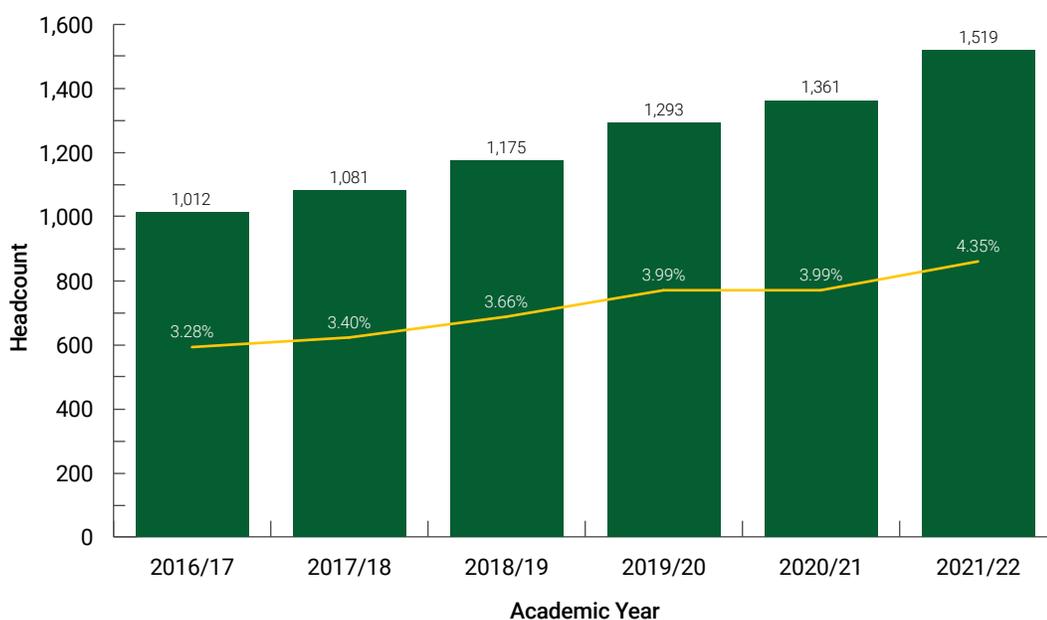
Source: Office of the Registrar, December 1 REGSTATS Archive
Note: Includes Postgraduate Medical and Dental Education.
Note: The University's data on Indigenous enrolment is based on self-identification.

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5 Source: Statistics Canada, Focus on Geography Series, 2016 Census

> **As a Métis woman, I want to use my background and U of A education to be a role model for future FNMI students. I believe that change starts in the classroom and I want to enhance my future students' learning and help them to think critically and find their voice in the world.**
>
> Brontë Bohning-Majeau, Education (Secondary Education) | Edmonton, AB

5.2 INDIGENOUS APPLICATION AND REGISTRATION TRENDS, UNDERGRADUATE

In 2021/22, there was a notable increase in admissions rates for Indigenous students.

- 1,051 applicants (25.6% increase, a new record high)
  - Accounts for 3.4% of New-to-U applicants (increase of 0.4%)
- 716 applicants admitted (22.0% increase, a new record high)
  - Accounts for 3.5% of New-to-U applicants admitted (increase of 0.4%)
- 455 applicants registered (22.6% increase, a new record high)
  - Accounts for 5.0% of New-to-U applicants registered (increase of 0.7%)
- 63.5% New-to-U Indigenous yield rate (8.5% higher than the domestic New-to-U yield rate of 55%)
- 69.3% total Indigenous yield rate (6.5% higher than the total domestic yield rate of 62.8%)

The New-to-U Indigenous admission rate of 68.1% saw a slight decrease (2.0%) and the registration rate of 63.5% saw a slight increase (0.3%). This is indicative of successful cross-campus recruitment and student support efforts in growing the Indigenous community's interest in studying at the University of Alberta.

FIGURE 23: NEW-TO-UNIVERSITY INDIGENOUS APPLICANTS, ADMISSION AND REGISTRATION (2017 TO 2021)
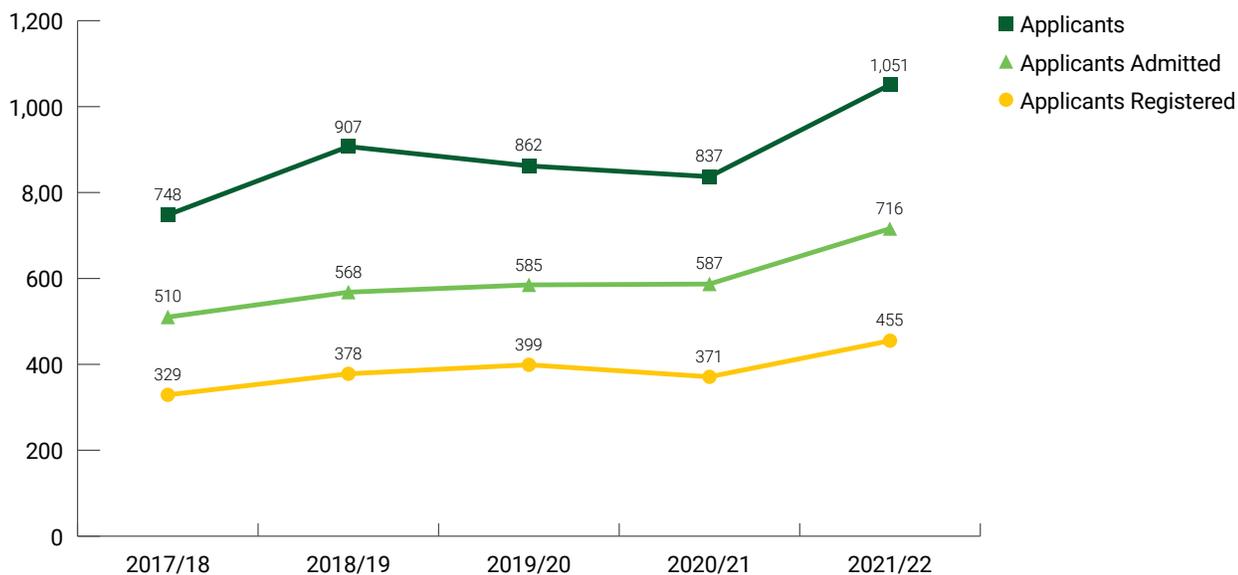
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

6. RETENTION AND COMPLETION RATES

6.1 STUDENT RETENTION, YEAR 1 TO YEAR 2, UNDERGRADUATE

The retention rate of first-year undergraduate students has, for the most part, shown an upward trend over the past nine years; however, in 2021/22, the retention rate fell to 87.8%, a 4.8% decrease from the previous year.

The proportion of students who returned to the same faculty fell in 2021/22 to 76.3%, a year-over-year decrease of 4.2%. The proportion of students who returned to a different faculty saw a year-over-year decrease of 0.6%, reaching a new record low of 11.5%.

**FIGURE 24: PROPORTION OF FIRST-YEAR UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2012 TO 2021)**
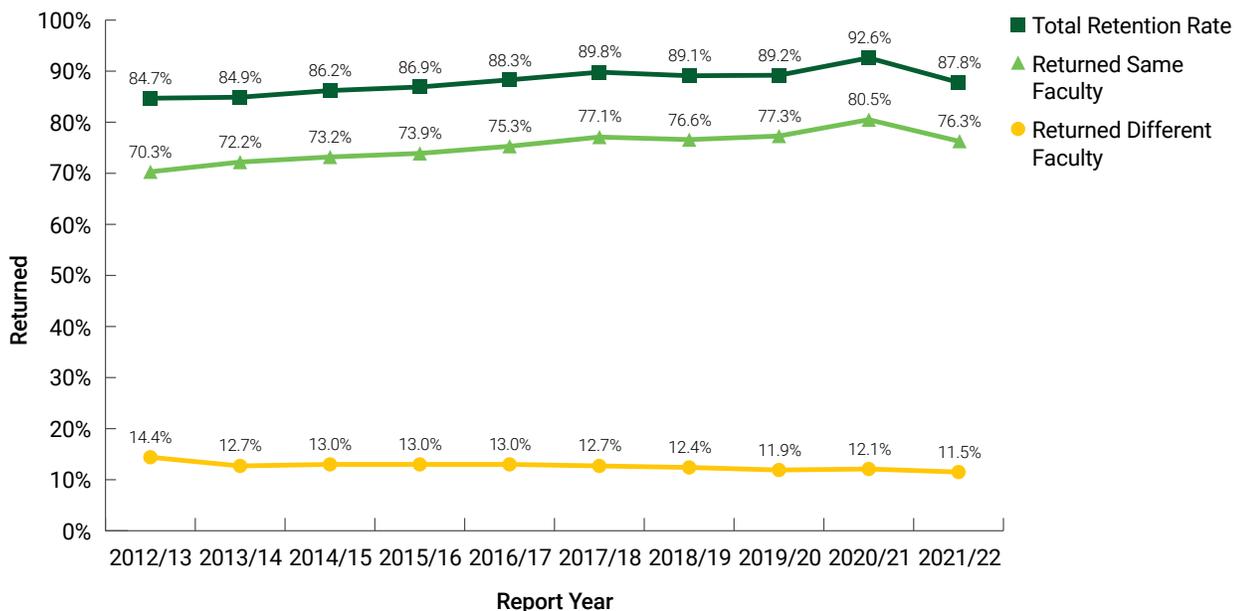
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

6.2 STUDENT RETENTION, YEAR 1 TO YEAR 2, DOMESTIC UNDERGRADUATE

The total proportion of domestic students returning to the university in their second year of study has, for the most part, been increasing over the past 10 years, but in 2021/22 that proportion dipped by 4.1%.

- Total domestic retention rate: 88.2% (a decrease of 4.1%)
- Retention rate of domestic students returning to the same faculty: 77.3% (a decrease of 3.7%)
- Retention rate of domestic students returning to a different faculty: 10.9% (a decrease of 0.5% and a new record low)

FIGURE 25: PROPORTION OF FIRST-YEAR DOMESTIC UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2012 TO 2021)
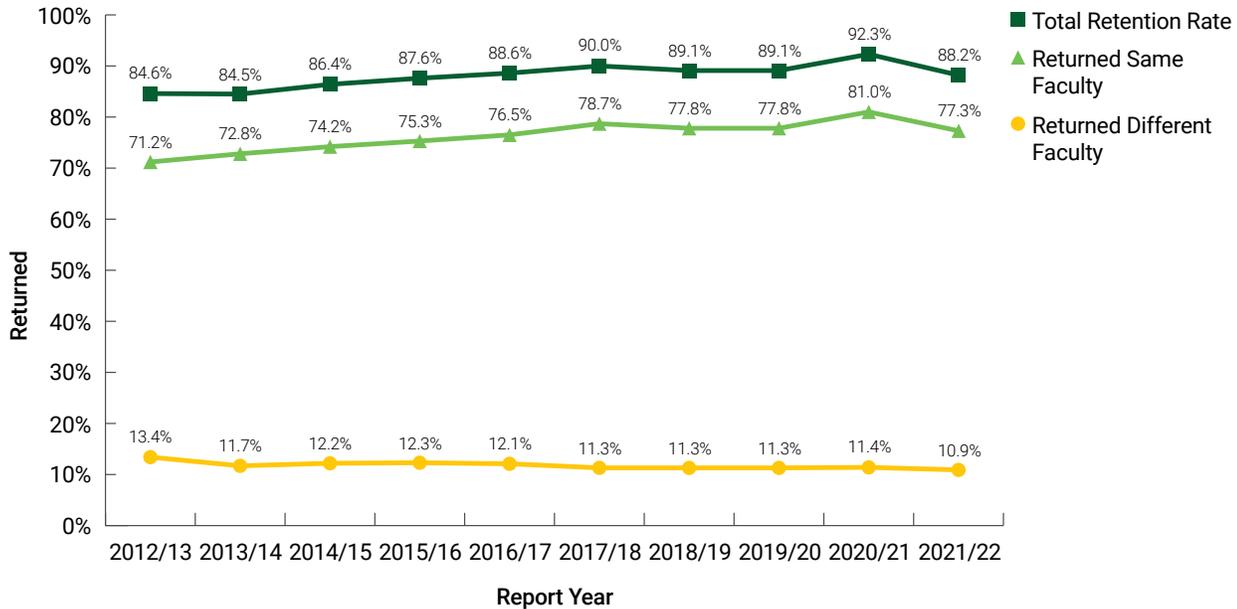
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

I moved from a small town to a roaring urban city, went on an internship abroad 13,000 km from home, joined student groups, worked with industry professionals, created and led events, learned how to balance school with a chronic disease, and finished the last year of my degree in my bedroom. All these experiences shaped me into the person I am today and the U of A not only provided an environment for me to grow, but also pushed me to find comfort in the dynamic.

Rupert Tristan Gomez, Science (Civil Engineering) | Philippines

6.3 STUDENT RETENTION, YEAR 1 TO YEAR 2, INTERNATIONAL UNDERGRADUATE

The total retention rate among international students in their first year of study had been increasing over the past five years, but in 2021/22 the retention rate fell by 8.0%.

- Retention rates for international students returning to the same faculty is 70.6%. This is a substantial (7.8%) decrease over the previous cycle.
- Retention rates for international students returning to a different faculty is 15%, on par with the previous cycle.

FIGURE 26: PROPORTION OF FIRST-YEAR INTERNATIONAL UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2012 TO 2021)
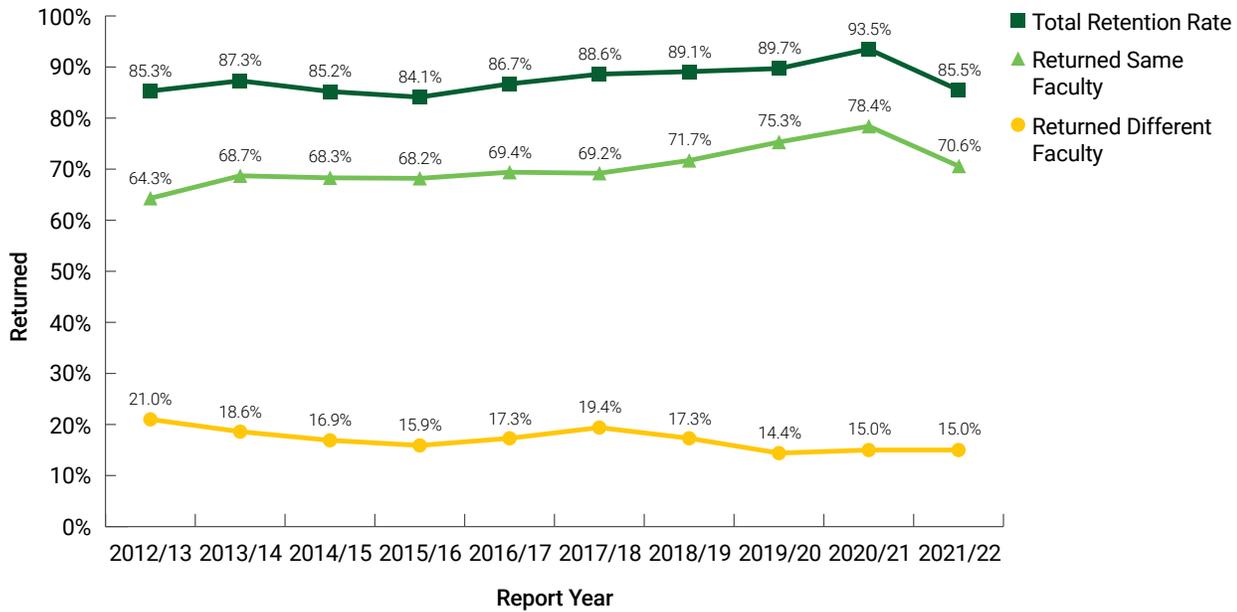
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

6.4 STUDENT RETENTION, YEAR 1 TO YEAR 2, INDIGENOUS UNDERGRADUATE

In the 2021/22 academic year, 78.5% of first-year Indigenous students returned to the university for year two of their studies, a 7.8% decrease from the previous year.

The decrease in the total Indigenous retention rate can be attributed to the 10.6% drop in the proportion of students continuing their studies in their program faculty, which dropped to 71.4%. The rate of the Indigenous students returning to a different faculty increased by 2.8% and currently sits at 7.2%.

FIGURE 27: PROPORTION OF FIRST-YEAR INDIGENOUS UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2012 TO 2021)
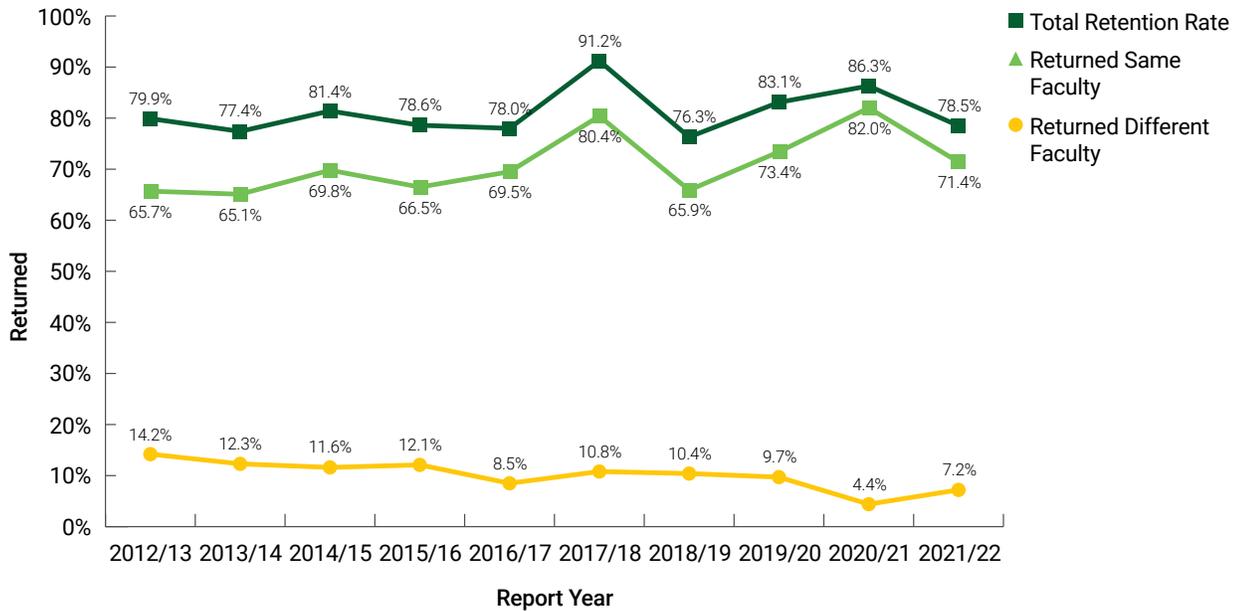
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

Note: The figures shown in this chart may differ from those shown in prior years because the status of Indigenous students are updated retroactively since students self-declare. Those who self-declared as Indigenous this year but did not declare last year will have their status updated for all years.

6.5 SIX-YEAR PROGRAM COMPLETION RATES, UNDERGRADUATE DIRECT-ENTRY

The proportion of direct-entry undergraduate students who completed their program within six years has reached a new record high at 74.1%. The proportion has increased by 2.3% from the previous year and continues to remain above 70%.

FIGURE 28: PROPORTION OF YEARLY COHORTS WHO GRADUATE WITHIN SIX YEARS OF FIRST ADMISSION TO A DIRECT-ENTRY UNDERGRADUATE PROGRAM
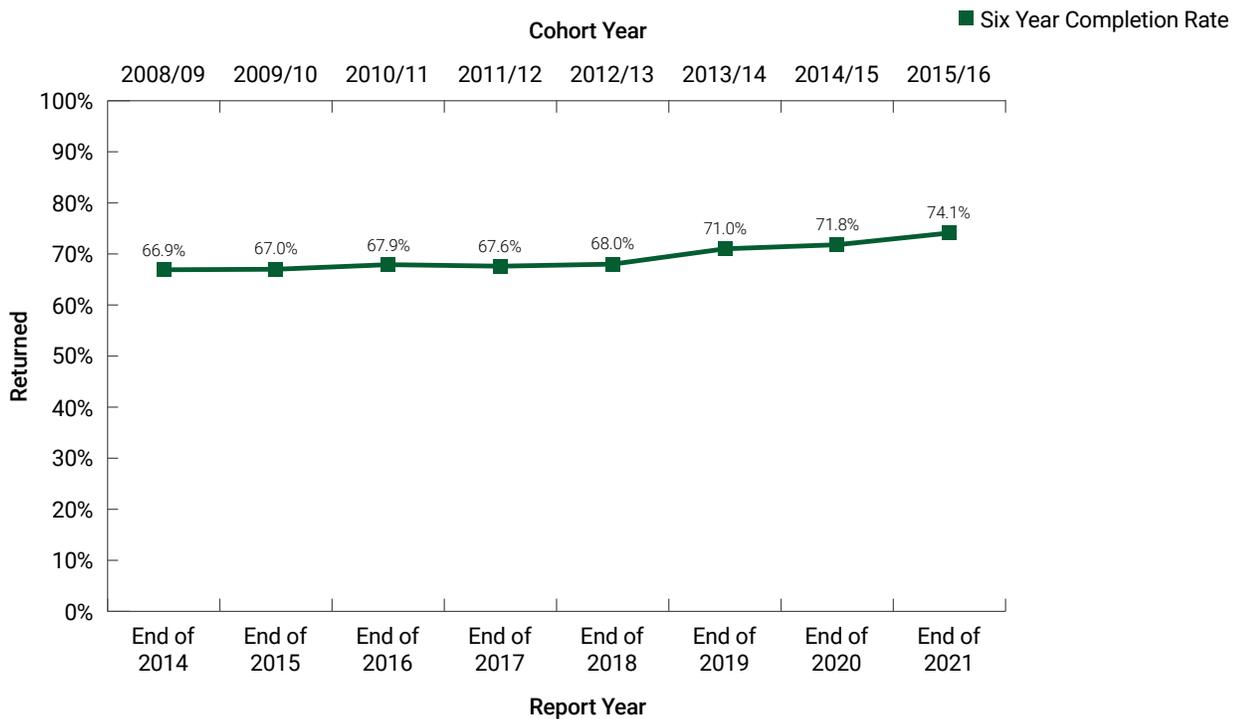
Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse

Notes:

1. *The cohort for each year comprises students with first admission to a direct-entry undergraduate program. This excludes transfer students.*

2. *The students in each cohort who graduated from the university in any undergraduate program, within six years, are defined as completers.*

6.6 GRADUATION HEADCOUNT, UNDERGRADUATE

Overall, the university has experienced a downward trend, with minor fluctuations, in undergraduate graduation headcount over the past nine years. However, in 2021/22, the total undergraduate students graduating from the university increased by 3.8%, reaching a record high of 6,676. Of those who graduated, 5,761 were domestic students, making up 86.3% of the graduating headcount.

The number of graduating international students has reached 915, and accounts for 13.7% of the total undergraduate graduating headcount.

FIGURE 29: UNDERGRADUATE GRADUATION HEADCOUNT (2012 TO 2021)
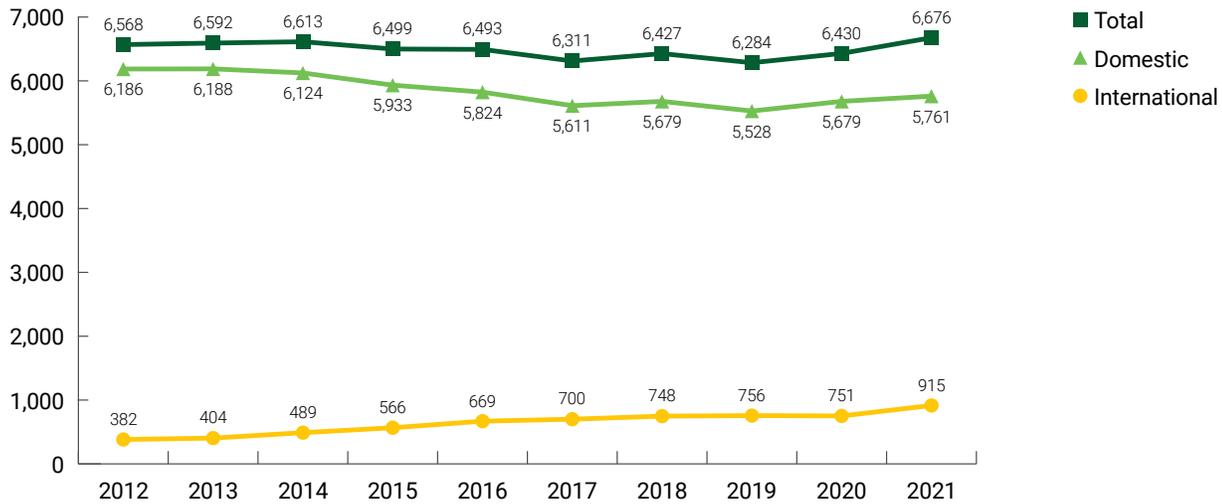
Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse
Note: Numbers shown are as of December 31 of the specified year.

CLOSING REMARKS

The University of Alberta is one of Canada's top universities and we continue to see this reflected in the calibre and diversity of our students.

It has been another record year with 34,889 students enrolled for 2021/22. This is 3.0% above the institutional target with significant growth in domestic enrolment, a slight decrease in international enrolment, and a notable increase in Indigenous enrolment. Through effective recruitment strategies, strategic enrolment management, and adaptability, we are building and retaining an exceptional class of students.

As we look ahead, it is critical to maintain the strength of Enrolment Management in our new academic and administrative structure. This will be accomplished through the new roles of the Enrolment Management Service Partners and the establishment of the Student Recruitment Centre of Expertise, in addition to continued collaboration through structures like the Sub-committee for International Enrolment Management (SCIEM), the Advisory Committee for Enrolment Management (ACEM), and Deans Council. Our focus will continue to be on ensuring strategies, services, and processes continue to evolve and respond to benefit students and the institution.

Strategic enrolment management in our current context of COVID 19, demographic expansion, and resource constraint will continue to be a complex and essential endeavor, requiring coordination and collaboration to manage the specific and differential impacts created by these conditions. This new class of students will join the U of A with a different educational experience in Grade 11 and 12. In addition, international students continued to face obstacles with documents and international travel. Working to minimize these challenges where possible will be essential to increase opportunities for international enrolment. We may continue to see amplified negative impacts for marginalized demographics and we must proactively work to mitigate these where possible.

One of the University of Alberta's priorities remains to increase the diversity of our undergraduate student population while being accessible and competitive in the university landscape. Looking ahead to the anticipated demographic bulge in Alberta, we need to effectively steward this applicant pool and management of our enrolment objectives in support of "U of A for Tomorrow". We will continue to innovate and collaborate to seize the ongoing opportunities presented by refining our enrolment management practices to best support the goals and objectives of this university.

Overview

Undergraduate Enrolment 2021/22 Overview

Building our Community

Strategic management of undergraduate enrolment is vital to supporting the University of Alberta in its objective to "Build a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada, and the world."

Date:
DECEMBER 17, 2021

UNDERGRADUATE STUDENT DEMAND

At 43,291 (8,402 graduate students and 34,889 undergraduate students), the university has reached a record high with respect to total, graduate, and undergraduate enrolment. We have seen this growth trend since 2015/16. The COVID-19 pandemic continued to have a significant impact across the globe, and those environmental factors impacted the 2021/22 enrolment cycle.

UNDERGRADUATE APPLICANTS

Applicant numbers increased 5.9 per cent from the previous year primarily driven by an increase in domestic applicants.

38,523	25,686	13,951
TOTAL APPLICANTS	**ADMITTED**	**REGISTERED**

DIVERSITY OF STUDENTS

Diversity in undergraduate enrolment is a priority. We continue to nurture an increasingly diverse community while ensuring access for Albertans. Indigenous undergraduate enrolment reached a new historical high.

+11.6%	+4.7%	-0.6%
INDIGENOUS STUDENTS	**OUT-OF-PROVINCE STUDENTS**	**INTERNATIONAL STUDENTS**

ENROLMENT

At 34,889, undergraduate enrolment was 3.0 per cent over the institutional target and increased 2.3 per cent over the previous cycle.

66.7%	54.3%	74.1%
ADMISSION RATE PROPORTION OF APPLICANTS WHO ARE ADMITTED	**YIELD RATE PROPORTION OF ADMITTED APPLICANTS WHO REGISTER**	**SIX-YEAR COMPLETION RATE DIRECT-ENTRY PROGRAM COMPLETED IN 6 YEARS**

The quality of incoming students remains strong. The mean admission average for eight of the ten direct-entry faculties was equal to or higher than the average in previous years.

UNDERGRADUATE STUDENTS

The U of A gave me the opportunity to flourish in ways I never knew possible, including creating amazing friendships, accomplishing great feats, exploring my passions, and becoming more confident.

Simran Dhillon, Science (Psychology & Biology) Surrey, BC

Growing up, I was constantly astounded by the beauty of the outdoors, and wanted to find a profession that allowed me to be closer to it. I feel incredibly honoured and privileged to have been part of the U of A's forestry program — which, fun fact, is actually ranked 5th in the world!

Douglas Burton, Science (Forestry) Ponoka, AB

34,889 TOTAL UNDERGRADUATE ENROLMENT

1,519 INDIGENOUS UNDERGRADUATE ENROLMENT

11.6% YEAR-OVER-YEAR INCREASE

4,912 INTERNATIONAL UNDERGRADUATE ENROLMENT

107 COUNTRIES REPRESENTED

Bangladesh, China, India, Korea*, Nigeria, and Vietnam each have 100+ students
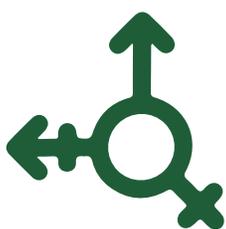
STUDENTS BY GENDER

In January 2016, the University of Alberta introduced a third gender option (other).

54.51% FEMALE

45.27% MALE

0.22% OTHER

STUDENTS BY HOME ADDRESS

ADDRESS	TOTAL POPULATION	% OF TOTAL POPULATION
EDMONTON & AREA	17,082	48.9%
ALBERTA (EXCL. EDMONTON & AREA)	9,094	26.1%
CANADA (EXCLUDING ALBERTA)	3,266	9.4%
OUTSIDE CANADA*	5,447	15.6%

*   Students coming from outside of Canada are not always international as they may be Canadian citizens or permanent residents.

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

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	• The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA	December 7, 2020	• General Faculties Council, link to	Subject to evolving public health guidelines

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				Description (Approved by the Board)	COVID-19 related policies, directives, orders and guidelines which are required to comply with the Government of Alberta Public Health Orders, Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders.		Tracker document on Agenda	
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	

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
21.	September 13, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• 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
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 28, 2021	• COVID-19 Information	
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
26.	December 22, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Winter 2022 will start online and with enhanced campus safety measures.	December 22, 2021	• Email from the Office of the President, and • From the President's Desk - Quad	Subject to evolving public health guidelines
27.	January 13, 2022	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 January 21, 2022	January 14, 2022	• COVID-19 Information • From the President's Desk - Quad	
28.	January 21, 2022	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description	• Changes to the University of Alberta University of Alberta COVID-19 Vaccination Directive	January 21, 2022	• COVID-19 Information	January 21, 2022

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)				
29.	February 17, 2022	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Suspending the University of Alberta University of Alberta COVID-19 Vaccination Directive	February 17, 2022	• COVID-19 Information • Email from the Office of the President • From the President's Desk - Quad	

Item No. 14D

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Review of the GFC Guiding Documents

Item

Proposed by	University Governance
Presenter	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)	To discuss the proposed revisions to the GFC Meeting Procedural Rules regarding special meetings, tabling items and debate and to discuss the approval path for the GFC Guiding Documents.
Executive Summary (*outline the specific item – and remember your audience*)	At their January 10 2022 meeting, GFC Executive Committee endorsed a path forward for the review and approval of the GFC Guiding Documents. The Committee discussed having two discussions at GFC on different aspects of the proposed changes to the Guiding Documents - on January 31 and February 28, 2022 - to allow for fulsome discussion on all the proposed changes, before bringing the proposal for decision on March 21, 2022. On January 10, Executive Committee discussed the proposed changes to the provisions for Question Period, for debate, moving a motion from the floor, and the Roles and Responsibilities document. GFC was asked to discuss the same aspects at their January 31 meeting. At the February 14 meeting, GFC Executive considered the remaining sections the relate to feedback received by members of GFC on the Guiding Documents, specifically: - The proposed changes to Rule 2.3 on calling special meetings; - The provision for scheduling two hour meetings set out in 2.4; - A proposed amendment that would allow members to defer a pending question according to a condition specified in the motion; and - A proposed rule to encourage alternating debate. In addition, Executive Committee was asked to consider the proposal they approved on October 4, 2021 and whether, with the information they currently have, the Committee would like to rescind the decision made with delegated authority from GFC and propose an amended set of Guiding Documents at the March 21, 2022 meeting of GFC. Executive Committee was not asked to make a decision on this matter at the February 14th meeting, only to signal their intentions in advance of the March 14th meeting when the proposal would come for decision by

	Executive Committee in advance of approval at the March 21, 2022 meeting of GFC.
Supplementary Notes and context	*GFC Executive Committee changed this from a discussion to an information item when approving the February 28, 2022 agenda. GFC members are asked to consider the following areas and provide feedback for Executive Committee's meeting in advance of the March 14, 2022 meeting:* - The proposed changes to Rule 2.3 on calling special meetings; - The provision for scheduling two hour meetings set out in 2.4; - A proposed amendment that would allow members to defer a pending question according to a condition specified in the motion; and - A proposed rule to encourage alternating debate.

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, January 10.)
	*Those who have been **consulted**:* ● Members of General Faculties Council (April 28, September 20, October 25, 2021 and January 31, 2022) ● Members of GFC Standing Committees (April 28 2021) ● 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, November 29 & December 6, 2021) ● 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 ☒Relationship with Stakeholders ☐Faculty and Staff ☐Reputation ☐Funding and Resource Management ☐Research Enterprise ☐IT Services, Software and Hardware ☐Safety ☒Leadership and Change ☐Student Success ☐Physical Infrastructure
Legislative Compliance and jurisdiction	GFC Executive Committee Terms of Reference GFC Terms of Reference

Item No. 15D

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 voteof 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 presentvotes 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 voteof 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 If passed, proceedings are restored to the point immediately prior to the vote to which it applies.

9.4   *Motion to Rescind a Motion* is only used when a Motion to Reconsider is out of time. Motions to Rescind are debatable, require support of two-thirds of the total membership if no Notice of Motion was given in the meeting materials, but only a simple majority of votes cast if Notice was given.

10. Debate

10.1 A list of speakers will be kept by the Chair and/or Secretary. Normally, a member may not speak for a second time until the Chair is satisfied that all members wishing to speak for their first time have done so.

10.2 A member who has the floor may not normally be interrupted. However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the motionitem. 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 Committees may be distributed electronically to GFC members and are considered approved if no additional nominations are received by the deadlines indicated on the report subject to receipt of additional nominations.

13.9 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.	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.
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.	

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	
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?	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.
2.1/2.2	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.
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	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. |

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.

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. |

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.*

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.

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]

Item No. 14E

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Draft Colleges Strategic Plan 2021-2026

Item

Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Steven Dew, Provost and Vice-President (Academic), Greta Cummings, Interim Dean of the College of Health Sciences, Joseph Doucet, Interim Dean of the College of Social Sciences and Humanities, Matina Kalcounis-Rueppell, Interim Dean of the College of Natural and Applied Sciences

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 the draft Colleges Strategic Plan, including metrics, with the committee for input and feedback.
Executive Summary (*outline the specific item – and remember your audience*)	Over the last eighteen months, under the University of Alberta for Tomorrow vision, the University of Alberta has launched and put into action an ambitious plan for institutional transformation towards sustainability and renewal. Central to this transformation, the Board of Governors passed a resolution on December 11, 2020, to establish three new colleges: the College of Health Sciences, the College of Natural and Applied Sciences, and the College of Social Sciences and Humanities. These colleges came into effect on July 1, 2021.
	In June 2020, the Board of Governors endorsed a plan tasking the College Deans with developing a strategic plan for each of the Colleges. The plans will include high-level strategic priorities for the three colleges, as well as measurable targets and milestones for financial savings, the delivery of high-quality administrative services, and the fostering of interdisciplinary teaching and research. The colleges will present their initial plans for the Board's consideration and feedback at the Board's December 2021 meeting, prior to undertaking an extensive community consultation process starting in January 2022.
	The *Draft Colleges Strategic Plan 2021-2026* is the first step in the process drafting strategic plans within each of the colleges, and aligns the high-level strategic priorities of the colleges with the 5-year vision of University for Tomorrow and the *Board of Governors Road Map, 2021-2026*. This draft plan is intended to capture and align institutional goals and strategic priorities and provide high-level outcomes and metrics for

Item No. 15E

	success, as the basis for extensive consultation and further refinement within each of the colleges in the first half of 2022.
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	College Deans College communities

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 x Leadership and Change ☐ Physical Infrastructure	x Relationship with Stakeholders ☐ Reputation x Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	APC Terms of Reference BLRSEC Terms of Reference BFPC Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Colleges Strategic Plan 2021-2026
   a. Appendix A: Board Road Map

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

Colleges Strategic Plan (2021-2026)

Launched in June 2020, University of Alberta for Tomorrow is a bold vision for transformation, guided by the university's vision, mission and strategic plan, *For the Public Good*. U of A for Tomorrow (UAT) provides a vision for systemic academic and administrative transformation to strengthen the U of A's core teaching, research and community engagement mission and enrich the student experience while addressing the institutional funding crisis and providing a foundation for growth.

Central to this transformation, the Board of Governors passed a resolution on December 11, 2020, to establish three new colleges: the College of Health Sciences, the College of Natural and Applied Sciences, and the College of Social Sciences and Humanities. These colleges came into effect on July 1, 2021.

> The **College of Health Sciences (HS)** brings together 750 faculty members and 7,000 undergraduate and graduate students within the combined strength of the faculties of medicine, dentistry, pharmacy, nursing, public health, rehabilitation medicine, and kinesiology, sport, and recreation. The College will support a new level of interdisciplinary research and teaching that can advance the whole spectrum of human health and wellness in our local communities and around the world.

> The **College of Natural and Applied Sciences (NAS)** brings together 600 faculty members and 15,000 undergraduate and graduate students within the combined strength of the faculties of science, engineering, agricultural, life and environmental sciences. The College spans the entire range of scientific teaching and research, from pure and fundamental discovery that advances our understanding of the world around us to the direct application of science in a way that can touch and improve all of our lives.

> The **College of Social Sciences and Humanities (SSH)** brings together 500 faculty members and 12,000 undergraduate and graduate students within the combined strength of the faculties of arts, education, business and law. Through critical inquiry, expanding boundaries of knowledge and understanding of ourselves and of society, the College fosters an inclusive, creative, equitable, just, prosperous, free and democratic society, with opportunity and well-being for all.

The colleges are important integrators and accelerators, creating economies of scale and reducing the administrative burden and administrative cost for faculties and departments. They will remove barriers to collaboration in teaching, research and engagement. They will leverage existing strengths and advance the university's core teaching and research mission, support interdisciplinary research focused on local and global challenges and foster innovation and entrepreneurship.

While each college will prepare a unique academic implementation plan, this *Colleges Strategic Plan (2021-2026)* provides an overall strategic framework for all three colleges and aligns with the high-level

strategic priorities of the five-year vision of University for Tomorrow and the *Board of Governors Road Map, 2021-2026*.

College Principles (2021)

The following principles were developed in consultation with the faculty deans and stem directly from the principles of the Operating Model:

- To be **consultative and transparent** in their work, engaging the whole university community.
- To act in the best interest of the **entire institution**, acting as **one university,** and to recognize and **support faculty** programs, initiatives, and partnerships.
- To assess impacts of plans and strategies on **Equity, Diversity, and Inclusivity**, and **Indigenous Initiatives** to ensure that proposals support institutional efforts.
- To move **decisively** in pursuing objectives in order to allow the community to focus on our core mission of teaching, research and engagement.
- To support **effective service** delivery working towards a design that eliminates **redundancy**.
- To support **interdisciplinary** initiatives, within and across the colleges, and with the stand alone faculties.

Colleges Strategic Priorities (2021-2026)

The *Colleges Strategic Plan* aligns with the focus areas of *Board Road Map* (see Appendix A) and the UAT vision, goals and strategy. As shown on the *Board Road Map*, the colleges' key high-level strategic priorities are highlighted in blue, and are integral to the success of the UAT strategy.

Colleges play a critical role in supporting the university's academic mission and achieving the university's goals. In collaboration with faculties, the colleges are currently establishing offices to provide common services for their constituent faculties, enabling faculties to remain focused on their respective academic programming and research missions with minimal resources devoted to administration. In addition to college-level services, colleges will also lead in increasing the level of interdisciplinary teaching, education, and research initiatives within the college, and between the colleges and three stand-alone faculties, in support of institutional research priorities.

Priority 1: One university

The three colleges will play a key role in building a culture that focuses on thinking and acting as one university, while supporting the important faculty priorities and disciplinary activities.

Year One	Year Three
Implementation of the new operating model, including setting up college offices	Alignment of strategic goals across faculties, including institutional hiring priorities, interdisciplinary research and teaching initiatives, etc.

	Indigenous Initiatives embedded into the university culture through initiatives within the colleges and faculties. EDI Initiatives embedded into the university culture through initiatives within the colleges and faculties.

Priority 2: 50K students

The colleges, through the Offices of Education, will play a key role in supporting a coordinated approach to enrollment planning, recruitment and program offerings.

Year One	Year Three
Multi-year enrollment management strategy developed. Growth Strategy developed and approved.	Increased efficiency and effectiveness of teaching and research support through college offices. Optimized teaching schedule and resources. Optimized academic program portfolio. Support of space optimization through college level coordination.

Priority 3: Mean support cost and top-quartile service performance (baseline: UniForum)

The colleges have a key role in aligning administrative services across faculties to find further efficiencies, while maintaining and where possible, improving service quality.

Year One	Year Three
SET is operational within the academy. College efficiency (cost of service) and effectiveness (quality of service and outcomes) metrics identified.	Detailed Space Utilization Plan for colleges and faculties developed.

Space plan principles developed.	

Priority 4: $600M/year external research funding

The colleges, through the Office of Research and other strategic initiatives, have an important role to play in achieving greater impact and growth of our research enterprise by focusing and prioritizing across faculties, encouraging interdisciplinary collaboration and leveraging strengths.

Year One	Year Three
In collaboration with VPRI, new major research & innovation initiatives are identified, internal and external teams assembled, and funding proposals submitted. College Research Offices established in collaboration with VPRI with a focus on serving researchers in support of increasing funding and all other aspects of research.	Increased efficiency and effectiveness of support for research and associated teaching, education, training, and engagement. Support faculty deans to hire 300 net new professors in strategic areas across faculties. Programs to increase the number of large-scale grants, in collaboration with VPRI. Output expectations established for research. Increased rate of external funding applications in targeted areas. Increased or upward trend in tri-agency funding. Colleges show positive measurable impact in interdisciplinary research.

Priority 5: Global leader in technology-enhanced learning

The colleges have a key role in providing leadership and developing strategies across disciplines that are aligned with, and leverage central services to improve the learning experience and student accessibility.

Year One	Year Three
Colleges' Offices of Education (graduate and undergraduate) established.	High flexibility student learning options. Integrated service for instructors, with

	coordination between Office of Education and central services (CTL, etc).

Priority 6: Global leader in experiential learning

The colleges have a key role in providing leadership and developing strategies across disciplines that improve the learning experience for students and provide more high-quality work-integrated learning opportunities that prepare them for future careers.

Year One	Year Three
Colleges' Offices of Education (graduate and undergraduate) established.	100% of programs have work-integrated learning and experiential learning opportunities. College coordination and support through the Offices of Education. Colleges show positive measurable impact in teaching and learning, including interdisciplinary.
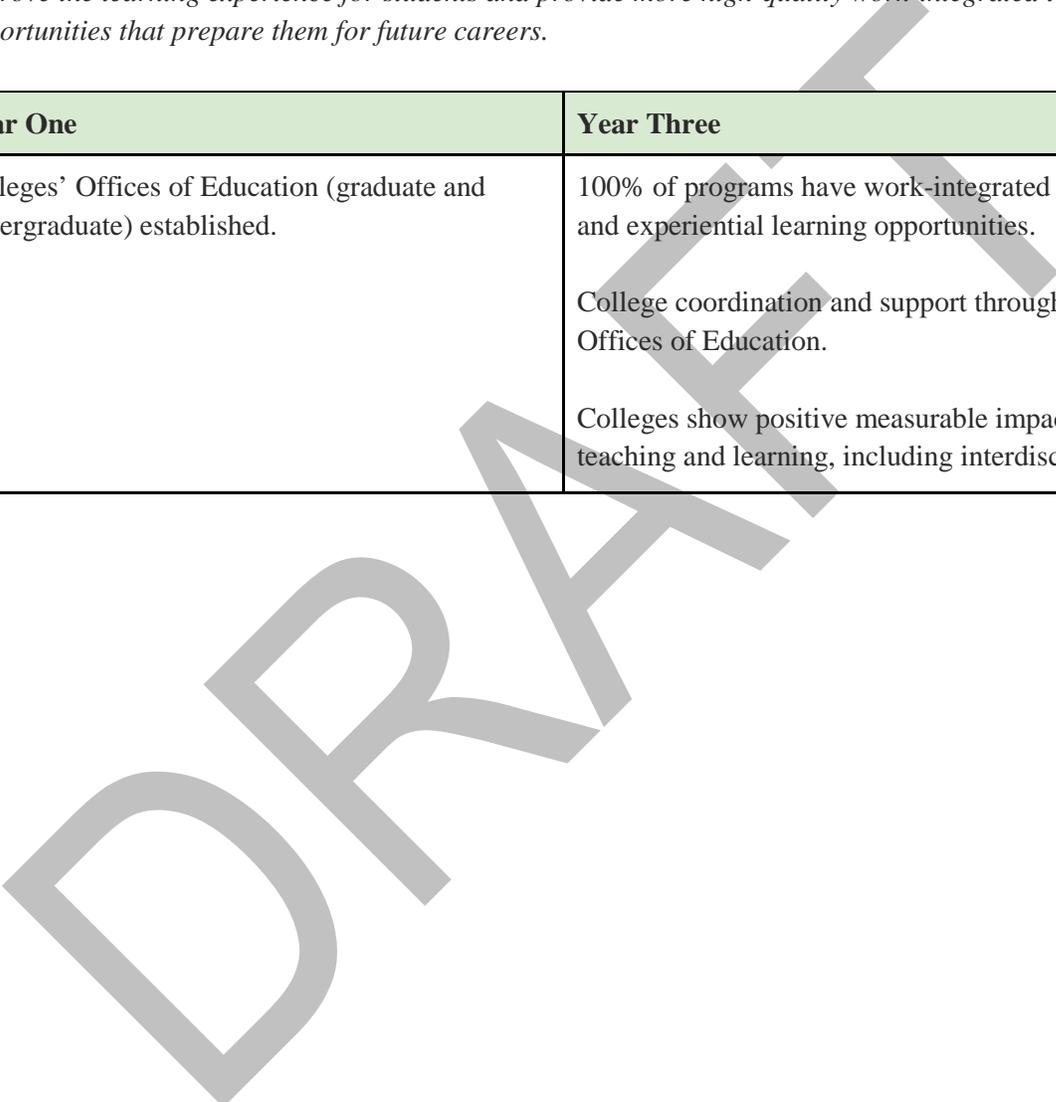
College Metrics

Metrics are critical to assessing the progress and success of the colleges and how they are sustaining and advancing the university's research, teaching and community engagement mission, while increasing the efficiency and effectiveness of administrative services across the faculties.[1] Because academic and administrative restructuring are tightly integrated and complementary, it is difficult to separate the financial savings and service quality impacts as they are both integral and tightly aligned to UAT. For that reason, the financial savings and quality service metrics below are shared outcomes that result from both elements of UAT.

Financial Metrics

The purpose of these metrics is to track progress towards achieving the UAT goal for cost reduction which is both realized through administrative and academic consolidations.

Proposed approach: The annualized costs related to administrative staff and academic leader salaries and benefits (on an FTE basis) will be tracked separately. These reductions are inclusive of deans, college deans, vice deans, associate deans, chairs, associate chairs and all salaried administrative staff, excluding student employees. These annualized costs will be compared pre- and post- UAT and may change through time.

Suggested Key Metrics
Change in ratio of administrative staff at Colleges relative to Faculties on a per student basis.
Change in ratio of academic leaders at Colleges relative to Faculties on a per student basis and a research portfolio basis.
Difference between the cost of delivery of functions at Colleges relative to Faculties.

Quality of Shared Services

The purpose of these metrics is to monitor satisfaction with and use of services provided by Centres of Expertise, Shared Services, and the colleges, with the aim of using results to inform subsequent improvements.

Proposed approach: Monitor results of three separate U of A surveys that are already in use or in development, including UniForum satisfaction survey (administered by Cubane every two years), staff

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[1] When the Board of Governors approved the creation of the new College structure, reporting requirements were described as follows: "*With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months.*" The intent of this part of the motion was to provide a mechanism to monitor the effectiveness and progress of the college model through their first year of implementation.

satisfaction survey of the Staff Service Centre (to be implemented in phases, appropriate to the services that are rolled out), and satisfaction survey of university leadership (focused on operating model).

Suggested Key Metrics
Change in UniForum satisfaction survey results.
Change in Staff Service Center satisfaction results.
Change in university leaders survey results.

Interdisciplinarity

The purpose of this measure is to validate that the college structure is successful at supporting an increase in interdisciplinarity in research, teaching and engagement.

Proposed Approach: Interdisciplinary scholarship and learning occurs in diverse contexts across the university, making it difficult to quantify in a manner that reflects the different approaches to scholarly work across the academy. Outcomes will also require that the College Offices of Education and Research are operational. We propose that this is an area that is appropriately assessed through both qualitative means and narrative and is perhaps better assessed at the 18 month reviews.

Suggested Key Metrics
Number of research applications with PIs/coPIs from different departments, faculties and/or colleges
Size of research applications with PIs/coPIs from different departments, faculties and/or colleges
Number of organizations that have UA student placements through WIL from more than one program
Number of community engagement activities involve PIs from more than one program.
Number of interdisciplinary programs (degrees, certificates, microcredentials) initiated

Next steps

Critical to achievement of the Year One goals listed above is the current college focus on establishing the college offices which will support the enhanced impact of research, education, training, teaching, and community engagement.

Once the board has considered the *Draft Colleges Strategic Plan*, the next step will be to undertake a consultation process within each of the colleges to further develop an academic implementation plan to refine the priorities and identify specific academic initiatives relevant to each college. This consultation is expected to take place from January to June 2022.

Vision 2026
University of Alberta for Tomorrow

UNIVERSITY OF ALBERTA

Focus Area	1-Year Plan [by June 30, 2022]	3-Year Picture [by June 30, 2024]	5-Year Vision [by June 30, 2026]	Current Strategies
People & Culture — Our people, a service-excellence culture, client-focused, appreciation, recognition, Governance, professional development, morale, 'one university', interdependence and trust, recruitment	1. Implementation of new operating model, including setting up college offices. 2. Clear career development pathways, enhanced mobility and professionalization. 3. Indigenous Initiatives Strategy approved and initiated. 4. EDI Strategy implementation.	1. Recognized as top Canadian employer. 2. Top quartile faculty and staff engagement. 3. Strong employee value proposition. 4. U of A People Strategy established. 5. Alignment of strategic goals across faculties, including institutional hiring priorities, interdisciplinary research and teaching initiatives, etc. 6. Indigenous and EDI initiatives embedded into the university culture through initiatives within the colleges and faculties.	1. One university	EDI Strategy Indigenous Initiatives. Strategy People Strategy.
Sustainability — Growth strategy, SET/Academic Restructuring, IMAS, IAMS, GoA funding, external revenue sources, online, climate action plan	5. Undergraduate Enrolment Growth proposal approved. 6. Multi-year Enrolment Management Strategy developed. 7. Growth strategy developed and approved. 8. De-consolidation achieved.	7. Undergraduate Enrolment Growth plan is achieved. 8. Diversified international student recruitment. 9. Increased efficiency and effectiveness of teaching and research support through college offices. 10. Optimized teaching schedule and resources. 11. Optimized academic program portfolio. 12. Support of space optimizations through college level coordination.	2. 50,000 Students	Growth Strategy. Fundraising Strategy & Campaign Strategy. Enterprise Strategy. SET/Academic Restructuring. College Strategic Plans. Climate Action Strategy.
	9. Fundraising campaign strategy and fundraising priorities approved. 10. SET restructuring of fundraising and development complete.	13. Fundraising campaign launched. 14. Frontline fundraisers established.	3. $1.5B cumulative fundraising	
	11. Enterprise Strategy developed and Enterprise Partnership Office established. 12. University of Alberta Properties Trust Inc. (UAPTI) Strategic Plan approved and CEO of Land Trust appointed. 13. Institutional Climate Action Strategy developed.	15. Enterprise Partnership Office successfully attracting industry partnerships. 16. University of Alberta Properties Trust Inc. (UAPTI) moving on second land development. 17. Develop a Utilities Master Energy Plan.	4. Annual $25M net revenue	
	14. Current Service Excellence Transformation (SET) initiative completed. 15. SET is operationalized within the Academy. 16. College efficiency (cost of service) and effectiveness (quality of service and outcomes) metrics identified. 17. Space plan principles developed.	18. Continuous Improvement Office demonstrating significant successes. 19. Detailed Space Utilization Plan for colleges and faculties developed.	5. Mean support cost and top-quartile service performance (baseline: UniForum)	
Research & Innovation — Innovation strategy, research funding, research initiatives, research partnerships, commercialization, internal & external stakeholder relationships	18. Research & Innovation Strategy developed and initiated. 19. Entrepreneurship Strategy developed. 20. In collaboration with VPRI, major new research and innovation initiatives identified, internal and external teams assembled, and funding proposals submitted. 21. VPRI office restructuring complete. 22. College Research Offices established in collaboration with VPRI with a focus on serving researchers in support of increasing funding and all other aspects of research.	20. Commercialization generating $XM economic activity. 21. Increased efficiency and effectiveness of support for research and associated teaching, education, training, and engagement. 22. Support faculty deans to hire 300 net new professor hires in strategic areas across Facilities. 23. Program to increase the number of large-scale grants, in collaboration with VPRI. 24. Output expectations established for research. 25. Increased rate of external funding applications in targeted areas. 26. Increased or upward trend in tri-agency funding. 27. Colleges show positive measurable impact in interdisciplinary research.	6. $600M/year external research funding	Research & Innovation Strategy. College Strategic Plans. Entrepreneurship Strategy.
Student Experience — Growth strategy, student services, student financial supports, work-integrated learning (WIL), entrepreneurship	23. Online and Learning Management System Strategy developed and approved. 24. Instructional development capacity including blended learning. 25. Continuing Professional Education Office established. 26. Colleges' Offices of Education (undergraduate and graduate) established.	28. Significantly enhanced instructional development capacity centrally. 29. 2500 FTE online learners. 30. High flexibility student learning choices. 31. Integrated service for instructors, with coordination between Office of Education and central services (CTL, etc).	7. Global leader in technology-enhanced learning	Enrolment Strategy. Online Strategy. WIL Strategy.
	27. Work-Integrated Learning (WIL) Strategy completed. 28. Colleges' Offices of Education (undergraduate and graduate) established.	32. 100% of programs have work-integrated learning and experiential learning opportunities. 33. Colleges coordination and support through the Offices of Education. 34. Colleges show positive measurable impact in teaching and learning, including interdisciplinary.	8. Global leader in experiential learning	
Community Engagement — Community engagement strategy, alumni and donor engagement, industry relations, community research partnerships, CPE	29. 3-Year Community Engagement Strategy initiated. 30. Government Relations Strategy developed and approved. 31. Increased profile and advocacy with government, community and industry partners. 32. Alumni Strategy developed.	35. 3-Year Community Engagement Strategy implemented. 36. Government Relations Strategy continuously updated.	9. Our communities see the U of A as their university supporting their needs	Government Relations Strategy. Community Engagement Strategy. Alumni Strategy.
Reputation — Brand, storytelling, research excellence metrics, international rankings	33. Ranking Strategy (academic and marketing) developed and resourced. 34. Data-driven Institutional Marketing strategy developed and implemented. 35. External Relations Strategy developed and initiated. 36. Well understood and talked about U of A story, common narrative and brand.	37. Increased quantitative and qualitative impact of U of A research. 38. Strong relationships and profile with priority international institutions.	10. Secure place in top 100 universities globally	Brand Strategy. External Relations. Strategic Rankings Strategy.

Item No. 14F

Governance Executive Summary
Discussion & Action Item

Agenda Title	Update on the Recommendations of the Committee of the Whole

Item

Proposed by	The Committee of the Whole of GFC
Presenter(s)	Bill Flanagan, President and Vice-Chancellor, Chair of the GFC

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	The purpose of this proposal is to continue to update GFC on the actions taken as a result of the recommendations of the report of the committee of the whole on February 8, 2021.
Executive Summary (*outline the specific item – and remember your audience*)	On February 8, 2021, the issue of collegial governance in light of the December events at General Faculties Council (GFC) and the Board of Governors was referred to a committee of the whole. The Committee recommended that: 1. the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics. 2. the chair of GFC consult with the chair of the Board of Governors about the development of joint committees between GFC and the Board, that their Terms of Reference be ratified by GFC, and that they indicate that both have discussions on areas of overlap. 3. the GFC develop a set of procedures for enabling a meaningful consultation process, including potentially, but not limited to: further publicizing the meetings, agendas, and minutes of GFC and all its committees through the UoA mailing lists; opening the meetings to the public through live-streaming; and establishing a standard way for the community to provide input on all agendas and minutes. 4. there be a formal review of the consultations and action processes for academic restructuring in the Fall of 2020. The goal of the review would be to make recommendations to improve communication and decision-making processes of the GFC and the University going forward. The review should be conducted by a group elected by GFC and report to the GFC and the Board of Governors. 5. GFC reaffirm its commitment for equal participation of members regardless of their position within the University and their ability to raise their concerns within the mandate of GFC regardless of the concerns of other members.

Recommendation 1 – Metrics

- On February 10, 2021, the GFC Executive Committee considered the recommendation and added the item "Development of a GFC position on metrics associated with academic restructuring" to the GFC agenda for February 22, 2021
- On February 22, 2021, GFC referred the item to the Academic Planning Committee (APC)
- On March 17, 2021, APC discussed the item and resolved to form a Working Group made up of members of APC and resource members
- On March 29, 2021, the APC Working Group on Metrics was convened and resolved to make recommendations on financial, and shared services metrics in the near term and to request more time to formulate recommendations on interdisciplinarity
- A Special Meeting of APC was convened on April 7, 2021 to further discuss the issue of metrics
- On April 9, 2021, the APC Working Group on Metrics met to discuss an early draft
- On April 14, 2021, APC reviewed the draft with feedback from the Working Group
- On April 26, 2021, GFC provided feedback on the draft provided by GFC.
- On May 5, 2021, APC reviewed the draft in light of feedback from GFC and Board sub-committees.
- A proposal came forward for recommendation by APC on May 19th and was approved by GFC on June 7th.
- The first report on metrics was provided to GFC on November 29th, 2021
- An update on how metrics are being tracked was provided to APC in September and December 2021, and a written report was provided to APC and GFC in January, 2022.

Recommendation 2 – Joint GFC and Board Committee

- On February 10, 2021, the President and Vice-Chancellor and Chair of GFC informed the Executive Committee of his commitment to consulting with the Board Chair on this recommendation.
- On March 31, 2021, the General Faculties Council Executive Committee and the Board of Governors Governance Committee met to discuss the decision-making in December.
- The Board Governance Committee committed to sharing notes on what they heard with the Executive Committee and to scheduling a follow-up meeting.
- Subsequent joint meetings were held May 13 and September 13, 2021.
- A final report of the work of the joint committee (see attachment 6) was submitted for information to GFC Executive Committee in January, 2022.

Recommendation 3 – Development of Procedures for Meaningful Consultation

-   On February 10, 2021, the Executive Committee approved the creation of the Executive ad hoc Governance & Procedural Review Committee to be tasked with review of GFC Guiding Documents and procedures
-   On March 10, 2021, GFC Exec tasked the Exec *ad hoc* Review Committee with considering the Report of the Committee of the Whole and providing advice to Exec.
-   On March 22, 2021, GFC was informed that the Exec *ad hoc* Review Committee would consider this recommendation and provide advice to Exec.
-   On March 29, the Exec *ad hoc* Review Committee met for the first time and committed to discussing the Committee of the Whole Report at the April 15th meeting.
-   On April 15, the Exec *ad hoc* Review Committee discussed Recommendations 3 & 4.
-   On May 3, the Exec *ad hoc* Review Committee provided advice to GFC Executive Committee concerning actions to be taken by University Governance to improve consultation (see attachment 1).

Recommendation 4 – Review of the Consultation and Action Processes for Academic Restructuring

-   On February 10, 2021, Executive Committee was informed about this recommendation.
-   On February 10, 2021, APC was informed about this recommendation and asked to consider their role.
-   On March 10, 2021, GFC Exec tasked the Exec *ad hoc* Review Committee with considering the Report of the Committee of the Whole and providing advice to Exec.
-   On March 22, 2021, GFC was informed that the Exec *ad hoc* Review Committee would consider this recommendation and provide advice to Exec.
-   On March 29, the Exec *ad hoc* Review Committee met for the first time and committed to discussing the Committee of the Whole Report at the April 15th meeting
-   On April 15, the Exec *ad hoc* Review Committee discussed Recommendations 3 & 4.
-   On May 3, the Exec *ad hoc* Review Committee provided advice on a draft Terms of Reference for a Committee in response to Recommendation #4, for the consideration of GFC Executive Committee (see attachment 4).
-   On May 10, the GFC Executive Committee recommended that GFC approve the Terms of reference for the General Faculties Council *ad hoc* Committee for the Formal Review of the consultations and action processes for academic restructuring

	- in the Fall of 2020 in response to Recommendation (GFC *ad hoc* Review Committee). - On June 10, GFC approved the Terms of Reference for the GFC *ad hoc* Review Committee. - In August 2022, the Secretary to GFC sent a call for nominations to the Committee. - In September, 2021, the GFC Nominating Committee recommended the membership for the committee. - The Committee was convened in October, 2021 and the chair has been reporting to GFC Executive Committee and GFC regularly. **Recommendation 5 – Commitment to Equal Participation** - On February 10, 2021, Executive Committee was informed about this recommendation and asked to consider action in advance of the March GFC meeting. - On February 22, 2021, GFC was informed by the Chair of the intention to bring a statement for approval to the March 22, 2021 meeting of GFC. - On March 8, 2021, Executive Committee was asked to recommend that GFC approve this recommendation in the form of an endorsement of the statements in the Roles and Responsibilities of GFC Members Guiding Document, as set out in Attachment 2. - On March 22, 2021, GFC approved a statement reaffirming their commitment to equal participation that will be integrated into the GFC Member Roles and Responsibilities Document..
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**:* ● Members of GFC ● Members of the GFC Executive Committee ● Members of the GFC Executive *ad hoc* Review Committee ● Members of the Executive ad hoc Governance & Procedural Review Committee ● Members of the GFC Academic Planning Committee ● The Office of the President and Vice-Chancellor ● The Office of the Provost and Vice-President (Academic) ● University Governance ● The Chair of the Board of Governors ● The Board Governance Committee
Approval Route (Governance) (including meeting dates)	GFC, February 8, 2021 – For approval of the Report of the Committee of the Whole GFC Executive Committee, February 10, 2021 – For information GFC Academic Planning Committee (APC), February 10, 2021 – For information

	GFC, February 22, 2021 – For discussion of Recommendation 1 and approval of referral of the Item to the Academic Planning Committee GFC Executive Committee, March 8, 2021 – For Recommendation on action relating to recommendation 5 GFC APC, March 17, 2021 – For discussion of Recommendation 1, *Development of a GFC position on metrics associated with academic Restructuring* GFC, March 22, 2021 – For approval of action relating to recommendation 5 GFC APC, April 7, 2021 – For discussion of Recommendation 1 GFC Executive Committee, May 10, 2021 – For discussion of the Exec *ad hoc* Review Committee work on Recommendations 3 & 4. GFC, June 10, 2021 – For approval of the Terms of Reference for the GFC GFC Executive Committee, November 15, 2021 – For update on the work of the GFC *ad hoc* Review Committee GFC, December 6, 2021 – For update on the work of the GFC *ad hoc* Review Committee GFC Executive Committee, January 10, 2022 – Informed on the Final Recommendation of the Joint Meetings of the Board of Governors Governance Committees and the GFC Executive Committee, update on the work of the GFC *ad hoc* Review Committee GFC, January 31, 2022 – Update on the work of the GFC *ad hoc* Review Committee

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 ☐ Relationship with Stakeholders ☐ Faculty and Staff ☐ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☒ Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Terms of Reference – General Faculties Council Terms of Reference – GFC Executive Committee Terms of Reference – GFC Academic Planning Committee

Attachments:
1. Approved Metrics Associated with Academic Restructuring
2. Briefing Note Board Governance and GFC Executive - Communicating Recommendations from General Faculties Council to the Board of Governors
3. Advice from the General Faculties Council (GFC) Executive Committee - ad hoc Governance & Procedural Review Committee on the Committee of the Whole Recommendation #3 (pages 1-2)
4. Approved Terms of Reference for the General Faculties Council *ad hoc* Committee for the Formal Review of the consultations and action processes for academic restructuring in the Fall of 2020
5. Statement on Equal Participation in the GFC Roles and Responsibilities Document

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

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Metrics Associated With Academic Restructuring

Motion

THAT the General Faculties Council recommend that the Board of Governors approve the proposed metrics associated with academic restructuring, as set forth in Attachment 1.

Item

Proposed by	Steve Dew, Provost and Vice-President (Academic)
Presenter	Steve 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 in response to a recommendation included in the report generated from the committee of the whole discussion at the GFC meeting on February 8, 2021.
Executive Summary (*outline the specific item – and remember your audience*)	On December 11, 2020, the Board of Governors passed a motion that approved a leadership model for the new colleges that includes leadership by a Council of Deans, with implementation led by a College Dean chosen from among the members of the Council. The motion noted that the structure would be reviewed in 18 months. Reporting requirements were described as follows: *With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months.* On February 8, 2021, GFC participated in a committee of the whole discussion on collegial governance. One of the motions passed during that session was: *That the Committee of the Whole adopt for inclusion in its report the recommendation that the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics.* On February 22, GFC agreed that the Academic Planning Committee was an appropriate venue to develop a position on metrics associated with academic restructuring for GFC's consideration. In considering GFC's position on metrics, the Academic Planning Committee has focused on the following areas, which are priorities for the Board of Governors: ● Cost-Reduction: One of the goals of the new structure is to reduce costs by realizing economies of scale in larger academic units.

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	• Quality Assurance: The new model must entrench high quality shared services. • Interdisciplinarity: The new model is intended to enhance interdisciplinary program and research opportunities within and across Colleges.
Supplementary Notes and context	*The recommendation on the financial metric at the May 19th meeting of APC did not include the final target of $29 million. APC members were informed before they recommended approval on the proposal that the final target may change based on the financial year-end.* *The Board Finance and Property Committee (BFPC - May 25, 2021) and the Board Learning, Research and Student Experience Committee (BLRSEC - May 28, 2021) each received an update from the Provost on College Metrics and the latest round of consultations, particularly at APC, including refinements to the finance and quality of shared services metrics, concerns that any interdisciplinarity metric would be biased or weighted differently across the faculties, and that any interdisciplinarity measure should be developed over 18 months.* *BFPC members discussed: possibilities of a baseline on interdisciplinarity; tracking progress on interdisciplinarity individually, rather than across faculties or colleges; developing a comprehensive overview of interdisciplinarity definitions, benchmarks, and material concerns; and expanding the quality of shared services survey beyond key stakeholders.* *BLRSEC members discussed: the importance of interdisciplinarity as an outcome of the academic restructuring initiative; interdisciplinarity at the undergraduate level in addition to research; an understanding that the development of any interdisciplinarity metric takes time and that monthly reporting is unrealistic; the need for more information on the definition of interdisciplinarity, what is already being done, and what should be achieved; and possibilities of a developmental rather than a performance metric, and considering the wording of the metric to indicate that some qualitative information would be provided over the next few months.*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	General Faculties Council, Committee of the Whole, Feb 8, 2021 General Faculties Council, February 22, 2021 Academic Planning Committee (APC), March 17, 2021 APC Working Group on Metrics, March 29, April 9, May 11, 2021 GFC Executive - April 12, 2021 GFC APC- April 14, 2021 GFC - April 26, 2021 BFPC - April 27, 2021 (discussion of financial, service quality metric)

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	BLRSEC - April 30, 2021 (discussion of interdisciplinarity metric) APC - May 5, 2021 APC - May 19, 2021 (recommendation) BFPC - May 26, 2021 on financial and shared services metrics (discussion) BLRSEC - May 28, 2021 on interdisciplinary metric (discussion) GFC - June 7, 2021 (recommendation) BFPC - June 8, 2021 - on financial and shared services metrics (recommendation) BLRSEC - June 10, 2021 - on interdisciplinary metric (recommendation) Board - June 18, 2021 (approval)

Strategic Alignment

Alignment with *For the Public Good*	
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 ☐ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety x Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference APC Terms of Reference Section 60(1) of the Post Secondary Learning Act (PSLA) The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance with its mandate Section 26(1) of the PLSA states that "Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to(...): (o) make recommendations to the board with respect to (...) matters considered by the general faculties council to be of interest to the university"

Attachment 1: Metrics associated with academic restructuring (pages 1-2)

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

Metrics associated with academic restructuring

Background:

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

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

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

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

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

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

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

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

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

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

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

Introduction

In response to a recommendation from the February 8, 2021 Committee of the Whole of General Faculties Council (GFC) that GFC and the Board of Governors develop joint committees to discuss areas of overlap, the GFC Executive Committee (Exec) and the Board Governance Committee (BGC) met on March 25, 2021, May 13, 2021 and September 13, 2021.

At these meetings, BGC and Exec members discussed:

- the *Post-Secondary Learning Act*, which guides both bodies in this matter and which requires that
  - members of the Board of Governors' (BG) act in the best interests of the university [s. 16(5)] (including those BG members that are cross-appointed with GFC);
  - General Faculties Council's (GFC) recommendations on academic matters "must be considered" by the BG [ss. 19, 26]; and
  - the President transmit to the Board any recommendations from GFC (s. 26(2).
- amendments made both by GFC and the Board of Governors (Board) to an Academic Restructuring Proposal in December of 2020 and the processes which were followed to arrive at those amendments;
- suggestions for improved communications between GFC and the Board; and
- how to improve shared governance in the case of a decision by GFC that the President does not support.

At their meeting of September 13, 2021, the two committees agreed on a set of recommendations (as follows) for significant matters of both academic and administrative importance where additional measures might be needed to improve communications and effective functioning of shared governance at the University of Alberta.

1. Identifying Significant Matters

A recommendation by GFC to the Board concerning a matter with both academic[1] and administrative aspects will be deemed 'significant' by the GFC Executive Committee when it includes one or more of the following criteria:

a. The matter has both academic and administrative aspects of material importance to the university;

b. The matter relates to the long-term direction of the university;

c. There are time constraints on the Board relating to the above matters.

d. The President advises the GFC Exec that the President does not support a GFC recommendation to the Board.

2. Recommendations to Improve Communications

Measures to improve communication and understanding between GFC and the Board regarding any recommendation by GFC to the Board concerning a matter of "significant" (See S. 1 above) academic and administrative importance and where additional measures might be needed to improve communications and effective functioning of shared governance at the University of Alberta include:

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[1] GFC's statutory role as it relates to academic matters is subject to Board oversight of all matters as provided for in the PSLA.

a. At the request of GFC, the Board Chair (or their designate) will explain to GFC the context in which the Board will receive the GFC recommendation, including details regarding any particular concerns and/or objectives of the Board in respect of the subject matter of the GFC recommendation.

b. The GFC Exec will be given a reasonable opportunity to review and provide input into the information package supporting a recommendation by GFC to the Board

c. In circumstances where there are time constraints on the Board, GFC Exec will work to find ways to allow GFC to provide feedback while respecting those timelines.

3. Implementation specific to Section 1d when the President does not support a GFC recommendation

In the event that the President advises GFC or the GFC Exec that the President does not support a GFC recommendation to the Board, the GFC will select a different individual to present / speak in favour of the GFC motion at the Board meeting where the motion is considered.

a. On behalf of GFC, the GFC Exec will approve a brief on the summary of discussions at GFC, that will be distributed for information to GFC.

b. If GFC Exec deems it necessary, they will nominate a member of GFC to present the brief to the Board in addition to the President who will transmit GFC's decision as per the requirement in the *PSLA*.

   ○ GFC will be given an opportunity to nominate a different individual than the person chosen by Exec to present the brief. If required, the matter will be put to an electronic vote by members of GFC. The cross-appointed GFC-Board members will not be eligible to provide this service.

   ○ The individual will present the brief after the President has transmitted the decision of GFC. The individual may respond to clarification questions on the brief, but will not be asked to speak on behalf of GFC.

c. It is understood that in circumstances when the Board has time constraints for making its decision, these steps may need to be expedited and votes may need to be conducted electronically and within reduced time-frames.

d. Although the Board will endeavour to provide the GFC a reasonable period in which to elect an individual to present the recommendation to the Board, the Board will not be required to delay its decision making processes to accommodate this GFC process when such delay would not be in the best interests of the university. In such a case, the brief on the summary of discussions at GFC will be distributed to the Board.

These guidelines will be kept for reference on the University Governance website.

Advice from the General Faculties Council (GFC) Executive Committee - *ad hoc* Governance & Procedural Review Committee on the Committee of the Whole Recommendation #3

The Exec *ad hoc* Committee was tasked with providing advice to GFC Executive Committee on the Committee of the Whole Report Recommendation 3, concerning procedures for consultation. They discussed the following potential paths forward under the responsibility of University Governance.

Text from the report	Potential Paths Forward	Reference materials
That the Committee of the Whole recommends that the GFC:		
- *develop a set of procedures for enabling a meaningful consultation process*	- Create advice document on meaningful consultation for proponents and members of GFC	- Student Participation Handbook (see pages 7-8) - General Faculties Council and Committee Member Guidebook
- *further publicizing the meetings, agendas, and minutes of GFC and all its committees through the UoA mailing lists;*	- Review website to improve visibility of information available - Training on how to access/interpret information - Training on how to communicate with constituents - Communicate more widely ways to get involved (joining FYI lists, observing committee meetings) - Quad post on joining GFC/GFC Committees	- Standing committee materials, minutes, approved motions, and past agendas are available on the University Governance website - Anyone may sign-up to join a database to receive FYI email updates when materials are available
- *opening the meetings to the public through live-streaming;*	- Post information on upcoming GFC meetings and the possibility to observe on Quad/Digest	- All GFC meetings (except those who deal with adjudication or private information such as UTAC and NC) are public. Anyone can request to be added to the Zoom invitation for committee meetings.

		- GFC meetings are live streamed and members of the public can observe by filling out a google form
- *and establishing a standard way for the community to provide input on all agendas and minutes.*	- Members have the ability to propose amendments to the agenda, and make notice of motion. - The GFC Roles and Responsibilities document (6) states they should liaise with their constituents on agendas. - The GFC Meeting Procedural Rules note that the record of all GFC meetings are the minutes approved by GFC. Members may pull them to request changes.	

FINAL Item No. 7

Governance Executive Summary
Discussion & Action Item

Agenda Title	**Recommendations of the Committee of the Whole**

Motion: THAT the General Faculties Council (GFC) approve the proposed Terms of Reference for the GFC *ad hoc* Committee for the Formal Review of the Consultations and Action Processes for Academic Restructuring in the Fall of 2020 in response to Recommendation #4 of the Committee of the Whole, as set forth in Attachment 1, as amended.

Item

Proposed by	The Committee of the Whole of GFC
Presenter(s)	Bill Flanagan, President and Vice-Chancellor, Chair of the GFC

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	The purpose of this proposal is to continue to update GFC on the actions taken as a result of the recommendations of the report of the committee of the whole on February 8, 2021, and to support decision-making as a result of the report. GFC is asked to consider the approval of Terms of Reference for a committee in response to Recommendation #4.
Executive Summary (*outline the specific item – and remember your audience*)	On February 8, 2021, the issue of Collegial Governance in light of the December events at General Faculties Council (GFC) and the Board of Governors was referred to a committee of the whole. The Committee recommended that: 1. the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics. 2. the chair of GFC consult with the chair of the Board of Governors about the development of joint committees between GFC and the Board, that their Terms of Reference be ratified by GFC, and that they indicate that both have discussions on areas of overlap. 3. the GFC develop a set of procedures for enabling a meaningful consultation process, including potentially, but not limited to: further publicizing the meetings, agendas, and minutes of GFC and all its committees through the UoA mailing lists; opening the meetings to the public through live-streaming; and establishing a standard way for the community to provide input on all agendas and minutes. 4. there be a formal review of the consultations and action processes for academic restructuring in the Fall of 2020. The goal of the review would be to make recommendations to improve communication and decision-making processes of the GFC and the University going forward. The review should be

conducted by a group elected by GFC and report to the GFC and the Board of Governors.

5. GFC reaffirm its commitment for equal participation of members regardless of their position within the University and their ability to raise their concerns within the mandate of GFC regardless of the concerns of other members.

Recommendation 1 – Metrics

- On February 10, 2021, the GFC Executive Committee considered the recommendation and added the item "Development of a GFC position on metrics associated with academic restructuring" to the GFC agenda for February 22, 2021
- On February 22, 2021, GFC referred the item to the Academic Planning Committee (APC)
- On March 17, 2021, APC discussed the item and resolved to form a Working Group made up of members of APC and resource members
- On March 29, 2021, the APC Working Group on Metrics was convened and resolved to make recommendations on financial, and shared services metrics in the near term and to request more time to formulate recommendations on interdisciplinarity
- A Special Meeting of APC was convened on April 7, 2021 to further discuss the issue of metrics
- On April 9, 2021, the APC Working Group on Metrics met to discuss an early draft
- On April 14, 2021, APC reviewed the draft with feedback from the Working Group
- On April 26, 2021, GFC provided feedback on the draft provided by GFC.
- On May 5, 2021, APC reviewed the draft in light of feedback from GFC and Board sub-committees.
- A proposal came forward for recommendation by APC on May 19th and will be placed on the GFC agenda as the item "Metrics associated with academic restructuring".

Recommendation 2 – Joint GFC and Board Committee

- On February 10, 2021, the President and Vice-Chancellor and Chair of GFC informed the Executive Committee of his commitment to consulting with the Board Chair on this recommendation.
- On March 31, 2021, the General Faculties Council Executive Committee and the Board of Governors Governance Committee met to discuss the decision-making in December.
- The Board Governance Committee committed to sharing notes on what they heard with the Executive Committee and to scheduling a follow-up meeting.
- A second meeting was held on May 13, 2021 to review outcomes from the first discussion.

Recommendation 3 – Development of Procedures for Meaningful Consultation

- On February 10, 2021, the Executive Committee approved the creation of the Executive ad hoc Governance & Procedural Review Committee to be tasked with review of GFC Guiding Documents and procedures
- On March 10, 2021, GFC Exec tasked the Exec *ad hoc* Review Committee with considering the Report of the Committee of the Whole and providing advice to Exec.
- On March 22, 2021, GFC was informed that the Exec *ad hoc* Review Committee would consider this recommendation and provide advice to Exec.
- On March 29, the Exec *ad hoc* Review Committee met for the first time and committed to discussing the Committee of the Whole Report at the April 15th meeting.
- On April 15, the Exec *ad hoc* Review Committee discussed Recommendations 3 & 4.
- On May 3, the Exec *ad hoc* Review Committee provided advice to GFC Executive Committee concerning actions to be taken by University Governance to improve consultation (see attachment 1).

Recommendation 4 – Review of the Consultation and Action Processes for Academic Restructuring

- On February 10, 2021, Executive Committee was informed about this recommendation.
- On February 10, 2021, APC was informed about this recommendation and asked to consider their role.
- On March 10, 2021, GFC Exec tasked the Exec *ad hoc* Review Committee with considering the Report of the Committee of the Whole and providing advice to Exec.
- On March 22, 2021, GFC was informed that the Exec *ad hoc* Review Committee would consider this recommendation and provide advice to Exec.
- On March 29, the Exec *ad hoc* Review Committee met for the first time and committed to discussing the Committee of the Whole Report at the April 15th meeting
- On April 15, the Exec *ad hoc* Review Committee discussed Recommendations 3 & 4.
- On May 3, the Exec *ad hoc* Review Committee provided advice on a draft Terms of Reference for a Committee in response to Recommendation #4, for the consideration of GFC Executive Committee (see attachment 4).

Recommendation 5 – Commitment to Equal Participation

- On February 10, 2021, Executive Committee was informed about this recommendation and asked to consider action in advance of the March GFC meeting.

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	- On February 22, 2021, GFC was informed by the Chair of the intention to bring a statement for approval to the March 22, 2021 meeting of GFC. - On March 8, 2021, Executive Committee was asked to recommend that GFC approve this recommendation in the form of an endorsement of the statements in the Roles and Responsibilities of GFC Members Guiding Document, as set out in Attachment 2. - On March 22, 2021, GFC approved a statement reaffirming their commitment to equal participation that will be integrated into the GFC Member Roles and Responsibilities Document..
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**:* ● Members of GFC ● Members of the GFC Executive Committee ● Members of the GFC Executive *ad hoc* Review Committee ● Members of the Executive ad hoc Governance & Procedural Review Committee ● Members of the GFC Academic Planning Committee ● The Office of the President and Vice-Chancellor ● The Office of the Provost and Vice-President (Academic) ● University Governance ● The Chair of the Board of Governors ● The Board Governance Committee
Approval Route (Governance) (including meeting dates)	GFC, February 8, 2021 – For approval of the Report of the Committee of the Whole GFC Executive Committee, February 10, 2021 – For information GFC Academic Planning Committee (APC), February 10, 2021 – For information GFC, February 22, 2021 – For discussion of Recommendation 1 and approval of referral of the Item to the Academic Planning Committee GFC Executive Committee, March 8, 2021 – For Recommendation on action relating to recommendation 5 GFC APC, March 17, 2021 – For discussion of Recommendation 1, *Development of a GFC position on metrics associated with academic Restructuring* GFC, March 22, 2021 – For approval of action relating to recommendation 5 GFC APC, April 7, 2021 – For discussion of Recommendation 1 GFC Executive Committee, May 10, 2021 – For discussion of the Exec *ad hoc* Review Committee work on Recommendations 3, and for recommendation of the creation of a new ad hoc Review Committee as set out in Recommendation 4. GFC APC, May 19, 2021 – For recommendation on metrics associated with academic restructuring GFC, June 7, 2021 – For approval of the Terms of Reference for a GFC *ad hoc* Committee as addressed in Recommendation 4.

Strategic Alignment

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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	Terms of Reference – General Faculties Council Terms of Reference – GFC Executive Committee Terms of Reference – GFC Academic Planning Committee	

Attachments:
1. Draft Terms of Reference for a new General Faculties Council *ad hoc* Committee for the Formal Review of the consultations and action processes for academic restructuring in the Fall of 2020 in response to Recommendation #4 (page 1)
2. Advice from the General Faculties Council (GFC) Executive Committee - ad hoc Governance & Procedural Review Committee on the Committee of the Whole Recommendation #3 (pages 1-2)

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

DRAFT FOR REVIEW

General Faculties Council (GFC) *ad hoc* Committee for the Formal Review of the consultations and action processes for academic restructuring in the Fall of 2020

Terms of Reference

Mandate: As set out in the [Report of the Committee of the Whole](#) of February 8, 2021:
   "That GFC Recommends there be a formal review of the consultations and action processes for academic restructuring in the Fall of 2020. The goal of the review would be to make recommendations to improve communication and decision-making processes of the GFC and the University going forward. The review should be conducted by a group elected by GFC and report to the GFC and the Board of Governors."

The GFC *ad hoc* Committee for the Formal Review of Academic Restructuring will report on the consultations and action processes for academic restructuring in the Fall of 2020 and will make recommendations to improve communication and decision-making processes of the GFC going forward.

Membership:
   (a) The Committee will be made up of eight (8) members elected from/by GFC of whom at least two will be students (one graduate and one undergraduate). The Nominating Committee will receive applications to fill committee seats in accordance with the [Membership Replenishment Procedures](#) and will recommend 1 academic staff member (A1.1, A1.5, A1.6, A1.7) to serve as Chair;
   (b) Members shall 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

Terms of reference: To report to GFC on how to improve communication and decision-making processes of the GFC and the University going forward, the committee is given the following tasks:

   (a) To review the documentation from the Academic Restructuring process including all GFC and GFC Standing Committee minutes and consultation feedback from the University of Alberta for Tomorrow website.
   (b) Such other matters that arise during its investigations with respect to the enumerated tasks of the committee.

Timeline: The committee shall constitute itself as soon as possible, and report back to GFC with a preliminary report in November, 2021 and a final report by March, 2022.

Support: The committee shall have limited administrative support from University Governance.

Advice from the General Faculties Council (GFC) Executive Committee - *ad hoc* Governance & Procedural Review Committee on the Committee of the Whole Recommendation #3

The Exec *ad hoc* Committee was tasked with providing advice to GFC Executive Committee on the Committee of the Whole Report Recommendation 3, concerning procedures for consultation. They discussed the following potential paths forward under the responsibility of University Governance.

Text from the report	Potential Paths Forward	Reference materials
That the Committee of the Whole recommends that the GFC:		
- *develop a set of procedures for enabling a meaningful consultation process*	- Create advice document on meaningful consultation for proponents and members of GFC	- Student Participation Handbook (see pages 7-8) - General Faculties Council and Committee Member Guidebook
- *further publicizing the meetings, agendas, and minutes of GFC and all its committees through the UoA mailing lists;*	- Review website to improve visibility of information available - Training on how to access/interpret information - Training on how to communicate with constituents - Communicate more widely ways to get involved (joining FYI lists, observing committee meetings) - Quad post on joining GFC/GFC Committees	- Standing committee materials, minutes, approved motions, and past agendas are available on the University Governance website - Anyone may sign-up to join a database to receive FYI email updates when materials are available
- *opening the meetings to the public through live-streaming;*	- Post information on upcoming GFC meetings and the possibility to observe on Quad/Digest	- All GFC meetings (except those who deal with adjudication or private information such as UTAC and NC) are public. Anyone can request to be added to the Zoom invitation for committee meetings.

		- GFC meetings are live streamed and members of the public can observe by filling out a google form
- *and establishing a standard way for the community to provide input on all agendas and minutes.*	- Members have the ability to propose amendments to the agenda, and make notice of motion. - The GFC Roles and Responsibilities document (6) states they should liaise with their constituents on agendas. - The GFC Meeting Procedural Rules note that the record of all GFC meetings are the minutes approved by GFC. Members may pull them to request changes.	

FINAL Item No. 8

Governance Executive Summary
Discussion and Action Item

Agenda Title	**Report of the Committee of the Whole on Collegial Governance at the University of Alberta in Light of December Events at General Faculties Council (GFC) and the Board**

Motion

THAT General Faculties Council (GFC) reaffirm its commitment that, regardless of their membership category, all members of GFC are afforded the same rights to participate within the body.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	The Committee of the Whole of the GFC
Presenter(s)	Bill Flanagan, President and Vice-Chancellor, Chair of the GFC

Details

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is (*please be specific*)	The purpose of this proposal is to inform GFC on the actions taken as a result of the recommendations of the report of the committee of the whole on February 8, 2021, and to support related decision-making. In addition, GFC is asked to reaffirm a statement regarding participation of members. This language will be forwarded to the Executive ad hoc Governance & Procedural Review Committee for inclusion in their review of the GFC Roles and Responsibilities Document.
Executive Summary (*outline the specific item – and remember your audience*)	On February 8, 2021, the issue of Collegial Governance in light of the December events at General Faculties Council (GFC) and the Board of Governors was referred to a committee of the whole. The Committee recommended that: 1. the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics. 2. the chair of GFC consult with the chair of the Board of Governors about the development of joint committees between GFC and the Board, that their Terms of Reference be ratified by GFC, and that they indicate that both have discussions on areas of overlap. 3. the GFC develop a set of procedures for enabling a meaningful consultation process, including potentially, but not limited to: further publicizing the meetings, agendas, and minutes of GFC and all its committees through the UoA mailing lists; opening the meetings to the public through live-streaming; and establishing a standard way for the community to provide input on all agendas and minutes. 4. there be a formal review of the consultations and action processes for academic restructuring in the Fall of 2020. The

goal of the review would be to make recommendations to improve communication and decision-making processes of the GFC and the University going forward. The review should be conducted by a group elected by GFC and report to the GFC and the Board of Governors.

5. GFC reaffirm its commitment for equal participation of members regardless of their position within the University and their ability to raise their concerns within the mandate of GFC regardless of the concerns of other members.

Recommendation 1 – Metrics

- On February 10, 2021, the GFC Executive Committee considered the recommendation and added the item "Development of a GFC position on metrics associated with academic restructuring" to the GFC agenda for February 22, 2021
- On February 22, 2021, GFC referred the item to the Academic Planning Committee (APC)
- APC will discuss the item at their March 17, 2021 meeting

Recommendation 2 – Joint GFC and Board Committee

- On February 10, 2021, the President and Vice-Chancellor and Chair of GFC informed the Executive Committee of his commitment to consulting with the Board Chair on this recommendation.
- On March 8, 2021, the Chair of GFC informed the Executive Committee of the intention to hold a preliminary joint meeting of the GFC Executive Committee and the Board Governance Committee to discuss next steps, before the Summit planned for March 26th.

Recommendation 3 – Development of Procedures for Meaningful Consultation

- On February 10, 2021, the Executive Committee approved the creation of the Executive ad hoc Governance & Procedural Review Committee to be tasked with review of GFC Guiding Documents and procedures. They discussed having that committee consider recommendation 3.
- On February 22, 2021, GFC was informed that the Exec ad hoc Review Committee would consider this recommendation.
- On February 8, 2021, GFC Exec was informed that the content on the recommendation would be on the workplan for the Exec ad hoc Review Committee workplan and brought back on April 12.

Recommendation 4 – Review of the Consultation and Action Processes for Academic Restructuring

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| | - On February 10, 2021, Executive Committee was informed about this recommendation.
- On February 10, 2021, APC was informed about this recommendation and asked to consider their role.
- On March 8, 2021, Executive Committee was asked to include this recommendation in the work of the Executive ad hoc Governance & Procedural Review Committee.

Recommendation 5 – Commitment to Equal Participation

- On February 10, 2021, Executive Committee was informed about this recommendation and asked to consider action in advance of the March GFC meeting.
- On February 22, 2021, GFC was informed by the Chair of the intention to bring a statement for approval to the March 22, 2021 meeting of GFC.
- On March 8, 2021, Executive Committee recommended that GFC approve a motion to reaffirm eaffirm its commitment that, regardless of their membership category, all members of GFC are afforded the same rights to participate within the body. |
| 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**:*
● Members of GFC
● Members of the GFC Executive Committee
● Members of the Executive ad hoc Governance & Procedural Review Committee
● Members of the GFC Academic Planning Committee
● The Office of the President and Vice-Chancellor
● The Office of the Provost and Vice-President (Academic)
● University Governance
● The Chair of the Board of Governors |
| Approval Route (Governance) (including meeting dates) | GFC, February 8, 2021 – For approval of the Report of the Committee of the Whole
GFC Executive Committee, February 10, 2021 – For information
GFC Academic Planning Committee (APC), February 10, 2021 – For information
GFC, February 22, 2021 – For discussion of Recommendation 1 and approval of referral of the Item to the Academic Planning Committee
GFC Executive Committee, March 8, 2021 – For discussion of Recommendation 2 & 4; for recommendation on action relating to recommendation 5
GFC APC, March 17, 2021 – For discussion of Recommendation 1, *Development of a GFC position on metrics associated with academic Restructuring*
GFC, March 22, 2021 – For approval of action relating to recommendation 5 |

Strategic Alignment

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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	Terms of Reference – General Faculties Council Terms of Reference – GFC Executive Committee Terms of Reference – GFC Academic Planning Committee	

Attachments (each to be numbered 1 - 3)

1. Attachment 1 (1 page) Reaffirmation of commitment to equal participation of members of GFC

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

Reaffirmation of commitment to equal participation of members of GFC

GFC Members are called upon to reaffirm their commitment to equal participation of members by reviewing the following statements included in the **Roles and Responsibilities of GFC Members Guiding Document** and approving the new statement as suggested by the committee of the whole:

"GFC operates under the principle of collegial academic governance including:
- A commitment to 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.