UNIVERSITY OF ALBERTA

Monday, May 27, 2024
Council Chamber, 2-100 University Hall
2:00 PM - 4:00 PM

OPENING SESSION

1. Approval of the Agenda 2:00 - 2:05 p.m.   Bill Flanagan

2. Report from the President 2:05 - 2:10 p.m.   Bill Flanagan

CONSENT AGENDA 2:10 - 2:15 p.m.

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

3. Approval of the Open Session Minutes of April 29, 2024

4. New Members of GFC

5. Proposed Changes to Thesis Requirements for Graduate Students (GPS)

DISCUSSION ITEMS

6. Question Period 2:15 - 2:45 p.m.   Bill Flanagan

ACTION ITEMS

7. University Policy Development Oversight 2:45 - 3:00 p.m.   Brad Hamdon
                                                               John Lemieux
    Motion: To Recommend Board of Governors Approval   Jay Jorgensen

DISCUSSION ITEMS

8. The People Strategy 3:00 - 3:15 p.m.   Verna Yiu
                                                               Bill Flanagan

9. Integrated EDI Action Plan - What We Heard 3:15 - 3:30 p.m.   Carrie Smith

10. Space Management Policy Revisions 3:30 - 3:45 p.m.   Todd Gilchrist
                                                              Ashley Bhatia

11. UniForum Service Effectiveness Survey Results (no documents) 3:45 -   Todd Gilchrist
    4:00 p.m.   Deborah Williams

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

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.]

12.   Report of the GFC Executive Committee

13.   Report of the GFC Academic Planning Committee

14.   Report of the GFC Programs Committee

15.   Report of the GFC University Teaching Awards Committee

16.   GFC Nominations and Elections

17.   Information Items:
      A. Centres and Institutes Annual Report

18.   Information Forwarded to GFC Members Between Meetings
      - Notification of Materials: General Faculties Council | April 29, 2024

CLOSING SESSION

19.   Adjournment
      - Next Meeting of General Faculties Council: September 23, 2024

Presenter(s):

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Verna Yiu	Provost and Vice-President (Academic)
Todd Gilchrist	Vice-President (University Services and Finance) and Interim Vice-President (Facilities and Operations)
Brad Hamdon	General Counsel
John Lemieux	University Secretary, University of Alberta
Jay Jorgensen	Institutional Policy Lead
Carrie Smith	Vice-Provost (Equity, Diversity, and Inclusion)
Ashley Bhatia	Associate Vice-President (Integrated Planning and Partnership)

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	GFC Services, ugovgfc@ualberta.ca
Prepared by:	Kate Peters
University Governance	www.governance.ualberta.ca

General Faculties Council
Draft Open Session Minutes

Monday, April 29, 2024
2-100 University Hall, Council Chamber
2:00 PM - 4:00 PM

OPENING SESSION

The Vice-chair began by acknowledging the territory and noting she was chairing the meeting on behalf of President Flanagan who had joined the meeting online and would be available for Question Period and Comments from the Chair. She also acknowledged that this was the last meeting for student members for the 2023-24 academic year.

1.   Approval of the Agenda

Presenter(s): Verna Yiu, Provost and Vice-President (Academic) and Vice-chair, General Faculties Council (GFC)

Discussion: The Vice-Chair noted that a member of GFC had made a request to modify the agenda and that a notice of motion had been circulated for members' consideration. She noted the relevant section of the GFC Meeting Procedural Rules and the requirement for a two-thirds majority to amend the agenda to include the additional business.

The motion was moved and seconded.

Motion from the Floor:
THAT General Faculties Council add the submitted GFC Motion on Bill 18 to the agenda.
CARRIED

The motion was moved and seconded.

THAT General Faculties Council approve the agenda.
CARRIED

2.   Comments from the Chair (no documents)
     ● Update on the President's Review Committee

Presenter(s): Verna Yiu, Provost and Vice-President (Academic) and Vice-Chair, GFC

Discussion: V Yiu welcomed K Chilsholm who provided an update on the Presidential Review Process including the:
-   membership of the review committee;
-   addition of a member from the Humanities to ensure disciplinary balance, and
-   conduct of two meetings to present.

She presented a summary of consultations conducted to present noting the information collected through a feedback form, in-person interviews, and through email. She concluded with a hope that the committee would complete their work in time for a decision at the June 17th Board meeting.

A member made a comment regarding representation on the Committee by the Faculty of Arts.

V Yiu asked President Flanagan to make remarks and he provided an update on Bill 18, proposed legislation from the Government of Alberta which may have an impact on the University's ability to secure federal funding agreements. He noted that he had asked to meet with the Premier on an urgent basis, and reminded members about the Statement on Freedom of Expression approved in 2019. He provided some insights on the potential impacts and shared the ongoing efforts to engage with the Government of Alberta to ensure they understood the risks for the University. He emphasized the value of adding GFC's voice to the debate and expressed his support for the motion that had been added to the agenda.

The Vice-Chair asked members to hold their questions and comments for the President concerning Bill 18 until the motion for Item 6 was on the floor.

The Vice-Chair provided additional comments including encouraging members to consult the University website for updates on bargaining and thanking members of the GFC University Teaching Awards Committee for their work to adjudicate Teaching Excellence Awards.

The Vice-Chair invited T Gilchrist to provide an overview of the Uniforum survey results and he noted the collection of feedback from employees. He committed to sharing an update in a forthcoming Quad post and responding to any additional questions at GFC in May.

CONSENT AGENDA

Materials before members are contained in the official meeting file.

3. Approval of the Open Session Minutes of February 26 and March 18, 2024

4. New Members of GFC

5. Proposed Changes to Academic Standing Regulations for Graduate Students, Faculty of Graduate and Postdoctoral Studies

The motion to approve the consent agenda was moved and seconded

That the General Faculties Council approve the consent agenda.
CARRIED

ACTION ITEMS

6. GFC Motion on Bill 18

Materials before members are contained in the official meeting file.

Presenter(s): Gordon Swaters, President of the AASUA

Discussion: G Swaters thanked President Flanagan for his comments and presented his motion. He provided additional context for the preamble and emphasized that the motion does not purport to establish policy for the University, rather, that it sets out context for the decision and the potential impact of Bill 18.

Members made comments and asked questions including:

- thanks to the President for his remarks and support for the proposal;
- how institutional autonomy, academic freedom and the University's reputation are being eroded for political agenda;
- the significance of peer review in the adjudication of research grants and to protect institutional autonomy;
- reflections on the recent Quad Post on Bill 18 and a perception that the University would not contest the legislation; and
- support for the motion from the University of Alberta Students' Union.

The President and Chair thanked members for their engagement and expressed his commitment to advocating for the University.

The motion was moved and seconded.

> Be it resolved THAT the General Faculties Council at the University of Alberta is opposed to Bill 18 as proposed, and unless post-secondary institutions are fully exempted from any and all provisions of Bill 18, calls on the Government of Alberta to withdraw Bill 18 in its entirety. Further, the General Faculties Council at the University of Alberta respectfully requests the President of the University of Alberta to notify the Premier and Minister of Advanced Education.
>
> **CARRIED**

7. Student Academic Integrity Policy Suite

Materials before members are contained in the official meeting file.

Presenter(s): Ravina Sanghera, Vice-Provost and Dean of Students; Chris Hackett, Director, Student Conduct; Jax Oltean, Associate General Counsel

Discussion: R Sanghera acknowledged the significant work to consult the community and thanked members of GFC for their engagement. She asked J Oltean and C Hackett to present the proposed Student Academic Integrity Policy Suite (SAIP). J Oltean spoke to plans for implementation, especially how processes under the SAIP will manage cases that are ongoing after September 1 when the policy takes effect.

There were no questions.

The motion was moved and seconded.

> THAT the General Faculties Council approve the Student Academic Integrity Policy and associated Procedures identified in attachments 1 through 5, and rescind the Code of Student Behaviour, both to take effect September 1, 2024.
>
> **CARRIED**

8. Exam Rescheduling Procedure

Materials before members are contained in the official meeting file.

Presenter(s): Norma Rodenburg, Acting Vice-Provost and University Registrar

Discussion: N Rodenburg presented the proposed Exam Rescheduling Procedure noting the rationale, the process to develop the document, and the proposed plans for implementation. She spoke to the process to schedule exams and efforts taken to ensure a conflict-free exam schedule. She explained the measures that will

be taken for ongoing evaluation of implementation of the procedure, as well as the next steps should the procedure be approved.

Members asked questions and made comments including:
- support from the University of Alberta Students' Union for the proposed procedure and gratitude for the work to integrate feedback from the University community;
- a request for ongoing evaluation and reporting to GFC;
- a comment that plans for implementation seem to take into account the needs of instructors;
- a question about how the needs of students requiring accommodation will be addressed, especially when they are coupled with the rescheduling scenario;
- a question of whether this will lead to a condensed exam schedule for instructors;
- a comment regarding the situation of student parents and cases where the scheduled exam falls at a time when daycares are closed;
- the importance of using processes that already exist, such as deferred exams run through the Offices of Education in the Colleges; and
- whether the fall reading break could be moved to more cleanly divide the semester into two halves making it easier to teach using a module-based approach.

The motion was moved and seconded.

THAT the General Faculties Council approve the proposed UAPPOL Exam Rescheduling Procedure, as set forth in Attachment 1, to take effect September 3, 2024.

CARRIED

9. <u>Proposed revisions to the Terms of Reference for the GFC Academic Planning Committee, Committee on the Learning Environment, and Programs Committee and Proposed Disbanding of the Student Conduct and Policy Committee</u>

Materials before members are contained in the official meeting file.

Presenter(s): Ryan Dunch, Professor, Faculty of Arts and Chair of the Executive Governance and Procedural Oversight Committee (Exec GPO)

Discussion: The Chair thanked R Dunch and members of Exec GPO for their work to prepare the proposals. R Dunch reminded members of the consultations with GFC, the revised format for the terms of reference, and how the proposed changes led to additional proposals to disband two GFC standing committees. He noted in particular how the work of the Facilities Development Committee (FDC) was to be subsumed into the Academic Planning Committee (APC) and, furthermore, how the work of the Student Conduct Policy Committee (SCPC) will be taken on by the Committee on the Learning Environment which will subsequently be renamed the Committee on the Learning Environment and Student Affairs (CLESA).

The motions were moved and seconded.

MOTION 1: THAT the General Faculties Council approve the proposed revisions to the GFC Academic Planning Committee Terms of Reference as set forth in Attachment 1, to take effect upon approval.

CARRIED

MOTION 2: THAT the General Faculties Council take the following motion, dated June 6, 2022, from the table: "THAT the General Faculties Council approve the proposed changes to the terms of reference for the GFC Academic Planning Committee, as set forth in attachment 1, and the GFC Committee on the Learning

Environment, as set forth in attachment 2, and the concurrent disbanding of the GFC Facilities Development Committee, all to take effect on July 1, 2022."

CARRIED

MOTION 2A: THAT the General Faculties council amend the 2022 Motion to read as follows: "THAT the General Faculties Council approve the disbanding of the GFC Facilities Development Committee, to take effect upon approval."

CARRIED

MOTION 3: THAT the General Faculties Council approve the proposed revisions to the GFC Committee on the Learning Environment Terms of Reference as set forth in Attachment 2, to take effect upon approval.

CARRIED

MOTION 4: THAT the General Faculties Council approve the dissolution of the GFC Student Conduct Policy Committee as a result of the approval of the Revised GFC Committee on the Learning Environment Terms of Reference as set forth in Attachment 2, to take effect upon approval.

CARRIED

MOTION 5: THAT the General Faculties Council approve of the proposed revisions to the GFC Programs Committee Terms of Reference as set forth in Attachment 3, to take effect upon approval.

CARRIED

DISCUSSION ITEMS

10.   Question Period

Presenter(s): Verna Yiu, Provost and Vice-President (Academic) and Vice-Chair, GFC

Discussion: The Vice-Chair asked members to allow Item 10 to be considered out of order to ensure the President was available. Members asked questions and made comments including:
-   The results of the Uniforum data and how the University of Alberta was comparing to counterparts within the sample, especially considering the implementation of the One University Strategy; and
-   The anticipated transition period for the administrative restructuring over 3 or 5 years.

There were no other questions.

11.   Service on University of Alberta Senate

Materials before members are contained in the official meeting file.

Presenter(s): Peggy Garritty, Chancellor, University of Alberta Senate

Discussion: P Garritty provided members a description of the work of the Senate and the three seats available for GFC members. She particularly encouraged academic staff to put their names forward to serve while thanking student members who have served in the GFC seats in the past few years. She noted in particular how important the perspectives of academic staff members are to the deliberations of the Senate.

C Lupke, the GFC member currently serving on the Senate on behalf of GFC, took the opportunity of having Chancellor Garritty present at GFC to thank her for her work and service to the University. He expressed his agreement with the Chancellor's description of the role of GFC members on the Senate and the importance of having academic staff members present on the Senate.

12.   People Strategy Consultation Draft

Presenter(s): Verna Yiu, Provost and Vice-President (Academic) and Vice-Chair, GFC; Todd Gilchrist, Vice-President (University Services and Finance)

Discussion: V Yiu acknowledged the support of GFC members in the development of the People Strategy and thanked the Steering Committee for their work. She noted the recent engagement through a town hall to provide feedback on the What we Heard document. T Gilchrist presented three questions to GFC for discussion and response.

Members expressed support for the overarching themes, goals, and priority actions set out in the draft plan and made comments and expressed feedback including the:
-     burden of administrative tasks onto academic staff and the impact on their ability to generate research revenues;
-     impact of far-reaching and sustained change on the University and the ongoing challenges with resource restrictions;
-     imperative for faculty renewal and the need for consideration to ensure program and teaching sustainability, especially in some departments in the Faculty of Arts;
-     importance of growth for the university; and
-     relevance of CASIP and the ongoing improvement of processes across the University which require feedback on what is working well.

INFORMATION REPORTS

13.   Report of the GFC Executive Committee

14.   Report of the GFC Academic Planning Committee

15.   Report of the GFC Programs Committee

16,   Report of the GFC Committee on the Learning Environment

17.   Report of the Board of Governors

18.   Information Items:A. Annual Ombuds Report

19.   Information Forwarded to GFC Members Between Meetings
    ●   Board of Governors Open Session Agenda for March 22, 2024 - Message sent on behalf of the Chair of the Board of Governors

CLOSING SESSION

20.   Adjournment
    ●   Next Meeting of General Faculties Council: May 27, 2024

Presenter(s):
Verna Yiu   Provost and Vice-President (Academic)
Ravina Sanghera   Vice Provost and Dean of Students, Dean of Students, University of Alberta

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Chris Hackett	Discipline Officer, Student Services, Student Conduct and Accountability, University of Alberta
Norma Rodenburg	Acting Vice-Provost and University Registrar, Office of the Registrar
Ryan Dunch	Professor and Chair, History, Classics & Religion, Arts
Todd Gilchrist	Vice-President (University Services and Finance) and Interim Vice-President (Facilities and Operations)
Peggy Garritty	Chancellor, University of Alberta
Jax Oltean	Senior Legal Counsel, General Counsel
Gordon Swaters	President, Association of Academic Staff of the University of Alberta (AASUA)

ATTENDEES

Bill Flanagan, Chair
Verna Yiu, Vice-Chair
Simaan M AbouRizk
Seun Akinfolarin
Pedro Almeida
Gabriel Ayoku
Jill Bagwe
Quinn Benders
Barbara Billingsley
Josh Boissonnault
Angelina Botros
Marsha Boyd
Alyssa Burant
Jessica Butts Scott
Cameron Carlyle
Susan Chatwood
Pierre Chue
Gavin Clark
Chetan Dave
Bipro Dhar
Stephanie Dickie
Ryan Dunch
Duncan Elliott
Carlos Fernandez-Patron
Richard Field
Kyle Foster
Christian Fotang
Zachary Friggstad
Paul Gareau (delegate)
Kenneth Gariepy
Julianne Gibbs-Davis
Todd Gilchrist
Douglas Gingrich
Eva Glancy
Lise Gotell
Michael Griffiths
Brenda Hemmelgarn
Michael Hendzel
Carol Hodgson Birkman
Tammy Hopper
Christine Hughes
Jeff Johnson
Matina
Kalcounis-Rueppell
Rija Kamran
Nole Kjemhus
Esther Kim
Valentina Kozlova
Vadim Kravchinsky

Denise LaFitte
Adrian Lam
Corrine Langinier
Pierre Lemelin
Jinfeng Liu
Christopher Lupke
Ola Mabrouk
Derek MacKenzie
Nikolai Malykhin
Andrew McGee
Aamir Mohamed
Pauline Paul
Nathan Perez
Elena Posse de Chaves
Kyra Pyke
Tracy Raivio
Trish Reay
Christian
Reyns-Chikuma
Aminah Robinson Fayek
Norma Rodenburg
Dan Romanyk
Ravina Sanghera
Mikael Schmidtke
Shannon Scott
Andrew Sharman
Patricia Sherbaniuk
Allison Sivak
John Spence
Chris Sprysak
Tom Stelfox
Gordon Swaters
Frederick S Tappenden
Nathan Thiessen
Jennifer Tupper
Adtiya Tutika
Dilini Vethanayagam
Carter Watt
Liam Watt
Robert Wood
Richard Wozniak
Minn-Nyoung Yoon
Tuesday Young

REGRETS
Noor Abdelwahab
Adetola Adesida
Sandeep Agrawal
Minhaal Akbar
Hussain Alhussainy

Layla Alhussainy
Declan Ali
Wajid Ali
Chris Andersen
Saadet Andrews
Damon Atwood
Bishoi Aziz
Stanford Blade
Ahmed Bouferguene
Paige Boyer
Jennifer Branch-Mueller
Heather Bruce
Jason Carey
Jency Chhaiya
Odile Cisneros
Chathuranga De Silva
Bailey Dickie
Maesha Elm Elahi
Darren Fast
Shawn Flynn
Megan Garbutt
Danielle Gardiner Milln
Taylor Good
Shubham Goswami
Magda Grzeszczuk
Jodi Harding-Kuriger
Jelena Holovati
Spencer Hoppe
Tracy Howlett
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Julia Kloet
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Sandeep Kumar
Liran Levin
Elan MacDonald
Divya Maisuriya
Precious Majekodunmi
Shivani Mandal
Vikas Mehrotra
Jun Ming Hu
Weimin Mou
Graham Pearson
Sujata Persad
Spencer Proctor
Muneeba Qadir
Bassem Raad
Stephen Raitz
Liam Richardson

Aiman Saif
Harvir Sandhu
Katherine Tamsett
Reagan Tremblay
Demetres
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Secretary
Kate Peters, GFC Secretary
Carley Roth
Erin Plume
Laura Riley
Charlene Scharf
Juli Zinken

President's Report to General Faculties Council

May 27, 2024

From the Desk of President Bill Flanagan

We continue to make progress in supporting the ambitious vision outlined in *Shape,* our 10-year strategic plan. At the end of January, we launched *Igniting Purpose,* our action plan for an outstanding student experience. Co-created by students, instructors and staff, the plan is built on principles of fostering connections, encouraging exploration and challenging students to grow and succeed at the U of A and beyond.

In April, we released the consultation draft of our inaugural People Strategy. This draft articulates a shared vision for a culture and environment that supports people in doing their best work and thriving both personally and professionally. I thank the steering committee, which includes several GFC members, for leading the development of this positive step forward for our community.

We have also started developing our Integrated Enrolment Growth Plan to meet our ambitious goal of expanding enrolment to 60,000 students within the next decade. This co-ordinated planning effort will ensure that our growth affords continued access for students, enhances our impact in Alberta and around the world, and enables investments to secure a sustainable future for the U of A.

Alumni impact

A 2024 survey by Ernst & Young shows the astonishing economic, cultural and social impact of U of A alumni:

- According to the survey, our graduates contribute $250 billion to the global economy each year — roughly equivalent to the GDP of New Zealand.
- Alumni have founded more than 75,000 companies and employ 922,000 people worldwide, including 560,000 in Alberta — more than 22 per cent of the province's total workforce.
- Collectively, they have invested $8.7 billion in 59,000 startups and $12.1 billion in 122,000 established businesses.
- Alumni contribute $136.4 billion annually to Alberta's economy. This represents 41 per cent of Alberta's GDP — roughly equivalent to the percentage of the province's top three industries combined.
- In the last year, our alumni have given $979 million in charitable donations, and 86 per cent of graduates have volunteered.

Asian Heritage Month

I am pleased to see the U of A community coming together this month to recognize and honour the impact members of Asian communities have made — and continue to make — within the university. It is important that we all take the opportunity to learn more about the contributions of this broad and diverse group of communities. Throughout May, we have shared stories and held events to celebrate the triumphs, discuss the challenges and recognize the contributions of faculty, researchers, students and staff of Asian heritage.

Leadership

Welcome to our new chancellor – I am delighted that the University of Alberta Senate has elected Nizar J. Somji as the university's next chancellor. A principled business leader with a deep passion for knowledge and for pursuing equality and dignity for all, Nizar will be an outstanding leader and ambassador for the U of A. He has a deep connection to the U of A as a proud graduate who holds a master's degree in chemical engineering, a former board member and a generous donor who has funded two engineering research chairs to support industrial innovations. Nizar will take office on June 21, 2024, at the end of Chancellor Peggy Garritty's term. I look forward to working with him to advance our university's impact and reputation.

Thank you to our outgoing chancellor – I want to express my appreciation and admiration for Peggy Garritty's leadership of the U of A Senate, including the development and oversight of its strategic plan, *Reaching for Tomorrow (2021-2025).* Peggy's long-standing passion for authentic community engagement and service has shone through in her work as chancellor, from supporting student priorities and governance to advocating for the U of A's Sexual and Gender-Based Violence Policy. Through her continuation of the Chancellor's Forum series, she has explored topics including artificial intelligence, the future of food, and homelessness. She also launched and hosted *Bridging Connections,* an award-winning podcast that brings together interesting people for conversations about important topics. Congratulations, Peggy, and thank you.

New faculty deans

I am pleased to congratulate our four most recently appointed faculty deans, including three respected members of the U of A community and a new member coming to us from the University of British Columbia.

Beginning July 1, 2024, **Dr. Shannon Scott** will serve her five-year term as dean of the Faculty of Nursing. An accomplished educator, researcher and mentor, she has been acting dean since January of this year and was vice-dean of the faculty from 2021 to 2023.

Also beginning his term on July 1 is **Dr. John Parkins,** who will serve as dean of Augustana Faculty and executive officer of Augustana Campus. John is currently chair of the Department of Resource Economics and Environmental Sociology with the Faculty of ALES.

Dr. Simaan AbouRizk will serve as dean of the Faculty of Engineering effective July 1. A renowned academic leader in construction management, he has served as interim dean since July 2021.

Dr. Rickey Yada will join the U of A to begin his term as dean of the Faculty of Agricultural, Life & Environmental Sciences on Oct. 1. A professor of food science, he has served as dean of UBC's Faculty of Land and Food Systems since 2014 and previously held a number of leadership roles at the University of Guelph.

I thank the faculty dean selection committee members for their participation and commitment, and the faculty members, students and staff who provided valuable input.

Advancing the U of A

Global rankings – The **2024 QS World University Rankings by Subject,** released April 10, [reaffirmed the U of A's position](#) as one of the top universities in Canada and worldwide. We featured in the top 100 in the world in two broad subject areas: 73rd in life sciences and medicine and 100th in engineering and technology. Two individual subjects ranked among the world's top 10: petroleum engineering (sixth) and nursing (seventh). Five subjects placed in the top 50 internationally, and 17 ranked among the global top 100. I am grateful to the deans, department chairs, faculty and staff whose leadership and excellence distinguish a U of A education as one of the world's very best.

Our leadership and global partnerships also helped the U of A [achieve a remarkable rise](#) in the 2024 QS Sustainability Rankings released in December. The university now ranks 28th worldwide — moving up 90 places from the inaugural rankings last year — and fifth in Canada, up from 10th last year. The U of A finished ahead of several Ivy League institutions including Yale, Harvard and Cornell.

Our impact is here – A new, national U of A brand awareness campaign began rolling out on April 22. The centrepiece of the campaign is a [bold 30-second television ad](#) highlighting the innovative ideas and talented people that make the U of A one of the top universities in Canada and the world. The first phase of the campaign will be seen in Edmonton and across the country, and will help make our university top of mind for prospective students, employees and donors.

Federal Budget 2024 – I was pleased to see positive news for Canada's post-secondary sector in the federal government's [Budget 2024](#). The budget boosts new research funding by $1.8 billion over the next five years. It also includes $825 million over five years to increase the value of student scholarships, and major investments in artificial intelligence. These investments in research, education and innovation will help us achieve the transformational impacts identified in our university strategic plan, *Shape.*

Proposed provincial legislation – As I noted in my recent [message to the U of A community](#), we are responding to Bill 18, the *Provincial Priorities Act*. The proposed legislation has caused uncertainty and concern across the post-secondary sector in Alberta, and would affect the U of A significantly. We are fully engaged in consultations with the provincial government and advocating for a regulatory framework that maintains our ability to secure federal funding and is consistent with the U of A's commitment to freedom of expression and academic freedom.

We are also responding to Bill 13, the *Real Property Governance Act*. If passed, this legislation would require all post-secondary institutions to offer any surplus land or buildings to the province at book value prior to selling them. Though any current holdings of the University of Alberta Properties Trust (UAPT) would be exempt from the legislation, Bill 13 poses a serious challenge to UAPT as the university would be required to offer any surplus land or buildings to the province for little or no compensation before transferring any future assets into the trust. We are working with the Alberta government to minimize the impacts of Bill 13 and ensure UAPT can continue its important work in reducing institutional dependence on government revenues.

President's Speaker Series – On April 24 I was joined by public health professor Dr. Sherilee Harper, the only Canadian representative on the UN's Intergovernmental Panel on Climate Change, for the third event in the [President's Speaker Series](#) highlighting the impact of U of A research on society. We engaged in a discussion of why the climate crisis is a health crisis, how science can shape global decision-making and how health equity offers a solution.

Leadership on climate change – The U of A is a partner in a [concerted effort](#) by Canadian universities to reduce our climate footprint. In late March, as part of [Canada's universities action for net zero](#) initiative, the U of A hosted research presentations and a panel discussion with participants from across the Prairies region institutions. In April, I joined other university presidents in a panel discussion at the Universities Canada membership meeting. We discussed how to maintain momentum on the university sector's work to mitigate and adapt to the impacts of climate change while responding to other acute challenges as they arise.

We have also launched our [Canadian Net-Zero Energy Solutions (CANZES)](#) initiative. Building on our successes in Future Energy Systems and with initial partner commitments of $101 million as of April 2024, this initiative brings together five critical, interconnected research areas to drive reductions in CO_2 emissions and diversify Alberta's economy. By harnessing a network of academic, industry, government and community partners, we will advance innovative energy solutions to meet Canada's needs while achieving our emissions goals.

U of A community

Exemplars of excellence in teaching – Please join me in congratulating this year's recipients of the Awards for Teaching Excellence. Dr. Louise Harrington, assistant professor in English and Film Studies, and Kristin Zelyck, assistant teaching professor and PhD student in the Faculty of Nursing, received the Provost's Award for Early Achievement of Excellence in Undergraduate Teaching. Dr. Guillermo Hernandez Ramirez, professor in the Faculty of ALES, won the Rutherford Award for Excellence in Undergraduate Teaching. And Dr. Rebecca Gokiert, registered psychology and professor in the School of Public Health, received the Award for Excellence in Graduate Teaching.

My sincere thanks to each and every member of the GFC. We continue to be united by our commitment to inspire the human spirit through excellence in learning, discovery and citizenship.

Bill Flanagan
President and Vice-Chancellor

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing May 27, 2024 and ending April 30, 2025:

- Manan Upadhyaya   Science

The following graduate student representatives at-large to serve on GFC for terms commencing May 27, 2024 and ending April 30, 2025:

- Jad-Julian Rachid
- Elise Osei
- Malik Awan
- Aitazaz Hassan
- Selina Fan
- Ibrahim Khodabocus
- Bilal Ashgar
- Zohaib Saleem
- Sophie Shi
- Simran Panesar

MOTION II: TO RECEIVE:

The following statutory academic staff members who have been elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2024, and ending June 30, 2027:

- Liz McGinitie   Augustana
- Sanjay Banerjee   Business, Alberta School of
- Paul Gareau   Native Studies
- Colleen Norris   Nursing
- Erin Pollock   Public Health, School of
- Alison Murray   Science
- Beth Powell   Science
- Brian Lanoil   Science
- Ryan McKay   Science
- Charlie Mballa   Saint-Jean, Faculté

ITEM NO. 5

Decision X **Discussion** ☐ **Information** ☐

ITEM OBJECTIVE: Propose Changes to the Thesis Formatting Requirements for Graduate Students

DATE	May 27, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: That the General Faculties Council, on the recommendation of the GFC Committee on the Learning Environment, approve the changes to the Thesis Requirements for Graduate Students as outlined, for implementation upon final approval.

EXECUTIVE SUMMARY:

The proposal is before the committee to discuss changes to the current thesis format guidelines within the calendar. These changes highlight two areas:

1. Last year's Unit Review and consistent feedback from students have made clear that the current thesis format guidelines document lacks clarity, is not user friendly, and must be replaced.
2. At the same time, we have been receiving more requests from students and supervisors in recent years to allow theses in formats other than the traditional chapter- or paper-based document. These requests have been accommodated on a case-by-case basis, which takes up valuable staff time in the absence of any established procedure or student-facing formatting guidance.

This Calendar change enables students to create theses in any format deemed acceptable by their program, supervisor, and supervisory committee, and points to two new formatting guideline documents that address calls for more clarity and ease of use.

Note: The updated guidelines are available for information, but are not part of the Calendar language changes and do not require approval.

Supporting Materials:
1. Calendar Change Request Form: Thesis Changes
2. For Info: Digital Artistic Performance Mixed Thesis Format Guidelines
3. For Info: Paper Chapter Based Thesis Format

GOVERNANCE OUTLINE

ITEM NO. 6

SCHEDULE A:

Engagement and Routing

Additional Consultation:

Acting Director of Media and Technology Studies and Digital Humanities Area Coordinator, March 27, 2024
Department of Art and Design Director of Graduate Programs, April 3, 2024
Department of Music Director of Graduate Programs, April 5, 2024

Approval Route:

- GPST: March 25, 2024
- GPS Council: April 17, 2024
- CLE: April 24, 2024 (Anticipated)
- GFC: May 27, 2024 (Anticipated)

Supplementary Notes / Context *from University Governance:*

GOVERNANCE OUTLINE

Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

UNIVERSITY OF ALBERTA

Faculty (& Department or Academic Unit):	Faculty of Graduate & Postdoctoral Studies
Contact Person:	Micah True (Associate Dean)
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall 2024 (Early Implementation Requested)
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Last year's Unit Review and consistent feedback from students have made clear that the current thesis format guidelines document lacks clarity, is not user friendly, and must be replaced. At the same time, we have been receiving more requests from students and supervisors in recent years to allow theses in formats other than the traditional chapter- or paper-based document. These requests have been accommodated on a case-by-case basis, which takes up valuable staff time in the absence of any established procedure or student-facing formatting guidance.

This Calendar change enables students to create theses in any format deemed acceptable by their supervisor and supervisory committee, and points to two new formatting guideline documents that address calls for more clarity and ease of use.

Note: The updated guidelines are available for information, but are not part of the Calendar language changes and do not require approval.

Calendar Copy

URL in current Calendar (or "New page")	
Current Copy: ~~Removed language~~	**Proposed Copy:** New language

Thesis Requirements

Regulations and Outline of Responsibilities

All students in a thesis degree program must present and defend a thesis embodying the results of their research. The topic of the master's and doctoral thesis must have been approved by the student's supervisor and supervisory committee respectively.

Departments may set specific requirements for student theses, including requirements pertaining to traditional format theses, paper-based theses (e.g., theses consisting of published, accepted or submitted papers), and mixed format theses (combining the traditional format and the paper-based format). Clarity is recommended in setting departmental requirements to avoid disputes later.

For students in a master's degree program, the thesis, at a minimum, should reveal that the student is able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. As far as possible, it should be an original contribution.

A doctoral thesis, at a minimum, must embody the results of original investigations and analyses and be of such quality as to merit publication, meeting the standards of reputable scholarly publications. It must constitute a substantial contribution to the knowledge in the student's field of study.

The thesis should normally be written in English. In some departments, students may be permitted to write their thesis in a language other than English, provided that language has been approved for use by the supervisory committee, the department, and the Dean of the department's Faculty. Theses written in a language other than English must have two abstracts, one in the language of the thesis, and the other in English.

Students are responsible for following the FGSR Minimum Thesis Formatting Requirements.

All students in a thesis degree program must present and defend a thesis embodying the results of their research. The topic and format of the master's and doctoral thesis must have been approved by the student's supervisor and supervisory committee.

Departments may set specific requirements for student theses, including requirements pertaining to traditional format theses, paper-based theses (e.g., theses consisting of published, accepted or submitted papers), theses composed of digital, artistic, or performance-based materials, and mixed format theses (combining any of the above formats). Clarity is recommended in setting departmental requirements to avoid disputes later.

For students in a master's degree program, the thesis, at a minimum, should demonstrate that the program's learning outcomes have been achieved and that the student is able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. As far as possible, it should be an original contribution.

A doctoral thesis, at a minimum, must embody the results of original investigations and analyses. It must demonstrate that the program's learning outcomes have been achieved and be of such quality as to merit publication, meeting the standards of reputable scholarly publications. It must constitute a substantial contribution to the knowledge in the student's field of study.

The thesis should normally be written in English. In some departments, students may be permitted to write their thesis in a language other than English, provided that language has been approved for use by the supervisory committee, the department, and the Dean of the department's Faculty. Theses written in a language other than English must have two abstracts, one in the language of the thesis, and the other in English.

Students who write chapter- or paper-based theses, or theses combining these two formats, are responsible for following the FGSR Minimum Thesis Formatting Requirements <<insert new link>> for Chapter- and Paper-Based Theses.

It is the responsibility of both the student and the supervisor(s) to be aware of any specific requirements of the student's department with respect to the student's thesis.	<mark>Students who prepare theses in other formats, or that combine other formats with papers or chapters, are responsible for following the FGSR Minimum Thesis Formatting Requirements for Digital, Artistic, Performance-based and Mixed-format Theses</mark> <<insert new link>>. It is the responsibility of both the student and the supervisor(s) to be aware of any specific requirements of the student's department with respect to the student's thesis.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date: GPST: March 25, 2024 GPS Council: April 17, 2024 CLE: April 24, 2024 (Anticipated) GFC: May 27, 2024
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. Acting Director of Media and Technology Studies and Digital Humanities Area Coordinator, March 27, 2024 Department of Art and Design Director of Graduate Programs, April 3, 2024 Department of Music Director of Graduate Programs, April 5, 2024

GPS Minimum Formatting Requirements:
Digital, Artistic, Performance-based, and Mixed-format Theses

With the approval of your supervisor and supervisory committee, you may choose to produce a thesis that is composed partly or entirely of digital, audio, video, or other materials that cannot be presented as text. Be aware that:

- It is your responsibility to ensure that all non-textual elements of your thesis are saved in one of the <u>preferred</u> formats appearing in the Library of Congress' most recent <u>Recommended Formats Statement</u>.

- All non-textual elements of your thesis must be submitted to GPS with file names that match those in the List of Files described in the table below.

- Theses Canada (part of Library and Archives Canada) prohibits inclusion of personal information in a thesis. Examples include dates of birth, signatures, student numbers, home addresses, and telephone numbers.

- Discipline-specific guidelines in addition to these minimum requirements may be available from your program.

- Although your thesis may primarily use non-textual media, it must include a text-based component that consists at a minimum of a clear description of your thesis.

General Requirements for the Text-Based Component of the Thesis

- Every page <u>except the title page</u> must have a page number, in the same place on every page. Use lower-case roman numerals (i, ii, iii, etc.) for items 1-5 in the table below and arabic numerals (1, 2, 3, etc.) for items 6 and 7, if applicable.

- Use a single, conventional font, equivalent in size to Arial 10 pt or Times New Roman 12 pt. Choose a font that is easy to read on a screen, (eg: Georgia 11 pt, Times New Roman 12 pt, Trebuchet MS 10 pt, or Verdana 10 pt).

- Line spacing must be at least one-and-a-half spaces, except for the thesis abstract, which must be double-spaced. Single spacing may be used for long quoted passages and footnotes, if applicable (see "Additional Textual Elements," below).

- Use a consistent, discipline-appropriate style for footnotes, endnotes, or in-text references, if applicable. Check with your program or supervisor for guidance about preferred reference styles in your discipline.

- The text-based description of your thesis must be <u>saved in PDF/A format</u> for submission to GPS.

Elements of the Text-Based Component of your Thesis

Follow closely the guidance in the table below to format the various components of your thesis:
- ⇒ Green items are required
- ⇒ Yellow items are optional
- ⇒ Orange items may be required depending on the characteristics of your thesis
- ⇒ Items must appear in the order indicated

See Appendix for sample pages

Item	Element	Requirement
1	Title page	Make sure your title page matches the requirements shown in the Appendix.
2	Abstract	Concise summary of your thesis consisting solely of text (no images, tables, etc) and no more than 700 words. State the subject of your thesis, methods, and general conclusions. Theses written in a language other than English require abstracts in both languages. The abstract is always marked page "ii".
3	Preface	- Provide full bibliographic citations for any material in the thesis that has already been published and indicates the chapter(s) where it appears. - Acknowledge co-authorship or research collaboration that produced any of the material in the thesis and indicate the relative contributions of all collaborators and co-authors. - Provide details of any ethics approval you obtained for the research. - Acknowledge use of generative artificial intelligence/Large Language Models if this has been permitted by your program and supervisory committee. **OR** - State that the thesis consists solely of your own unpublished work.
4	Dedications or quotations	Ask your supervisor or program director if including such material is appropriate in your discipline. One page maximum.
5	Acknowledgements	Optional but recommended: acknowledge third-party funding (foundations, grant agencies, foreign countries, etc.) and the assistance of your supervisor, committee, and others. 2 pages maximum.
6	Table of Contents	Required only if your thesis includes textual elements saved in PDF/A format in addition to items 1, 2, 3, and 7. Also include every other item in this formatting guide that appears in your thesis, except the title page, in the same order as in the thesis.
7	List of Files	List items that make up your thesis, including titles and file names.
8	Additional Textual Elements	Chapters or any other textual portions of your thesis that you wish to submit in PDF/A instead of another format. Begin numbering any such pages with the Arabic numeral 1. **All** subsequent pages are numbered consecutively.
9	Bibliography, Works Cited, or References	Required if no other part of your thesis (e.g. a website) includes a complete list of all sources used in its preparation. Pages should be numbered consecutively, and in sequence with the item 8 above (if applicable).

3

GPS Minimum Formatting Requirements:
Chapter- and Paper-Based Theses

General Requirements

- Every page <u>except the title page</u> must have a page number, in the same place on every page. Use lower-case roman numerals (i, ii, iii, etc.) for items 1-10 in the table on page 2 and Arabic numerals (1, 2, 3, etc.) for items 11-13.

- Use a single, conventional font throughout the thesis, equivalent in size to Arial 10 pt or Times New Roman 12 pt. Choose a font that is easy to read on a screen, (eg: Georgia 11 pt, Times New Roman 12 pt, Trebuchet MS 10 pt, or Verdana 10 pt).

- Line spacing must be at least one-and-a-half spaces, except for the thesis abstract, which must be double-spaced. Single spacing may be used for long quoted passages and footnotes.

- Use a consistent, discipline-appropriate style for footnotes, endnotes, or in-text references. Check with your program or supervisor for guidance about preferred reference styles in your discipline

- Theses Canada (part of Library and Archives Canada) prohibits inclusion of personal information in a thesis. Examples include dates of birth, signatures, student numbers, home addresses, and telephone numbers.

- Your thesis must be [saved in PDF/A format](#) for submission to the Faculty of Graduate and Postdoctoral Studies.

- Discipline-specific guidelines in addition to these minimum requirements may be available from your program.

Components of the Thesis

Follow closely the guidance in the table on page 2 to format the various components of your thesis:
- ⇒ Green items are required
- ⇒ Yellow items are optional
- ⇒ Orange items may be required depending on the characteristics of your thesis
- ⇒ Items must appear in the order indicated

See Appendix for sample pages.

Item	Component	Requirement
1	Title page	Make sure your title page matches the requirements shown in the Appendix.
2	Abstract	A concise summary of your thesis consisting solely of text (no images, tables, etc.) and no more than 700 words. State the subject of your thesis, methods, and general conclusions. Theses written in a language other than English require abstracts in both languages. The abstract always begins on page "ii".
3	Preface	● Provide full bibliographic citations for any material in the thesis that has already been published and indicate the chapter(s) where it appears. ● Acknowledge co-authorship or research collaboration that produced any of the material in the thesis and indicate the relative contributions of all collaborators and co-authors. ● Provide details of any ethics approval you obtained for the research. ● Acknowledge the use of generative Artificial Intelligence/Large Language Models if this has been permitted by your program and supervisory committee. **OR** ● State that the thesis consists solely of your own unpublished work.
4	Dedications or quotations	Ask your supervisor or program director if including such material is appropriate in your discipline. One page maximum.
5	Acknowledgments	Optional but recommended: acknowledge third-party funding (foundations, grant agencies, foreign governments, etc.) and the assistance of your supervisor, committee, and others. 2 pages maximum.
6	Table of contents	Include chapter headings and 2-4 levels of subheadings. Also include every other item in this formatting guide that appears in your thesis, except the title page, in the same order as in the thesis.
7	Lists: tables, figures, illustrations, videos, sound files, etc.	Include a separate list, beginning on a new page, for each kind of non-textual item appearing in the body of the thesis (one list for tables, another for illustrations, etc.). Lists can be in any order.
8	Lists of symbols or abbreviations	Ask your supervisor or program director if your thesis needs a list of symbols or abbreviations. Each list must start on a separate page.
9	Glossary of terms	Ask your supervisor or program director if this is necessary.
10	Other preliminary items	Any discipline- or thesis-specific prefatory materials not mentioned in these guidelines should be placed directly before the body of the thesis.
11	Body of the thesis	Minimum requirement: introduction, presentation of your research, and conclusion. The first page is always numbered with Arabic numeral 1. **All** subsequent pages are numbered consecutively.
12	Bibliography, Works Cited, or References	List all sources used for the thesis, even if individual papers in a paper-based thesis have their own lists. This list is not numbered as a chapter. Pages are numbered consecutively with the body.
13	Appendices	Supporting material that is referenced in the body of the thesis. Appendices are not numbered as chapters, and should be kept to a minimum. Pages are numbered consecutively with the Bibliography.

3

Item No. 6.1

Question from GFC Elected Department Chair Representative, Ryan Dunch, on Budget Model 2.0

The first principle of Budget Model 2.0 is "the priority of academic needs."
In 2013-14, the university's annual operating budget was $852 million (1.103 million in 2024 dollars), of which 62% went to the faculties and 38% went to administrative portfolios.
For 2024-25, the operating budget is 1,195 million, of which approximately 550 million is going to the faculties, and the remainder to administrative portfolios including University-Wide Services (verbal answer in GFC meeting March 18, 2024).

This suggests that while the overall operating budget is similar to the level a decade ago adjusted for inflation (1,103M vs 1,195M), the share of the operating budget going directly to fund teaching and research activities directly is down significantly (from 62% to around 46%). Part of this change reflects the removal of some administrative salaries from faculty budgets into the UWS budgets, but that does not seem to account for the entirety of this change in allocations.
Is this statement accurate as to the facts?
If so, can you explain how this shift in proportionality of the university's operating budget over the past decade is compatible with the "priority of academic needs"?

Response from Todd Gilchrist, Vice-President (University Services and Finance) and Interim Vice-President (Facilities and Operations)

In reference to your first question, no, as the information provided does not align with our official published budget data. According to our records, the university's annual operating budget revenues for 2013-14 were $957 million, equivalent to $1,252 million in 2024-25, when adjusted for inflation, using the Bank of Canada's Inflation Calculator. Additionally, the documentation from that time does not indicate how the amount was divided between the faculties and administration, so we cannot confirm if this division is accurate.

For 2024-25, you reference expenses of $1,195 million. To ensure comparable data we would need to use operating budget revenues, which for 2024-25 were $1,146 million.

This indicates an overall decrease in the operating revenues from $1,252 million in 2013-14 (in real terms) to $1,146 million, in line with expected reductions due to recent government cuts. According to the budget book shared with the community, the base allocation for 2024-25 is split 54.5% to faculties and 45.5% to administrative areas.

Some of these revenue allocation changes result from the SET initiative and restructuring. Other decisions over the past decade, such as moving the Devonian Gardens from ALES in 2013-14 to F&O in 2024-25, have also affected the shift in allocation. Additionally, many investments made to maintain accreditation, meet legal requirements, and to develop and support infrastructure to allow our academic programs to operate effectively are funded through the administrative allocation. External factors too have impacted university costs, with some unavoidable, such as recent increases in the cost of utilities, which are also funded out of the administrative allocation.

In answer to your second question, as the information provided does not align with our official published budget data, the shift in proportionality is also not of the nature you describe. The Budget Model Principle 'Priority of Academic Needs' asserts that the model prioritizes the University's core mission of teaching and research. This remains the case

Question from GFC Elected Department Chair Representative, Ryan Dunch, on the Intervention of EPS

In your statement dated May 11 (following the clearing of the encampment by Edmonton Police Services), you stated, "There can be no question that the encampment posed a serious and imminent risk of potential violence and injury to university community members and members of the public."

What was the evidence that led you to conclude there was "imminent risk of potential violence" prior to requesting the intervention of EPS?"

Response from President and Vice-Chancellor, Bill Flanagan
As described in my message to the U of A community on May 12:

- Some encampment members were collecting wood pallets, materials known to be used to make barricades — actions that are counter to peaceful, law-abiding protests.

- The fire inspector declared the presence of the pallets a fire hazard.

- The university does not have the resources or expertise to manage encampments. We could not supervise the encampment to ensure people's safety from these hazards as well as ensure there were no weapons or illegal drugs.
  - We've witnessed how quickly these encampments can escalate and become volatile, possibly attracting growing numbers of counter-protestors.

In a press conference on May 17, Edmonton Police confirmed:

- When the tents were removed, tools were found that could be used as potential weapons as well as drug paraphernalia.

- The imminent safety risks associated with the items found.

- Deputy Chief Devin Laforce indicated that further entrenchment of the encampment would "subsequently require a more dynamic and resource-heavy response that could [have] result[ed] in the potential of more people being hurt and certainly a greater threat to public safety."

Question from GFC Elected Department Chair Representative, Ryan Dunch, on Operating Procedures Regarding Unapproved Demonstrations and Protests on University of Alberta Campuses

"In your statements to the campus dated May 9 and May 11 regarding the protest encampment in Quad that was cleared by police on the morning of March 11, you referenced and linked a document entitled "Operating Procedures Regarding Unapproved Demonstrations and Protests on University of Alberta Campuses." That document does not appear in UAPPOL and does not appear to have been circulated on campus prior to this month. It is not dated, and it does not include any statement of provenance (that is, statement by what authority is has been issued – usually for university policies that is GFC, the Board, or a Vice-President portfolio).

> *a)   When was this document written, and by what process and under what authority was it adopted and circulated as university policy?*

> *b)   That document states that the "the University's grounds and buildings are private property" (a statement that has also appeared in the media and has been repeated by some government figures in Alberta). This statement appears to simplify a much more complicated legal reality.*

> *Please clarify what "private property" means in this context, and how land owned or leased by the Board of the university differs from other forms of "private property."*

Response from President and Vice-Chancellor, Bill Flanagan

a)   Given events at other Canadian universities and information that the university was learning, the operating procedure was developed to assist in planning for and responding to unapproved use of the University's property, including in particular unapproved use that involves encampments, overnight or indeterminate use. The operating procedure was taken to PEC-S on May 9, 2024 for final review.

The operating procedure is not a Policy of the University insofar as that term is defined and used in UAPPOL. Rather, as its title suggests, the operating procedure is an operational document. It aggregates various relevant Policies, Procedures and the University's expectations that apply to "Unapproved Events", as that term is defined in the operating procedure.

As stated in the document, it is "one (but not the only) interpretive resource for how the University intends" to consider and address Unapproved Events in different

circumstances from an operational perspective. It is meant to assist in understanding and enforcing the pertinent expectations "in conjunction with and [in] addition to the requirements of the law and [university] policies."

By virtue of an Unapproved Event proceeding without having sought or obtained permission from the university, it is in breach of University Policies and Procedures.

The specific ensuing operational decisions and considerations to be applied to a particular type of Unapproved Event and the various related circumstances that may arise are purposefully not, and need not be, delineated in formal Policy – they are left to be addressed:

i)   in Procedures (if they exist/apply),

ii)   in other operational documents and guidelines, and/or

iii)   in the discretion of the individuals empowered to address such matters.

b)   Regarding the University's grounds and buildings being private property, the *Lands and Buildings Security Policy* states expressly that "university owned, leased, rented, controlled lands, buildings, and residences are private property and the university grants, limits and controls access to its properties accordingly." That Policy also refers to Alberta's Trespass legislation, which is one of the means through which property rights are enforced. Some points about the distinction between "private" and "public" property to keep in mind:

i)   The *Post-Secondary Learning Act* recognizes the university's status and ability to acquire and dispose of land. From the perspective of property law, there is no question that the University, as a statutory corporation with the powers of a natural person, is the registered owner of the land in Quad.

ii)   Like some other private landowners, the university has certain property that, while being privately owned, is to varying degrees accessible by the public under certain conditions. This does not render it "public" property in the legal sense, nor does it make such property the same as municipal or Provincial land.

iii)   The degree and nature of public access to the property (along with several other factors) inform the analysis of whether and how *Charter* rights, like freedom of

expression, will be considered to apply to a university in handling use of that particular property. The analysis is inherently case-by-case.

The more complex legal reality referenced in the stated question is not about whether the University is a private owner of the property or whether its rights as a landowner are available to be enforced through Trespass legislation. Rather, complex legal issues do arise from the potential application of the *Charter of Rights*. This includes the degree and manner in which expression can be reasonably restricted in the circumstances in question. Some of the factors that impact that assessment include safety concerns (which are not limited to active safety infractions), who exactly is purporting to access the property, and operational concerns.

Decision ☒ **Discussion** ☐ **Information**

ITEM OBJECTIVE: To approve the revised *Policy Development Policy*.

DATE	May 13, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Office of General Counsel

MOTION:
THAT the General Faculties Council recommend that the Board of Governors approve the *Policy Development Policy* as set out in Attachment 1.

EXECUTIVE SUMMARY:
Policies are important tools as they set out authority and responsibility within the University for compliance with legislation, the University's positions on certain issues, and how the University will address those issues.

The Policy Development Framework and its Visions, Principles and Definitions were originally approved by the Board of Governors (the "**Board**") on May 7, 2004, with a recommendation from GFC. Following direction from the Board Governance Committee, a revised and renamed *Policy Development Policy* has been drafted (see Attachment 1), distributed for discussion and feedback, and is now brought forward for approval.

Governance oversight of policies
The Board and General Faculties Council ("**GFC**") have key roles in University policy, including ensuring there is a policy framework within which the University sets out its own taxonomy of policy instruments. In this aspect, policies represent an opportunity to implement and extend the university's vision, mission, values and even strategy.

a) **Revised *Policy Development Policy***

Significant primary changes from the 2004 version included:

● Refreshing and including principles for policy development in the policy itself;
● Formally defining University policy documents and the policy development processes;
● Increasing clarity around roles and responsibilities for policy developers, sponsors and approvers in areas of consultation, processes for creation, amendments and removal of policy documents; and approval; and
● Adding a definition of "**Board-level Policy**", as defined by the Board, into the Policy definitions.

Additional updates to the proposed Policy, based on feedback received at and after the March 11, 2024 GFC Executive Committee meeting include:

GOVERNANCE OUTLINE

- Additional clarity in definitions;
- Addition of proposed Board-level Policy definition as presented for approval by the Board of Governors;
- Acknowledging that there can be some level of administrative or operational overlap in policy and procedure across responsible units, so long as there are no contradictions in guidance or interpretations.

As noted above, the revised policy includes a clear definition of "Board-level Policy", which will help establish a scope for the Board to determine policies, strategies, or similar documents that it should be focused on. This definition makes it clear what policies fall under the Board's authority and where delegation of more operational policies and policy documents and their management (creation, approval, implementation, consolidation or rescission) to committees or to administration is appropriate.

Next Steps
The Policy will next go to GFC on May 27, 2024 for recommendation for approval by the Board of Governors.

Supporting Materials:
1. Draft *Policy Development Policy* (4 pages) - clean version
2. Draft *Policy Development Policy* (5 pages) - redlined version

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity)

*Those who are actively **participating***:   ● President's Executive Committee - Operations   ● Office of General Counsel   ● University Governance
*Those who have been **consulted***:   ● Board Governance Committee   ● GFC Executive Committee   ● General Faculties Council   ● AASUA
*Those who have been **informed***:

ITEM NO. 7

<u>**Approval Route:**</u>
- May 13, 2024 - GFC Executive Committee (for recommendation)
- May 27, 2024 - General Faculties Council (for recommendation)
- May 29, 2024 - Board Governance Committee (for recommendation)
- June 14, 2024 - Board of Governors (for final approval)

GOVERNANCE OUTLINE

Original Approval Date:	May 7, 2004
Most Recent Approval:	DRAFT May 3, 2024
Most Recent Editorial Date:	January 24, 2024

Policy Development Policy

Office of Accountability:	President's Executive Committee - Operations (PEC-O)
Office of Administrative Responsibility:	Office of General Counsel, Policy Standards Office
Approver:	Board of Governors
Scope:	Compliance with this University-wide policy extends to all members of the University community involved with University Policy development, approval and review.

OVERVIEW

Policies and procedures are clear, concise directives that define and promote appropriate behaviors and practices on behalf of the University. University policies and procedures reflect the values and internal governance structures of the University, and as such they must be developed, approved, reviewed, updated and made accessible according to a standardized approach or methodology.

This Policy provides direction to policy developers to create, implement and maintain clear, concise and differentiated policy documents that are easily accessible and understood; enable operational efficiency; reduce institutional risk; and ensure compliance and alignment with applicable laws, rules, regulations, and the University's culture and values.

The Policy also serves to assist policy developers in understanding the appropriate governance approval pathways for policies, including identifying policies for which approval by the University's Board of Governors should be sought (defined in this document as **Board-level Policy**).

PURPOSE

The Policy Development Policy provides direction for effective and consistent practice in the development and administration of University **Policy Documents**. The purpose of this Policy is to explain the process of how Policy Documents are developed, approved, implemented, reviewed and communicated. In particular, this Policy describes:

- principles that apply to the development of Policy Documents;

- the roles and responsibilities of various offices and individuals;

- who may approve Policy Documents;

- an outline of the policy development process; and

- the responsibility for ongoing review, amendment and removal of Policy Documents.

POLICY

1. PRINCIPLES FOR POLICY DEVELOPMENT

The following principles apply to the development of all Policy Documents. Policy Documents must:

a. represent and be consistent with the University's strategic plans, direction and initiatives;

b. not contradict other Policy Documents;

c. be sufficiently researched and comply with applicable laws;

d. be clearly written, in plain language;

e. follow standard templates, style and structure;

f. integrate and consider the needs of, and the impacts on, its users and **Interest-Holders**;

g. be approved and implemented at the appropriate level of authority; and

h. be retained in and made accessible through a single source electronic repository, institutionally referred to as **University of Alberta Policies & Procedures Online (UAPPOL)**.

2. **POLICY DOCUMENTS**

    The university's Policy Documents types are as follows: **Policy**, **Board-level Policy**, **Framework**, **Procedure**, and **Appendix**.

3. **ROLES AND RESPONSIBILITIES IN POLICY DEVELOPMENT**

    The Policy Document development process requires:

    a. the involvement of the **Policy Standards Office**, **Policy Development Sponsor**, **Office of Accountability**, **Office of Responsibility**, and **Approver**; and

    b. consultation with Interest-Holders.

4. **AUTHORITY TO APPROVE POLICY DOCUMENTS**

    Under the *Post-Secondary Learning Act* ("PSLA"), the Board of Governors and the General Faculties Council have authority to approve university policies and procedures and may delegate this approval authority to a unit or person..

5. **POLICY DEVELOPMENT PROCESS**

    a. Policy Documents will be developed, vetted, approved and published in accordance with a standard Policy Development Plan.

    b. Developing new Policy Documents or amending or removing existing Policy Documents will be a planned activity that includes:

        i.   consulting with the Policy Standards Office;
        ii.   identifying the appropriate Policy Development Lead, Office of Accountability, Office of Responsibility, Sponsors and Approvers;
        iii. conducting issue-appropriate due diligence and consultation;
        iv.   using standard Policy Document templates;
        v.   obtaining approval pursuant to the powers imparted by the PSLA; and
        vi.   arranging for the publication of Policy Documents in UAPPOL.

6. **POLICY REVIEW, AMENDMENT AND REMOVAL**

    a. The Office of Accountability and Office of Administrative Responsibility are responsible for regularly reviewing Policy Documents for which they are responsible, to ensure that they continue to align with the University's strategic plans and initiatives and remain necessary, legally compliant and effective.

b. The Office of Accountability and Office of Administrative Responsibility are also responsible for initiating amendments to, or removal of a Policy Document where warranted. In doing so, these offices will work closely with the Policy Standards Office, as described in the University Policy Document Development Procedure.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
Appendix	An appendix contains supplemental information to a University Policy, Framework or Procedure.
Approver	Pursuant to the powers imparted by the Post-Secondary Learning Act of Alberta, the approver is the unit or person responsible for final approval of a University Policy or Procedure. The Approver ensures appropriate rigor and due diligence in the development or re-development of University policy and procedure, and appoints an Office of Accountability for each policy.
Board-level Policy	A Board-level Policy is a policy that articulates the University's values and communicates behavioral expectations with respect to strategic, material, and institutionally significant matters falling within the Board's jurisdiction as set out in the *Post-Secondary Learning Act* (Alberta), the bylaws of the Board, and other applicable statutes and associated regulations. A Board-level Policy must be approved by the Board of Governors. In addition to the foregoing, the Board of Governors will at all times retain its inherent jurisdiction to make and amend policies with respect to its own governance.
Framework	A framework is a Policy Document that serves as a support or guide for constructing other Policy Documents or related guidelines.
Interest-Holder	An Interest-Holder is any unit, office or individual that is impacted by a Policy Document.
Office of Accountability	The Office of Accountability is the senior administrative office or governance unit that is responsible for developing the University Policy, any future re-development of the policy, and ensuring the Policy Documents are in compliance with this Policy.

Office of Administrative Responsibility	Appointed by the Office of Accountability, the Office of Administrative Responsibility is responsible for executing a University Policy, for assisting with the development or redevelopment activities, and for assisting with the monitoring of policy or procedure compliance.
Policy	A Policy is a high-level statement of guiding principles and standards articulating the University's values and communicating behavioral expectations to be followed by its intended audience. A Policy provides direction and guidance to members of the University community on issues relevant to the University's mission, values, governance, and operations. A Board-level Policy is a type of Policy, in the context of this Policy Document.
Policy Development Lead	Acting as the Policy Development Sponsor's agent, the Policy Development Lead plays a planning, coordination and facilitation role.
Policy Development Plan	The Policy Development Plan is a formal document that assists policy document developers to define the purpose and direction of the policy issue to be developed, including identifying Interest-Holders and their role in policy document development, from consultation to approval.
Policy Development Sponsor	The Policy Development Sponsor is a member of the University's senior administration or a governance unit who is assigned by the Office of Administrative Responsibility to be responsible for a specific policy development/redevelopment activity.
Policy Documents	Policy Documents are created and approved as tools used by the University to promote certain behaviors in achieving a predefined set of goals. Policy Documents consist of one or more of Policy, Framework, Procedure, and Appendix.
Policy Standards Office	The Policy Standards Office is the administrative unit at the University responsible for the policy development process and the maintenance and publication of the Policy Documents produced thereof.
Procedure	A procedure is a description of the operational processes necessary to operationalize, and enable compliance with a University Policy.

University of Alberta Policies & Procedures Online (UAPPOL)	University of Alberta Policies & Procedures On-Line (UAPPOL) is the name of the repository in which University Policy Documents electronically reside and are accessed from. UAPPOL is the online, single source repository of University of Alberta institution-wide policies and procedures not otherwise represented in other official source publications (such as the the University of Alberta Calendar or applicable collective agreements).

RELATED POLICIES, FRAMEWORKS, AND PROCEDURES

University Policy Document Development Procedure

RELATED LINKS

No related links

Approval Date: May 7, 2004

Most Recent Editorial Date: January 24, 2014

Most Recent Approval Date: DRAFT May 3, 2024

Policy Development Policy~~Framework~~

Office of Accountability:	President's Executive Committee - Operational (PEC-O)
Office of Administrative Responsibility:	Office of General Counsel, Policy Standards Office~~Office of the Vice-President (Finance and Administration)~~
Approver:	Board of Governors ~~and General Faculties Council (EXEC)~~
Scope:	Compliance with this University-wide policy extends to all members of the University community involved with University Policy development, approval and review.~~Compliance with this University-wide policy extends to all members of the University community.~~

Overview

Policies and procedures are clear, concise directives that define and promote appropriate behaviors and practices on behalf of the University. University policies and procedures reflect the values and internal governance structures of the University, and as such they must be developed, approved, reviewed, updated and made accessible according to a standardized approach or methodology.

This Policy provides direction to policy developers to create, implement and maintain clear, concise and differentiated policy documents that are easily accessible and understood; enable operational efficiency; reduce institutional risk; and ensure compliance and alignment with applicable laws, rules, regulations, and the University's culture and values.

The Policy also serves to assist policy developers in understanding the appropriate governance approval pathways for policies, including identifying policies for which approval by the University's Board of Governors should be sought (defined in this document as **Board-level Policy**). ~~University policy and procedure apply to all members of the University community. Policies need to be clear and concise statements of expected behaviors, practices and standards. As policy reflects the values of the University it is important that new and existing policy be developed or revised using an effective and consistent approach. This supports the University's commitment to being an exemplary organization, one that seeks to adopt best practices in dealing with administrative matters.~~

Purpose

The Policy on Policy Development provides direction for effective and consistent practice in the development and administration of University **Policy Documents**. The purpose of this Policy is to explain the process of how Policy Documents are developed, approved, implemented, reviewed and communicated. In particular, this Policy describes:

- principles that apply to the development of Policy Documents;

- the roles and responsibilities of various offices and individuals;

- who may approve Policy Documents;

- an outline of the policy development process; and

- the responsibility for ongoing review, amendment and removal of Policy Documents.

~~To ensure University policy is well cited, serves and is appropriately compliant with the vision and mission of the University of Alberta~~.

POLICY

1. **PRINCIPLES FOR POLICY DEVELOPMENT**

    a. The following principles apply to the development of all Policy Documents. Policy Documents must:

        ● represent and be consistent with the University's strategic plans, direction and initiatives;

        ● not contradict other Policy Documents;

        ● be sufficiently researched and comply with applicable laws;

        ● be clearly written, in plain language;

        ● follow standard templates, style and structure;

        ● integrate and consider the needs of, and the impacts on, its users and **Interest-Holders**;

        ● be approved and implemented at the appropriate level of authority; and

        ● be retained in and made accessible through a single source electronic repository, institutionally referred to as **University of Alberta Policies & Procedures Online (UAPPOL)**.

2. **POLICY DOCUMENTS**

    The university's Policy Documents types are as follows: **Policy, Board-level Policy, Framework**, **Procedure**, and **Appendix**.

3. **ROLES AND RESPONSIBILITIES IN POLICY DEVELOPMENT**

    The Policy Document development process requires:

    a. the involvement of the **Policy Standards Office**, **Policy Development Sponsor**, **Office of Accountability**, **Office of Responsibility**, and **Approver**; and

    b. consultation with Interest-Holders.

4. **AUTHORITY TO APPROVE POLICY DOCUMENTS**

    Under the Alberta *Post-Secondary Learning Act* ("PSLA"), the Board of Governors and the General Faculties Council have authority to approve university policies and procedures and may delegate this approval authority to a unit or person.

5. **POLICY DEVELOPMENT PROCESS**

    a. Policy Documents will be developed, vetted, approved and published in accordance with a standard **Policy Development Plan**.

    b. Developing new Policy Documents or amending or removing existing Policy Documents will be a planned activity that includes:

        i.   consulting with the Policy Standards Office;
        ii. identifying the appropriate **Policy Development Lead**, Office of Accountability, Office of Responsibility, Sponsors and Approvers;
        iii. conducting issue-appropriate due diligence and consultation;
        iv. using standard Policy Document templates;

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v. obtaining approval pursuant to the powers imparted by the PSLA; and

vi. arranging for the publication of Policy Documents in UAPPOL.

6. POLICY REVIEW, AMENDMENT AND REMOVAL

a. The Office of Accountability and Office of Administrative Responsibility are responsible for regularly reviewing Policy Documents for which they are responsible, to ensure that they continue to align with the University's strategic plans and initiatives and remain necessary, legally compliant and effective.

b. The Office of Accountability and Office of Administrative Responsibility are also responsible for initiating amendments to, or removal of a Policy Document where warranted. In doing so, these offices will work closely with the Policy Standards Office, as described in the *University Policy Document Development Procedure*.

~~The University's Board of Governors and/or General Faculties Council and its most senior administrative and academic leaders (Vice-Presidents, Deans and the Directors of central administrative units) will initiate the development of new policy and revisions to existing policy. This is not to preclude such initiatives by others, but would have them participate in the process through those named above.¶~~

~~Newly developed or revised policy will:¶~~

~~not overlap or contradict other policy;¶~~

~~be sufficiently researched and legislation compliant;¶~~

~~integrate and consider the needs of its users and stakeholders; and¶~~

~~as applicable, stipulate a specified approval protocol (i.e. GFC and/or the Board) for certain associated procedure.¶~~

~~Developing new or revising existing policy will be a planned activity allowing for appropriate due diligence and consisting of:¶~~

~~identifying the appropriate policy development sponsor and policy development lead;¶~~

~~conducting the issue-appropriate due diligence;¶~~

~~obtaining approval pursuant to the powers imparted by the Post-secondary Learning Act of Alberta; and¶~~

~~publishing in a manner easily accessible and consistent across all University policy.¶~~

c. ~~Normally the key stakeholders will support the development initiative in principle before this activity begins in earnest.~~

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. **[▲ Top]**	
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Approver	Pursuant to the powers imparted by the *Post-Secondary Learning Act* of Alberta, the approver is the unit or body responsible for final approval of a University Policy or Procedure. The Approver ensures appropriate rigor and due diligence in the

	development or re-development of University policy and procedure, and appoints an Office of Accountability for each policy.
Board-level Policy	A "Board-level Policy" is a Policy that articulates the University's values and communicates behavioral expectations with respect to strategic, material, and institutionally significant matters falling within the Board's jurisdiction as set out in the *Post-Secondary Learning Act* (Alberta), the bylaws of the Board, and other applicable statutes and associated regulations. In addition to the foregoing, the Board will at all times retain its inherent jurisdiction to make and amend policies with respect to its own governance.
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Policy Development Lead	Acting as the Policy Development Sponsor's agent, the Policy Development Lead plays a planning, coordination and facilitation role. ~~Acting as the sponsor's agent, the lead plays a planning, co-ordination and facilitation role. While stakeholders have ownership for the policy deliverable, the lead supports the sponsor and the stakeholders in achieving that outcome. A key activity is working with the stakeholders and sponsor to create a policy development plan, then monitoring and facilitating the execution of that plan.~~
Policy Development Plan	The Policy Development Plan is a formal document that assists policy document developers to define the purpose and direction of the policy issue to be developed, including identifying Interest-Holders and their role in policy document development, from consultation to approval. ~~A plan that includes defining the scope of the policy issue, affirming interest-holders and defining their role in development, completing the environmental scan, summarizing the changes if it is change to an existing policy, developing a vetting protocol, determining the approval protocol and timelines, and indicating how the proposed policy would be operationalized.~~
Policy Development Sponsor	The Policy Development Sponsor is a member of the University's senior administration or a governance unit who is assigned by the Office of Administrative Responsibility to be responsible for a specific policy

	development/redevelopment activity.~~A member of the University's senior administration or a governance unit who assumes responsibility for a specific policy development/re-development activity. Accountabilities: a suitable development/re-development strategy and process, stakeholder involvement, mitigation of issues as required, the appropriate and effective utilization of any allocated resources, financial or otherwise, and the timely completion of activity.~~
Policy Documents	Policy Documents are created and approved as tools used by the University to promote certain behaviors in achieving a predefined set of goals. Policy Documents consist of one or more of Policy, Framework, Procedure, and Appendix.
Policy Standards Office	The Policy Standards Office is the administrative unit at the University responsible for the policy development process and the maintenance and publication of the Policy Documents produced thereof.
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~~University Policy~~	~~A statement outlining an expectation of behavior pertaining to certain activities or matters set out in relevant legislation (i.e. Post-Secondary Learning Act of Alberta) and approved at the University's senior levels of governance: Board of Governors and/or General Faculties Council (GFC); committees of the Board and GFC having the delegated authority to approve certain policy; and the President, President's Executive Committee (PEC), or Vice-Presidents.~~

RELATED LINKS

No related links ~~Should a link fail, please contact uappol@ualberta.ca. [▲ Top]~~

~~UAPPOL Vision, Principles and Definitions (UAPPOL) - existing, for rescission; components have been incorporated into the Policy Development Policy~~

PUBLISHED PROCEDURES OF THIS POLICY

~~UAPPOL~~ University Policy Document Development Procedure

~~UAPPOL Document Information Update Procedure~~ - existing; for rescission

~~UAPPOL Document Load Procedure~~ - existing; for rescission

~~UAPPOL Documents Rescission Procedure~~ - existing; for rescission

~~UAPPOL Records Retention Requirements Procedure~~ - existing; for rescission

ITEM NO. 8

Decision ☐ Discussion ☒ Information ☐

ITEM OBJECTIVE: To provide an update on the development of the People Strategy.

DATE	May 27, 2024
TO	General Faculties Council (GFC)
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic) Vice-President (University Services and Finance)

EXECUTIVE SUMMARY:

Background

To achieve the broad vision of *SHAPE: A Strategic Plan of Impact*, the University of Alberta is developing its People Strategy, a plan that places our people at the foundation of everything the university does, by creating an organizational culture and environment where our people can flourish and succeed.

The People Strategy will sit alongside *Braiding Past, Present and Future: Indigenous Strategic Plan*, the refreshed Integrated Equity, Diversity and Inclusion Action Plan, *Igniting Purpose: Student Experience Action Plan* and the *Culture of Care Safety Action Plan* as organization-wide pillars that support the work done at the University of Alberta. The People Strategy is intended to underpin the institution-wide efforts made together as a university community to address the opportunities and concerns heard from the 2023 Faculty and Staff engagement survey.

Development Process

The development of the People Strategy launched in October 2023 and is guided by a Steering Committee drawn from across the university and co-chaired by the Provost & Vice-President (Academic) and the Vice-President (University Services & Finance). Membership is available here. The role of the Steering Committee is to oversee the consultation process, review consultation input, and present a proposed strategic plan for consideration by the General Faculties Council and the Board of Governors.

Broad consultation occurred across the university in November and December 2023, with additional consultation concluding in January 2024. Consultations included roundtable discussions, online input, discussions with governance bodies and discussion with other formal bodies within the university. A What We Heard report was released in February 2024, and additional consultations were held to validate the high-level themes that were identified in the report.

GOVERNANCE OUTLINE

ITEM NO. 8

The Steering Committee released a draft of the strategy for consultation with the university community on April 18th, 2024. It was submitted for discussion at GFC and at the Board Human Resources and Compensation Committee in April and identified suggested themes, goals and priority actions. Input was gathered online and through a town hall session, as well as through discussions with governance bodies.

Work remains underway to finalize the People Strategy, including identifying performance measures and targets, and completion is now anticipated in Fall of 2024.

Risk Discussion / Mitigation of the Risk

There are several risks associated with the People Strategy. Low employee engagement presents risks to the university's ability to deliver on its academic mission and to achieve strategic goals – the People Strategy is intended in part to mitigate these risks by positioning our people to flourish in their careers and succeed in their roles.

The breadth of the People Strategy is considerable, and there is a risk that its scope will raise concerns about the effort required for implementation. However, the People Strategy will act as a critical enabler for achieving the goals set out in *Shape* and is essential to the successful delivery of the University of Alberta's comprehensive institutional plans — including *Forward with Purpose: A Strategic Plan for Research and Innovation*; *Braiding Past, Present, and Future: Indigenous Strategic Plan*; Integrated EDI Action Plan (in development); *Culture of Care Safety Action Plan*; and *Igniting Purpose: Student Experience Action Plan*. Leveraging this ongoing work and aligning with current plans can highlight the focus on integration rather than addition to avoid overwhelming our community.

First and foremost, our People Strategy is about valuing each member of the university community. The strategy will be rolled out in phases, with opportunities to listen and adapt along the way to ensure we use our resources wisely to create a positive and supportive work environment.

Next Steps

The Steering Committee anticipates submitting a proposed strategic plan to GFC for recommendation to the Board of Governors in the Fall of 2024.

SCHEDULE A:

Engagement and Routing

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

> *Those who are actively **participating***:
> - Office of the Provost & Vice-President (Academic)
> - Office of the Vice-President (University Services & Finance)

GOVERNANCE OUTLINE

· People Strategy Steering Committee
*Those who have been **consulted**:*   · Consultation with faculties, colleges, and service units   · Deans' Council   · Provosts' Council   · Chairs' Council   · Academic Planning Committee   · General Faculties Council   · Board Learning, Research, and Student Experience Committee   · Board Human Resources and Compensation Committee   · Members of the University of Alberta community
*Those who have been **informed**:*   N/A
Approval Route: N/A

Supplementary Notes/Context:

ITEM NO. 9

Decision ☐ Discussion ☐ Information ☒

ITEM OBJECTIVE: To present for information, the recently launched Continuing our Stories: What We Heard report, which identifies the key themes from the Integrated EDI Action Plan consultation process.

DATE	May 27, 2024
TO	General Faculties Council (GFC)
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

EXECUTIVE SUMMARY:

Background

The University of Alberta's *Strategic Plan for Equity, Diversity & Inclusivity*, which launched in 2018-19, has reached the end of its four-year time horizon. In July 2023, the Office of the Provost published *Stories from the Field: Reporting on Equity, Diversity, and Inclusion in Action* to offer reflections on actions across the university over the past three years and to identify areas to build on for the future.

The university is now developing an updated action plan to guide our EDI work going forward. The creation of the Integrated EDI Action Plan is being led by Dr. Carrie Smith, Vice-Provost, Equity, Diversity, and Inclusion. It will align with *SHAPE: A Strategic Plan of Impact* and be oriented toward and guided by *Braiding Past, Present, and Future: University of Alberta Indigenous Strategic Plan*. The Integrated EDI Action Plan will also work in conjunction with *The People Strategy* - a plan that is launching in June 2024, and work alongside initiatives under the *Culture of Care Safety Action Plan* and *Igniting Purpose: The Student Experience Action Plan* to enhance their impact on EDI commitments.

Development Process

A steering committee has been formed to guide the development. The plan will be further co-created by the EDI Leads Network, a forum to connect individuals leading or coordinating EDI (and related) initiatives within academic faculties and relevant support units, and facilitated by the Office of the Provost.

Consultations and engagements with the broader university community began in November 2023. The engagements shifted to focused topical discussions in March and April 2024. Together, these consultations provided input on priorities and needs that are to be addressed by the plan. A What We Heard report was released earlier this month, and additional forums and conversation circles are planned for deepened engagement in May and June to validate the high-level themes identified in the report. Please see Schedule A for further details.

GOVERNANCE OUTLINE

ITEM NO. 9

The committee is invited to provide input on the emerging themes and define what success would look like for the Integrated EDI Action Plan. The steering committee will consider this feedback while drafting the action plan this summer.

Continuing our Stories: 'What We Heard'
On May 1st, 2024, the Steering Committee released a "What We Heard" consultation summary document and will conduct additional consultations with the university community and GFC to validate themes and provide input on major topics. The document is available as Attachment One.

Any input on the report is welcome, and the Steering Committee particularly welcomes input on the following questions:

1. Do the following emerging themes resonate with you?
● The need for equitable and affirming learning environments
● The importance of communication to allow for collaboration and cooperation in coordinating EDI efforts
● The necessity for practical supports in place to enable equity-centered practices
● The desire for efforts to be recognized and to be collectively responsible for sustaining transformative inclusion
● The impact of equity-centered research on communities

2. How should we measure success? What specific outcomes should we look for to know we're achieving our goals?

3. What early results do you hope the Integrated EDI Action Plan will achieve in the near future? What about in the long term?

4. Have you used or seen accountable and transparent models for reporting that you believe the team should consider?

Risk Discussion / Mitigation of the Risk

Failure to meet the expectations of internal and external stakeholders concerning EDI presents risks to the well-being of members of our community, harm to the university's reputation, and significant negative impacts on our ability to access external funding and support.

The process of updating the EDI strategy with an EDI Action Plan is intended to mitigate these concerns. The development of the EDI Action Plan also presents a significant opportunity to support the university's broader strategic goals around enrolment, student and employee experience, and research and innovation, and to enhance the university's profile and reputation within the broader community.

Next Steps
Online input on *Continuing our Stories: What We Heard* remains open until the end of June. Launch and living implementation of the Integrated EDI Action Plan will occur at the beginning of 2025.

SCHEDULE A:

GOVERNANCE OUTLINE

ITEM NO. 9

Engagement and Routing

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

*Those who are actively **participating***:
· Office of the Provost & Vice-President (Academic)   · Office of the Vice-Provost, Equity, Diversity, and Inclusion   · EDI Plan Steering Committee   · EDI Leads Network
*Those who have been **consulted***:
· Consultation with faculties, colleges, and service units   · Deans' Council   · Provosts' Council   · Chairs' Council   · Academic Planning Committee   · General Faculties Council   · Board Learning, Research, and Student Experience Committee   · Board Human Resources and Compensation Committee   · Members of the University of Alberta community
*Those who have been **informed***:
N/A
Approval Route:
N/A

Supplementary Notes/Context:
Attachment One

GOVERNANCE OUTLINE

UNIVERSITY OF ALBERTA

Continuing Our Stories

What we heard during consultations for the Integrated EDI Action Plan

Office of the Vice-Provost (Equity, Diversity and Inclusion)
May 1, 2024

Table of Contents

HONOURING LAND AND RELATIONS

Equity work includes recognizing and working to address the historical and ongoing effects of colonial violence. It is important to acknowledge that the University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and the homeland of the Métis.

The University of Alberta is committed to demonstrating respect for the Peoples, sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations. As a colonial institution and in the spirit of reconciliation, the University of Alberta is also committed to working in Good Relations with and being held accountable to Indigenous Peoples and nations who, through the treaty process and historical agreements, generously offered to share these lands with settlers from afar. The foundational agreements set out in the treaties ask us to work together in meaningful and respectful ways.

Those who are engaged in equity, diversity and inclusion efforts at the University of Alberta must be attuned to how settler privilege can be reproduced in the course of their work. Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan offers guidance and teachings in this journey. Within the context of the Integrated EDI Action Plan, it is essential that strategic actions seek to work alongside Indigenous students, faculty and staff and prioritize Indigenous self-determination. As we move forward in this work, we commit to recognizing the primacy of the Treaty relationships, the experiences of Indigenous Peoples in the place we now call Canada and our collective relationship to the land. We aim to explore confluence while also ensuring that the actions we take support the mutual and reciprocal thriving of our collective.

INTRODUCTION

This document summarizes the primary findings gathered from the extensive input and stories shared by the university community around equity, diversity and inclusion (EDI). It encapsulates the key themes and ideas expressed. These key themes are not necessarily discrete and there are many areas of overlap. Further, this document is not a comprehensive report, but instead provides a foundational framework to guide the Steering Committee's subsequent actions in shaping the University's Integrated Equity, Diversity and Inclusion Action Plan. **This document is not a draft of the Integrated EDI Action Plan but is a guide to its next stage of development.**

A Message from Dr. Carrie Smith, Vice Provost (Equity, Diversity and Inclusion)

The first phase of the Integrated EDI Action Plan began just as my first year as the U of A's first Vice-Provost for EDI drew to a close. It also came at a time when consultation fatigue was setting in. I have heard from many of you that talk about equity, diversity and inclusion has gone on long enough and now is the time for action. I thank you for your energy, generosity and grace in participating in these honest conversations, nevertheless. Your stories are the stories that will define the direction of the VP EDI office and portfolio for the coming years. While many of you spoke of persisting barriers and varying degrees of frustration or even disillusionment, the dominant undercurrent I heard was hope – hope that we can utilize this moment to catalyze a way forward that is informed by mutual flourishing; is mission-driven, proactive and rooted in our relations, connectedness and responsibility to one another; and turns talk into action.

What is the Integrated EDI Action Plan?

The University of Alberta's Strategic Plan for Equity, Diversity & Inclusivity, launched in 2019, has reached the end of its four-year time horizon. In July 2023, the Office of the Provost published Stories from the Field: Reporting on Equity, Diversity, and Inclusion in Action, a final report on the Strategic Plan reflecting on actions across the university and identifying future areas to build on.

The university is now developing a plan to guide our ongoing EDI work. The creation of the Integrated EDI Action Plan is being led by Dr. Carrie Smith, Vice-Provost, Equity, Diversity and Inclusion, supported by a Steering Committee with advice and engagement from the EDI Leads Network and facilitated by the Office of the Provost.

Integration with the strategic direction across the institution

Stories from the Field revealed a complex landscape of efforts to advance equity, diversity and inclusion across the university, highlighting several key messages that shaped what will be the scope of the Integrated EDI Action Plan. To ensure clarity and transparency, it's important to acknowledge that the following three overarching objectives of the Integrated EDI Action Plan were established by the Steering Committee prior to the consultation process, guided by our institution's long-term strategic commitment to EDI and the insights from *Stories from the Field*:

- Objective One: The structures established to support EDI vary significantly, reflecting the diverse resources available to different units and departments and an ongoing need to ensure that opportunities for advancement in EDI are available in and to all areas of the university. Such variability underscores the necessity for **integrated** strategies that are adaptable to resource constraints and mindful of the university's existing locations and structures, extending beyond geographical boundaries and linguistic compositions.

This need can be met by effectively drawing from and knitting together equity, diversity, inclusion and access commitments across institutional and unit plans, making strategic priorities legible and highlighting responsiveness and sustainability through living implementation. **This is objective one of the plan.** The plan will thus align with [SHAPE: A Strategic Plan of Impact](#), with key themes addressing the three pillars: "Education," "Research" and "Engagement." It will further be oriented toward and guided by [Braiding Past, Present, and Future: University of Alberta Indigenous Strategic Plan](#). It will also work in conjunction with the People Strategy (launching Spring 2024) and support initiatives under the [Culture of Care Safety Action Plan](#) and the [Igniting Purpose: Student Experience Action Plan](#) to enhance their impact on EDI commitments. With equity as the throughline, we bring all institutional plans into conversation.

- Objective Two: Despite many individual units and portfolios developing activities and processes through an EDI lens, the reporting on these efforts is not yet systematized, pointing to a gap in consolidating and leveraging EDI-related data. This lack of coordinated reporting undermines our responsibility to community members. This forms **objective two**, where we will need to approach benchmarking and measurable outcomes with **integrity**, meaning centring the voices and experiences of knowledge holders and transparency in process and outcomes.

- Objective Three: Internal and external partnerships are highlighted as instrumental in advancing EDI goals, yet structural and interpersonal barriers persist for EDI champions and collaboration is hampered by silos. Our **third objective** is striving to make equity **integral** to our working and learning culture by shifting from understanding EDI as "in addition to," to EDI as "what we do," thereby helping to support EDI champions through shared responsibility towards our EDI commitments.

These objectives, drawn from insights on the past four years, together with the results from the qualitative analysis of the consultation data, collectively guide the next phase of EDI work and ensure a coherent and coordinated approach to embedding EDI throughout the university's fabric, from the activist grassroots to formal leadership.

Collective Development of the Plan

The consultation phase with the broader university community began in November 2023. The approach, designed to capture a wide range of perspectives and insights toward a deeper understanding of the community's needs, aspirations and challenges, took on an organic format and tapped into relations and connections to encourage open dialogue, trust and meaningful participation. It followed a set of operating principles, such as a commitment to accessibility and centring knowledge holders, which were developed by the Steering Committee.

The EDI Leads Network, an institution-wide forum connecting individuals with formal positions or who have been tasked with leading or coordinating EDI (and related) initiatives, played a pivotal role

in facilitating conversations in the form of one-on-one and group discussions with students, faculty and staff across different units and administrative service portfolios, and in crafting the overarching direction of the consultations. Formal engagements that involved structured conversations with governance bodies within the university were designed to harness the collective expertise and perspectives of these groups, providing a strategic dimension to the feedback. All College Deans and Faculty Deans were engaged through one-on-one conversations and council meetings to gather feedback from their units and their support have been immensely valuable. The consultation process also included key bodies like the Black Faculty Collective, the Aboriginal Teacher Education Program, the EDI Scoping Group, the Council on Systemic Ableism and the Indigenous Advisory Council. These conversations were joined by extensive qualitative input through an online form.

722 individuals from across university campuses, areas and roles have participated in engagement sessions and provided insight since November 2023. In March 2024, an additional 110 participants contributed to a series of five EDI Action Planning Sessions crafted around passion points, such as the learning environment and working cultures. The working sessions allowed us to further connect with undergraduate, graduate students, postdoctoral fellows, student employees, faculty members or instructors and all staff (other academic, management, support and other staff) in exploring possible answers to big questions and imagining practical paths forward in making equity, diversity and inclusion an integrated part of what we do at the U of A. The moments of deepened connection and storytelling emphasized a relevant community-driven approach to transforming our university through a shared endeavour.

Throughout, we strive to foster an environment of compassion and respect, where every voice is not only heard but valued. By prioritizing partnerships and collaborative design efforts, we aim to ensure that the development of our plan is iterative and responsive to feedback, reflective of the ever-changing global environment and respects the perspectives, well-being and dignity of all community members.

Together, these consultations provide input on priorities and needs that are to be addressed by the action plan as well as validate the emerging themes in this document that will shape it.

CONTINUING OUR STORIES

The Integrated EDI Action Plan marks not a starting point for, but an extension of our collective commitments, and is indebted to the expertise, actions and efforts of so many. This document thus continues our Stories from the Field, thereby seeking to anchor the vision and mission of the Integrated EDI Action Plan in real-world experiences while also emphasizing storytelling as a cornerstone of our consultation process.

Through this thoughtful and participatory process, we offer the following five themes that not only illustrate and enrich the dynamic arc of our collective journey toward deepened, expanded, refined and connected commitments to equity, inclusion and access, but also honour the diverse and evolving stories within the University of Alberta.

Theme 1: The need for equitable and affirming learning environments

"Learning is as unique as people and more consideration is needed for neurodivergence. Recognition of informal learning is also important to fulfill our mandate of offering learning for all."

Rooted in our university's strategic plan, our consultations have highlighted a key theme: the need to create equitable and affirming learning environments. One significant point raised during our discussions was the call to critically examine and revise our educational content. This involves a commitment to ensuring that the material we present in our classrooms reflects a broad spectrum of perspectives and histories, especially those that have been overlooked or marginalized. It's about more than just diversifying the syllabus; it's a call to fundamentally rethink which voices and stories we prioritize in our teaching. This approach is not only about enriching our curricula but also about acknowledging and valuing the diverse backgrounds and experiences of our student population, which is becoming more varied every year.

We heard that promoting the EDI education and training resources already available through the university would be very useful. These resources can serve as essential tools for embedding equity, diversity and inclusion into the fabric of our academic and administrative practices, ensuring that all members of our community are equipped with the knowledge and skills to contribute to an inclusive environment.

Practicum Placements and Experiential Learning emerged as significant areas of discussion, particularly the challenge of negotiating community partnerships in a way that continues to maintain strong relationships while aligning with the university's EDI expectations. Ensuring appropriate accommodations and addressing microaggressions, language barriers and biases that racialized students and those with accents might encounter during their placements were some of the concerns shared. The dialogues underscored the necessity of making these learning environments outside of the classroom safe and equitable, informing community partners of our expectations and fostering mutual understanding and respect.

The dynamics between supervisors and graduate students were highlighted as another area for improvement, with a call for dedicated supports that ensure these relationships are conducive to learning and personal development. Lowering financial barriers equitably and enhancing the transparency of scholarship and awards allocation processes were also identified as essential steps toward making education accessible to all.

Addressing ableism and centring disability cultures requires a thoughtful approach to designing learning spaces and experiences that are accessible to individuals of all abilities and identities. This includes highlighting actions from ongoing infrastructure plans, integrating feedback on our built environment and facilities gathered during broader consultations. The importance of considering physical and online spaces was emphasized, along with the need for decision-makers to better understand the challenges faced by those with disabilities.

A hub for assessment procedures and practices related to equity was suggested as a vital resource for translating equitable assessment practices across subjects, paradigmatic investments, learning levels and class sizes. This initiative would aim to ensure that evaluation methods are fair and inclusive, reflecting the diverse needs and strengths of our student body.

Finally, the consultations revealed a need for workshops to support instructors in the development of learning environments as spaces where differences can be engaged with, and where students can become accustomed to encountering contestation. Members of the university must build capacity for distinguishing between challenge or discomfort and 'being' unsafe.

Theme 2: The importance of communication to allow for collaboration and cooperation in coordinating EDI efforts

"I think your most important job is coordinating all of the diverse EDI efforts across campus and creating an easily accessible place where someone searching online can find all of the different things that can be done. Or at the very least, putting the people in charge of each distinct effort in touch with each other."

Throughout the consultations, a recurring theme emerged highlighting how important communication was for fostering collaboration and cooperation in EDI efforts. This theme underscores a multifaceted approach to sharing information, integrating university priorities and building the framework necessary for effective engagement with ongoing EDI initiatives. Further, it ensures that those engaged in the efforts are less alone.

One aspect that was emphasized involved the delicate balance required to share necessary information without overloading community members, while also ensuring that voices from the ground are heard and considered alongside the integration of university priorities. This calls for an approach to communication that respects the bandwidth of community members yet keeps them informed and engaged in meaningful ways.

Furthermore, the consultations revealed a strong belief in the potential of learning opportunities as the basis for community building. Staff members appreciated how creating spaces where there can be open sharing of their recent learnings about EDI can lead to the university fostering a culture where conversations around EDI are normalized and encouraged. Group sessions, designed to be

interactive and experiential, were highlighted as effective means to promote dialogue and collaboration. There was a mention of the success of events that bring people together — such as EDI film screenings, reading groups or communities of practice and care — amplifying the power of such communal learning experiences to enhance a shared understanding of EDI commitments.

The discussions also had participants ideating the possibility of a comprehensive 'map' that guides community members in connecting with existing supports, ongoing work and timelines related to EDI efforts. This would help in ensuring that efforts are not duplicated and that resources are effectively utilized, making it easier for individuals to find and engage with the supports they need. That said, there was also a recognition that in the case of EDI, efficiency can also undermine the importance of nuance, local knowledge and relationships.

The importance of developing both centralized hubs and embedded, integrated communication channels was another discussion point. These channels could include both synchronous and asynchronous platforms, such as websites and communities of practice and care, to accommodate the diverse needs and schedules of the university community.

Lastly, there was a strong desire to see evidence of efforts to expand the clarity of communication, diversify the types of communication, and enhance accountability through detailed reports as actions unfold. This includes a call for transparency in the progress of EDI initiatives, ensuring that the university community is kept informed of developments, challenges and successes in a timely and comprehensible manner.

Theme 3: The necessity for practical supports in place to enable equity-centred practices

"We have hiring selection committee members who say I am not going to consider EDI in this competition. It is challenging to argue against this and get past the perception of 'fit' (unconscious/conscious bias) and the equity-deserving and equity-seeking groups are seen as 'less than' even before they start. It is an emotional issue for everyone involved, trainings are just not enough, a culture shift from transactional to relational is needed."

While not the most frequently mentioned, the separation of the following areas of concern into a distinct theme underscores the emphasis placed on them in the broader context of the consultations.

Community members have voiced concerns over the resistance to integrating EDI considerations into selection criteria in hiring processes, highlighting instances where committee members openly reject the notion of EDI as a factor in their decision-making. Conversations included suggestions of varying perspectives on 'fit' and the evaluation of candidates from diverse backgrounds, a potential need for enhanced training and a shift towards a more inclusive and relational approach in hiring

practices. Responses underscored a need for resources that offer productive ways to respond to these misconceptions that do not cause further divisiveness or entrenchment.

The underrepresentation of women and Indigenous Peoples in the sciences and STEM fields was identified by department chairs in those areas as a critical barrier to achieving diversity in leadership roles. Addressing this gap requires more than just creating opportunities; it necessitates a willingness to engage with individuals where they are at, employing strategies tailored to meet the unique needs and circumstances of different underrepresented groups.

As we look towards growing our student enrollment, particularly among first-generation students and those coming from outside Alberta, a question arose as to how we could extend our EDI efforts to ensure these students are set up for success. This includes not just their integration into the university community but also ongoing support that acknowledges and addresses the unique challenges they may face off campus, once they have arrived.

This leads to a valid concern that was raised during the consultations that in a landscape of ongoing change, securing consistent funding for EDI initiatives presents a complex challenge.
The effectiveness of these initiatives is closely linked to the level of resources allocated to them, highlighting the need for sustainable support to ensure their continued success.

Theme 4: The desire for efforts to be recognized and to be collectively responsible for sustaining transformative inclusion

"We need better communications developed across the university for EDI to communicate what has happened and how – a dashboard for the faculty and an updated page for each department would be great. But that is labor. A needed support is for the service component of EDI to be incentivized through structural recognition."

To genuinely integrate equity, diversity, Inclusion and access into the fabric of our university, feedback underscored the importance of a multi-dimensional strategy that begins to acknowledge existing efforts and upcoming initiatives through both symbolic and tangible recognition. Discussions highlighted the critical role of valuing the deep expertise of our community's knowledge holders and aligning with the university's leadership to ensure the contributions of community leaders are both recognized and held in esteem by senior management. Emphasizing the need for cultivating accountability and responsibility, the dialogue shifted to a lens of values alignment, those values being: curiosity, open-mindedness, self-awareness, relationship-building and a commitment to long-term sustainability.

Feedback from some department chairs, while full of praise for their student and faculty EDI champions, suggests a feeling of reaching a plateau in EDI efforts, with statements like, "We believe we are doing everything EDI-related and seem to have reached maximum capacity," or "How do we

know there's more that we can do and are we doing it right?" This sentiment reflects a sense of demoralization when faced with calls to "do EDI," despite significant efforts already being made. At the same time, it raises the question of whether enough is truly being done. There's a recognition that while some units are excelling in their EDI initiatives, others may not be, but this variance should not overshadow the pride and hard work of those dedicated to making meaningful progress. It highlights the need for a nuanced approach to acknowledging and building on existing EDI achievements, understanding the unique challenges and capacities of different units, and fostering an environment where continuous improvement is encouraged and valued, without diminishing the significant strides already taken, and possibly shifting the narrative from "do EDI" to "be EDI".

We heard of transformation towards deeper incorporation of EDI advocates for processes that provide 'room to breathe' — a concept emphasizing flexibility, openness and space for growth within organizational practices. This philosophy also encourages us to rethink our response to crises, not only as catalysts for change but also as a model for proactive learning and adaptation. We heard statements like: "Why wait for a crisis to act as a catalyst?" By embracing this mindset, we can foster continuous improvement and innovation without the need for a crisis to spur action. Such a perspective necessitates a proactive stance towards engagement, ensuring the cultivation of an environment where respect and safety are paramount. At the same time, the community's concern over the perceived lack of visible consequences for harassment and interpersonal harm highlighted a critical gap in ensuring a safe and respectful environment.

Amidst the plethora of activities on campus, there was a voiced concern about the potential dilution of efforts, stressing that EDI is foundational and not merely ancillary. From a senior leadership perspective, the dialogue centred on identifying two to three actionable items that could be consistently applied across all portfolios with adequate support. The necessity for clear, well-articulated key messaging emerged as essential, alongside the establishment of transformative and sustainable systems that remain unaffected by leadership changes. This approach acknowledges the critical interplay between systems and individual relationships, emphasizing the role of personal commitment in the EDI journey.

Integrating EDI into annual professional development or performance enhancement goals was highlighted as a strategy to make EDI a personal priority for every individual, directly engaging with their supervisors. The conversations advocated a shift from passive learning to active mentorship, encouraging a culture of "looking for" opportunities to advance EDI. Questions like "Why does this matter to me?" reflect a need for personalizing the EDI mission, ensuring everyone sees their role in fostering an inclusive environment of belonging and affirmation. The community called for clear accountability metrics and an impact assessment of EDI policies and interventions to track and advocate for the continuous advancement of EDI initiatives.

Moreover, the emphasis on collecting and reflecting upon data to demonstrate progress — such as improvements in retention and hiring practices — was seen as vital. Using surveys, dashboards and

other tools at both university and unit levels would serve as indicators of progress, helping to maintain momentum and visibly demonstrating how far the community has come in its EDI journey.

Critiques of EDI often stem from a perceived threat to excellence, sparking conversations about redefining excellence within the university's context to include EDI principles. Addressing concerns about government interference and incorporating justice and care into EDI work were also discussed, highlighting the need for education on the damage inflicted by colonialism and the effects of barriers on members of the university community as one of many possible strategies to counteract attempts to disrupt EDI progress.

The university community's dialogue was rich with insights into creating a more inclusive, equitable and diverse environment. By recognizing individual and collective contributions, fostering a culture of accountability and respect and leveraging data for continuous improvement, the university aspires to redefine excellence through the lens of EDI, making it a foundational element of its identity and operations.

Theme 5: The impact of equity-centred research on communities

"Academic research can be quite 'silo -ish' - can we have a campaign and opportunities to encourage faculty to collaborate within the university to lift each other. I would love that but my day-to-day doesn't include interacting with new people within the university."

The sentiment that academic research often operates in silos resonates deeply with many faculty members, sparking a call for EDI initiatives to foster a university culture where faculty are encouraged and given opportunities to connect beyond their immediate academic circles, potentially through structured opportunities designed to embrace diverse perspectives and methodologies. Such collaboration is seen not just as a means to enhance personal academic pursuits but as a fundamental step towards lifting each other's work and achieving a greater collective impact.

This aspiration underscores the importance of diversity in hiring, and how other research methodologies and pedagogies, including Indigenous and Black ways of knowing and learning, can lead to enriching knowledge sharing. The feedback emphasizes the university's dual role as a cohesive entity that also honours its community's diverse perspectives and practices. There's a growing recognition of the need to shift focus toward how research is conducted, rather than merely what is researched, advocating for community-engaged research practices that are valued and that recognize and address the inequitable distribution of research time.

Exploring more structured and supported ways to collaborate across fields and teams extends also to the sharing of better practices, such as those supportive of neurodivergent researchers. This speaks also to the importance of celebrating the creativity of research cultures that are transformative and values-driven.

A significant concern raised was equitable workloads within the academic community. The call for a culture shift toward recognizing and valuing all contributions, whether in teaching, research, service, community engagement or technical support, underscores the need for inclusivity and fairness in workload distribution. This inclusivity is crucial for ensuring that everyone feels valued and represented across all university functions and areas.

Moreover, there's an eagerness for endorsement of EDI principles by senior research leaders, alongside a push for securing large, successful research grants. The launch of the "EDI in Research" plan is an example of one of the strategic approaches to embedding EDI principles into research grant applications, highlighting the potential for successful EDI impact research to attract funding.

Acknowledgment of the Current Environment

"The EDI movement is unfortunately no longer about equity and diversity in its purest form. Instead, EDI has morphed into a political advocacy movement that promotes certain groups deemed oppressed under EDI's methodology."

The consultations for the Integrated EDI Action Plan are coming at a time of increased polarization, critique and pushback within the context of mounting crises, harms, challenges to human rights and violence within postsecondary institutions and beyond. These realities have directly impacted campus members' experiences of safety, belonging and well-being.

The public discourse on EDI and related disciplines in many US post-secondary institutions, leading in many corners to sweeping changes to legislation, has caused those committed to EDI principles in the learning and working environment — and the world — to feel a sense of unease. This unease has grown as these conversations make their way to Canada. The persistent myths about EDI circulating in the public sphere have had a very real and discouraging effect on members of the U of A community with EDI positions, on those who are researchers in allied or adjacent fields and on members of equity-denied groups. They have also emboldened increasingly divisive language in social media spaces and classrooms alike. Added to this external discourse, many within social justice and equity movements have articulated concerns and offered critiques that EDI measures and approaches to date have not been sustainable nor sustaining, that they have been reactive or short-term, have in some cases served to uphold barriers or erect new ones and/or are perceived as tokenistic 'EDI-washing' on the part of institutions.

At a time of intersecting and increasingly alarming global crises, it is incumbent upon us, as an institution committed to The Public Good, to continue the work of upholding academic freedom. We are, as a community, being asked to reassess our roles and responsibilities in the context of emergent and urgent challenges, for example: the restructuring that so many Canadian universities are experiencing, the calls to divest from fossil fuels, the demands that university leadership make

statements against and reparations regarding genocides past and present as well as rising authoritarianism, fascism and its specific racist and transphobic manifestations. What is the role of the university in times of crisis? How do we protect academic freedom in the face of increasing divisiveness and partisan politics? How do we protect the place of advocacy and activism while recognizing the difference between EDI work within institutional infrastructures and EDI work in community, which, while intertwined, are not synonymous?

Within this environment, an integrated approach to working toward a more equitable and accessible University of Alberta has never before been more important.

LOOKING FORWARD

Reflecting on our community's shared narratives reveals a journey rich in ambition and opportunities toward advancing EDI. These are YOUR stories, and they not only deepen our understanding but also fuel our determination to move from listening to actionable change, which will be reflected in the Integrated EDI Action Plan.

As we move forward, we focus on establishing meaningful metrics that resonate with our community's feedback gathered in this first phase of consultation. The next phase transcends feedback collection; it's a living commitment to embody your stories in our actions, fostering tangible, sustained and sustaining improvement. **Throughout May and June 2024**, we seek your insights to validate these themes and develop relevant benchmarks through enhanced engagements. Through your participation in forums and online responses, we aim to ensure transparency, accountability and a celebration of our EDI advancements.

Your active engagement is essential as we transform our collective stories into meaningful change, forging a future that reflects our core values.

University of Alberta

ITEM NO. 10

Decision ☐ **Discussion** X **Information** ☐

ITEM OBJECTIVE: To outline the rationale and approach for a comprehensive review and revision of the university's Space Management Policy.

DATE	May 27, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Vice-President (University Services and Finance) and Vice-President (Facilities and Operations)

Executive Summary
- A comprehensive review and revision of the university's Space Management Policy is needed to support the growth objectives outlined in Shape while ensuring optimal use of existing space.
- The revised policy will address overarching principles, scope, decision making authority, and changes in relation to space management and distribution across the university. It will also address delegated accountability for space allocation, allotment, and assignment.
- Consultations will occur across the institution from June 2024 to March 2025 and a revised policy will be brought to GFC and Board committees thereafter, ultimately requesting Board of Governors approval.

Background
- The Space Management Policy defines university space and outlines responsibilities for space management. It is a Board of Governors approved policy, originally approved in 2008, with its most recent update in 2019.
- As highlighted in the University of Alberta Operating Model 2022 update, the One University model creates the opportunity for greater consistency and improved financial and environmental sustainability in how we allocate and use infrastructure resources across the institution. This model supports the objectives outlined in Shape, including a 35 percent growth in enrolment by 2033, with commensurate growth in academic and support staff. This growth, however, must occur in a way that extracts the greatest efficiency possible out of existing space.
- The Provost and Vice-President (Academic) and the former Vice-President (Facilities and Operations) issued a Space Management - Interim Guidance Memo (February 2024) that clarifies delegation of accountability as it relates to effective space use and provides guidance for space related requests until a revised policy is approved. In the interim, the memo states that the Vice-President (Facilities and Operations) has authority over university space and that the Provost and Vice-President (Academic) has delegated the accountability to the college deans and stand-alone faculty deans for effective resource use, including space. This interim approach has been in effect for only two months so as anticipated, faculties are still working through how to best operationalize this direction within their internal processes.

Analysis/Discussion

GOVERNANCE OUTLINE

- With the level of growth outlined in Shape there is a need for thoughtful planning in how we optimize our spaces and streamline related policies and procedures. An updated Space Management Policy will enable the university to drive space optimization efforts and prepare for projected growth while operationalizing a One University model.
- A review is underway to align the policy's principles and scope with institutional strategic plans including a focus on stewardship, interdisciplinarity, equitable space distribution, and shared space use. Related policies will be reviewed for consistency, appropriateness, and relevance of integration.
- The revised policy will address overarching principles, scope, decision making authority, and changes in relation to space management and distribution across the university. It will also address delegated accountability for space allocation, allotment, and assignment. Key revisions will relate to:
  - Alignment with the new college structure and clarity of college-level authority.
  - Addressing inconsistencies across faculties and campuses, including:
    - The allocation or revocation/reallocation of space based on a demonstrated and rationalized need in alignment with the university mission.
    - Providing a foundation to inform clear space standards to ensure fairness, consistency, and transparency (e.g. what roles and/or functions are assigned space).
    - Clarity on roles, responsibilities, and authority related to space management and administration, and decision-making.
    - Updated terminology and definitions as appropriate.
  - Considerations pertaining to equity, transparency, student experience, space optimization, and reducing ecological footprint and operational costs.
- Updates to the policy that reflect the organizational and structural changes brought about by the recent academic and administrative restructuring will require minimal consultation. More in depth consultation, similar to the approach that occurred during the development of Shape and the university's People Strategy, will be required to determine the correct approach for including the new college-level authority regarding space related decisions.
- The processes and methods for managing space, such as how space is allocated to faculties and ultimately assigned to individuals, will be addressed in the accompanying procedure(s). Space standards will then be developed and implemented to further support the equitable and transparent distribution of space across the institution. Attachment 1 details the current conglomerate of related policies and procedures and how they may be potentially incorporated into a new policy suite.

Risk Discussion/Mitigation

Revisions to the university's Space Management Policy mitigates the following risks:

- Leadership - If new ways to manage space are not consistently championed by university academic and administrative leadership, implementation of a revised policy will not succeed; equity, clarity, consistency, and transparency must be at the forefront of change.
- Enrolment management/student success/research enterprise - The university may not be able to support increased growth without changes to how space is managed; a revised policy will support the growth objectives while ensuring optimal use of existing space and taking into account student experience.

GOVERNANCE OUTLINE

- Physical infrastructure/resource management - Failure to manage the university's space effectively and efficiently will negatively impact costs and infrastructure sustainability; revisions to policies and procedures will facilitate the optimal use of space and improve environmental and financial sustainability.

Relevant Legislation/Policy
- Post-secondary Learning Act
- Board Finance and Property Committee Terms of Reference

Next Steps
- May 2024 - Rationale and approach to GFC and Board committees
- June 2024 to March 2025 - Consultations/engagement across the institution
- April to June 2025 - Draft of revised policy to GFC, and Board committees
- June 2025 - Draft of revised policy to Board of Governors

Attachment
1. Space Management - Existing Policies and Procedures and Examples of Potential New Components

Attachment 1: <u>Space Management - Existing Policies and Procedures and Examples of Potential New Components</u>

Note: The engagement and consultation leading to a revised Space Management Policy suite will focus on clarifying and modernizing the overarching policy. Below is a list of existing related policies and procedures (UAPPOL) within which content may be incorporated.

Existing policies and procedures - may be incorporated into a new Space Management Policy suite	Examples of potential new components of a revised Space Management Policy suite
Equipment and Furnishings Asset Management Policy ● Furniture Repair Procedure **Facilities Floor and Room Numbering Policy** ● Facilities Floor and Room Numbering Procedure **Lands and Buildings Security Policy** ● Lock Changes Key Request and Key Control Procedure **Maintenance Policy** ● Maintenance Request Procedure **Planning and Renovation of Existing Facilities Policy** ● Demolition Procedure ● Renovation Procedure **Preservation of University Facilities and Grounds Policy** **Real Property Compliance Policy** ● Real Property Acquisition Procedure ● Real Property Disposition Procedure **Real Property Proceeds Policy** ● Real Property Proceeds Procedure **Signage Policy** ● Posting Announcements, Notices and Banners Procedure ● Posting Announcements, Notices and Banners Procedure Appendix A: Posters, Notices and Banner Guidelines **Space Management Policy** ● Classroom Scheduling for Courses Procedure ● Short Term Casual Event Booking Procedure ● Space Management Procedure ● Use of University Equipment by Professors Emeriti Procedure & Guideline **Schedule A: Signing Authority for Contractual Obligations on Behalf of the Board of Governors of UA**	**Alternative Workplace Criteria** ● Supports the new approach to undertaking work at the university with an opportunity to re-evaluate policies and procedures related to remote working. **Space Planning Principles** ● Supports long-term use and occupant well-being while maximizing the use of space as a strategic asset. **Leasing to External Stakeholders / Strategic Partnerships Policy** ● Specifies the necessary requirements and criteria for leasing of university space to external parties. **Research Laboratory Utilization Principles / Procedures** ● Supports efficient research laboratory utilization through assessment of research revenue, alignment of research personnel to assigned areas, and establishing shared support spaces. **Research Equipment and Facilities Use Principles / Procedures** ● Supports sharing of equipment and related space between researchers and faculties to reduce space and infrastructure, as well as operating costs.

Item No. 12

General Faculties Council Standing Committee Report

GFC Executive Committee

- Since last reporting to GFC, the GFC Executive Committee met on May 13th, 2024.

- Items Approved with Delegated Authority
  - Changes to the Faculty of Nursing Faculty Council Composition
  - Changes to the Faculty of Science Faculty Council Composition
  - Changes to the Faculty of Business Faculty Council Composition
  - Bilingual Parchment for the Certificate in Francophone Practice for Speech-Language Pathologists
  - Draft Agenda for the Next Meeting of General Faculties Council

- Items Recommended to Board of Governors
  - University Policy Development Oversight

- Items Discussed
  - 2023-2024 Report from Exec GPO

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 May 1 & May 15, 2024.

2. Items Recommended to the Board of Governors
May 15, 2024
   - Master of Management Analytics (MMA) Tuition and Program Budget
   - Master of Business Administration (MBA) Tuition

3. Items Approved with Delegated Authority
May 15, 2024
   - Master of Management Analytics (MMA) Program Budget

4. Items Discussed
May 1, 2024
   - Technology with Purpose (the University's Technology Plan)
   - Google Storage Update
   - Space Management Policy Revisions - Rationale and Approach
   - University of Alberta Protective Services (UAPS) Monthly Update

May 15, 2024
   - Research Security Initiatives
   - Equity, Diversity, and Inclusion Action Plan

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:
Verna Yiu, Chair
GFC Academic Planning Committee

General Faculties Council Standing Committee Report

GFC Programs Committee

1. Since last reporting to GFC, the GFC Programs Committee met on May 16, 2024.

2. Items Approved with Delegated Authority from GFC
   - Course, Minor Program, and Minor Regulation Changes
     - Arts
     - Augustana
     - Business
     - Campus SaintJean
     - Education
     - Engineering
     - Kinesiology, Sport and Recreation
     - Medicine and Dentistry
     - Nursing

   - Faculty of Science: Proposed Name Change and Program Change to the Master of Science in Integrated Petroleum Geosciences (IPG)

   - Senate Observers Principles Document

   Terms of reference and records of meetings for this committee can be found at:
   https://www.ualberta.ca/governance/memberzone/gfcstandingcommittees/index.html#GFC_PC

Submitted by:
Janice Causgrove Dunn, Chair
GFC Programs Committee

General Faculties Council Standing Committee Report

GFC University Teaching Awards (UTAC)

1. The University Teaching Awards Committee met on February 15, April 4, and April 11th 2024.

2. Items Approved with Delegated Authority from GFC
   April 4, 2024
   − The Committee adjudicated the Provost's Award for Early Achievement of Excellence in Undergraduate Teaching and awarded:
     o Louise Harrington
     o Kristin Zelyck
   − The Committee adjudicated the Rutherford Award for Excellence in Undergraduate Teaching and awarded:
     o Guillermo Hernandez Ramirez
   − The Committee adjudicated the Award for Excellence in Graduate Teaching and awarded:
     o Rebecca Gokiert

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:
Trish Manns, Chair
GFC University Teaching Awards Committee

ITEM NO. 17A

Decision ☐ Discussion ☐ Information ☒

ITEM OBJECTIVE: To discuss the Centres and Institutes 2023 Annual Report

DATE	May 27, 2024
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Vice-President (Research and Innovation)

Background
The role of the Centres and Institutes Committee (CIC) is to ensure the integrity and maintenance of the University's rigorous processes for the establishment, operation, termination, oversight and accountability of academic centres and institutes and maintains close communication with Deans and Vice-Presidents as well as with directors responsible for the daily oversight of academic and affiliated centres and institutes at the University of Alberta. CIC prepares an annual report for BLRSEC and APC and it is presented for information to the committees each spring.

Analysis / Discussion
The Annual Report of the Centres and Institutes Committee is part of the BLESEC and APC Workplans. There were three new centres or institutes approved in 2023 - one academic institute, one academic centre and one affiliated centre. Three academic centres were terminated, two academic centres were suspended or remained suspended, and one academic centre and one academic institute were re-named during 2023.

Risk Discussion / Mitigation of the Risk
Sustainability is a major focus of the work of the Centres and Institutes Committee, which carries out a detailed analysis of the financial support and governance structure in any new proposals, and works with the initiators as needed to strengthen the proposal before it signs off and recommends approval to APC (for Academic proposals) or PEC-O (for Affiliated proposals). If the Centres and Institutes Committee is not satisfied with a proposal, it does not move forward to APC or PEC-O.

As a result of the change in the relevant UAPPOL Policy and Procedures in 2022 to add the possibility of a College housing a Centre or Institute, a joint initiative is underway between the Provost and Vice-President (Academic) Office and the Vice-President (Research and Innovation) Office to examine how Centres and Institutes could contribute to the effectiveness of the *One University* model, and capacity-building, institutional reputation building, and interdisciplinarity opportunities.

The annual reports from individual Centres and Institutes are signed by the relevant Faculty Deans before being submitted to the VPRI Office for review, which increases the level of oversight to ensure that these bodies are functioning effectively and meeting their mandates. With a small number of exceptions, all Centres and Institutes report to Faculty Deans.

GOVERNANCE OUTLINE

ITEM NO. 17A

An attestation concerning the administrative oversight of Centres and Institutes is signed by the Associate Vice-President (Strategic Research Initiatives and Performance) each year and presented to the Board Audit and Risk Committee for information. BARC will receive this attestation at its meeting on 4 March 2024.

Where applicable, list the legislation that is being relied upon
Post-Secondary Learning Act (PSLA)
UAPPOL Centres and Institutes Policy
UAPPOL Academic Centres and Institutes Establishment Procedure UAPPOL Academic Centres and Institutes Operation Procedure UAPPOL Academic Centres and Institutes Termination Procedure UAPPOL Affiliated Centres and Institutes Establishment Procedure UAPPOL Affiliated Centres and Institutes Operation Procedure
UAPPOL Affiliated Centres and Institutes Termination Procedure
GFC Academic Planning Committee Terms of Reference
Board Learning, Research and Student Experience Committee Terms of Reference Section 2I
Board Audit and Risk Committee Terms of Reference

Supporting Materials: Centres and Institutes 2023 Annual Report (2 pages)

CENTRES AND INSTITUTES COMMITTEE (CIC)

2023 Annual Report

1.	ACADEMIC CENTRES AND INSTITUTES	
APPROVED by GFC Academic Planning Committee (APC):		
Faculty of Arts	Institute for Intersectional Research / Institut de recherches intersectionnelles (IIR/IRI)	Approved by APC on 03/05/23
Faculty of Engineering	Water Research Centre	Approved by APC on 17/05/23
FIVE YEAR STRATEGIC REVIEW/AGREEMENT RENEWAL COMPLETED, UNDERWAY OR PENDING		
Faculty of Education	Centre for Research in Applied Mathematics and Evaluation (CRAME)	Review submitted 7/12/23; Centre TOR updated in 2023 and approved as a minor change
Faculty of Native Studies	Rupertsland Centre for Métis Research	Review submitted 15/12/23
TERMINATION OR IN THE PROCESS OF REVIEW/SUSPENSION (approved and submitted by Reporting Faculty Dean and/or Vice-President)		
Faculty of Education	Canadian Centre for Research on Literacy (CCRL)	Terminated in 2023 at the request of the Dean, 19/04/23
Faculty of Education	Centre for Global Citizenship Education and Research (CGCER)	Terminated in 2023 at the request of the Dean, 19/04/23
Faculty of Education	JP Das Centre for Developmental and Learning Disabilities	Suspended in 2022, and awaiting further word from the Dean
Faculty of Medicine and Dentistry	Centre for Health and Culture	Terminated in 2023 at the request of the Dean, 28/07/23
Alberta School of Business	Centre for Applied Business Research in Energy and the Environment (CABREE)	Suspended in 2023, and awaiting further word from the Dean
RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President)		

Faculty of Arts	Institute for Intersectional Research / Institut de recherches intersectionnelles (IIR/IRI) renamed Institute for Intersectionality Studies (IIS) / L'institut d'études sur l'intersectionnalité (IEI)	Approved by Vice-President (Research and Innovation) 08/11/23
Alberta School of Business	Centre for Excellence in Operations (CEO) renamed to the AI Centre for Decision Analytics (AI4DA)	Approved by Vice-President (Research and Innovation) 11/18/23
PROPOSALS FOR NEW ACADEMIC CENTRES/INSTITUTES PENDING OR UNDER REVISION:		

2.	**AFFILIATED CENTRES AND INSTITUTES**

APPROVED by the President's Executive Committee-Operations (PEC-O) AND/OR AGREEMENT SIGNED:		
Faculty of Law	Environmental Law Centre	Approved by PEC-O 2/03/23; affiliation agreement approved by PEC-O 7/9/2023
PROPOSALS FOR NEW AFFILIATED CENTRES/INSTITUTES PENDING OR UNDER REVISION:		
STRATEGIC REVIEW AND/OR AGREEMENT RENEWAL (5 YEAR) (or as directed by contractual agreements and submitted by Reporting Faculty Dean and/or Vice-President):		
TERMINATION OR IN THE PROCESS OF TERMINATION (approved by Reporting Faculty Dean and/or Vice-President):		
RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President):		

3.	**UAPPOL CENTRES AND INSTITUTES POLICY AND PROCEDURE REVISIONS (as approved by GFC Executive Committee, or Board of Governors, or President's Executive Committee) AND FORM DOCUMENT UPDATES (as approved by the Centres and Institutes Committee):**

UNIVERSITY OF ALBERTA

Kate Peters <peters3@ualberta.ca>

REVISED: General Faculties Council | April 29, 2024

2 messages

GFC Services (University of Alberta) <ugovgfc@ualberta.ca> 29 April 2024 at 10:01
Cc: Carley Roth <caroth@ualberta.ca>

Dear Members of General Faculties Council,
Please note that a Notice of Motion has been added to the University Governance website for your consideration.
Thank you,

Kate
GENERAL FACULTIES COUNCIL (GFC) SERVICES

UNIVERSITY OF ALBERTA
University Governance

3-04 South Academic Building
Edmonton, AB Canada T6G 2G7

UNIVERSITY OF ALBERTA

**The University of Alberta respectfully acknowledges
that we are situated on Treaty 6 territory, traditional
lands of First Nations and Métis people.**

On Fri, Apr 26, 2024 at 2:28 PM GFC Services (University of Alberta) <ugovgfc@ualberta.ca> wrote:
Dear Members of General Faculties Council,
Please note the meeting materials have been revised to include supplementary notes for Items 6 & 7.
Thank you,
Kate

GENERAL FACULTIES COUNCIL (GFC) SERVICES

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University Governance

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Edmonton, AB Canada T6G 2G7

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On Mon, Apr 22, 2024 at 11:07 AM GFC Services (University of Alberta) <ugovgfc@ualberta.ca> wrote:
Dear Members of General Faculties Council (GFC):

The materials for the **April 29, 2024,** meeting of GFC are now available on the University Governance website.

If you are receiving this message because you are on the FYI list, and you would like to observe the meeting, please consult the website for meeting information.

Thank you,
The University Governance Team

GENERAL FACULTIES COUNCIL (GFC) SERVICES

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GFC Services (University of Alberta) <ugovgfc@ualberta.ca>   29 April 2024 at 12:37
Cc: Carley Roth <caroth@ualberta.ca>

Dear Members of GFC,
At the request of the proponent, the documentation for the Notice of Motion has been revised on the University Governance website.
Thank you,
Kate

GENERAL FACULTIES COUNCIL (GFC) SERVICES

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University Governance

3-04 South Academic Building
Edmonton, AB Canada T6G 2G7

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