19 December 2011 GSA Council Agenda

1. Approval of the Agenda
2. Approval of the Minutes
    (a) 21 November 2011 **(attached)**
3. Presentations and Announcements
    (a) Presentations by Guests
        i. Academic Integrity Survey (Chris Hackett, Office of Student Judicial Affairs) (30 minutes) **(background materials attached)**
        ii. The *Gateway* (Alexandria Eldridge, Editor-in-Chief) (30 minutes)
4. Reports
    (a) Executive Reports
        i. President **(attached)**
        ii. VP Academic **(attached)**
        iii. VP Labour **(attached)**
        iv. VP Student Life **(attached)**
        v. VP Student Services **(attached)**
    (b) Officer Reports
        i. Speaker
        ii. Chief Returning Officer - **a meeting of the Elections and Referenda Committee will be held in early January**
        iii. Senator **(attached)**
    (c) Standing Committee Reports
        i. GSA Board **(attached)**
        ii. Governance Committee **(attached) – also see item 8(b) ii - Council Composition**
        iii. Budget and Finance Committee **- planning a joint meeting with the Board in early January**
        v. Awards Selection Committee - **see item 8 (b) i - Awards Proposed Revisions**
        vi. Negotiation Committee - **no meetings required at present; see VPL Report re: Parking Lot issues**
        vii. Labour Relations Committee **(attached)**
        viii. Elections and Referenda Committee **- a meeting will be held in early January**
        ix. Nominating Committee **(attached)**
    (d) *Ad hoc* Committee Reports
    (e) Recommendations from GSA Management
        i. Executive Director **(attached)**
        ii. Director of Finance and Operations - **see Executive Director report**
5. Question Period
    (a) Written Questions
    (b) Oral Questions

6. Elections and Appointments
    (a) GSA Standing Committees
    (b) Other Committees
7. Special Orders
8. Unfinished Business and General Orders
    (a) Unfinished Business
    (b) General Orders
        i. R20111219.1 Awards Proposed Revisions **(attached)**
        ii. R20111219.2 Council Composition **(attached)**
9. New Business
    (a) Scheduled Business
    (b) Unscheduled Business
10. Committee of the Whole
11. Adjournment

21 November 2011 GSA Council Minutes

The meeting was called to order at 6:01 pm.

Roll Call/Attendees:

- Council Members: refer to the attendance record
- Guests: Don Hickey, Vice-President (Facilities & Operations); Doug Dawson, Executive Director, Ancillary Services

1. Approval of the Agenda: **Carried**
2. Approval of the Minutes
   (a) The 26 September 2011 minutes were before Council: **Carried**
   (b) The 24 October 2011 minutes were before Council: **Carried**
3. Presentations and Announcements
   (a) D Hickey and D Dawson provided a presentation on the 2012-13 residence rent proposal, which had been through the Board of Governors Finance and Property Committee, and provided background about residence services. Information included the following:
   - Ancillary services and residences operate on a business model; no funding is received from the University.
   - 20% of residents are grad students; 12% of grad students live in residence.
   - The Residence Advisory Committee has been meeting to discuss fees, financial strategies, daycare, etc throughout this process.
   - In 2009 the Board of Governors directed Ancillary Services to put residences in a sustainable position; expenses should not be higher than revenues; there followed a few years with significant increases to build up reserves against utility increases, eg, several years ago there was a boiler failure in Vanier Hall in cold weather.
   - Now that reserves are built up, the University can move on to deferred maintenance and upgrades.
   - Electrical prices are expected to go up next year, but fortunately gas is expected to stay depressed; this is bad because provincial coffers will be empty, good because our operating costs are lower.
   - Residence Services is on secure financial grounds, but there is lots of deferred maintenance (over $200 million).
   - There will also be an operational review; CPI is 1.66 %, which is the proposed rent increase; additionally, a year-old CPI is used and then have to use that budget in the future, which does not always match.
   - Looking at additional bed space at East Campus Village; there is an open house there tonight; considering adding 400-500 units over the next few years.
   - Also discussing residence opportunities downtown (a survey with the Katz group to gauge interest in living downtown); looking at St Joe's, South Campus and Michener Park to increase capacity; construction costs in Edmonton are highest in Canada; rental rates are actually quite low compared with construction costs.
   - The University presented a white paper to the Alberta government two years ago about property tax – the municipal government has a clause about not charging property tax to University property, but it can overrule that with a simple bylaw; the city is willing to drop the property tax if the province replaces that money with a grant; this would mean a $2

million windfall for us; in total, it would cost the province about $500 million.

- Residences are an accessibility issue, but since Residence Services is run on a business model, it has to work out financially.
- When implementing ideas, we have thought about issues such as graduate student needs vs. undergraduate needs.
- There is a preference for an across-the-board increase rather than singling out specific residences.

Questions included the following:

- T McIntyre, ECE, thanked the guests for changing the lease to shorter periods since this was a significant issue last year for grad students. With respect to the property tax issue, he asked if a petition to the City of Edmonton would help. In response, D Hickey noted that the city is not prepared to forego that funding and that the University needs to look to the province to replace that funding
- N Adnan, C-a-L, asked that since Michener Park needs maintenance, why a rent increase is being proposed. D Hickey responded that the increase is needed in the aggregate.
- T McIntyre, ECE, asked that if there is a partnership with the Katz group, would students still be involved in that process, ie, either through RBAC or through the GSA Council. D Hickey noted that any involvement would likely occur through the residence services unit.
- R Agrawal, CRO, noted that there was a HUB rent increase of about 2% at the beginning of term and now another 1.6%, asking what residents get for the increases. D Hickey replied that their costs were increasing as well, that they are looking at increasing security in HUB and that Residence Services needed to start chipping away at its large deferred maintenance.
- In response to a question about vacancy percentages, D Hickey noted that it was extremely low between September and April and that during the summer months there is a higher vacancy. D Dawson added that the big question mark was Lister Hall and that it depended on how many rooms were assigned as singles and doubles.
- In response to a follow up question about whether this meant that the University should be decreasing rent to ensure continued interest, D Hickey noted that that utilities are included in the rental fees, that it was easier to get out if a student needed to leave after one month, and that the residence experience provided an increased benefit from a student life perspective.
- The President thanked both guests for their presentation and asked about the proportion between graduate students and undergraduates of the proposed 500-bed target and whether that would facilitate replacing Michener Park units. In response it was noted that the additional units will be geared towards international and grad students, since there was a need to respond to growth in those areas. The problem with Michener is that there first needs to be an increase in capacity before knocking something down, otherwise capacity goes down.
- In response to a question about the main contributors to cost increases, D Hickey reported that labour and other costs, such as utilities, are going up.
- **Motion:** T McIntyre, ECE/L Nolan, C-a-L that Council extend the presentation until exhaustion of the current Speaker's list. **Carried** unanimously
- T Korassa, VPL, asked if there were any plans to put a daycare at Michener Park since it consisted of many families and, in general, what were the long-term plans to address these needs. D Hickey responded that they were trying to do more about community coordination including community centre functions and that they needed to do more to

meet with the Michener Park students to find out what exactly they need. D Dawson added that they had conducted a survey that included a number of focus groups about a year ago, and by far the best attended was Michener Park; that they fully appreciate the state of the facility; that the residents were very concerned that the community be maintained without destroying its fabric; that of all the consultation, by far the highest satisfaction rate was reported at Michener Park.

- N Adnan, C-a-L, noting that the wait time used to be one year and now is only a couple of months, suggested this was an indication that student interest is decreasing. He added that since it is family housing, students need daycare.
- D Dawson stated that to address the University's mission, there needed to be increased density at Michener Park; that the least expensive way to do that is to demolish and build new, but what then happens to the 300 families already there; that there needed to be capacity to accommodate current families first.
- D Hickey added that the impact of the LRT, which has expanded to the south, also needed to be considered, thereby spreading out the catchment area and giving students more options and which might explain lower interest in closer residences.

4. Reports

(a) Executive Reports

i. President (written report was before Council)

Motion: R Coulthard, Pres/S Lunawat, VPSS that Councillor announcements be included in his report. **Carried** unanimously

- T McIntyre, ECE, reported that Electrical and Computer Engineering is showing the PHD movie tomorrow from 5:30-8:00 pm in ETLC 1001.
- L Saleh, POL, reported that the Faculty of Arts just experienced a $1.5 million budget cut and has started an "AdPReP" budget cut process; several concerned graduate student groups have created a campaign against this process; there will be negative consequences including up to 15 staff cuts; there is a Facebook group called "Faculty of Arts Staff Solidarity" for more information; Political Science representatives can provide more information for those interested.
- President reported on:
  -market modifiers, which includes Spring and Summer tuition fees; concern is that new students may not realize that they owe fees in Spring and Summer; working on communicating that to students, as well as fixing Beartracks so that those fees show clearly and early; invited questions about the issue.
  -attendance at convocation; participation in undergrad research initiative; attended a meeting, along with T Korassa, of the Provost's Budget Advisory Committee, attended a meeting where Arts cuts were discussed; lobbying efforts on provincial level with AGC for a base grant increase.
  -Government is currently soliciting feedback on the new budget at budgetdialogue.alberta.ca - a survey available to rank budget priorities and answer multiple choice questions, noting that in the comments section at the end of the survey, participants can comment on post-secondary education and use words such as knowledge economy, engine of the economy, or mention the property tax issue.

ii. VP Academic (written report was before Council)

- N Yousefi, VPA, reported on: GFC caucus meeting; GFC Exec decision to put on the GFC agenda a presentation on the GSA strategic plan; CLE meeting on Thursday, reviewing Competencies and Attributes and asked Councillors for feedback and offered to provide further information for those who requested it; quality of graduate supervision task force and length of time taken to get this going and will advise Council once there is more information.

iii. VP Labour (written report was before Council)

- T Korassa, VPL, reported on:
  -Parking lot issues meeting, which will take place soon, wanting to find out from grad students about best practices regarding the Collective Agreement and department processes and polices (good and bad) and to bring that information back to that committee, noting that FGSR Council had expressed concern that department staff do not always have the information and resources to handle Collective Agreement issues properly.
  -Administrative Information Systems Steering Committee (AISSC) wanted a focus group on November 22 from 10:30 to noon to provide feedback about Beartracks and Peoplesoft - a good opportunity for grad students to express what they want to see, adding that U of A alumnus and designer of BearScat, Stephen Kirkham ,will be at that meeting.
  .

iv. VP Student Life (written report was before Council)

- H Sparkes, VPSL, reported that the PHD Comic movie night went really well, thanked those who came out, and looked forward to holding more GSA events.

v. VP Student Services (written report was before Council)

- S Lunawat, VPSS, reported on Green and Gold Grants, adding that the program had not been receiving many applications from grad students, and encouraged applications; attended Design award event; healthy campus symposium, noting that it was a good initiative.

(b) Officer Reports

i. Speaker

- The Speaker requested that Councillors check their information on the Councillor information sheet that was currently being circulated.

ii. Chief Returning Officer

- R Agrawal, CRO, noted that since there were no upcoming elections, there was nothing to report at this time.

iii. Senator (written report was before Council)

- T Korassa reported that the Senate's December plenary will include a long conversation with Provost Amrhein about student communities (eg, access for rural and aboriginal students), asking for grad student feedback, and indicated she would ask questions at the plenary based on that feedback.

(c) Standing Committee Reports

i. GSA Board (written report was before Council)

- The President noted that Council is comprised of departmental representatives, that grad students relate to that level and that it is not currently set up to respond to faculty-level issues. He asked for feedback from Councillors.

ii. Governance Committee

- Drafts of a judicial process are being worked on, as requested by the Governance Committee.

iii. Budget and Finance Committee

- The President reported that Councillors would be voting for members of BFC at the meeting. He added that the GSA is on target with the first draft of the budget.

iv. Student Affairs Advisory Committee

- Nominations are still being sought. The President asked that Councillors consider running for this Committee since the VPSL and VPSS need grad student feedback and a diversity of perspectives. This would not be a huge time commitment and could even be done through email.

v. Awards Selection Committee (written report was before Council)

vi. Negotiation Committee - No meetings at present; see VPL report re: Parking Lot meeting

vii. Labour Relations Committee (written report was before Council)

viii. Elections and Referenda Committee - No meetings at present

ix. Nominating Committee (written report was before Council)

- In his report, V Kandalam noted that grad representation on current U of A vice-president review committees had been completed. He added that those grad students who had expressed interest in elected office next year are undergoing training.

(d) Report from GSA Management (written report was before Council)

- In her report, E Schoeck thanked the office staff for managing during her absence; she reported on progress made with insurance issues requiring numerous follow-ups; that the GSA's chartered accountant was reviewing the budget, with BFC oversight, and meetings with prospective candidates

5. Question Period

(a) Written Questions – there were no written questions.

(b) Oral Questions

- In response to a question from L Fleming, ANT about the status of the graduate supervision and funding task forces:
  Motion: T Korassa, VPL/T McIntyre, ECE that Council move into closed session.
  Carried unanimously
  Motion: F Tavakoli, C-a-L/V Kandalam, C-a-L that Council return to open session.
  Carried unanimously
- V Kandalam, C-a-L, noted that GSA predecessors presented the supervision task force and asked that central administration be reminded that supervision is a top priority for the GSA, adding that this also applies to VP Labour for funding issues. T Korassa replied that these Council comments would be taken to the administration.
- K Gibson, POL, asked for reaction to the Faculty of Arts AdPReP process, noting that the Faculty of Arts had advised that the GSA had been involved in the consultation

process. H Sparkes, VPSL, replied that there are grad student representatives on the Arts Faculty Council and on GFC and this was how grad students were involved in the process, not the GSA per se.

- A Lim, EFS, asked the President to comment on the extent that the GSA had been involved in consultation about the Arts cuts. He replied that the first formal information he had received was from the Political Science GSA President and that all other information was oral by the Provost in various meetings; that as a result of negotiated settlements by staff (in addition to increments), the University is looking at a 2% cost increase to a large part of its budget with a distinct possibility of a 0% increase in government base funding; the only reliable increase is a 1.35% tuition increase, and that is only in 26% of the budget. He added that this accounted for the Arts $1.5 million gap; that all Faculties are being asked to cut 2% unless more funding/revenues come in; that it would be interesting to see if other Faculties are seeing similar processes; that the Arts process is probably going to be the most open one, and that the prospect of reducing departmental grad program administrators is a great concern.
- N Andrews, POL, asked the VP Labour if there was a summary or FAQ of the Collective Agreement, given its length, that would help grad students familiarize themselves with the Agreement. In response, T Korassa, VPL, advised that the GSA will be getting a list of academically-employed grad students and using that to communicate with them directly and to provide resource packages including an FAQ. The President reported that the office is also working on migrating the GSA website to a University-hosted one which would allow for much more flexibility and result in better and more complete information on it regarding the Agreement.

6. Elections and Appointments

(a) Election of Representative for the Faculty of Science Dean Search and Selection Committee

Candidate biographies were distributed to Councillors via email November 16, 2011.

The Speaker called for a ten minute recess to allow for voting.
Councillors then **voted** by paper ballot and the Speaker then announced the results of the election. Michelle Yeung, Department of Psychology, was **elected** to serve as the graduate student representative on the Dean of Science Search and Selection Committee.

(b) Election of Members to the GSA Budget and Finance Committee

The slate from the Nominating Committee was circulated earlier to Councillors.
Motion: V Kandalam, C-a-L/T Korassa, VPL that Council ratify the candidates, Evan Berry, Zhong Huimin and Tim Riordan, to serve on the GSA Budget and Finance Committee. **Carried** unanimously

7. Special Orders

8. Unfinished Business and General Orders

(a) Unfinished Business

	(b) General Orders 9. New Business (a) Scheduled Business (b) Unscheduled Business V Kandalam, C-a-L, requested an update on the status of the funding and supervisory task forces and proposed that these issues needed more attention. **Motion**: V Kandalam, C-a-L/N Adnan, C-a-L that Council direct the GSA Executive to make graduate student supervision and funding a priority, and to ensure that the related task forces are established and functional within this academic year. **Carried**, one abstention 10. Committee of the Whole 11. Adjournment The meeting was adjourned at 8:01 pm.

ACADEMIC INTEGRITY

TASK FORCE REPORT

2011

Summary of Recommendations (See page 12 for explanations) Note that these are recommendations only and should not be acted upon unless and until adopted by the University of Alberta.

Short-term (begin within one year)

1. The University should develop a communication strategy to ensure that the statement of values outlined in *Dare to Discover* is seen and understood by all members of the community.

2. Students need to be encouraged to be actively involved in promoting academic integrity.

3. The University should establish an Academic Integrity Council.

4. The University should create resources for instructors and teaching assistants that target specific topics of concern and provide support for addressing academic integrity in the classroom.

5. Instructors should be encouraged to make it clear to their students how they can contact them if they believe another student has committed an academic integrity violation.

6. The University should provide sessions for senior Department administrators on how to support instructors in dealing with academic integrity and discipline processes.

Medium Term (one to three years)

7. The University should develop an online non-credit course for undergraduate students that covers academic integrity, what constitutes cheating, the consequences of cheating for all involved, the Code of Student Behaviour, and the discipline process.

8. The University should provide detailed and meaningful statistics of the disposition of complaints under the Code of Student Behaviour and the location of those statistics should be widely publicised.

9. General Faculties Council should appoint a group to review electronic detection resources such as turnitin.com, identify their pedagogical strengths and pitfalls, and make recommendations to the community as to how they should be used if they are adopted.

10. Instructors should be given the discretion to deal directly with minor, first time, violations of the academic sections of the Code of Student Behaviour.

Long-Term (three to five years)

11. The University, alone or in conjunction with other institutions, should look at producing non-traditional educational materials such as plays, videos, social networking materials, etc. which communicate in terms that are more accessible to students.

12. The Academic Integrity Survey should be repeated in five to seven years in order to assess progress as a result of the adoption of any of these recommendations.

Academic integrity is without doubt the cornerstone ethical standard in higher education. While educators may debate the role which colleges and universities play in the values education of students, there is little debate that academic integrity is the quintessential moral value of the academic community. Teaching and learning depend upon the bedrock ethical integrity of teachers and students to honor the truth and to engage in the pursuit of truth with scrupulous honesty. When students or faculty violate this moral standard, they jeopardize the core integrity of the learning enterprise. No college or university can tolerate the loss of its fundamental ethical credibility.

(Jon C. Dalton "Creating a Campus Climate for Academic Integrity," Centre for Academic Integrity Assessment Guide, Reprinted with permission of the National Association of Student Personnel Administrators.)

Introduction

The Academic Integrity Task Force was constituted in January 2010 by the Office of Student Judicial Affairs to review the current state of academic integrity at the University of Alberta and make recommendations to the Dean of Students and Vice-Provost on changes that the members believed might increase the integrity of our academic processes. The members of the Task Force represent a cross section of the University of Alberta community, including students, faculty members, Associate Deans, and professional staff whose responsibilities include academic integrity. The Task Force reviewed current practices in academic integrity education, prevention, and enforcement at the University of Alberta and at other post-secondary institutions in Canada. In addition, the Task Force oversaw the implementation of the 2010 academic integrity survey, which provided an understanding of how the current University of Alberta community viewed issues related to academic integrity.

The focus of this survey and the work done by the Task Force is to look at how well we are protecting those fundamental values in our classrooms, most notably in preserving the integrity of assessment tools such as examinations, research papers, and assignments.

Building a culture of academic integrity through education, prevention, and regulation is a critical part of defending our students' freedom to pursue their education. It is vital that students are taught how to act ethically in completing assignments, examinations, and other course requirements, that we limit opportunities to cheat, that instructors and teaching assistants know how and when to report violations of our Code of Student Behaviour (COSB), and that our policies and practices are effective in deterring violations. It is important that we do not make our policies and design educational programs in a vacuum and that we test the real world impact that they have on our community.

The Task Force was asked to:

1. Review the data gathered from the academic integrity survey, administered in October-November 2010, and from the focus groups of University of Alberta students, teaching assistants, and instructors.

2. Review current practices in the disciplinary system, including the Code of Student Behaviour

3. Review the various resources that have been developed for educating the community on academic integrity, including those developed by the Truth in Education Program

4. Review current practices in relation to academic integrity at other Canadian institutions

5. Make recommendation on ways of improving our current systems for educating the community on academic integrity.

Members of the Task Force

- Jim Bohun, Manager of Student Services, Faculty of Agriculture, Life and Environmental Sciences
- Jennifer Branch-Mueller, faculty member, Elementary Education
- Janice Causgrove Dunn, Associate Dean, Faculty of Physical Education and Recreation,
- Bob Cole, University of Alberta Libraries
- Natalie Cox, undergraduate student, Faculty of Agriculture, Life and Environmental Sciences
- Chris Hackett, Discipline Officer, Office of Student Judicial Affairs
- Chase Hollman, Student OmbudService
- Stephen Kuntz, Academic Support Centre
- Stefano Muneroni, faculty member, Department of Drama
- Ken Porteous, Associate Dean, Faculty of Engineering,
- Yves Sauvé, faculty member, Department of Ophthalmology
- Parisa Shahrabadi, graduate student, Biological Sciences

Data

Online Academic Integrity Survey

The survey was conducted in conjunction with a major international research project on academic integrity in secondary and post-secondary classrooms conducted by Dr. Don McCabe of Rutgers University and supported by the International Center for Academic Integrity at Duke University. Dr. McCabe provided the infrastructure for the survey and the information collected at the University of Alberta will be aggregated with institutions in Canada and around the world to assist in providing insights into the most effective ways in fostering academic integrity at colleges and universities.

The survey included both Likert scale questionnaire format as well as opportunities for long answers on specific topics and offered the respondent a place to provide more detailed information on their concerns about academic integrity on campus. Although the long answer questions do not lend themselves to the same statistical analysis as the Likert questions, they provide a wealth of information on concerns and the perceptions of members of the community.

Focus groups

In addition to the online survey, we ran three focus groups in February 2011: one each for students, teaching assistants, and instructors. These focus groups provided an opportunity to drill deeper into some of the topics raised in the surveys, particularly issues raised in the long answer questions.

Ethics approval

The survey was conducted with the approval of the Health Research Ethics Board with Dr. Yves Sauvé, a member of the Task Force, acting as principal investigator.

Participation

There was an excellent response rate to the survey with 2,520 undergraduate students, 454 graduate students, 400 teaching assistants, and 402 instructors completing the various surveys. This is a significant improvement on the 2003 survey when 440 students (in total), 148 teaching assistants, and 59 instructors completed the surveys. The members of the Task Force wish to thank the survey respondents and focus groups participants and to acknowledge the significant contribution they have made to this report.

Key Observations

1. Overall, there is a firm belief that academic integrity is important and that cheating and plagiarism, while being significant issues, are not considered to be high or very high in terms of frequency. Instructors are, however, more likely to believe that plagiarism is a significant problem. Results of faculty perceptions as to seriousness of cheating as a problem at the University of Alberta are very similar to the results in the 2003 survey and to the Faculty of the North American academic community as a whole. This would seem to suggest that, to at least some extent, we are dealing with generic perceptions which may be shaped by factors external to the institution.

    a. See appendix A for the following graphs

        i. **Graph 1 - Perception of Frequency Plagiarism Occurs on Campus - 2010**

        ii. **Graph 2 - Perception of Frequency Cheating on Exams Occurs on Campus - 2010**

        iii. **Graph 3 - Perception of Frequency Innapropriate Collaboration in Group Assignments Occurs on Campus - 2010**

        iv. **Graph 4 – Undergraduate and Graduate Students – Number of Times They have Observed another Student Cheating**

        v. **Graph 5 - Teaching Assistants and Instructors - Number of Times Respondent Observed a Student Cheating on Exams**

2. Undergraduate and graduate students and teaching assistants are more likely than instructors to believe that university policies dealing with academic integrity are effective and that students understand and support those policies.

    a. See appendix A for the following graphs

        i. **Graph 6 - Perception of Cheating as a Serious Problem on Exams - University of Alberta Faculty 2003, 2010, and Faculty at Other Universities 2009**

        ii. **Graph 7 - Perception of Student Understanding of Policy - 2010**

        iii. **Graph 8 - Perception of Faculty Understanding of Policy - 2010**

        iv. **Graph 9 - Perception of Effectiveness of Policy - 2010**

        v. **Graph 10 - Perception of Student Support for Policy - 2010**

        vi. **Graph 11 - Perception of Faculty Support for Policy - 2010**

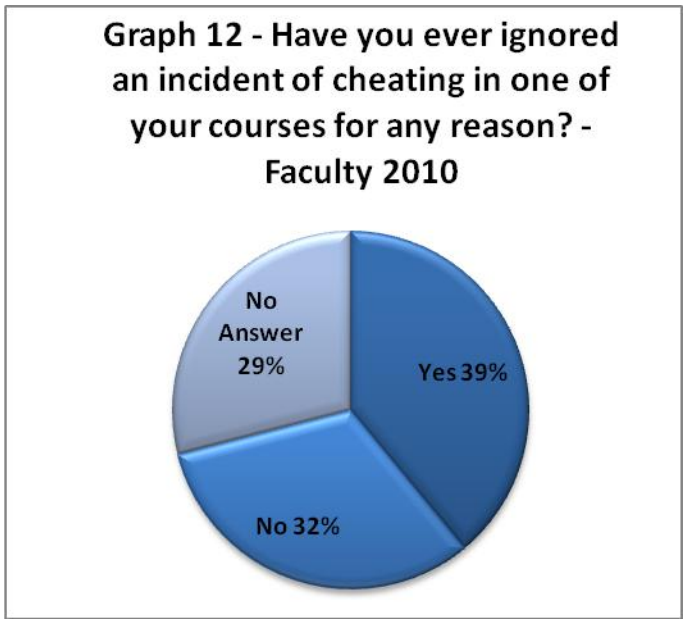
3. Although all groups indicated that they believed that the discipline system operated effectively, there are still indications that there are frustrations with the system among students, TAs, and instructors. These frustrations result from misperceptions over the percentage of cases that are pursued under the Code of Student Behaviour, the nature and impact of the burden of proof, and the likelihood of a student who cheats avoiding consequences. Members of all three focus groups expressed a belief that students routinely are not sanctioned because a case could not be proven beyond a reasonable doubt. When asked, all three focus groups unanimously indicated that they believed that all cases had to be proven beyond a reasonable doubt in order to find that a student had committed an academic integrity violation. When it was explained that the burden of proof was on the balance of probability, all parties believed that the system was likely to be able to find a student responsible if they violated the Code of Student Behaviour.

4. Focus groups unanimously reported that they had never seen statistics on the numbers of cases handled at the University of Alberta and what kind of sanctions had been handed out. When asked specifically about the ads published annually in the Gateway, no one could recall ever seeing them. Participants were in agreement that they would like to have ready access to statistics about how cases had been handled in courses similar to the ones they were teaching/taking and would like to see examples of the reasoning that went into decision making. A review of practices at other Canadian institutions noted that University of Toronto and University of Windsor publish decisions in academic discipline cases with all personally identifiable information removed. This practice makes their discipline system more transparent.

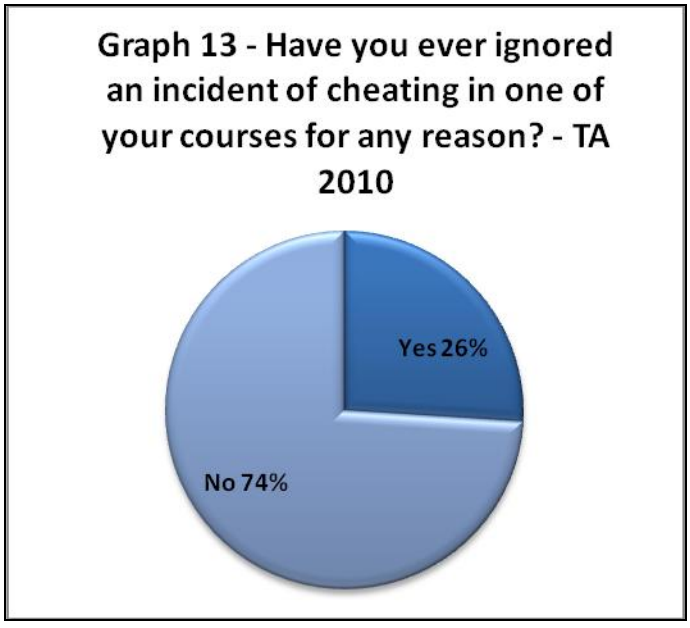
5. While most Code of Student Behaviour violations discovered by instructors and teaching assistants are addressed, over 30% of both groups (a sizable percentage did not answer the question at all so this number may, in fact, be higher) reported that they had chosen to not report at least one potential violation to their Faculty for disposition. The most frequently cited reason for not referring a case is that the burden of proof is too high and the discipline system too bureaucratic and therefore pursuing a case is a waste of time. Other reasons

included a belief that sanctions are likely to be too low to make sending in a case worthwhile, that sanctions are too high so that the student's academic careers would be needlessly damaged by the discipline process, or that the issue was better handled as a pedagogical issue. All of these assumptions indicate that a failure of transparency on the part of the discipline system has undermined it.

a.



b.

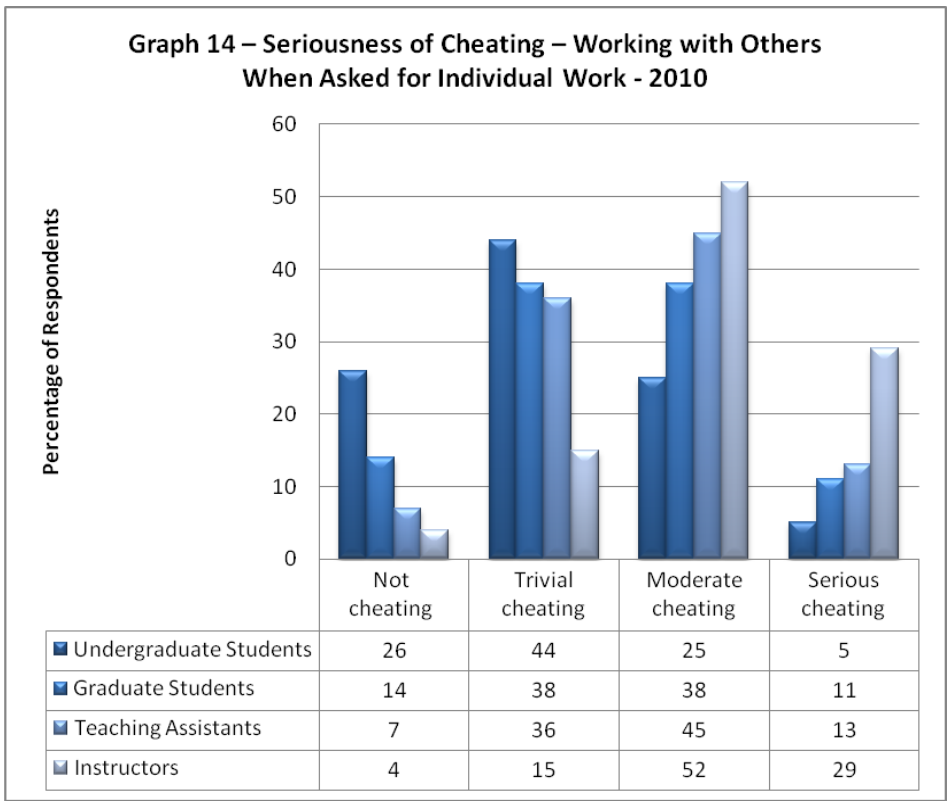


6. Education has been successful on the core message that cheating on exams and plagiarism is wrong and that there are consequences to violating the Code of Student Behaviour. Nearly all students, 97% of undergraduate students and 94% of graduate students, reported that they had been informed about academic integrity policies on campus. Students know that cheating on exams, handing in papers written by others, and lying to gain an undue academic advantage are unacceptable and that they will be punished if they are caught.

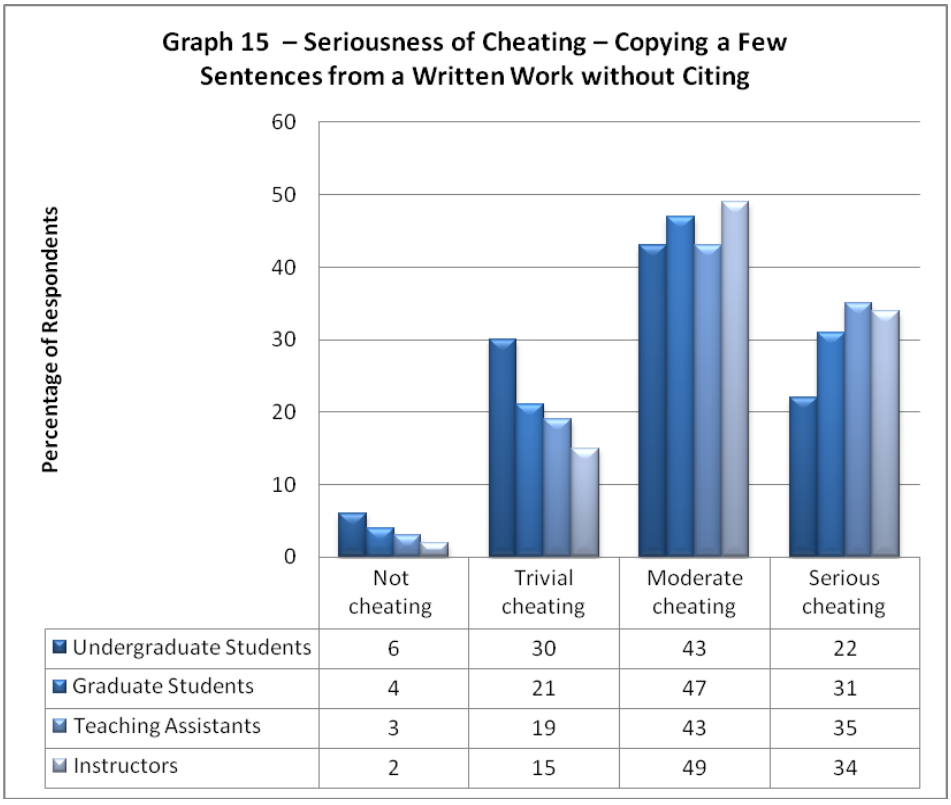
7. Our focus on communicating those core messages noted above may be obscuring other more subtle but equally important messages. Students may be tuning out academic integrity education because they believe it is telling them something they already know. One student spoke for many others in the undergraduate student long answer section when he wrote "Less hearing about plagiarism and cheating policy in class, we get it!"As a result they may miss more subtle messages that are important to protecting academic integrity, including issues such as improper paraphrasing, undue editorial assistance, and inappropriate collaboration on assignments. Equally important, it is not clear that students are receiving messages as to why we need to protect academic integrity, who is harmed by cheating and plagiarism, and students' responsibilities as part of an academic community. These messages are part of the educational campaigns being conducted by several of the Faculty offices and by the Office of Student Judicial Affairs (OSJA) but they are not necessarily part of the message being received in the majority of classrooms. In particular, we are sending mixed messages on collaborating on assignments. Collaboration is an important part of education in across different disciplines and instructors need to be clear about what constitutes acceptable collaboration. Faculty members and teaching assistants are more ambivalent about inappropriate collaboration as a form of cheating which means that students are likely to face different levels of enforcement and different messages in different classes. Certainly some consider the practice too widespread to enforce. As one teaching assistant put it "Collaboration is so widespread that if I reported it there wouldn't be any students left. Nor do I think it's serious enough to warrant official action." As a result, students who do not engage in inappropriate collaboration may be disadvantaged or pressured to engage in the practice in order to remain competitive in their class. Another similar gray area of considerable importance is the copying of shorter passages of text into a paper without citation, which most parties see as a lesser form of cheating and which some instructors would treat as a pedagogical issue while others refer the student to their Faculty under the Code of Student Behaviour.

8. Several respondents in all categories struggled with the line between what constitutes a pedagogical issue and what should be treated as a disciplinary issue. The lack of understanding as to how such issues are dealt with in the disciplinary system has contributed to some instructors not referring a case, preferring to address them themselves in an academic context. Several instructors and TAs specifically commented on cases involving international students.

a.



b.



9. It is clear that most academic integrity training takes place in individual classrooms with instructors speaking to their students and that more central units, such as the Faculty offices, and the OSJA play a significant role in providing training and resources to those instructors.

It is also clear from comments and from the focus groups that many instructors struggle to absorb even some of the condensed versions of policy and practice into their other teaching and research responsibilities.

10. Many professors reported relying on their department Chairs for advice on academic integrity violations. Departmental officials play a key role in providing information and support to faculty members but the University rarely provides them with resources on academic integrity as they have no official role in the Code of Student Behaviour process. As a result, people sometimes make decisions based on misperceptions, including not proceeding with cases.

Table 1 - Primary sources of information for undergraduate students

	Learned little	Learned some	Learned a lot
First Year Orientation	34	47	19
Campus website	56	33	11
University Calendar	37	45	19
Program Counsellor, Faculty Advisor, etc.	68	23	9
Other students	45	45	11
Faculty	3	27	71
Teaching Assistants	83	17	0
Truth in Education Program	84	12	4
Code of Student Behaviour	20	43	37
Deans, other administrators	72	18	10
Other (N=91)	0	41	59

Table 2 - Primary sources of information for graduate students

	Learned little	Learned some	Learned a lot
First Year Orientation	32	46	22
Campus website	59	29	13
University Calendar	38	46	17
Program Counsellor, Faculty Advisor, etc.	54	32	15
Other students	45	49	7
Faculty	8	38	54
Teaching Assistants	92	8	0
Truth in Education Program	72	18	10
Code of Student Behaviour	26	42	32
Deans, other administrators	64	24	12
Other (N=59)	32	68	0

Table 3 - Primary sources of information for teaching assistants	
Orientation program	70%
Students	11%
Student Handbook	50%
Dean, other staff	7%
Dept. chair	10%
Calendar	18%
Faculty	62%
Truth in Education	13%
COSB	60%
Other	9%
Not informed	2%

Table 4 - Primary sources of information for instructors	
Orientation program	23%
Students	2%
Faculty handbook	46%
Deans/Other admin.	33%
Chair/Assoc Dean	18%
COSB	66%
Other faculty	36%
Calendar	37%
Truth in Education	29%
Other	10%
Not informed	6%

11. Students in the focus group indicated that students are keenly aware of the seriousness with which academic integrity is taken in a course and base decisions on their perception of the way that they believe an instructor will address it. If an instructor goes beyond the minimum required by GFC policy, then students perceive the course as more secure. As such, instructors who discuss academic integrity in their classes fulfill the GFC mandate to educate students on their responsibilities and simultaneously reduce the number of academic integrity violations that they will have to address.

12. All participants stressed the importance of education and prevention over relying primarily on enforcement. There were, however, concerns expressed about the security of both examinations and assignments. Students, teaching assistants, and instructors expressed frustrations with what they saw as barriers to the security of examinations, including the shortage of proctors in large exam settings such as the Butterdome. Students and instructors in the focus groups disagreed with each other over concerns about reusing past exam questions – students felt that professors engaged in this practice too frequently and therefore

students were disadvantaged because the exams were less secure and they were constrained in their ability to access practice examinations. Faculty members felt that students did not appreciate the amount of effort that creating unique exam questions take, although this varied by discipline. Students in the focus group also noted that they were aware that some faculty members will tell students that there are multiple versions of an exam being used when only one version is distributed. They indicated that students frequently assume that there is only one version. Students were also concerned about the use of exam or assignment banks that have been compromised by the material being made available on the Internet but that instructors continue to use as assessment resources. Instructors also indicated that they would like more support in creating secure exam environments, particularly in dealing with the growth of communications technology.

13. Several instructors lamented what they perceived as a lack of support for their role in the process. One instructor noted that students had access to the OmbudService but instructors had no one who advised them through the discipline process. While such resources do exist in some Departments, Faculties, and in the Office of Student Judicial Affairs, these concerns are an indication that many instructors are not aware where they can go to get help and thus feel isolated in the process.

14. Some instructors strongly encouraged the adoption of text matching software for the identification of plagiarism. Such software has been adopted by a number of institutions and its use has become widespread in academia. While acknowledging that such software has benefits in combating plagiarism, committee members expressed concern about the impact of the use of such software on student's intellectual property rights, the pedagogical implications if students papers are not deleted promptly from the database and are thereby available to be reviewed by outside agencies for non-pedagogical purposes, and the potential alienation of students who are required to submit their papers for review as a matter of course.

15. Students frequently expressed frustration with having seen instances of what they perceived as cheating and not having anyone do anything about it. These same students joined many others in indicating that they did not want to have to report academic integrity violations. Several students requested the creation of a telephone line where they could anonymously report other students who they believed were cheating. In a discussion during the student focus groups, one of the students indicated that he would not report a perceived violation because he did not want to be "that guy," i.e. the person who is perceived to be responsible for another student becoming in trouble with the University. Only 4% of undergraduate students and 8% of graduate students indicated that they had ever reported another student for cheating.

16. Many comments from all respondents noted the need to train incoming students on what we expect of them in terms of academic integrity. While most focussed on international students, others raised the question as to whether any of our students had been adequately prepared to meet their responsibilities. During a discussion in the student focus group, students who had attended high school in Alberta talked about finding a very different climate in terms of academic integrity at the University than they had in high school. Their understanding was they had not been taught the skills they needed to meet the expectations at the University of Alberta, that cheating was more widespread in their high schools and that it was unlikely to be sanctioned severely.

Recommendations

In approaching these recommendations the Task Force Committee made several assumptions:

- These recommendations would only be adopted by decision makers after consultation with the relevant groups on campus.
- Changes should not unnecessarily add additional burdens on time and resources for our staff or students.
- It is better to increase educative and preventative measures than focus solely on enforcement but that enforcement was an important component of protecting academic integrity.
- Recommendations should be adoptable given current and foreseeable University resources.
- It is better to make the system more conducive to reporting academic integrity violations than to focus on sanctioning instructors for not referring cases.
- Any changes to the system have to both promote academic integrity and uphold the principles of natural justice.

Note that these are recommendations only and should not be acted upon unless and until adopted by the University of Alberta.

Short-term (begin within one year)

1. **The University should develop a communication strategy to ensure that the statement of values outlined in *Dare to Discover* is seen and understood by all members of the community.** That strategy should include providing a prominent link to those values, if not the values themselves, on the University's home page. The University should also consider including the following statement, taken from *Dare to Discover* and *Dare to Deliver 2011-2015*, on exam booklets "We value integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth. A vital part of putting those values into practice is fostering a culture that understands and expects the highest standards of academic integrity."

2. **Students need to be encouraged to be actively involved in promoting academic integrity.** Borrowing on models already developed in the Faculty of Engineering, we should engage and provide support to faculty student associations to hold annual forums on academic integrity with their faculty's students, administration, and instructors. These bodies have the most direct contact with students, understand the specific academic and professional responsibilities of the students in that faculty, and are in the best position to counter perceptions that students don't care or are unaffected by other students' cheating. The University should also work with the Students Union and Graduate Students' Association to create a consistent message about students' rights to a fair classroom and their responsibilities as part of the overall academic community.

3. **The University should establish an Academic Integrity Council.** In order to provide consistency in the promotion of academic integrity training, the various bodies responsible for academic integrity education and promotion should come together periodically to

determine themes and issues that they will commonly address for that year. In addition to identifying what constitutes cheating and the consequences of violating the Code of Student Behaviour, those themes might include the impact of cheating on other students, how the discipline process functions, where to go for additional resources and support, and how to avoid common academic integrity violations. Invited participants could include, but are not limited to, the OSJA, Academic Support Centre, the Centre for Writers, Faculties, Governance, University Libraries, the Student OmbudService, the Students ' Union and the Graduate Students' Association. In addition, individual faculty members and graduate and undergraduate students should be appointed to the Council to provide insight into current perceptions of issues on campus.

4. **The University should create resources for instructors and teaching assistants that target specific topics of concern and provide support for addressing academic integrity in the classroom.** These resources should provide overviews of key topics with references to more in-depth materials that may be needed by instructors. The resources would supplement those already in place, particularly the "Academic Integrity Handbook for Instructors & TAs" produced by the OSJA. These resources should include brief overviews of the instructor's role in the discipline process, addressing academic integrity in the classroom, and methods for preventing cheating and plagiarism. In addition, these resources should include PowerPoint and other resources that instructors can use to facilitate academic integrity discussions.

5. **Instructors should be encouraged to make it clear to their students how they can contact them if they believe another student has committed an academic integrity violation**. Students repeatedly said they didn't know how to address concerns about another student's behaviour or were uncomfortable with the idea of drawing it to someone's attention. It is important that instructors assure them that they want to hear such concerns and that they will take them seriously. They could also discuss how such complaints could proceed anonymously provided there is sufficient corroborating evidence for the case to go forward without the original complainant acting as a witness. The University should not create an anonymous cheating tip line for students but should consider ways to make reporting of perceived academic integrity violations less onerous for students. Anonymous reporting creates difficulties in sorting out legitimate complaints from ones motivated by spite or malice. Keeping the focus on the individual instructor also reinforces their authority in the classroom.

6. **The University should provide sessions for senior Department administrators on how to support instructors in dealing with academic integrity and discipline processes.** The session would review the discipline process and the burden of proof, identify useful resources on and off campus, discuss options for increasing security of examinations, and encourage dialogue on best practice among the departments. The purpose of this recommendation is twofold – it would encourage champions for effective reporting of cases as required by the COSB in each department and it would increase support for instructors who feel alienated from that process, ultimately increasing reporting of violations.

Medium Term (one to three years)

7. **The University should develop an online non-credit course for undergraduate students that covers academic integrity, what constitutes cheating, the consequences of cheating for all involved, the Code of Student Behaviour, and the discipline**

process. The online course should include a test that indicates the student has understood the material. The course should be one that the students could finish in a relatively short time. It should be available to be taken voluntarily or to be assigned by instructors, by Faculties for incoming students, or as a sanction by decision makers as a condition of conduct probation for students who have not taken it previously. The course can also provide links to other resources that assist the student in gaining greater understanding of areas in which they are weak. The development of such a course would help to ensure that students are exposed to all of the key messages about academic integrity from the beginning of their program. The course could also be integrated into other training materials for incoming students.

8. **The University should provide detailed and meaningful statistics of the disposition of complaints under the Code of Student Behaviour and the location of those statistics should be widely publicised.** It is absolutely vital that justice is not only done at the University of Alberta, it must be seen to be done by the community in order for it to be respected. Ideally these statistics would be readily accessible, frequently updated, and broken down at least by Faculty but preferably by the Department that offered the course. The University also needs to explore ways to increase transparency in our discipline systems, such as the methods used at University of Toronto and University of Windsor.

9. **General Faculties Council should appoint a group to review electronic detection resources such as turnitin.com, identify their pedagogical strengths and pitfalls, and make recommendations to the community as to how they should be used if they are adopted.** There is a growing interest in the use of electronic text-matching software and several units have already adopted some form of text matching software for use in detecting plagiarism. It seems inevitable that their use will become more pervasive in coming years and we need to be strategic in looking at how they are employed so as to minimise any unintended consequences to our students and classrooms.

10. **Instructors should be given the discretion to deal directly with minor, first time, violations of the academic sections of the Code of Student Behaviour.** Building on a proposal by Bill Page, former Senior Associate Dean of the Faculty of Science, if the instructor believes the violation was a minor or inadvertent breach, such as a failure to understand the student's academic responsibilities or shoddy scholarship, that instructor should be allowed to apply sanctions up to a 0 on an assignment or paper. In order to meet the requirements of natural justice, the instructor must meet with the student before applying the sanction, report the incident to the responsible party in their Faculty, and provide the student with information as to their right to appeal that decision to the Faculty and beyond to the University Appeal Board. The Faculty should be able to override that decision if they believe it is not warranted or if they identify that the student has committed a prior offence. In addition to the 0 on the assignment or paper, the instructor should recommend that the student take an academic integrity seminar, such as "To Your Credit: Using the Words & Ideas of Others Correctly" offered by the Academic Support Centre or an equivalent course offered by another unit within the University of Alberta. Should the student not take such a course and be found to violate the Code of Student Behaviour on a subsequent occasion, that omission could be taken into account by the decision maker in that process when determining a sanction. This recommendation would engage our faculty members more directly in the discipline process, increase the possibility of first time offences being addressed pedagogically, decrease the number of cases in which instructors bypass the

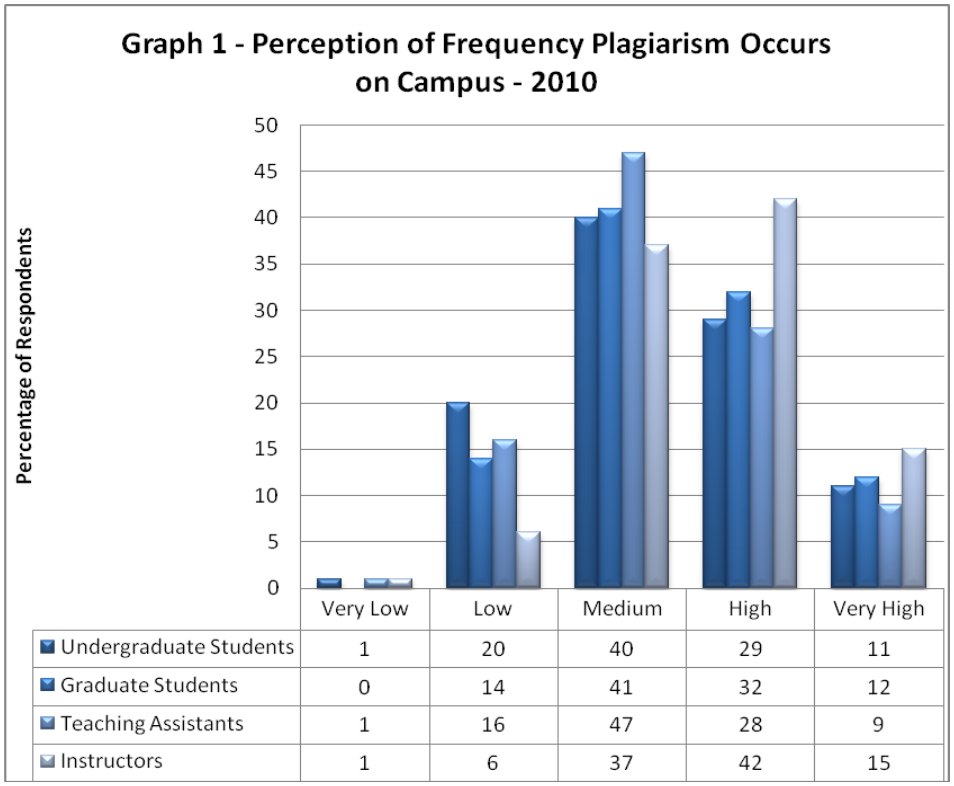
discipline system and for which therefore there are no records, and reduce the workload on the Faculties. It would also allow streamline the discipline system, achieving the very important goal under natural justice of adjudicating violations "within a reasonable time." [COSB 30.3.1(1)c]

Long-Term (three to five years)

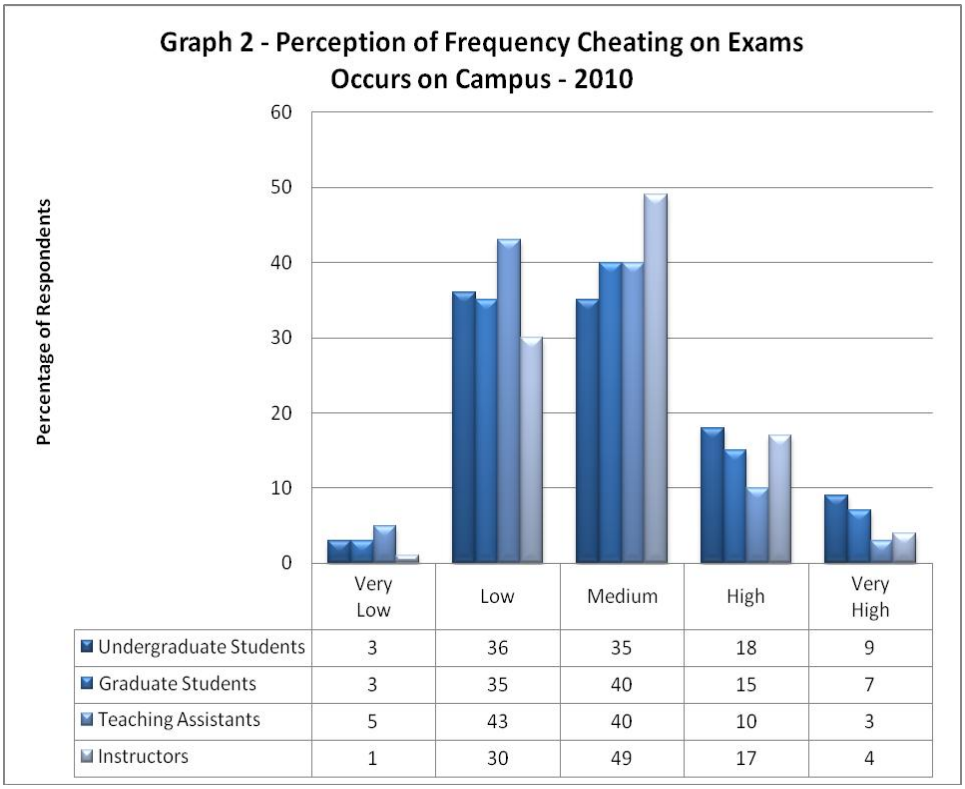
11. **The University, alone or in conjunction with other institutions, should look at producing non-traditional educational materials such as plays, videos, social networking materials, etc. which communicate in terms that are more accessible to students.** These resources should keep up to date with current trends in communication and student discussion of issues related to academic integrity and should address the impact of academic integrity violations and sanctions. Since many of the underlying themes and messages are similar to ones that would be promoted by other post-secondary institutions, many of these materials could be developed with other institutions through organizations such as the International Center for Academic Integrity (ICAI) or the Student Conduct and Academic Integrity (SCAIA) division of the Canadian Association of College and University Student Services (CACUSS). The material could be part of the discussions of the Academic Integrity Council identified in recommendation number 3. The goal of this recommendation is to address concerns about lack of student engagement on academic integrity.

12. **The Academic Integrity Survey should be repeated in five to seven years in order to assess progress as a result of the adoption of any of these recommendations.**

Appendix A

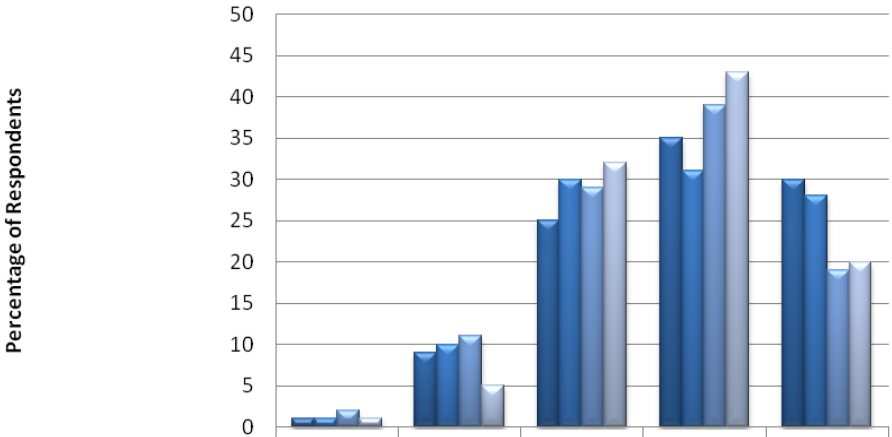


	Very Low	Low	Medium	High	Very High
Undergraduate Students	1	20	40	29	11
Graduate Students	0	14	41	32	12
Teaching Assistants	1	16	47	28	9
Instructors	1	6	37	42	15



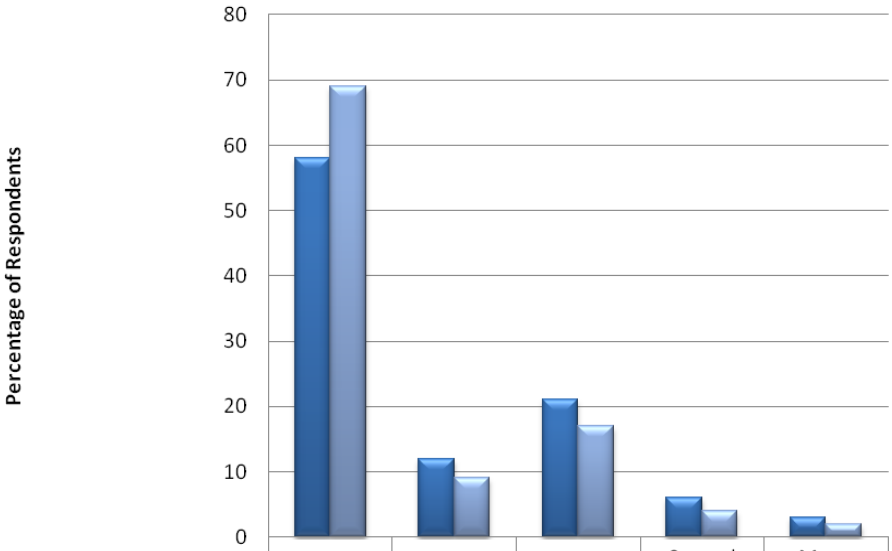
	Very Low	Low	Medium	High	Very High
Undergraduate Students	3	36	35	18	9
Graduate Students	3	35	40	15	7
Teaching Assistants	5	43	40	10	3
Instructors	1	30	49	17	4

Graph 3 - Perception of Frequency Innapropriate Collaboration in Group Assignments Occurs on Campus - 2010



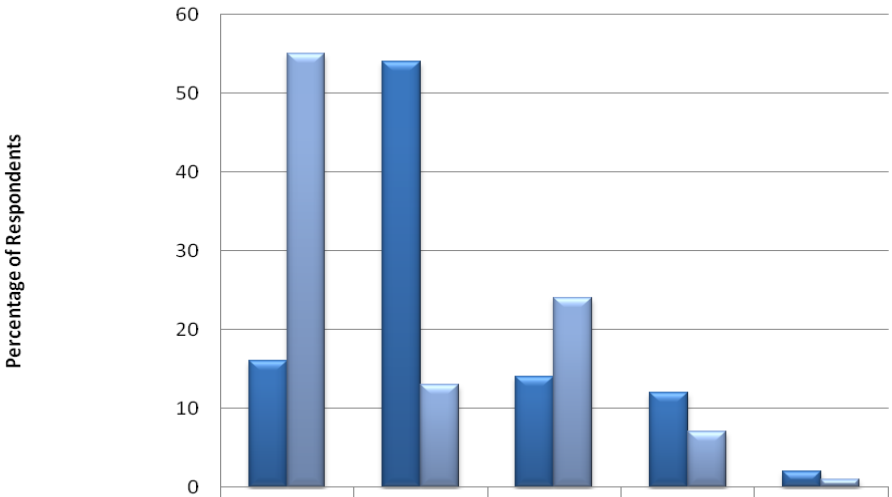
	Very Low	Low	Medium	High	Very High
Undergraduate Students	1	9	25	35	30
Graduate Students	1	10	30	31	28
Teaching Assistants	2	11	29	39	19
Instructors	1	5	32	43	20

Graph 4 – Undergraduate and Graduate Students – Number of Times They have Observed another Student Cheating



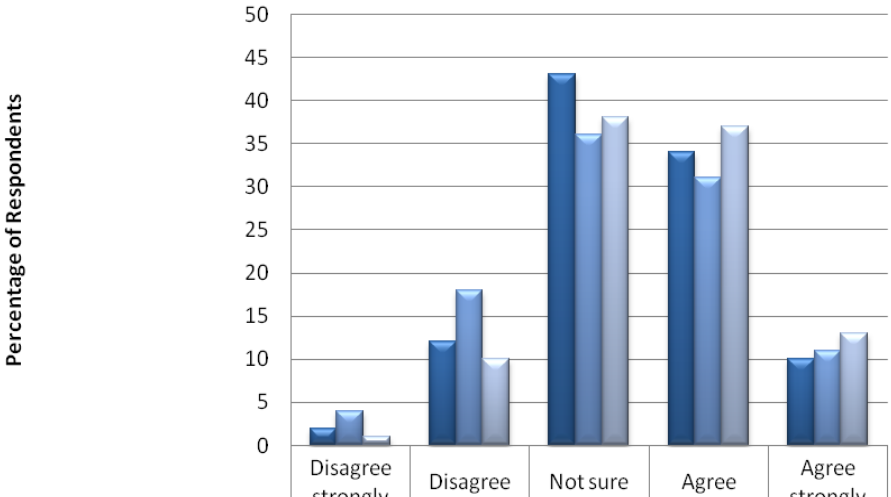
	Never	Once	Few times	Several times	Many times
Undergraduate Students	58	12	21	6	3
Graduate Students	69	9	17	4	2

Graph 5 - Teaching Assistants and Instructors - Number of Times Respondent Observed a Student Cheating on Exams



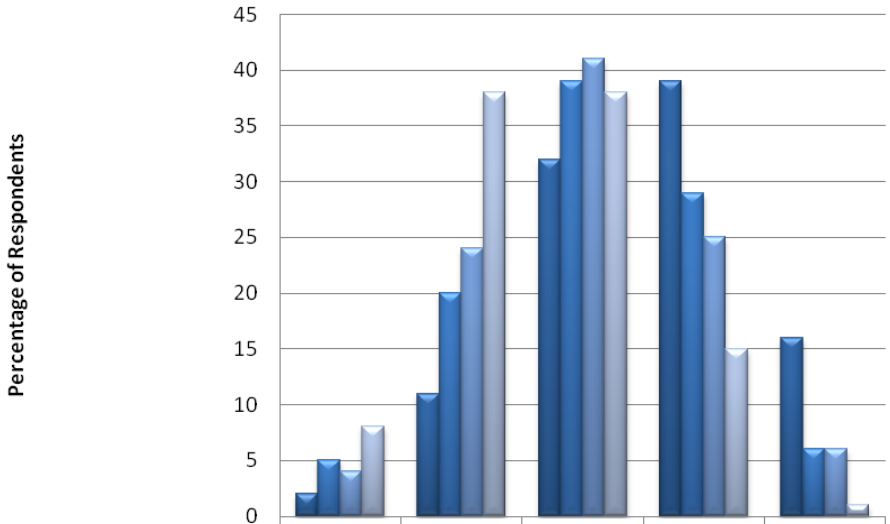
	Never	Once	Few times	Several times	Many times
Teaching Assistants	16	54	14	12	2
Instructors	55	13	24	7	1

Graph 6 - Perception of Cheating as a Serious Problem on Exams - University of Alberta Faculty 2003, 2010, and Faculty at Other Universities 2009



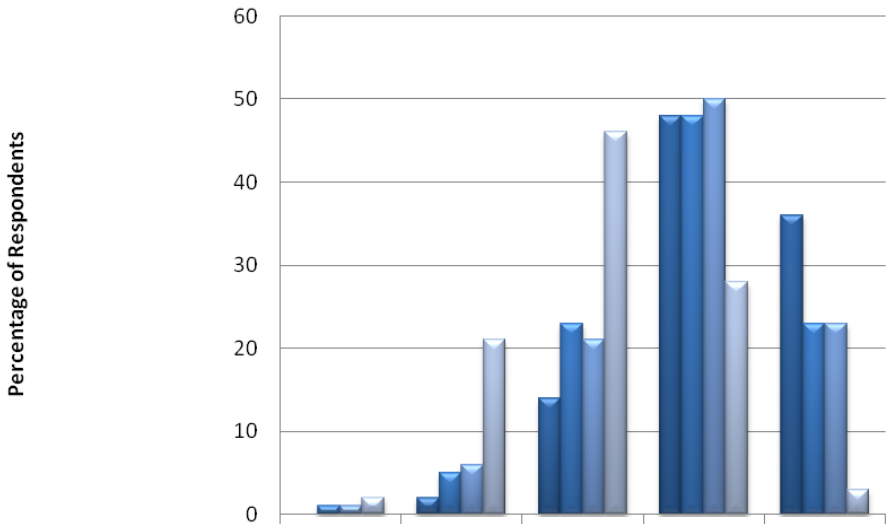
	Disagree strongly	Disagree	Not sure	Agree	Agree strongly
University of Alberta 2003	2	12	43	34	10
Other Universities 2009	4	18	36	31	11
University of Alberta 2010	1	10	38	37	13

Graph 7 - Perception of Student Understanding of Policy - 2010



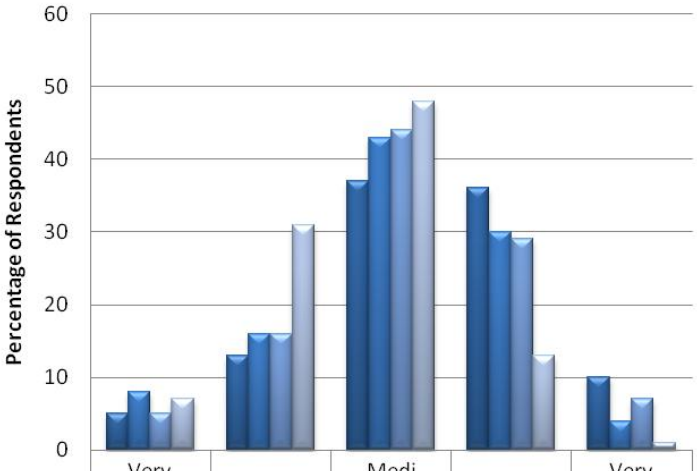
	Very Low	Low	Medium	High	Very High
Undergraduate Students	2	11	32	39	16
Graduate Students	5	20	39	29	6
Teaching Assistants	4	24	41	25	6
Instructors	8	38	38	15	1

Graph 8 - Perception of Faculty Understanding of Policy - 2010



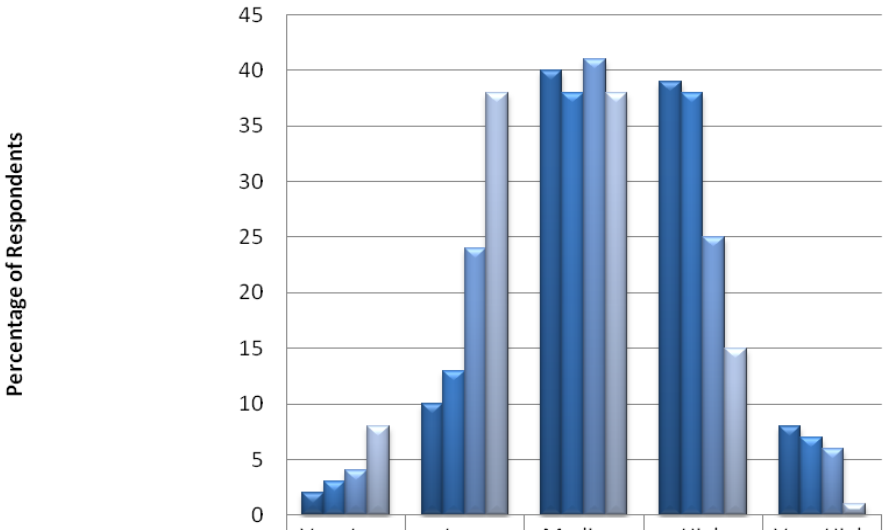
	Very Low	Low	Medium	High	Very High
Undergraduate Students	0	2	14	48	36
Graduate Students	1	5	23	48	23
Teaching Assistants	1	6	21	50	23
Instructors	2	21	46	28	3

Graph 9 - Perception of Effectiveness of Policy - 2010

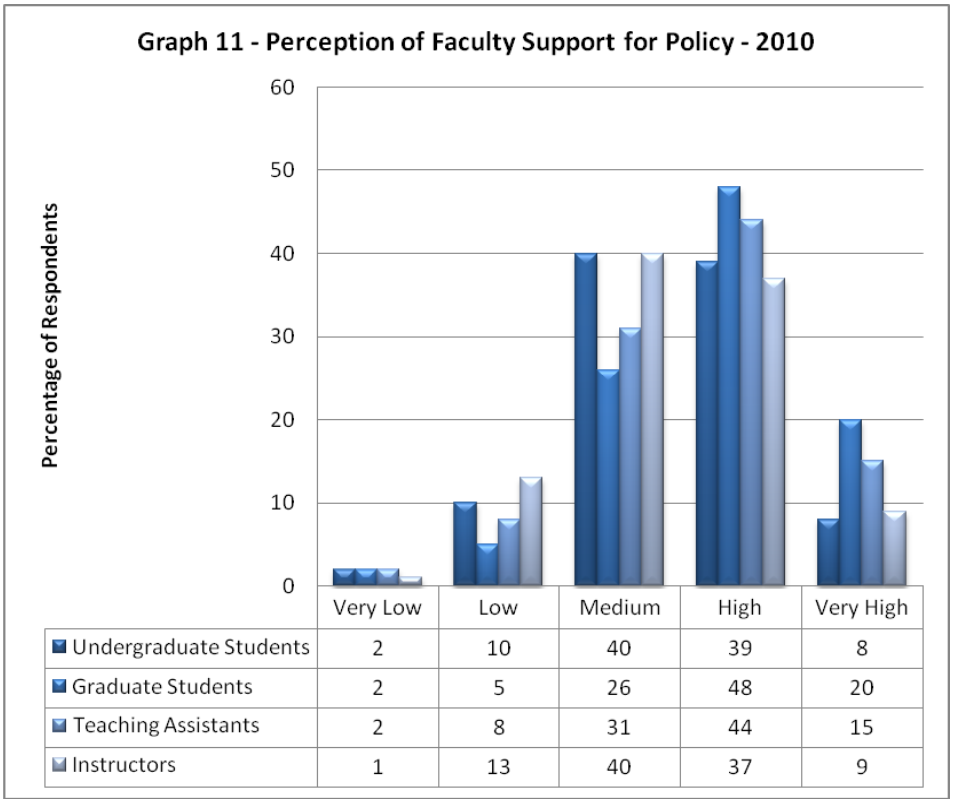


	Very Low	Low	Medium	High	Very High
Undergraduate Students	5	13	37	36	10
Graduate Students	8	16	43	30	4
Teaching Assistants	5	16	44	29	7
Instructors	7	31	48	13	1

Graph 10 - Perception of Student Support for Policy - 2010



	Very Low	Low	Medium	High	Very High
Undergraduate Students	2	10	40	39	8
Graduate Students	3	13	38	38	7
Teaching Assistants	4	24	41	25	6
Instructors	8	38	38	15	1



	Very Low	Low	Medium	High	Very High
Undergraduate Students	2	10	40	39	8
Graduate Students	2	5	26	48	20
Teaching Assistants	2	8	31	44	15
Instructors	1	13	40	37	9

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

Local DFU Saves Democracy, World

a presentation by Alex Eldridge, Editor-in-Chief and Justin Bell, Managing Editor

So, just what is a Gateway?

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

The Gateway

Since 1910, ***The Gateway*** has been the University of Alberta's official student newspaper — one of the largest and most highly circulated in Canada.

The newspaper is owned and operated by the **Gateway Student Journalism Society (GSJS)**, an autonomous, not-for-profit society whose membership consists of U of A undergraduate students.

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

Our Objectives

- To sponsor advancement of education of University of Alberta students through the various practices of journalism and the publication of the student newspaper of the U of A (*The Gateway*).
- To provide a fair, reliable, and clear source of information, focused mainly, but not exclusively, on issues which directly affect students, whether they are local, national, or international.

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

Who is in a Gateway?

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

Membership

- Membership in the Society is automatically extended to all members of the Editorial Board and all voting members of the Board of Directors during their terms of office.
- Membership is open, on an opt-in basis, to all volunteers who have contributed to no fewer than five separate issues of *The Gateway* in the past year.
- Members are granted voting privileges during the GSJS Annual General Meeting and any Special General Meetings of the Society.

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

Board of Directors

- The Board of Directors provides oversight of the workings of the GSJS and the Gateway
  - Approving the annual operating and capital budget at the beginning of each fiscal year
  - Approving expenditures over $500 not included in budget
  - Committee work: Budget review committee, performance review/contract negotiation committees, hiring committees, etc.
- Membership on the Board of Directors is composed of the following:
  - Students' Union representative (VPOF), two Students-at-Large, Students' Council representative, Editors' representative, Editor-in-Chief, two Continuity representatives, two Volunteer representatives, one Community Representative
  - The Society's Business Manager also sits on the BoD as a non-voting member
  - Officers of the Board: Chair, Treasurer, Secretary, and Editor-in-Chief

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

Staff of the Society

- There are nine full-time staff of the Society:
  - Editor-in-Chief
  - Managing Editor
  - News Editor
  - Opinion Editor
  - Arts & Culture Editor
  - Sports Editor
  - Photo Editor
  - Online Editor
  - Business Manager
- The Society also has six part-time employees:
  - Design & Production Editor
  - Staff Reporter
  - Ad & Graphic Designer
  - Ad Sales Representative
  - Two Circulation PALs (Public Affairs Liaisons)

Hiring

The Gateway hires its new editorial staff each March. A hiring committee is struck consisting of editorial and volunteer representatives.

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

Canadian University Press

- *The Gateway* is a founding member of the Canadian University Press (CUP)
- Membership is a $7000 annual fee
- Services:
  - National wire service
  - Regional bureau chiefs and CUP staff
  - National and regional conferences
    - WPNCUP hosted by *The Gateway* this year
  - Access to legal resources

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How does a Gateway work?

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Publishing

- The Gateway publishes most Wednesdays in print and online
- Once-a-week publishing new for this year
- Online-only issues during the summer months
- Four special editions published during the year: The Getaway (December), Purity Test (February), SU/GSA elections special (March), Mock issue (April)

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We follow rules

- GSJS Bylaws and Standing Operational Policies
- Operating agreement with the Students' Union
- Alberta Societies Act
- U of A Students' Union Bylaws 6000 & 3000

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Students' Union DFU revenues for 2011-12 (est.)

$178,000

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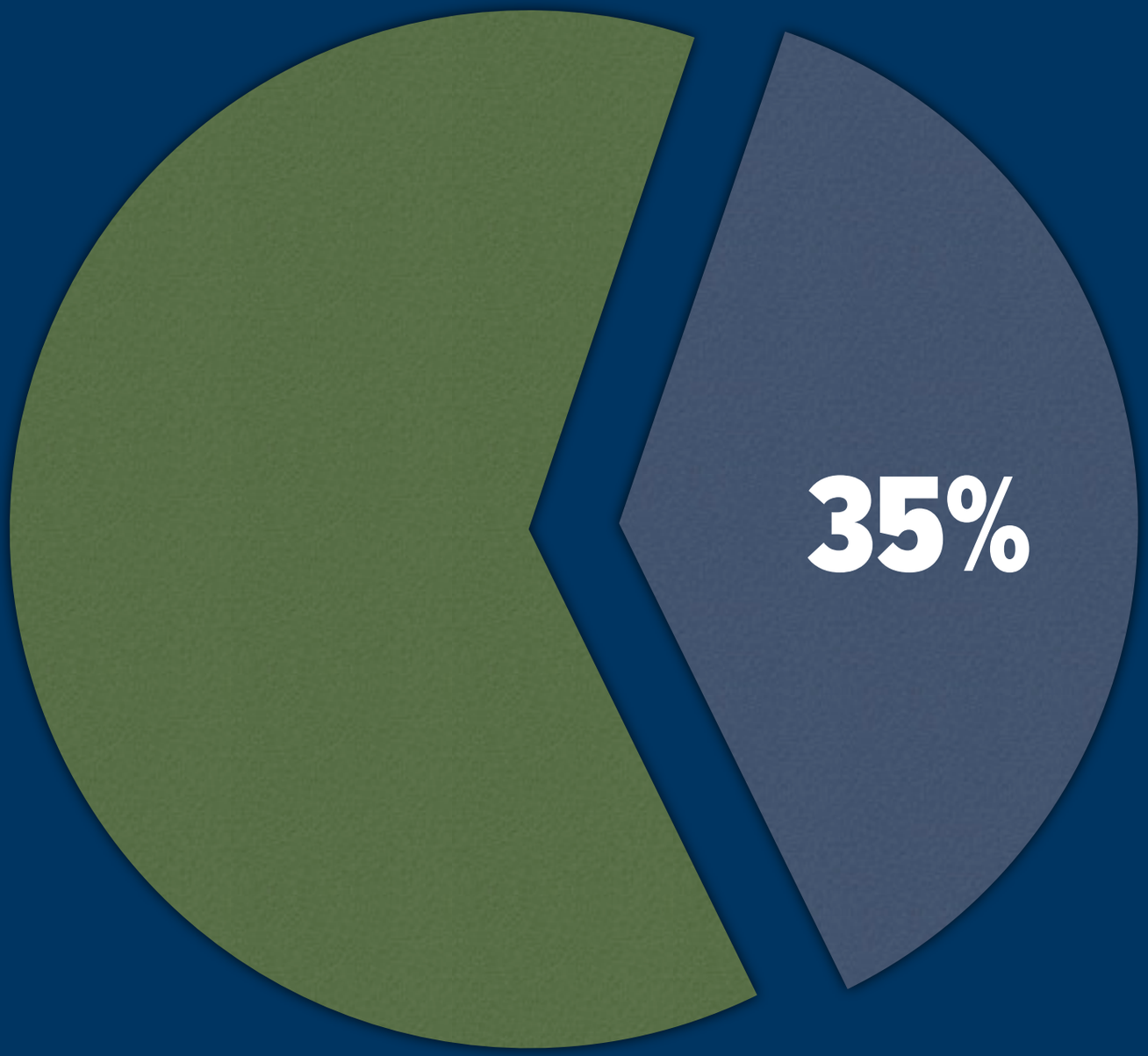
$178,000



of total GSJS revenues

the gateway
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The money

- The GSJS receives a dedicated fee unit (DFU) each semester
- Fee paid per undergraduate student:
  - $3.13 per full-time student
  - $3.13 per part-time student
  - $0.40 per student in the spring/summer terms
- Released to the GSJS by Audit Committee on a yearly basis

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Where does it go?

- Operational expenses include:
  - Printing and distribution costs
  - Staff salaries
  - General overhead costs (rent, insurance, etc.)
  - Equipment and hardware costs

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Post-Centenary Era

- Major organizational changes made this year to offset shrinking revenues (aka the death of the print industry)
  - Two editorial positions changed to part-time
  - Once-a-week printing schedule
- Actively pursuing other sources of revenue
  - Online advertising
  - Possible DFU levied from the Graduate Students' Association

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Our proposal to the GSA.

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What you'd give us

- Fees paid per student:
  - $3.13 per full-time student
  - $3.13 per part-time student
  - $0.40 per student in the spring/summer terms

THE gateway
THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

What we'd give you

- Continued and increased coverage of graduate student issues and events in the News section
- Continued volunteer/employment opportunities for graduate students as illustrators, writers, photographers, and editors
- One or two positions for GSA council and executive representatives on the GSJS Board of Directors
- Discounted advertising rates for GSA or registered graduate student groups

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Questions?

www.thegatewayonline.ca
and distributed across campus

(780) 492-5168
eic@gateway.ualberta.ca
Suite 3-04, Students' Union Building

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THE OFFICIAL STUDENT NEWSPAPER AT THE UNIVERSITY OF ALBERTA

GSA President
Report to Council

To: Council Colleagues
From: Roy Coulthard
Date: December 8, 2011

Dear Colleagues,

It has been a productive and intense month since my last report to Council. Here are highlights:

Tuition and other financial matters
I am writing this a few days before the Board of Governors will consider tuition increases, which will most assuredly be approved. The maximum increase allowed by the government tuition regulation is 1.45%. The Board will also consider proposals on Market Modifiers, parking fees, and residence rates. We are consulted regularly about all these matters and are "at the table" with a vote.

The University expects several more years of zero increases and as costs increase this will mean more cuts. This may open the door for the University to consider additional fee changes amongst other things. We are in discussions with the administration right now about this matter and we continue to lobby the provincial government through the AGC to provide additional base funding for the University.

An urgent bulletin has been emailed to all graduate students (domestic and international) to respond to the government's survey about their priorities. We have already received great feedback from graduate students about this email.

Faculty of Arts Solidarity Group
I met with students representing the Faculty of Arts Solidarity Group about cuts in that Faculty, which may hit graduate program administrators hard. The GSA Board has signed a letter to the *Gateway*, which is attached. This letter focuses on the importance of grad administrators to all graduate students. I have also written to the Provost with copies to the Dean of Students and the Dean of FGSR.

PAW
Design meetings are going very well but we are still negotiating with administration re: the terms of the Agreement and lease. We had hoped to have the Agreement to Council at the December meeting, but instead it looks as though we will need a special meeting in January, possibly January 11, so please pencil the date in your calendars.

Western Summit and Alberta Graduate Council (AGC)
These meetings were held in Calgary this past weekend. I attended with Ellen, who provided support. Seven universities were represented at the Summit, which (unlike last year) produced a lobby document, defined its purpose and changed its name to Western Canadian Assembly of GSAs (WCA/GSAs). Our aim is to run parallel with meetings of the Western Canadian Graduate Deans, and we believe they will listen to your

concerns. The issues addressed by the letter include graduate student funding, professional development and international students. Once the lobby document is finalized, I will send it to Council.

AGC focused on its structure and accountability and is taking concrete steps on both counts. I am very happy with the content and tenor of the discussions and will report in more detail on actual outcomes in January.

Dewey's and the Power Plant
We have begun discussions with the SU about the future of the Power Plant after the current agreement runs out in August 2012.

GSA Budget
Continuing Councilors will recall that we passed a three-year budget last year and have planned for three consecutive deficit budgets, funded by a combination of fee increases and use of our contingency. It was the view of Council (and others, including our auditor) that the GSA, for the past many years, has been putting money into a contingency to the detriment of its "infrastructure" and institutional memory. As our auditor put it, the GSA had a house, but no plumbing and electricity. We are now a strong and stable organization. A joint meeting of BFC and the GSA Board will review budget reports in early January.

Best,
Roy Coulthard

December 7, 2011

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Meetings and events attended: November 10, 2011 to December 7, 2011

November 10	Meeting with the SU regarding Graduate Teaching
November 14	Coffee meeting with Dr. Skidmore
	Meeting with CMEGSA
	Beartracks Fee Assessment Meeting
November 15	Meeting with Dr. Pozega Osburn
November 16	Graduate Teaching Program meeting
	FGSR Caucus meeting
	GSA Board
	FGSR Council
November 17	Masters Convocation
	Meeting with students concerning student space
	PhD Convocation
	Undergraduate Research Symposium

November 18	Wiki Training
	PAW Steering Committee
November 21	GFC Facilities Development Prep meeting
	Meeting with CME
	Board University Relations meeting
	Board Learning and Discovery Committee meeting
	Pre-Council meeting and dinner
	Council meeting
November 23	GSA Board
	GFC Academic Planning Committee
	Alumni Council Legacy Committee
November 24	E-Science interview
	Board of Governors'/ Edmonton City Council dinner
November 25	Monthly SU/GSA Executive Breakfast
	Wiki Training
November 28	Meeting on Mandatory Non-Instruction Fees
	Coffee with Dean Shirvani
	GFC Caucus
	Power Plant prep meeting
	GFC
	Alberta Graduate Council Meeting
November 29	AdPrep Pre-meeting
	AdPrep
	Board Finance and Property Committee
November 30	Standing Advisory Committee on International Engagement
	Student mental health discussion meeting
	GU 15 discussion
	GSA Board
	Meeting with the SU concerning the Power Plant
	AGC Meeting
December 1	Meeting with student concerning student space
	Meeting with Dr. Heather Zwicker
	Meeting with Dr. Skidmore
	Parking lot issues meeting
	Non-BAC Mandatory Non-Instructional Fees
December 2	ESS head shave
December 3	Western Summit in Calgary
December 4	AGC meeting in Calgary
December 5	GFC Executives
December 7	Meeting with VP Hickey and Rory concerning PAW
	GSA Board

	GFC Committee on the Learning Environment
	Budget Advisory Committee
December 8	Christmas Dinner, tribute to Brian Heidecker

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Letter to The Gateway:

There has been a great deal of press recently about budget cuts at the U of A. The Graduate Students' Association Board would like to weigh in on just one way in which cuts may affect graduate students in all Faculties with graduate programs.

We would first like to note that in the University's Comprehensive Institutional Plan, the U of A will differentially "recruit and increase graduate student enrollment" until a 1:3 ratio is reached in relation to undergraduate students. The GSA has argued in our own strategic plan that infrastructure should be in place prior to admission of this increasing number of graduate students.

That said, the GSA Board wishes to focus on one area of potential cuts that has concerned graduate students in a number of Faculties: the possibility of cutting graduate program administrators or centralizing that service.

Graduate program administrators have specialized knowledge about how each graduate department runs its programs. They know how graduate students are paid (often from multiple sources), solve complex problems for graduate students daily, and run interference with a myriad of administrative departments that are often not geared towards the needs of graduate students. Graduate program administrators are the face of the university for graduate students and are the first person a graduate student in trouble goes to for advice.

Graduate students have strong views about the importance of the role of graduate program administrators in each department. It is our hope that these support staff positions will be preserved.

GSA Board
Roy Coulthard
Tamara Korassa
Sagar Lunawat
Hillary Sparkes
Nima Yousefi

GSA Vice President Academic
Report to Council

To: Council Colleagues
From: Nima Yousefi Moghaddam
Date: December 8, 2011

Dear Colleagues,

I have been hard at work on my dissertation but still involved in meetings. Here are some highlights:

VP Finance and Operations Review
This was a full-day meeting and there is always frank discussion at these reviews. The GSA has had excellent working relationships with VP Hickey's office and supports his re-appointment. We raised some of our frustrations with the early part of the PAW process, although the most recent PAW meetings have gone well.

GFC and FGSR Caucuses
Both of these caucuses have been well attended. Discussion at FGSR Council was very interesting and focused on fair and proper process if a supervisor wants to dismiss a graduate student. The discussion about the Collective Agreement and the need for training about it was excellent.

Roy and Tamara made a presentation to GFC about the GSA and its strategic plan. We focused on two priorities: the Supervision and Funding Task Forces.

Committee on Learning Environment
The Attributes & Competencies subcommittee is looking into hiring a researcher.

Meeting with the SU regarding Teaching
The SU supports our efforts to reinstate a training program for graduate students who teach. A letter has gone to the Provost – this is the voice of 38,000 students making this request.

Graduate Supervisory Committee
We are still working with the administration to select a Chair.

GSA Board
We have covered a wide range of topics in the Board as you will see from the report. I have had many intense discussions with the Board about academic issues and would like to thank them for their advice on some complex issues. As always, thanks to Vikki Northrup for attending TLAT and ASC.

Best,
Nima

Meetings and events attended: November 10, 2011 to December 8, 2011

November 10	Meeting with the Students' Union regarding graduate teaching
November 15	TLAT Council
November 16	Graduate Teaching Program meeting
	FGSR Caucus
	GSA Board
	FGSR Council
November 17	Masters' Convocation
	PhD Convocation
	PhD Comics
November 21	Advisory Review Committee for Vice-President Facilities and Operations
	Pre-Council meeting and dinner
	GSA Council
November 23	GSA Board meeting
November 24	E-Science Interview
	Competencies and Attributes Prep
	CLE Attributes and Competencies
December 1	Meeting with Dr. Skidmore
December 7	GSA Board

GSA Council
December 19, 2011
Item 4(a)iii

GSA Vice President Labour
Report to Council

To: Council Colleagues
From: Tamara Korassa
Date: December 8, 2011

Dear Colleagues,

I am currently preparing for exams followed by a sponsored overseas trip, but here are some highlights of the meetings I have attended and of important ongoing projects:

President's Search Committee for Vice-President (Advancement)
The GSA Nominating Committee selected me to sit on this committee. I have been receiving and reading materials in preparation for these meetings.

Market Modifers
Together with the President, I have held joint meetings with FGSR, the Registrar's Office, Administrative Information Systems, and Financial Services to work out how to have the full new program fees visible on Beartracks.

Graduate Funding Task Force
A meeting of this task force is being scheduled for early January.

Parking Lot Issues
Together with the President, I attend a meeting with Faculty Relations and FGSR on December 1st to discuss parking lot issues from the last round of negotiations. Solutions to problems of education and compliance, as well as review of the Collective Agreement, are on track for early January.

Labour Relations Committee
LRC has been working hard on the Labour Liaison Program. A pilot project will run in January in two departments. For more information see the LRC report.

Campus Resources to Assist Graduate Students
As promised at a previous meeting, this list is attached.

Sincerely,
Tamara

Meeting Report: Vice President Labour Tamara Korassa

November 10-December 8 2011

Date	**Meeting**
Nov. 14	Beartracks Fee Assessment Meeting
Nov. 15	Office Meeting
Nov. 16	GSA Board
Nov. 17	Convocation
Nov. 17	Graduate Citizenship Award Meeting
Nov. 18	AISSC
Nov. 22	BoG Safety, Health, and Environment
Nov. 23	GSA Board
Nov. 24	GFC Campus Law Review Committee
Nov. 24	GSA Labour Relations Committee
Nov. 30	GSA Board
Dec. 1	Parking Lot Issues Meeting

Campus Resources to Assist Graduate Students

Aboriginal Student Services Centre (ASSC) – ASSC offers a variety of programs and services to Aboriginal students at the University of Alberta, including advising services, funding for tutoring, and mentoring services. See: http://www.uofaweb.ualberta.ca/aboriginalservices/index.cfm

Calendar – Available online at: http://www.registrar.ualberta.ca/calendar/

Campus Food Bank – Located in SUB, the Campus Food Bank is a confidential service that provides food items and toiletries to University community members in need and is supported, in part, through a contribution by the GSA. See: http://campusfoodbank.com/

CAPS U of A Career Centre - CAPS offers a variety of career services to University of Alberta undergraduate and graduate students, postdoctoral fellows, alumni and the University community. They can help students explore career options, connect with employers, write a resume, prepare for a job interview and find work. See: http://www.caps.ualberta.ca/

Centre for Teaching and Learning - CTL offers a wide range of programs and services to support teaching and learning. With the exception of the August Teaching Orientation, all CTL sessions and symposia are open to graduate students. The CTL Resource Library has a number of books, journals and videos on teaching and learning topics that can be borrowed by graduate students. See: http://www.ctl.ualberta.ca/

Centre for Writers – Offers free writing support to all students, staff and instructors on campus, in any subject or discipline, and at all levels of study. See: http://www.c4w.arts.ualberta.ca/

Chaplains' Association – The Chaplains are available for guidance, care and support to any student or staff member, whether or not he or she identifies with a particular faith. They also offer information and referral regarding religious groups and activities on campus, as well as marriage preparation courses and assistance in memorial services. See: http://www.uofaweb.ualberta.ca/chaplains/

Community Wellness – Community Wellness is a new initiative of University Wellness Services. It is a mobile, one-on-one service focused on supporting students' ability to cope positively with life changes and challenges. It is a confidential resource available to all students and staff. Graduate students should contact Natassha Wilson (office: 780-492-3342 or cell: 780-686-2330) to arrange for a meeting. See: http://www.uwell.ualberta.ca/Community%20Wellness.aspx

Dean of Students – A large number of **University Student Services** are offered or listed through the Office of the Dean of Students. For a complete listing of these services and their websites, see: http://www.uofaweb.ualberta.ca/studentservices/

English as a Second Language – The Faculty of Extension offers an English Language Program, various courses, and proficiency testing. See: http://www.elp.ualberta.ca/cms/

The **Faculty of Graduate Studies and Research (FGSR)** through its **Professional Development** program and **Outreach** program offers opportunities for graduate students to further development their professional skills and to share their research with the community. See: www.gradstudies.ca

Graduate Students' Association (GSA) – The GSA represents all graduate students at the University of Alberta. It is a not-for-profit corporate entity established under Alberta's *Post-secondary Learning Act*.
The **GSA** has the exclusive authority to negotiate the **Collective Agreement** on behalf of all academically-employed graduate students at the University of Alberta. A direct link to the Collective Agreement is found on the GSA homepage at www.gsa.ualberta.ca
The **GSA** also provides financial support in the form of professional development grants, emergency bursaries, child care subsidies, student group and lecture grants. The GSA also provides many other supports and services to graduate students including offering of awards at GSA Awards Night, twice yearly orientations for new graduate students and participation in departmental orientations as well as assistance with collective agreement issues. See www.gsa.ualberta.ca

The GSA gratefully acknowledges the initial work of FGSR Assoc Dean J Harrington in compiling this list of campus resources

Graduate Student Assistance Program (GSAP) – GSAP provides advice and counselling services including financial planning, psychological counselling, time management, elder and childcare support, and much more. See: http://www.gsa.ualberta.ca/index.php/services/content/category/graduate_student_assistance_program_gsap/

The **GSA Health and Dental Plan** offers coverage for all eligible graduate students. See www.ihaveaplan.ca

International Student Services – Located at the International Centre, International Student Services is the main campus resource for international students seeking assistance with immigration as well as financial, academic, or personal issues. See: http://www.uofaweb.ualberta.ca/uai/

Office of Student Judicial Affairs – The Office of Student Judicial Affairs is one of the offices (along with Deans, Directors and Protective Services) delegated by General Faculties Council (GFC) to deal with violations of the Code of Student Behaviour. The office promotes awareness of the Code of Student Behaviour, compliance with the rules, academic integrity and ethical behaviour. OSJA is also required to address violations of the Code that have been referred by Protective Services, Faculty Offices or other Unit Directors. See: http://www.uofaweb.ualberta.ca/osja/

OmbudService - The OmbudService is a confidential service focused on ensuring that university processes related to students operate as fairly as possible. Staff offers information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs. The OmbudService has a designated ombudsperson for graduate students as well as a section on its website called: "Documents Every Graduate Student Should Read". See: http://www.uofaweb.ualberta.ca/OmbudService/

Postdoctoral Fellows Assistance Program – The Assistance Program for Postdoctoral Fellows has been designed to help deal with difficult or stressful events in the lives of PDFs. It provides confidential, professional counselling for a broad range of personal and family problems. See: www.virtualwellness.ualberta.ca (under "Assistance Programs" in right hand column).

Safe Disclosure and Human Rights Office – This office provides staff and students with a safe, neutral and confidential space to express concerns regarding issues such as treatment or ethics. They help the client to identify the issue and refer them to the correct area, or help them explore the area of concern without formal intervention. See: http://www.osdhr.ualberta.ca/

Specialized Support and Disability Services (SSDS) – SSDS promotes and coordinates the efforts of University departments and off-campus agencies in meeting students' needs and provides services, which help to equalize educational opportunities for students. SSDS serves prospective and current students at the University of Alberta, as well as staff and faculty, whose disabilities involve any number of conditions affecting mobility, vision, hearing, learning, and physical or mental health. See: http://www.uofaweb.ualberta.ca/SSDS/

Mental Health Centre-Psychological Services –The Mental Health Centre (previously known as Student Counselling Services) is part of University Wellness Services. These psychological services are available to students with a view to improving a student's personal, social, and academic well-being. There are no charges for their services with the exception of the therapy groups and workshops. See: http://www.uwell.ualberta.ca/en/Mental%20Health%20Centre.aspx

Student Legal Services of Edmonton - SLS is a student-managed, non-profit society dedicated to helping low-income individuals in Edmonton understand their legal issues and solve their legal problems. The services are offered by law student volunteers, and include advice on criminal and family law matters, as well as academic and discipline appeals. See: http://www.slsedmonton.com/

Student Success Centre – The university's Student Success Centre offers Learning Resources and Writing Resources (previously known as the Academic Support Centre) to enhance students' learning and writing skills, including exam writing skills. The Centre offers in-person workshops and seminars throughout the term, online workshops, and one-on-one sessions. It has specific graduate student oriented workshops. See: http://www.uofaweb.ualberta.ca/academicsupport/

University Bursaries and Emergency Funding (UBEF) - UBEF administers a number of emergency aid programs to assist full-time students. See: http://www.uofaweb.ualberta.ca/ubef/

Virtual Wellness – This website has various resources to assist with mental health matters. The "Assist U" link provides easy, direct access to external resources for a variety of topics including Parenting and Child Care, Adult Care, Emotional Well-being, and Legal and Financial matters. See: http://www.virtualwellness.ualberta.ca/

The GSA gratefully acknowledges the initial work of FGSR Assoc Dean J Harrington in compiling this list of campus resources

Vice President Student Life
Report to Council

To: Council Colleagues
From: Hillary Sparkes
Date: December 8, 2011

Dear Council Members,

Happy Holidays – I hope you have all had a great semester, but if you're like me you're very happy it is winding down and that there is some holiday time coming up!

Thank you to all the councilors who have submitted their names for the SAAC. I really appreciate that you've signed up. If you haven't already, please submit a short bio to our Nominating Committee at gsa.execadmin@ualberta.ca, so we can make your appointment official. We are cooking up lots of things to ask you about and to get your feedback on. I look forward to having great discussions with you!

I met with members of Alumni Council to talk about their student mentorship and recruitment initiative. They have great ideas to increase the profile of the university as well as better the student experience. I am looking forward to working with them closer and developing some events that grad students can look forward to.

I would like to try something new. If you are reading this then Hooray, I would like to congratulate you. Come and see me during the dinner hour at 5:45 and I will give you some form of dessert treat. Please keep this secret because I'd like to see how many people actually read these reports. Yes, very sneaky!

Winter orientation planning is still underway and we are working toward welcoming our new graduate students in January. We have submitted requests for a long term funding commitment from the Office of the Dean of Students and we are hopeful that this ask will be successful. If you are interested in helping out with this as a volunteer the day of, please email me and let me know.

We are also working towards Awards Night. It is looking like another great event. Make sure you apply for our awards or nominate a fellow graduate student if you feel they have excelled in teaching or research. Watch for the awards package to be posted on the GSA website in January.

Sincerely,

Hillary Sparkes
VP Student Life
gsavpsi@ualberta.ca
Graduate Students' Association

GSA Vice-President Student Life
Meetings between November 10 to December 8, 2011

November 14	Festival of Teaching Steering Committee
November 15	Meeting with President of the Residence Halls' Association concerning term leases
November 16	Alumni Council meeting
	GSA Board
	Festival of Ideas meeting
November 17	Graduate Citizenship Award meeting
	PhD Movie
November 18	Wiki training
November 19	Welcome Centre Project Advisory committee
	Pre-Council meeting
	Residence Halls' Association meeting
	Council
November 20	Health Promotion Advisory Committee
	New Student Experience Working Group meeting
November 23	GSA Board
November 24	Council on Student Affairs meeting
November 25	Press release
	Student Group Granting meeting
November 28	Power Plant prep meeting
	GFC
	Student Mentorship and Recruitment Committee
November 30	WCHRI Presentation
	Meeting with the Students' Union concerning the Power Plant
December 8	Student Engagement Grant Adjudication meeting

GSA VICE PRESIDENT STUDENT SERVICES

REPORT TO COUNCIL FOR DECEMBER 19, 2011

To: Council Colleagues

From: Sagar N. Lunawat

Date: December 8, 2011

Dear Colleagues,

Amongst the lights and tinsel
and the parcels wrapped with care,
Amongst the pies and puddings
and sweet aromas in the air,
Are hearts just spilling over
with love and generosity;
Is this not what Christmas is all
about - sharing our prosperity?[1]

I am really happy to write my last report for the year of 2011. Time flies so quickly and we are already in December in the preparation of celebrating the Christmas. I hope you all are doing well and are extremely busy with the final exams. This month has been really exciting for me with various new initiatives on national as well as international front. I have a few important issues to update you on.

1. GFC Facilities Development Committee (FDC)

It is an exciting year for GFC – FDC with so many new projects and involvement of two student associations in the process.

A. Learning Space Subcommittee – Guidelines for designing the office/study space document

This subcommittee has worked for almost one year to produce a document with guidelines for the office space and study space for students. The document is approved by FDC in November and now it will be forwarded to Faculties and Departments. Efforts will be taken so that all Departments and Faculties follow these guidelines to have best available work and study space at U of A. I want to encourage Council members to go through these guidelines.

B. Physical Activity and Wellness centre (New – PAW Centre)

I have been updating you regularly about the development of the new PAW center. As I noted at the last meeting, currently the project is in value engineering phase and there are many new initiatives around this project. The agreement governing this project will come to Council soon, possibly in the month of January, 2012. I am really excited to see this new high tech infrastructure on campus. I want to encourage Council to go through with this project and vote in favor of the new PAW center.

[1] by Joan Adams Burchell

2. Student Advisory Committee on International Engagement (SACIE)

SACIE has been a good platform for the discussion on the issues about student engagement of various fronts on campus and how the international exposure plays the key role in the professional development of graduate students.

A. Student Working Group on International Engagement

In the SACIE November meeting, SU as well as GSA initiated a discussion about the importance of the engagement of international students on various fronts and from this discussion an initiative was taken to form a working group of students with people from various departments and UAI (University of Alberta International). I am really looking forward to this group and want to initiate new initiatives for large group of International graduate students. In future I will need new members from various backgrounds to be a part of this working group.

3. U-Pass

It's been a while since I talked about U-pass and ETS initiatives for making public transport more feasible.

A. Smart Bus

It's been a while since everyone has been hearing about the smart bus proposal and finally the Smart Bus pilot project will start in 2012. You will see them on the road on major routes. The U of A and downtown will be the main targets for this project.

B. Late Night bus Service on Whyte Avenue

After a long wait, the late night service on Whyte Avenue will start in January. The service will work late night hours between 1:30 AM to 3:15 AM from Whyte Avenue to Southgate. I am looking forward to the success of this project.

With President Roy, I attended the wood design award and I am happy to mention that the East Campus Village (ECV) was nominated for the award. The ECV was also nominated for Edmonton's Urban Design award.

Health and Wellness is becoming a priority on the campus. Health and Wellness program arranged a Healthy campus symposium in November and I was amazed with the new initiative taken on campus to ensure the healthy lifestyle of students.

This is all about happening in my portfolio over the last month. I wish all you guys best of luck with your final exams as well as research deadlines. I wish you all Happy Christmas and Happy New Year in advance. I will see you all in next year (2012) with full of energy and new initiatives.

Best Regards,
VPSS – Sagar Lunawat

Meetings and events attended: November 8, 2011 to November 30,

November 8, 2011	Faculty of Education – Unit Review
November 9, 2011	GSA Board
November 9, 2011	SACIE – Grad Programming Subcommittee
November 16, 2011	GSA Board
November 16, 2011	Convocation
November 17, 2011	U-Pass Admin. meeting
November 17, 2011	PHD Movie
November 18, 2011	PAW Steering Meeting
November 19, 2011	Healthy Campus Symposium
November 21, 2011	GSA Council
November 23, 2011	U-Pass advisory committee
November 23, 2011	GSA Board
November 24, 2011	GFC - FDC
November 30, 2011	SACIE and GSA Board
December 07, 2011	GSA Board

19 December 2011
GSA Council
Item 4(b)iii

Senator
Report to Council

To: Council Colleagues
From: Tamara Korassa, Senator
Date: 8 December 2011

The Plenary was good and I will provide more information in my oral report to Council. I will also be following up to get a copy of the Campus Engagement Presentation.

Meeting Report: Senator Tamara Korassa

Date	Meeting
Nov 21	Chancellor Search Committee
Nov 23	Senate Campus Engagement
Nov 28	Chancellor Search Committee
Dec 1	Senate Plenary
Dec 2	Senate Plenary

December 7, 2011
GSA Council Meeting
Item 4 (c) i

GSA Board
Report to Council

To: Council Colleagues
From: Ellen Schoeck, Executive Director and Coordinator of the GSA Board
Date: November 7, 2011

The Board reports regularly to Council by listing its agenda items, motions/agreements and main items of discussion. Motions of Agenda approval and approval of the Minutes are not included unless there were amendments made. Closed session items are not minuted.
The President, Vice-Presidents, Director of Operations, Financial Manager and I will be happy to answer any questions or provide more information at the Council meeting.

November 9, 2011 GSA Board Meeting
Main Agenda Items:
Britta Baron, Vice-Provost and Associate Vice-President (International) and Doug Weir, Director of International Student Services attended the November 9 GSA Board meeting to further UAI's relationship with the GSA. Board members discussed BAC, MNIF, CAGS, Dean of Students funding, and residences.

Motions and/or Agreements:
Board members **AGREED** to apply the 2010-2011 remaining AEGS funds to Child Care Subsidy, and open December CCS application period early.
President suggested that GSA consider further advertising for Emergency Bursaries and consider reformatting funding devoted to international students.

Board members **AGREED** to invite Martin Ferguson-Pell to a get-to-know lunch.

Board members **AGREED** to invite Council to play dodgeball or participate in another social opportunity.

ED's report to the November 9, 2011 GSA Board Meeting

With last Thursday and Friday as holidays, this report covers last Wednesday afternoon and today, Monday, November 14.

Financial:

With GSA Chartered Accountant Shirley Ball in on Wednesdays, most of our financial meetings take place on those days.

Financial and Operations Manager Dorte Sheikh has received the Studentcare invoice and corrected a $2K error.

Shirley and Dorte met with Financial Services last week to discuss issues such as the University's payment schedule to the GSA.

The financial team is working on the first quarterly report. We are working around an incorrect number of anticipated part-time graduate students used in the last budget.

Office, governance and operational:

President Roy and I had a productive meeting with the TEC Edmonton President and business VP immediately after the last Board meeting.

Training with the new website provider occurs this week. We will be securing back-up IT services, either from Greg Gibeau or a graduate student. I migrated to Gmail.

Graduate Citizenship award results were delivered to government by Catrin Berghof.

The office will work this week on the Collective Agreement with NASA.

Still sorting through masses of filing left from previous administrations;

Major support for the new Nominating Committee, which we will estimate in FTE. Many thanks to the NoC volunteers and to Vijay Kandalam for steering us as Vice-Chair.

November 16, 2011 GSA Board Meeting
Main Agenda Items:
The President reported on the Health and Dental claims for the period between August and September. The Board also passed a motion on councilor remuneration appeals.

Motions and/or Agreements:

Councillor Remuneration Appeals
MOTION That the GSAB defer the second part of the appeal until the policy on stale cheques is reviewed. Proposed by TK. Seconded by SL. Motion passes. Board members **AGREED** to pay Lab Medicine and Pathology for last year's Councillor remuneration, accompanied by a letter.

ES Report to GSAB November 16, 2011

With last Thursday and Friday as holidays, this report covers last Wednesday afternoon and today, Monday, November 14.

Financial:

With GSA Chartered Accountant Shirley Ball in on Wednesdays, most of our financial meetings take place on those days.

Financial and Operations Manager Dorte Sheikh has received the Studentcare invoice and corrected a $2K error.

Shirley and Dorte met with Financial Services last week to discuss issues such as the University's payment schedule to the GSA.

The financial team is working on the first quarterly report. We are working around an incorrect number of anticipated part-time graduate students used in the last budget.

Office, governance and operational:

President Roy and I had a productive meeting with the TEC Edmonton President and business VP immediately after the last Board meeting.

Training with the new website provider occurs this week. We will be securing back-up IT services, either from Greg Gibeau or a graduate student. I migrated to Gmail.

Graduate Citizenship award results were delivered to government by Catrin Berghof.

The office will work this week on the Collective Agreement with NASA.

Still sorting through masses of filing left from previous administrations;

Major support for the new Nominating Committee, which we will estimate in FTE. Many thanks to the NoC volunteers and to Vijay Kandalam for steering us as Vice-Chair.

November 23, 2011 GSA Board Meeting

Main Agenda Items:
President and Vice-Presidents reported on Arts Faculty Council and budget cuts, GSA budget, GSA Student Affairs Advisory Committee, U-Pass and CAPS.

<u>ED Report to the November 23 GSA Board meeting</u>

Financial:

The financial team continues to work on the first quarterly financial report and will first meet with President Roy and then place this item on a joint meeting of GSAB and the new BFC.

Dorte Sheikh has called the CRA twice to no avail. We will follow up in writing.

We have a list of a dozen financial issues to pursue, eg can we attain charitable status. One of the small meeting rooms is, for the next while, dedicated solely to financial meetings.

Office, governance and operational:

We will be assisting the CRO in setting up the first ERC meeting and will provide support and training.

Training with the new website provider occurred earlier this week. Casey Germain is the lead and Catrin Berghoff is the back up. Both continue to make progress on the wiki set-up.

Our IT back up will be provided by Greg Gibeau, our former IT specialist who now works with Moodle.

Still sorting through masses of filing left from previous administrations.

Heather Hogg and I had a productive meeting with Don Warden and Jane Schick of TDMM regarding marketing. I will submit an external meeting report. We have about a dozen items to follow up on ASAP.

Heather and I also had a long meeting with Bob Picken, the University's very helpful insurance specialist. We have some major issues to resolve with our insurance providers, including a recommended increase in the amount of our coverage. I will submit an external meeting report.

I have begun to meet individually with those who have had expressed an interest in running for office in order to see how their training is going. Today we had three people attend a session on our services and associated policy framework, front desk routines, and IT: Zhen, Farzan and Nathan. November 28 will be the makeup Governance 101.

I will be attending APC and FDC this week as an observer; this will help with transitions. Additional items the ED reported during the meeting: insurance, TDMM, cheque policy and Council.

November 30, 2011 GSA Board Meeting
The President and Vice-Presidents discussed the following items: GFC meeting, Alberta Graduate Council conference, Faculty of Arts GSA representatives concerning AdPReP, GSA Student Affairs Advisory Committee and next steps for the approved motion Approved Motion from Nov 21 Council concerning the Supervision and Funding Task Forces.

Motions and/or Agreements:

December 7, 2011
GSA Council Meeting
Item 4 (c) i

GSA Awards Proposed Revisions
It was moved by HS and seconded by SL that the GSA Board recommend the GSA Awards Proposed Revisions, including the addition in the document of the following statements, to the GSA Awards Selection Committee for its consideration. UNANIMOUSLY APPROVED.

ED Report to GSA Board for November 30, 2011

Dear All,
An extraordinarily busy week, summed as follows:
GSA insurance coverage;
TDMM group insurance follow-up;
Infrastructure for Council support;
Transition out for Katie Biittner and transition in for Joanna Chan;
Urgent NoC business;
Working with Financial Services to reconcile how we are paid GSA fees;
Draft 6 of first quarterly financial support;
Mandatory Non-instructional Fees (MNIFs) and Market Modifiers;
Political issues.

GSA Council
19 December 2011
Item 4(c)ii

GSA Governance Committee
Report to Council December 2011

Note that this report was presented in October but has been amended (see italics) by the GC and has been reviewed by the GSA Board (GSAB). See separate agenda item 8(b)ii for an action item from the GC/GSAB.

On October 3, 2011 the GSA Governance Committee (GC) had its first meeting under its new terms of reference and composition.

In attendance
VOTING MEMBERS:
President and Chair: Roy Coulthard (RC) (from 5:10pm)
Vice-President Labour: Tamara Korassa (TK)
Council member: Emily Klomps, LIS (EK)
Council member: Nikolai Sinkov, Chem (NS)
Council member: Lacey Fleming, Anthro (LF)

NON-VOTING MEMBERS
Speaker Fred Wu [inadvertently not notified of the meeting]
Executive Director: Ellen Schoeck (ES)

Terms of Reference
Several points concerning the GC's terms of reference and membership were discussed at length including:

- the parameters of the term "editorial" and the ability of the committee to make editorial changes to Bylaw and policies;
- what constitutes "good governance", with Council operating at a macro level (known as the Carver model) and delegating responsibilities to the Board and GSA committees, with regular reports back to Council on how delegated functions were being carried out; and
- the benefits of having Councillors on GC including de-politicizing governance issues.

Working Groups
The concept of working groups was raised whereby two people from GC would work on various issues and then report back in a full committee meeting. Two major issues to be tackled in this way are the review of Bylaw and Policy, and reform of the judicial process including the drafting of a discipline policy.

Council Composition
The members of the committee received a chart representing the legal composition of GSA Council. This chart had been in draft form and refined over several months. The chart showed what the Post-Secondary Learning Act (PSLA) had to say as well as GSA Bylaw, which stated as part of the Council's composition "one Councilor from each department at a University that offers a graduate program." Noting that FGSR had the same statement as part of its composition, it was noted that there were now

Faculties and units outside departments that had graduate programs. Further, it was noted that FGSR had adopted an interpretation of that composition statement as follows: The term department "applies both to a department and to a non-departmentalized faculty or to an extra-departmental graduate program."

TK noted that the GSA is already following this interpretation and suggested that the GC recommend to Council that the Bylaw be reworded as follows:

"…*one Councilor from each department, Faculty or extra-departmental unit that offers a graduate program*. " It was SO AGREED.

Discussion then turned to two other matters for the GC's later consideration: (1) Noting that the PSLA stated that Councilors were elected, the term "elected' would require discussion since some Councilors were appointed; (2) Noting that some Faculties had unique departmental structures, there might be different considerations for them, e.g. Medicine and Business.

Judicial System Discussion
All agreed the judicial system is unclear and in need of a major rethink. The major component of the system was identified as the process for removal of an elected official from office, and whether or not there should be a role for the full Council.

Members discussed the positives and negatives of a GSA judicial board holding a full and fair hearing and then either (a) making the decision on removal with no appeal or (b) making a recommendation to Council with varying amounts of information (e.g. report with statement of facts and no re-hearing), or with all documentation before Council or (c) allowing an appeal on procedural grounds only. Members AGREED that ES should produce two different drafts: one allowing an appeal to Council from the judicial committee on procedural grounds, and one providing for the judicial committee to make a recommendation to Council on removal from office. Each scenario should highlight pros and cons, e.g. protection of privacy, size of Council in acting as an appeal body.

Discussion then turned to committee reform and Bylaw and Policy review. ES noted that although a great deal of progress had been made on both fronts in the past year, further review is still needed.

19 December 2011
GSA Council
Item 4(c) vii

GSA Labour Relations Committee
Report to Council

To: Council Colleagues
From: Heather Hogg, Director of Operations, on behalf of Tamara Korassa, VP Labour
Date: 8 December 2011

A meeting of the LRC was held on November 24 and since there was no quorum, the committee had an informal and productive discussion about some of the committee initiatives. Good progress has been made on the Labour Liaison Manual and it is almost completed. Graduate student-related privacy issues were identified and discussed to ensure that departmental Labour Relations Liaisons were well informed and supported before taking on this role in their departments.

The plan is for the VPL and several other committee members to continue working on the training program in late December and to present it at the next LRC meeting on January 12, followed by some scheduled training sessions for the two Labour Relations Liaisons who are piloting the program in their departments. The importance of communicating with departmental administrators in advance of implementing the program was also discussed and will be followed up by the VPL to ensure that departments are aware of the beneficial resource/communications role of the LRLs. Support required of the GSA office staff was also considered,

GSA Nominating Committee (NoC)
Report to Council

To: Council Colleagues
From: Vijay Kandalam, Vice-Chair
Date: December 8, 2011

As provided for in its terms of reference, the GSA Nominating Committee (NoC) has been conducting business via e-mail, and I have met regularly with Ellen Schoeck and Joanna Chan since my last report to Council.

GSA Committees

The GSA Nominating Committee is currently working to repopulate the GSA Student Affairs Advisory Committee.

BODIES EXTERNAL TO THE GSA

Council has delegated to the NoC the responsibility of filling positions on all committees external to the GSA. Normally, all vacancies are advertised. The NoC may waive advertising under certain conditions specified in its terms of reference.

In addition, GSA elected officials are being increasingly asked to serve on new committees. He elected officials may delegate to others. These delegations are reported below.

Provost and Vice-President Academic Portfolio Review Committee: Advertising was waived by the NoC because of the timing of the first meeting. President Roy Coulthard who abstained from this matter, was elected to serve on this Committee.

President's Advisory Search Committee for Vice-President (Advancement): Advertising was waived by the NoC because of the timing of the first meeting. Vice-President Labour Tamara Korassa was elected to serve on this Committee.

FGSR Policy Review: John Meston and Vice-President Nima Yousefi were elected by the GSA NoC to serve on this Committee.

University of Alberta Art Acquisition Committee: Laura Norton was elected by the NoC to serve on this Committee.

Medical Science Library Committee: Bernice Sist was elected by the NoC to serve on this Committee.

Vice-Provost and Associate Vice-President Information Technology Student Advisory Group: Advertisement was waived as we had very short notice to fill these vacancies. Koosha Golmohammadi and Nicolas van Orden were elected by the NoC to serve on this Committee.

Animal Care and Use Committee: Health Sciences: An ad was sent to all students on Tuesday, November 29. Nominations were due Monday, December 5. No nominations were received for this Committee. The NoC will work to fill these vacancies.

Animal Care and Use Committee: Livestock: An ad was sent to all students on Tuesday, November 29. Nominations were due Monday, December 5. No nominations were received for this Committee. The NoC will work to fill these vacancies.

University Animal Policy and Welfare Committee: An ad was sent to all students on Tuesday, November 29. Four nominations were received for two positions for this Committee. The votes will be finalized by the NoC shortly.

General Faculties Council Academic Appeals Committee: The current GSA representative on this Committee has expressed interest in serving for a second term. The NoC finalize the vote shortly.

GSA EXECUTIVE DIRECTOR
REPORT TO COUNCIL FOR DECEMBER 19, 2011

Dear Council,

As reported last time, all systems within the GSA are working well.

Training for those graduate students who have expressed an interest in running for elected office continues under the guidance of the GSA NoC. Modules so far have included Governance 101, GSA services, front desk problem-solving, strategic plan, and IT. *Instead of cramming all learning into the month of April, learning is proceeding at a pace where people can absorb and integrate a large body of knowledge.*

We are close to a new **Collective Agreement with our staff.** Catrin Berghoff has been elected as Steward. This agreement has been under review for three years. It is one of the "major fixes" needed to modernize the GSA, create a human resources structure and stabilize staffing.

With academic pressures on elected officials, the **staff have ramped up support.**

The GSA's first ever **insurance review** was conducted by the University's risk and insurance officer, a former GSA VP from the 1990s. We have approximately 30 follow-ups and will be meeting with our general liability broker to review coverages. As recommended, we will also decide on a single broker to carry both general liability and Directors/Officers insurance. We now have the requisite insurance certificates and will move forward in signing the **Triffo lease.** President Roy will report on negotiations regarding the **Power Plant. PAW** design meetings have gone well and we continue to work on the Agreement. We had an intensive and productive meeting with **TDMM** regarding their group insurance.

I attended **Western Summit and AGC meetings** with President Roy and provided support. The **GU15 draft agenda** is out to the 15 most intensive research university GSAs. These schools, plus those in the Western Summit, will also receive **a survey sponsored by the GSA.**

Detailed Reports (attached)
As always, the detailed management reports Heather Hogg and I submit to the weekly Board meetings are attached. We are ably supported on the management side by Dorte Sheikh, who backs us up two days a week, and Shirley Ball, our Chartered Accountant, who works one day a week. Heather and I are happy to answer any questions.

Best,
Ellen Schoeck, GSA Executive Director

ED Report to GSAB November 9, 2011

Financial:

The financial team meets on Monday, November 7 to finalize transition issues and to approve the first quarterly financial report for the Board/Council and for the soon-to-be new BFC.

Office, governance and operational:

New website provider is now finalized and website development is in progress;

Graduate Citizenship award adjudication is complete;

Job descriptions are moving along;

Excellent transitions as various staff have taken vacations and professional leaves;

Work proceeding on Bylaw and policy;

Student group training/transition proceeding;

Still working through masses of filing left from previous administrations;

Major support for the new Nominating Committee;

Ramping up training for those graduate students who have expressed an early interest in running for elected office.

ED Report to GSAB November 16, 2011

With last Thursday and Friday as holidays, this report covers last Wednesday afternoon and today, Monday, November 14.

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The office will work this week on the Collective Agreement with NASA.

Still sorting through masses of filing left from previous administrations;

Major support for the new Nominating Committee, which we will estimate in FTE. Many thanks to the NoC volunteers and to Vijay Kandalam for steering us as Vice-Chair.

Best,

Ellen

ED Report to GSAB November 23, 2011

Financial:

The financial team continues to work on the first quarterly financial report and will first meet with President Roy and then place this item on a joint meeting of GSAB and the new BFC.

Dorte Sheikh has called the CRA twice to no avail. We will follow up in writing.

We have a list of a dozen financial issues to pursue, eg can we attain charitable status. One of the small meeting rooms is, for the next while, dedicated solely to financial meetings.

Office, governance and operational:

We will be assisting the CRO in setting up the first ERC meeting and will provide support and training.

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I will be attending APC and FDC this week as an observer; this will help with transitions.

Best,

Ellen

ED Report to GSA Board for November 30, 2011

Dear All,
An extraordinarily busy week, summed as follows:
GSA insurance coverage;
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Infrastructure for Council support;
Transition out for Katie Biittner and transition in for Joanna Chan;
Urgent NoC business;
Working with Financial Services to reconcile how we are paid GSA fees;
Draft 6 of first quarterly financial support;
Mandatory Non-instructional Fees (MNIFs) and Market Modifiers;
Political issues.

ED Report to GSA Board for December 7, 2011

Dear All,
Another extraordinarily busy week, summed as follows:
Done:
TDMM group insurance follow-up done with help from Casey and Katie;
Transition out for Katie Biittner and transition in for Joanna Chan;
Western Summit/GU 15 survey (Dyan as lead);
GU15 draft agenda sent to GU15 (Katie as lead).
Continuing:
Comments from legal counsel re PAW;
GSA insurance coverage issues;
Infrastructure for Council support;
Awaiting Financial Services re reconciling how we are paid GSA fees;
Draft 7 of first quarterly financial support;
MNIFs and Market Modifiers.
New
Governance 101, second session for potential candidates: Brent, Nathan, Naseeb, Massi.
Discussion with U of A HR re benefits package for staff.
Sarah Barnes hired to cover partial Communications role, provide committee support and continue file project;
Meeting with SU re Power Plant and Dewey's;
Meetings with Lara Apps, Dr. Heather Zwicker, Arts Collective.

GSA Council
19 December 2011
Item 8(b)i

OUTLINE OF ISSUE
Awards Proposed Revisions

Action Required: To consider the following Motion put forward by the Board and ASC to revise the GSA Policy Manual:

> *That Council approve the proposed revisions to GSA Awards and their Adjudication Criteria and Procedures, as outlined in the attached document*

Jurisdiction:

- GSA awards are in the Policy Manual. Policy Manual changes require approval at one meeting of Council.
- The Awards Selection Committee is a standing GSA committee with a mandate in Bylaws. The Awards Selection Committee advises the Board and Council on policy related to its mandate.

Policy Manual *excerpt on* ***Amendments to the Policy Manual*** *(pg 2**)***
As per GSA Bylaw Part I §1.2.2, the Policy Manual is under the jurisdiction of Council and may be amended by a simple majority vote of Council at any meeting of Council.
As per GSA Bylaw Part XI §1.2, GSA Standing Committees advise Council and the GSA Board on policy relevant to their mandates.
Awards and Adjudication Criteria *(pg 4)*
Purpose: To describe GSA Awards and their adjudication criteria.
Scope: This policy sets out the adjudication criteria for all awards offered by the GSA.
[…]
Bylaws *excerpt* - **Part VII Standing Committees:**
1 General
1.1 Council has the ultimate authority over decisions made by all Standing Committees.
1.2 Standing Committees advise Council and the GSA Board on policy relevant to their mandates, and have full authority to take actions set out within those mandates. […]
5 Awards Selection Committee […]
5.2 Mandate
5.2.1 The ASC is responsible for all aspects of the awards, including, but not limited to:
5.2.1.1 The number of awards available;
5.2.1.2 The recipient selection criteria;
5.2.1.3 The names of the awards;
5.2.1.4 The award nomination procedures and forms; and
5.2.1.5 The value of the awards. […]

Background:

As a result of the most recent GSA negotiations with the Board of Governors there was an overall increase in AEGS funds which resulted in a GSA Awards budget increase from $12,000 to $14,000. In addition, a comprehensive review of existing GSA Awards and Adjudication criteria, procedures, and application forms was undertaken by GSA staff following the 2011 Awards Night. The review was conducted to: 1) clarify the criteria used in the adjudication process; 2) resolve any issues with the awards and application forms that were identified; 3) increase the number of awards as provided through the AEGS negotiations with the University; and 4) expand the diversity regarding recognition of graduate student excellence.

The GSA Board and the GSA Awards Selection Committee recently reviewed these proposed changes and are now forwarding them to Council for its consideration of this overhaul of GSA Awards.

Awards and Adjudication Criteria: Review and Recommended Changes to GSA Policy Manual

Note: strikethrough= deletion; underline = change/addition

<table>
<tr><th>CURRENT - GSA AWARDS AND ADJUDICATION CRITERIA</th><th>PROPOSED - GSA AWARDS AND ADJUDICATION CRITERIA</th></tr>
<tr><td>Awards and Adjudication Criteria

Purpose: To describe GSA Awards and their adjudication criteria.

Scope: This policy sets out the adjudication criteria for all awards offered by the GSA.

<table><tr><td>Related Policies & Bylaws</td><td>Bylaw Part VIII §7 Awards Selection Committee</td></tr><tr><td>Related Forms</td><td></td></tr></table></td><td>Awards: Adjudication Criteria <u>and Procedures</u>

Purpose: To describe GSA Awards and their adjudication criteria <u>and procedures</u>.

Scope: This policy sets out the adjudication criteria for all awards offered by the GSA.

<table><tr><td>Related Policies & Bylaws</td><td>Bylaw Part VII 5. Awards Selection Committee (20110926)</td></tr><tr><td>Related Forms</td><td>Application Forms (see appended)</td></tr></table></td></tr>
<tr><td>Note: Need to propose maximum numbers as outlined in right-hand column</td><td><u>Number of Awards graduate students can apply for each year: No maximum but must meet the application eligibility requirements for the award and any award applied for must have a complete application package.</u>

<u>Number of Awards graduate students can receive each year: No more than one (1).</u></td></tr>
</table>

1. Academic Staff Award 1. The purpose of this award is to recognize a member of the Association of Academic Staff: University of Alberta (AAS:UA), whose work with and for graduate students has been of exceptionally high quality. 2. The Academic Staff Award will be adjudicated on the basis of four criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The criteria are: Contribution to Graduate Students, Interdisciplinary Involvement, Quality of Teaching, Quality of Research.	**1. Academic Staff Award** 1. The purpose of this award is to recognize a member of the Association of Academic Staff: University of Alberta (AAS:UA), whose work with and for graduate students has been of exceptionally high quality. Self nominations will not be accepted. 2. The Academic Staff Award will be adjudicated on the basis of four criteria. The criteria are excellence in support of graduate student teaching and/or research, leadership in collaboration with graduate students, contribution to graduate student professional development, and overall commitment to the success of graduate students in their programs. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. One award will be awarded annually. A Certificate of Distinction will be presented to the recipient of this award.
2. Distinguished Alumnus Award 1. The purpose of this award is to recognize an individual who has made a significant contribution of time and effort to society. Only a former member of the University of Alberta Graduate Students' Association is eligible for this award. 2. The Distinguished Alumnus Award will be adjudicated on the basis of two criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then	**2. Distinguished Alumnus Award** 1. The purpose of this award is to recognize an individual who has made a significant contribution of time and effort to society. Only a former member of the University of Alberta Graduate Students' Association is eligible for this award. Self nominations will not be accepted. 2. The Distinguished Alumnus Award will be adjudicated on the basis of two criteria. The criteria are: excellence of contribution to society and graduate

added to determine the total rank for the nominee. The criteria are: Significance of contribution to Society and Significance of contribution to Graduate Students.	students, and leadership in contribution to society and graduate students. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. *3.* One (1) award will be awarded annually. A Certificate of Distinction will be presented to the recipient of this award. 4. A Distinguished Alumnus award may also be given out to a deserving recipient, independent of the ASC, by a proclamation from Council.
3. Distinguished Benefactor Award 1. The purpose of this award is to recognize an individual or corporate body from beyond the University Community who has made a significant contribution of time, effort, or funds to the well being and success of graduate students at the University of Alberta. Any individual, business or benevolent organization outside the University community is eligible for this award. Nominee must not have been a member of the University community at the time the contribution was made. The following individuals are considered members of the University Community: any individual who participates in the activities of any university committee or Council (standing or ad hoc; including the Board of Governors and the Senate), university-based student, faculty, or support staff group or association, or any part-time employee of the university.	**3. Distinguished Benefactor Award** 1. The purpose of this award is to recognize an individual or corporate body from beyond the University community who has made a significant contribution of time, effort, or funds to the well being and success of graduate students at the University of Alberta. Any individual, business, or benevolent organization outside the University community is eligible for this award. Any nominee must not have been a member of the University community at the time the contribution was made. The following individuals are considered members of the University community: any individual who participates in the activities of any university committee or Council (standing or ad hoc; including the Board of Governors and the Senate), university-based student, faculty, or support staff group or association, or any part-time employee of the university. Self nominations will not be accepted.

2. The Distinguished Benefactor Award will be adjudicated on the basis of two criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The criteria are: Significance of contribution to Graduate Students and Extent of contribution to Graduate Students.	2. The Distinguished Benefactor Award will be adjudicated on the basis of two criteria. <u>The criteria are leadership in promoting the well-being of graduate students, and the significance and extent of contribution to the graduate student community.</u> Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. <u>3. One (1) award will be awarded annually. A Certificate of Distinction will be presented to the recipient of this award.</u> <u>4. A Distinguished Benefactor award may also be given out to a deserving recipient, independent of the ASC, by a proclamation from Council.</u>
4. Graduate Student Service Award 1. The purpose of the award is to recognize the service endeavours of graduate students, whether in serving graduate students or any other members of the University community (individuals, organizations, or the institution) or in working with a University student group in serving the larger community. Any current University of Alberta graduate student, with the exception of members of the present GSA Executive, is eligible for this award. 2. The value of this award is $250 and two Graduate Student Service Awards are awarded each year. 3. The Graduate Student Service Awards will be adjudicated on the basis of five criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and	**4. Graduate Student Service Awards** 1. The purpose of these awards is to recognize the service endeavours of graduate students, whether in serving graduate students or any other members of the University community (individuals, organizations, or the institution) or in working with a University student group in serving the larger community. Any current University of Alberta graduate student, with the exception of ~~members of~~ the present GSA ~~Executive~~ <u>elected officials</u>, is eligible for this award. 2. ~~The value of this award is $250 and two Graduate Student Service Awards are awarded each year.~~ 3. ~~The Graduate Student Service Awards will be adjudicated on the basis of five criteria. Each criteria~~

then added to determine the total rank for the nominee. The nominee with the highest ranking will be awarded the Meloche Monnex Award for Outstanding GSA Student Service (see below) and the next highest two will be awarded the Graduate Student Service Award. The criteria are: Duration and Length of Service, Significance of Service, Breadth of Service, Contribution to Graduate Students and References.	~~will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The nominee with the highest ranking will be awarded the Meloche Monnex Award for Outstanding GSA Student Service (see below) and the next highest two will be awarded the Graduate Student Service Award. The criteria are: Duration and Length of Service, Significance of Service, Breadth of Service, Contribution to Graduate Students and References.~~ 2. There are two types of graduate student service awards: 2.1 The Graduate Student Community Involvement Awards 2.2 The Graduate Student Outreach Awards 2.1.1 The Graduate Student Community Involvement Awards recognize excellence of contribution to the community in a general framework of service. They will be adjudicated on the basis of three criteria. The criteria are: duration, length, and breadth of community service, leadership in community involvement, and significance/impact of community work. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 2.2.1 The Graduate Student Outreach Awards recognize graduate students who volunteer to share their expertise and

	experience in their field of research through outreach activities with communities outside of the University of Alberta. They will be adjudicated on the basis of three criteria. The criteria are: duration, length, and breadth of activities, leadership in non-academic community engagement, and significance/impact of contribution to outreach program(s). Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. Three (3) Graduate Student Community Involvement Awards and three (3) Graduate Student Outreach Award will be awarded annually. Gold, Silver, and Bronze recipients of each award will receive $1000, $750, and $500 respectively. These awards are sponsored by the Academically-Employed Graduate Student (AEGS) fund. 4. Only community service/volunteer activities undertaken during the graduate student's current academic program (as a student of the University of Alberta) will be considered.
5. Graduate Student Teaching Award 1. The purpose of this award is to give special recognition to graduate student instructors who are especially skillful and dedicated teachers. Any member of the Graduate Students Association is eligible for this award.	**5. Graduate Student Teaching Awards** 1. The purpose of these awards is to give special recognition to graduate student instructors who are especially skilful and dedicated teachers. Any member of the Graduate Students' Association who is a Principal Instructor at the University of Alberta is

2. The value of this award is $250 and two Graduate Student Teaching Awards are awarded each year. 3. The Graduate Student Teaching Awards will be adjudicated on the basis of five criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The criteria are: Quality of Teaching Evaluations, Number of Courses Taught, Diversity of Courses Taught, Specialty of Courses Taught, and References.	eligible for this award. 2. ~~The value of this award is $250 and two Graduate Student Teaching Awards are awarded each year.~~ 3. ~~The Graduate Student Teaching Awards will be adjudicated on the basis of five criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The criteria are: Quality of Teaching Evaluations, Number of Courses Taught, Diversity of Courses Taught, Specialty of Courses Taught, and References.~~ 2. There are two graduate student teaching awards: 2.1 The Zita and John Rosen Teaching Award 2.2 The GSA Graduate Student Teaching Award Both awards will be adjudicated on the basis of four criteria. The criteria are: quality of teaching evaluations, effort to build a constructive rapport with students, number and diversity of courses taught, and evidence of dedication to teaching and students. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The highest ranking nominee will receive the Zita and John Rosen Award. The second and third ranked nominees will receive the GSA Graduate Student Teaching Awards. 3. One (1) Zita and John Rosen award valued at $1000 and two (2) GSA Graduate Student Teaching Awards one valued at $750 and the other at $500 will be awarded annually. Funding for the Zita and John Rosen award is donated annually from the Rosen

	Family/City Lumber. This award will be available each year, subject to external funding. The GSA Graduate Student Teaching Awards are provided by the Academically-Employed Graduate Students (AEGS) funds. 4. Only University of Alberta courses taught as a Principal Instructor during the graduate student's current academic program (as a graduate student of the University of Alberta) will be considered.
6. Life-Long Membership Award 1. The purpose of this award is to recognize an individual who has made a significant contribution of time and effort to either society or the well being and success of graduate students at the University of Alberta. Any member of the University Community is eligible for this award, and the nominee must be a member when contribution was made. The following individuals are considered members of the University Community: any individual who participates in the activities of any university committee or council (standing or ad hoc; including the Board of Governors and the Senate), university-based student, faculty, or support staff group or association, or any part-time employee of the university. 2. The Life-Long Membership Award will be adjudicated on the basis of five criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee.	**6. Life-Long Membership Award** 1. The purpose of this award is to recognize an individual who has made a significant contribution of time and effort to either society or the well being and success of graduate students at the University of Alberta. Any member of the University Community is eligible for this award, and the nominee must be a member when their contribution was made. The following individuals are considered members of the University Community: any individual who participates in the activities of any university committee or council (standing or ad hoc; including the Board of Governors and the Senate), university-based student, faculty, or support staff group or association, or any part-time employee of the university. Self nominations will not be accepted. 2. The Life-Long Membership Award will be adjudicated on the basis of ~~five~~ two criteria. The criteria are: significance of contribution to graduate students and extent of contribution to graduate students. Each

The criteria are: Significance of contribution to Graduate Students and Extent of contribution to Graduate Students.	criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. One (1) award will be awarded annually. A Certificate of Distinction will be presented to the recipient of this award. 4. A Life-Long Membership award may also be given out to a deserving recipient, independent of the ASC, by a proclamation of Council.
7. Martha Piper Award for Research Communication Excellence 1. The Martha Piper Award was established in 1997 to commemorate the significant contribution Dr. Martha Piper made to the research community while she was Vice-President (Research) and Vice-President (Research and External Affairs) at the University of Alberta between 1993 and 1996. The award is designed to recognize research excellence at the graduate level and is awarded annually by the Graduate Student Association. There are three awards, divided along Tri-Council Funding lines. In other words, one award is devoted to recognizing research excellence in the Social Sciences and Humanities, one for Natural Sciences and Engineering, and one for Health Research.	**7. Martha Piper Award*s* ~~for Research Communication Excellence~~** 1. The Martha Piper Award was established in 1997 to commemorate the significant contribution Dr. Martha Piper made to the research community while she was Vice-President (Research) and Vice-President (Research and External Affairs) at the University of Alberta between 1993 and 1996. ~~The award is designed to recognize research excellence at the graduate level and is awarded annually by the Graduate Student Association. There are three awards, divided along Tri-Council Funding lines. In other words, one award is devoted to recognizing research excellence in the Social Sciences and Humanities, one for Natural Sciences and Engineering, and one for Health Research.~~ The purpose of this award is to recognize research communication excellence at the graduate level. Awards will be given to graduate students conducting research in the Social Sciences & Humanities (SSHRC), Natural Sciences & Engineering (NSERC), and Health Sciences

2. The value for this award is $250. 3. Each Martha Piper Award for Research Communication Excellence will be adjudicated on the basis of five criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The criteria are: Quality of Research, Interdisciplinary Involvement, Conference Participation, Publication Record, Quality of Teaching.	(CIHR). Any member of the GSA is eligible for this award. Holding a Tri-Council Grant is **not** a requirement for this award. 2. ~~The value for this award is $250.~~ 3. ~~Each Martha Piper Award for Research Communication Excellence will be adjudicated on the basis of five criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The criteria are: Quality of Research, Interdisciplinary Involvement, Conference Participation, Publication Record, Quality of Teaching.~~ 2. The Martha Piper Award will be adjudicated on the basis of four criteria. The criteria are: quality of research/scholarly or creative activity, conference participation record (or equivalent, i.e., exhibition and/or performance of artistic works), publication record (may include that of original artistic works, i.e., plays, compositions), and overall contribution to the University of Alberta research/scholarly or creative community. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. Three (3) awards will be awarded annually valued at $500 each (one each for SSHRC, NSERC, and CIHR areas). These awards are sponsored by the Academically-Employed Graduate Student (AEGS) fund. 4. Only research communication activities undertaken during a graduate student's current program at the

	University of Alberta will be considered.
8. Meloche Monnex Award for Outstanding GSA Student Service 1. The purpose of the award is to recognize the one student whose service activities exemplify excellence, whether in serving graduate students or any other members of the University community (individuals, organizations, or the institution) or in working with a University student group in serving the larger community. Any current University of Alberta graduate student and GSA member, with the exception of members of the present GSA executive, are eligible for this award. 2. This award is valued at $500. 3. The Meloche Monnex Award for Outstanding GSA Student Service will be adjudicated on the basis of five criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The criteria are: Duration and Length of Service, Significance of Service, Breadth of Service, Contribution to Graduate Students, References.	**8. TD Insurance Meloche Monnex Award** 1. ~~The purpose of the award is to recognize the one student whose service activities exemplify excellence, whether in serving graduate students or any other members of the University community (individuals, organizations, or the institution) or in working with a University student group in serving the larger community.~~ The terms of reference for this award are subject to approval by TD Insurance Meloche Monnex (TDIMM). Any current University of Alberta graduate student and GSA member, with the exception of ~~members of the present GSA executive~~, current GSA elected officials, are eligible for this award. 2. This award is valued at $500. Funding for this award has been donated for a five year term starting in 2012. This award is offered yearly, subject to external funding. 3. The criteria for adjudicating this scholarship will be determined in consultation with TDIMM. ~~The TD Insurance Meloche Monnex Scholarship will be adjudicated on the basis of five criteria.~~ The criteria are: excellence of service to graduate students and university community, leadership in service to graduate students and university community, and contribution to graduate students, university, and to the greater Edmonton and Alberta community. Each criteria will be ranked on a scale of 1-5 (5 being

	high) and then added to determine the total rank for the nominee.
9. Non-Academic Staff Award 1. The purpose of this award is to recognize a member of the non-academic staff of the University of Alberta whose work with and for graduate students has been of exceptionally high quality. 2. The Non-Academic Staff Award will be adjudicated on the basis of two criteria. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. The criteria are: Contribution to Graduate Students and Interdisciplinary Involvement.	**9. Non-Academic Staff Award** 1. The purpose of this award is to recognize a member of the non-academic staff of the University of Alberta ~~whose work with and for graduate students has been of exceptionally high quality.~~ for their exceptional performance and/or service to graduate students. Any member of the Non-Academic Staff Association (NASA; e.g., clerical, technical, security) is eligible for this award. Self nominations will not be accepted. 2. The Non-Academic Staff Award will be adjudicated on the basis of ~~two~~ four criteria. The criteria are: ~~Contribution to Graduate Students and Interdisciplinary Involvement.~~ excellence in support of graduate student teaching and/or research, leadership in collaboration with graduate students, contribution to graduate student professional development, and overall commitment to the success of graduate students in their programs. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. One award will be awarded annually. A Certificate of Distinction will be presented to the recipient of this award.
Note – The remaining awards outlined in the right-hand column have been offered through the Awards Selection	**10. Graduate Student Teaching Assistant Awards** 1. The purpose of these awards is to give special

Committee but were not listed in the GSA Policy Manual.	recognition to graduate student teaching assistants who are especially skillful and dedicated teachers. Any member of the Graduate Students' Association who is a Teaching Assistant (T.A.) at the University of Alberta is eligible for this award. 2. These awards will be adjudicated on the basis of four criteria. The criteria are: quality of teaching evaluations, effort to build a constructive rapport with students, number and diversity of courses taught, and evidence of dedication to teaching and students. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. One Gold (valued at $1000), one Silver (valued at $750) and one Bronze (valued at $500) awards will be awarded annually. These awards are funded by the Academically-Employed Graduate Student (AEGS) fund. 4. Only T.A. appointments for University of Alberta courses during the graduate student's current academic program (as a graduate student of the University of Alberta) will be considered.
	11. Graduate Student Research Assistant Awards 1. 1. The purpose of these awards is to recognize graduate students who have demonstrated innovation, versatility, and value as Research Assistants (R.A.) at the University of Alberta. Holding a Tri-Council Grant is **not** a requirement for this award. 2. These awards will be adjudicated on the basis of three

	criteria. The criteria are: excellence of contribution to the conducted research, leadership in innovation and versatility within research, and overall contribution to the University research community. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. Three (3) awards will be awarded annually valued at $500 each (one each for SSHRC, NSERC, and CIHR areas). These awards are funded by the Academically-Employed Graduate Student (AEGS) fund. 4. Only R.A. appointments for University of Alberta courses during the graduate student's current academic program (as a student of the University of Alberta) will be considered.
	12. Graduate Student Supervisor Award 1. The purpose of this award is to recognize those faculty members who excel in the supervision of graduate students. The nominee must be the Supervisor of a graduate student(s). Self nominations will not be accepted. Holding a Tri-Council Grant is **not** a requirement for this award. 2. The Graduate Student Supervisor Award will be adjudicated on the basis of four criteria. The criteria are: excellence in mentoring and supervision, leadership in engaging graduate students, contribution to graduate student professional development, and overall commitment to the success of graduate students in their programs. Each criteria

	will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. A Certificate of Distinction will be presented to a recipient of this award in each of the Tri-Council areas (SSHRC, NSERC, CIHR).
	13. Graduate Student Rising Star Awards 1. The purpose of this award is to recognize a graduate student (one Doctoral, one Master's) who shows exceptional promise at the outset of their program. This student has the ability to serve as a role model to fellow graduate students through their vision, determination, and academic contributions. The nominee must be a graduate student in the first year or year and a half (1 – 1.5) of their graduate program. 2. The Graduate Student Rising Star Awards will be adjudicated on the basis of four criteria. The criteria are: excellence in teaching and scholarly or creative activities, leadership in teaching and research, overall contribution to the University community, and quality as a graduate student role model. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. Two awards valued at $500 will be awarded annually (one Doctoral, one Master's). These awards are funded by the Academically-Employed Graduate Student (AEGS) fund.
	14. International Graduate Student Award

	1. The purpose of this award is to recognize a graduate student who has come from another country to the University of Alberta, and who exemplifies excellence in contribution to the University of Alberta and the community in teaching, research, and service. The nominee must be a current International graduate student at the University of Alberta. 2. The International Graduate Student Award will be adjudicated on the basis of three criteria. The criteria are: excellence in teaching, contribution to research, and leadership in University and community involvement. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. One award valued at $500 will be awarded annually. This award is funded by the Academically-Employed Graduate Student (AEGS) fund. **NOTE: It is recommended that this award not be offered for 2012 and replaced with one-time funding generously donated to the GSA by City Lumber (see #17).**
	15. Graduate Student Interdisciplinary Research Award 1. The purpose of this award is to recognize the importance and benefit of interdisciplinary research at the University of Alberta. Any current member of the GSA whose thesis or major research project is interdisciplinary in nature is eligible for this award. 2. The Graduate Student Interdisciplinary Research Award will be adjudicated on the basis of three

	criteria. The criteria are: research topic or methodology crosses faculty and/or Tri-Council area boundaries, leadership in innovation and versatility within research, and contribution to University research community and profile. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. One award valued at $500 will be awarded annually. This award is funded by the Academically-Employed Graduate Student (AEGS) fund. 4. Only interdisciplinary research conducted during the graduate student's current academic program at the University of Alberta will be considered.
	16. Graduate Student Group Award 1. The purpose of this award is to recognize the important role of Graduate Student Groups in graduate student life. Any registered Graduate Student Group is eligible for this award. 2. The Graduate Student Group Award will be adjudicated on the basis of three criteria. The criteria are: awareness of graduate student members' issues, advocacy on behalf of graduate student members, and promotion of graduate student engagement through academic and social activities. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. One award valued at $500 will be awarded annually. This award is funded by the Academically-Employed

	Graduate Student (AEGS) fund. 4. Only the activities of the Graduate Student Group for the last 12 months will be considered.
	17. City Lumber 75th Anniversary International Student Awards 1. The purpose of this award is to recognize a graduate student who has come from another country to the University of Alberta, and who exemplifies excellence in contribution to the University of Alberta and the community in teaching, research, and service. The nominee must be a current International student at the University of Alberta. 2. The City Lumber 75th Anniversary International Graduate Student Awards will be adjudicated on the basis of three criteria. The criteria are: excellence in teaching, contribution to research, and leadership in University and community involvement. Each criteria will be ranked on a scale of 1-5 (5 being high) and then added to determine the total rank for the nominee. 3. Five awards valued at $1000 each will be awarded annually. This award is sponsored by City Lumber in honour of its 75th anniversary, and these special awards will only be offered in 2012.

GSA Council
19 December 2011
Item 8(b)ii

OUTLINE OF ISSUE
Council Composition

Action Required: To consider in first reading the following Motion put forward by the GSA Governance Committee and the GSA Board:

To change GSA Bylaw Part III (Council membership) section 2.1.2 as follows and then to adjust the membership of Council as soon as practical:

From:

One Councilor from each department at the University that offers a graduate program.

To:
"*…one Councilor from each department, Faculty or extra-departmental unit that offers a graduate program*;… "

Jurisdiction:
GSA Bylaws provide that the Governance Committee "advises Council on the Bylaws" (Part VII, 2.2.1)

Background:
The GSA has never had a document that sets out the composition of the Council *versus* a list of members (we have always had the latter). The report before Council from the GC states the following as context:

Council Composition
The members of the committee received a chart representing the legal composition of GSA Council. This chart had been in draft form and refined over several months. The chart showed what the Post-Secondary Learning Act (PSLA) had to say as well as GSA Bylaw, which stated as part of the Council's composition "one Councilor from each department at a University that offers a graduate program." Noting that FGSR had the same statement as part of its composition, it was noted that *there were now Faculties and units outside departments that had graduate programs. Further, it was noted that FGSR had adopted an interpretation of that composition statement as follows: The term department "applies both to a department and to a non-departmentalized faculty or to an extra-departmental graduate program."*

Both the GC and the GSA Board unanimously recommend the suggested Motion to Council. If passed, staff will work on a composition list.