



Green. Gold. Governance.

Monday, September 24, 2018
 Council Chamber, 2-100 University Hall (UNH)
 2:00 PM - 4:00 PM

Ceremony (Smudging)

Francis Whiskeyjack

- | | | |
|----|---|---|
| 1. | Approval of the Agenda | David Turpin |
| 2. | Approval of the Minutes of May 28, 2018 | David Turpin |
| 3. | Report from the President
- Brand Audit
- Update on Board Working Group | David Turpin
Jacqui Tam
Michael Phair |

ACTION ITEMS

- | | | |
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| 4. | New Members of GFC
[Note: A motion to appoint may be proposed only by a statutory member of GFC. A motion to receive may be proposed by any member of GFC.] | David Turpin |
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Motion 1: To Appoint New Members
Motion 2: To Receive New Members

DISCUSSION ITEMS

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|----|---|------------------------------------|
| 5. | A. Goals from the Students' Union (SU) 2018-2019
B. Graduate Students' Association (GSA) Board Strategic Work Plan 2018-2019 | Reed Larsen
Sasha van der Klein |
| 6. | Update on Implementation of ad hoc Committee Recommendations | Eleni Stroulia |
| 7. | Budget Update (no documents) | Gitta Kulczycki
Steven Dew |
| 8. | Alberta Credentials Framework | Steven Dew
Tammy Hopper |
| 9. | Report of the Cannabis Working Group | Andrew Leitch
Kevin Friese |

EARLY CONSULTATION

- | | | |
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| 10. | Council on Student Affairs (COSA) - Terms of Reference | Tammy Hopper
Akanksha Bhatnagar
Masoud Aliramezani |
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DISCUSSION ITEMS

11. Question Period David Turpin
11.1 Question from Joel Agarwal, GFC undergraduate student member, regarding casual work hours for student employees.
and
11.1 Response from Vice-President (Finance and Administration)

INFORMATION REPORTS

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

12. Report of the GFC Executive Committee
13. Report of the GFC Academic Planning Committee
14. Report of the GFC Academic Standards Committee
15. Reports of GFC Replenishment and Nominating Committee (distributed between meetings)
- Joint Report of GFC Replenishment Committee and GFC Nominating Committee, June 18, 2018
- Reports of GFC Nominating Committee, May 23, June 19, August 15, 2018
- [Current Vacancies](#)
16. Report of the Board of Governors
17. Information Items
- GFC membership list 2018/19
18. Information Forwarded to GFC members between meetings (no items to date)

CLOSING SESSION

19. Next meeting of GFC: October 22, 2018

Presenter(s):

David Turpin	President and Vice-Chancellor, Chair General Faculties Council
Reed Larsen	President, Students' Union
Sasha van der Klein	President, Graduate Students' Association
Eleni Stroulia	Chair of GFC Executive ad hoc Transition Committee
Steven Dew	Provost and Vice-President (Academic)
Gitta Kulczycki	Vice-President (Finance and Administration)

Tammy Hopper	Vice-Provost (Programs)
Andrew Leitch	Director, ERM Programs
Kevin Friese	Assistant Dean, Health and Wellness
Akanksha Bhatnagar	Vice-President (Academic), Students' Union
Masoud Aliramezani	Vice-President (Academic), Graduate Students' Association

Documentation was before members unless otherwise noted.

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

PRESIDENT'S REPORT

TO THE GENERAL FACULTIES COUNCIL

Welcome to the 2018-19 academic year at the University of Alberta. I hope that all of you had a restful and restorative summer, and are coming into the new term refreshed. For those of you joining GFC for the first time: welcome to academic governance. I look forward to working with you in the months ahead.

September is a busy month at the university. Not only does our community return to its full size—we stand around 39,000 students and 14,000 faculty and staff this year—but September is filled with some of our largest events of the year: Week of Welcome, Green and Gold Day, Alumni Weekend. I hope you have had a chance to attend some of these great events, and I encourage you to participate in those still to come.

This September in particular has presented a unique challenge as the dispute between Canada and Saudi Arabia unfolds. As you may know, the U of A is home to many students and residents from Saudi Arabia. We are monitoring the situation closely, and working to keep any impacted students informed and supported.

At the same time, we continue to work on—and progress towards—several of our university's strategic goals. I want to draw your attention to a few highlights from this summer, and for the year ahead:

- The Equity, Diversity and Inclusion (EDI) Scoping Group has drafted an EDI Plan—now undergoing revisions—which is scheduled to circulate through governance this Fall
- Later this month we will soft launch our first three Signature Areas
- University Relations is starting into Community Engagement Consultations, and we expect to engage a broad range of community members over the next twelve months

Lastly, I invite all of you to join me for this year's State of the University Address:

Thursday, October 11, 2018
12 p.m. – 1 p.m.
Convocation Hall, Old Arts Building

BUILD

Equity, Diversity and Inclusion Plan

Last year we established an institution-wide Equity, Diversity and Inclusion (EDI) Scoping Group. The team was tasked with reviewing and assessing our equity processes and procedures for recruiting and supporting faculty and staff across all categories, and with developing recommendations to ensure a balanced academy and workforce.

Based on their findings, the Scoping Group has drafted an EDI Plan. While the plan is still undergoing revisions and changes, it is scheduled to begin circulating through governance for consultation this term.

Thelma Chalifoux Hall and Nîpisîy House

This month we celebrated the opening of two new residences on North Campus, both named to honour Indigenous history and our university's location on Treaty 6 territory:

[Thelma Chalifoux Hall](#) opened in the Lister residence complex. The hall is named after the late Métis activist and former Canadian and U of A senator, and several of Ms. Chalifoux's surviving relatives joined us on North Campus for its grand opening.

[Nîpisîy House](#) is the newest building in East Campus Village. Its name is based on the Cree word for willow, and was selected through consultation with elders and staff from First Peoples' House and the Faculty of Native Studies.

KEY TALKING POINT:

We strive to build an inclusive learning and research environment where Indigenous and non-Indigenous students and scholars can move together on the path to Reconciliation both on and off our campuses.

U of A Brand Audit

University Relations is leading work on *For the Public Good* Objective 6: an integrated, cross-institutional strategy to demonstrate and enhance the university's story. As a first step, we're conducting a comprehensive market analysis of the university brand to look at how the university is perceived by its many stakeholders, and its positioning within the competitive post-secondary environments. The findings will help inform a re-discovery of the U of A brand platform (identity, image, and stories) and provide a benchmark that the university can use to track perceptions over time. We are arranging a specific focus group to consult GFC members near the end of September.

OFFICE OF THE PRESIDENT

EXPERIENCE

Experiential Learning Survey: Initial Data

Last year, the Provost's Office and the Centre for Teaching and Learning (CTL) led a major survey and environmental scan of our experiential learning offerings. While the survey does not constitute an exhaustive list of curricular offerings (it was based on voluntary responses), it does provide a helpful snapshot of experiential learning at the U of A.

Within seven broad types of experiential learning (co-op programs, internships, service learning, study abroad opportunities, mandatory professional practice, and short- and long-term field experience), **the survey identified:**

- 589 different experiential learning activities
- 9,594 students engaged in experiential learning

The Council on Experiential Learning is currently working with the survey results to help improve access to—and participation in—a broad range of curricular experiential learning opportunities. The council is also finalizing an online portal to connect students with the numerous experiential learning opportunities available to them.

KEY TALKING POINT:

By providing our students with experiences that link them to their futures—whether at home or abroad—we will facilitate their success both within the curriculum, and beyond it.

Deans' and Chairs' School

To support continued excellence in academic leadership, we have re-instated Deans' School and Chairs' School. These two programs consist of day-long training and orientation sessions for academic leaders new to their roles, and are designed to set them up for success in their leadership positions. Deans' School and Chairs' School launched in late August, with follow-up sessions planned throughout the year ahead.

Residence Spaces

With the opening of the two new residences—Thelma Chalifoux Hall and Nîpisîy House—we have added 761 student spaces, including 461 spaces dedicated to first-year students. These spaces are part of our commitment to guaranteeing a place in residence for all first-year undergraduate students. More than 4,000 students moved onto campus at the end of August.

EXCEL

Signature Areas Launch

Over the past year, the Signature Areas Development Panel worked with groups across the university to identify areas of teaching and research that fulfill the criteria we outlined in *For the Public Good*. Three initial areas have been developed and endorsed, and will soft-launch this month.

Over the coming months, each area will define its organizational and governance structures, set up administrative supports, and prepare for individual official launches later this year.

Provincial Technology Seats

This September, the Honourable Rachel Notley, Premier of Alberta joined us on North Campus to help announce [new seats in tech programs](#) across the province. The seats fall under a five-year, \$50-million commitment to expanding province-wide education in support of the province's growing tech sector. This first round of funding included 25 new seats in the U of A's BSc Computing Science (After Degree) program.

Research Funding

WCHRI Donation

A [\\$5 million donation](#) from the Stollery Children's Hospital Foundation helped to establish a new Distinguished Researchers program at the Women and Children's Health Research Institute (WCHRI). The program will fund seven distinguished researchers, and aims to improve pediatric health in Alberta and around the world.

Trudeau Scholars and Fellows

Over the summer the Pierre Elliott Trudeau Foundation announced its 2018 research fellowships and doctoral scholarships, including four recipients from the U of A. [Malinda Smith](#) and [Kim TallBear](#) were named Trudeau Fellows, while Billy-Ray Belcourt and William Schultz were named [Trudeau Scholars](#).

Vanier and Banting Scholarships

In early September, Canadian Minister of Science Kirsty Duncan joined us on campus to announce the recipients of the Vanier Canada Graduate Scholarships and Banting Postdoctoral Fellowships. The U of A is home to [10 Vanier Scholars and two Banting Fellows](#) this year.

ENGAGE

Aga Khan Garden

This summer we opened the new [Aga Khan Garden](#) at the U of A Botanic Garden—now the northernmost Islamic garden in the world. The garden was made possible by His Highness the Aga Khan with a gift of \$25 million, and was envisioned as a space for connection, education, and cultural understanding. It symbolizes an ongoing partnership between the University of Alberta and the Aga Khan Development Network—a collaboration that has fostered intellectual, cultural and educational exchange for more than a decade.

If you have not yet visited the Aga Khan Garden, I encourage you to do so before the season ends.

Jonathan KS Choi Cultural Centre of Canada

On August 20, we celebrated the opening of the [Jonathan KS Choi Cultural Centre of Canada](#) on North Campus. Established by a donation from honorary degree recipient Jonathan Koon-Shum Choi, it connects the U of A to a growing number of cultural centres in Vietnam, France and Japan. The new centre is housed at the China Institute, and provides a space for students, researchers, business leaders and policy-makers to meet and collaborate on Sino-Canadian relations and cultural exchange.

KEY TALKING POINT:

Our strength in research, our capacity to innovate and create positive change, and our role as champions of learning and critical thinking all rest on the relationships we hold with our communities. Engaging with the communities around us is one of the most important things we do.

Community Engagement Consultation

Over the coming year, the Government and Community Relations leadership team will be assessing how the university engages with our communities. They are beginning a consultation process this month to gather input from internal and external stakeholders, and expect to engage a broad range of community members through online and in-person activities over the next twelve months. An Advisory Committee with representation from across the university—including students, faculty, staff, associations and the external community—has been struck to provide insight, support and counsel throughout the consultations. The final goal is to develop an informed Community Engagement Plan that enables community engagement in alignment with *For the Public Good*.

SUSTAIN

Sustainability Council

This September marks the launch of the [Sustainability Council](#), a new academic leadership unit promoting and enabling sustainability scholarship at the U of A. The council is the successor to the Office of Sustainability.

Under the leadership of inaugural director Robert Summers, the Sustainability Council and its staff represent an inter-faculty initiative to better integrate sustainability into academics. It will focus primarily on developing curriculum resources, experiential learning opportunities, research supports and student leadership. Though the structure is not yet in place, the council will eventually be governed by a board representing the deans of all 18 faculties.

Cannabis Report and Recommendations

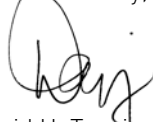
In preparation for the legalization of cannabis in Canada, we convened a [working group](#) to consult our internal community and develop appropriate policies. The group has now finalized its [report containing 19 recommendations](#) to address a wide range of issues, from consumption on our campuses to cannabis research. The administration team has [tentatively accepted](#) these recommendations. I look forward to discussing them with you at our meeting on September 24.

Leadership Transitions

Since my last report, [Dr. Robert Haennel](#) (Rehabilitation Medicine), [Dr. Shanthi Johnson](#) (School of Public Health), Dr. Deborah Burshtyn (Interim Dean of FGSR), [Dr. Dale Askey](#) (Chief Librarian), and Dr. Laura Beard (AVP Research) all began their respective terms. We also received notice that Vice-President (Advancement) [Heather McCaw](#) and University Registrar Lisa Collins have accepted positions at other universities, and that [Dr. Jonathan Schaeffer](#) will resign as dean of Science effective October 1. In their absence, Kelly Spencer will become interim vice-president, Melissa Padfield will serve as interim registrar, and [Dr. Frank Marsiglio](#) will act as interim dean.

Thank you for your continued dedication to the University of Alberta.

Yours sincerely,



David H. Turpin, CM, LLD, FRSC
President and Vice-Chancellor



Meeting of September 24, 2018

Final ITEM 4 - New Members of GFC

MOTION I: TO APPOINT/REAPPOINT *[This motion may be proposed only by statutory members of GFC – VPs, Deans, statutory students or elected faculty members]:*

The following academic staff member to represent University Library Academic Staff, for a term beginning July 1, 2018 and ending June 30, 2021:

Janice Kung	University Libraries
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The following graduate student representatives at-large to serve on GFC for terms commencing September 1, 2018 and ending April 30, 2019:

Meijun Chen	Faculty of Arts (Music)
Braulio Marfil-Garza	Faculty of Medicine and Dentistry (Surgery)

MOTION II: TO RECEIVE *[This motion may be proposed by any member of GFC]:*

The following *ex officio* member, to serve on GFC for a term of office beginning September 1, 2018 and extending for the duration of the appointment:

Dennis Kunimoto	Acting Dean, Faculty of Medicine and Dentistry
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The following statutory faculty member/s who has been elected/re-elected by their Faculty, to serve on GFC for term of office beginning July 1, 2018 and ending June 30, 2021:

Faculty of Arts	Piet Defraeye
Faculty of Arts	Michael Frishkopf
Faculty of Arts	Susanne Luhmann
Faculty of Business	Akiko Watanabe
Faculty of Kinesiology, Sport, and Recreation	Pirkko Markula
Faculty of Law	Shannon O'Byrne
Faculty of Medicine and Dentistry	Basil Hubbard
Faculty of Medicine and Dentistry	Sean McMurtry
Faculty of Medicine and Dentistry	Sue-Ann Mok
Faculty of Medicine and Dentistry	Richard Schulz
Faculty of Nursing	Susan Sommerfeldt
Faculty of Rehabilitation Medicine	Mary Forhan

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title: **Students' Union (SU) Executive Goals 2018-2019**

Item

Proposed by	Reed Larsen, President, University of Alberta Students' Union (SU)
Presenter	Reed Larsen, President, University of Alberta Students' Union (SU)

Details

Responsibility	Students' Union (SU)
The Purpose of the Item is	The SU is presenting this information item by invitation, to brief General Faculties Council and GFC Executive Committee on its priorities for 2018-2019.
Executive Summary	The presentation outlines the SU's executive goals and priorities within the following themes: <ul style="list-style-type: none"> • Empower students to thrive in an intellectual community • Strengthen the SU's organizational capacity • Enhance and inspire a welcoming campus • Broaden student opportunity through effective advocacy • Reconciliation
Supplementary Notes and Context	

Engagement and Routing (include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> • SU Council (July 31, 2018) • GFC Executive Committee (September 10, 2018) • General Faculties Council (September 24, 2018) • Board Learning and Development Committee (September 28, 2018)
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Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan - <i>For the Public Good</i> <ul style="list-style-type: none"> • "Support the roles of the Graduate Students' Association and Students' Union... in the promotion of extracurricular programs that create a sense of community and support in the learning environment" (Goal: Experience, Objective 8, Strategy iii).
Legislative Compliance and Jurisdiction (please <u>quote</u> legislation and include identifying section numbers)	<p>Alberta Post-Secondary Learning Act</p> <ul style="list-style-type: none"> • "The students association... shall provide for the administration of student affairs at the public post-secondary institution, including ... the promotion of the general welfare of the students" (PSLA s. 93 (3)). • "The council of a student organization is the official channel of communication between the students of a public post-secondary institution... and the board" (PSLA s. 95 (4)). <p>Board Learning and Development Committee Terms of Reference</p> <p>GFC Executive Committee Terms of Reference</p>

Attachments (each to be numbered 1 - <>)

1. Students' Union Executive Goals (page(s) 1 - 4)

Prepared by: J. Olfert, Director of Research and Advocacy, jonathan.olfert@su.ualberta.ca

2018/2019 Executive Goals

The Students' Union Executive team is committed to representing, serving, and engaging students during our terms. This includes holding regular office hours, attending a variety of campus events, reaching out to students for feedback, and always being available to talk to students about their needs.

This document outlines the 2018/2019 goals set out by the SU Executive.

1. Empower students to thrive in an intellectual community

Creating space for students to engage in meaningful academic experiences is integral to student success.

- Advocate for the sustained maintenance of student oriented spaces.
- Promote the vitality of our academic community.
- Support the initiatives of student leaders.

2. Strengthen the Students' Union's organizational capacity

Access to quality and diverse businesses and services is integral to students interactions on campus and with the Students' Union.

- Review the Students' Union Strategic Plan and develop a long-term capital funding plan.
- Enhance the Students' Union marketing and communications.
- Implement a data driven approach to strategic decision making.
- Establish a strategy for the Students' Union to receive donations and develop an alumni network.

3. Enhance and inspire a welcoming campus

Students need to feel accepted and included on campus throughout their university lifetime.

- Develop our venues and events to promote inclusivity and interdisciplinary connections.
- Continue progress on a Charter of Student Rights.
- Strengthen student connection to our services and advocacy.
- Develop policies and resources that support student groups.

4. Broaden student opportunity through effective advocacy

The Students' Union will be proactive in advocacy efforts that contribute to the well being of students and the larger society.

- Emphasize the need for an affordable and predictable post secondary education.
- Ensure student accessibility to employment opportunity.
- Actively support and contribute to discussions of the effects of cannabis legalization on campus
- Connect students to the greater community through strategic partnerships.

5. Reconciliation

Reconciliation within postsecondary education is fundamental to creating an inclusive, diverse, and prosperous campus and community.

- Encourage indigenous content incorporation, including land acknowledgments in syllabi, across all faculties.
- Work with advocacy partners to develop goals based upon the Truth and Reconciliation Calls to Action.
- Support Indigenous student leaders on campus. Through collaboration, develop advocacy priorities that reflect Indigenous student needs specific to the University of Alberta.
- Advocate for on-campus programming that focuses on indigenous knowledges, traditions, and events.
- Develop Students' Union Building (SUB) spaces and artwork that reflects the history of Treaty 6 territory.

Reed Larsen
PRESIDENT

Akanksha Bhatnagar
VP ACADEMIC

Adam Brown
VP EXTERNAL

Emma Ripka
VP OPERATIONS
& FINANCE

Andre Bourgeois
VP STUDENT LIFE

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1. Empower students to thrive in an intellectual community

Creating space for students to engage in meaningful academic experiences is integral to student success.

Advocate for the sustained maintenance of student oriented spaces.

- Ensure that investments and renovations in residences ultimately provide affordability, food security, and quality living to students.
- Lobby the provincial government to provide stable funding to sustainably address deferred maintenance. In particular, pursue student priorities in deferred maintenance, including safety, accessibility, and quality of education.
- Work with Association des Universitaires de la Faculté Saint-Jean to address specific challenges to food security, safety, and provincial funding for Campus Saint-Jean.
- Continue to advocate for accessible all-gender washrooms in all major renovation projects and develop plans to include accessible all-gender washrooms in all existing buildings.

Promote the vitality of our academic community.

- Support Association des Universitaires de la Faculté Saint-Jean in finding solutions to academic barriers facing students, including increased opportunity for interdisciplinary study and barriers to minors programs.
- Advocate for the development of the Instructor Evaluation Framework so that it improves ease of access to results.
- Pursue specialized support providers for specific campus needs, in particular sexual violence supports for students at Augustana campus.
- Advocate for improved academic advising by developing best practices across faculties.

Support the initiatives of student leaders.

- Provide meaningful professional development opportunities to student representative associations and regularly solicit feedback on ongoing advocacy efforts.

- Empower international students voices to advocate directly by supporting international student associations and groups by developing the Cultural Group Council, and expanding the Stride program to include international student programming.
- Continue to support and grow the Stride program, including securing grant funding and support from external partners.

2. Strengthen the Students' Union's organizational capacity

Access to quality and diverse businesses and services is integral to students interactions on campus and with the Students' Union.

Review and revise the Students' Union Strategic Plan and develop a long-term capital funding plan.

Enhance the Students' Union marketing and communications.

- Increase awareness of and access to the Students' Union's services and businesses by developing strategic marketing plans for all units and reviewing the brand image of the Students' Union.
- Invigorate the Students' Union's online presence by redesigning our website, registries, and social media presence.

Implement a data driven approach to strategic decision making.

- Optimize the bars by providing consistent menu options, weekly programming, and service.
- Make strategic use of survey data to build stronger understanding of community needs on campus.
- Make improvements to the Campus Activities Board to assess and improve Students' Union events.

Establish a strategy for the Students' Union to receive donations and develop an alumni network.

- Create a formalised Students' Union alumni network and connection with University of Alberta Advancement to build stronger relations with the greater society and campus community.
- Establish a long-term strategy for the Students' Union to consistently and reliably take charitable donations to support specific initiatives.

3. Enhance and inspire a welcoming campus

Students need to feel accepted and included on campus throughout their university lifetime.

Develop our venues and events to promote inclusivity and interdisciplinary connections.

- Increase the frequency and diversity of community based events, initiatives, and programming on campus.
- Develop Student' Union businesses to be more reflective of student needs and market trends.
- Adopt a campus skill sharing network to develop connections between students across faculties.
- Ensure that we make environmentally sustainable decisions in regards to Students' Union operations.

Continue progress on a Charter of Student Rights.

- Begin the governance process to ensure a Charter of Student Rights is produced at the University of Alberta.
- Create a student census to understand the demographic needs of the University of Alberta.

Strengthen student connection to our services and advocacy.

- Be fully prepared for provincial and federal elections, including public engagement and get out the vote campaigns.
- Build stronger connections with representative organizations through partnerships including consultation on advocacy efforts, town halls, and open office hours.
- Continue the Students' Union's existing work on tenants' rights advocacy to government and create educational materials for students living on campus.
- Better connect students to wellness services with targeted marketing and online resources.

Develop policies and resources that support student groups.

- Streamline supports for student groups and campus stakeholders by creating a Students' Union catalogue and improving customer relationship management.
- Develop clear policies for the management of student groups and coordinate with the Dean of Students to create a fair and robust process.

4. Broaden student opportunity through effective advocacy

The Students' Union will be proactive in advocacy efforts that contribute to the well being of students and the larger society.

Emphasize the need for an affordable and predictable post secondary education.

- Push for a tuition framework model that includes a sustainable, predictable, and affordable model for both domestic and international students that adequately funds universities.
- Ensure that the outcomes of any tuition or funding framework changes are fully communicated to students.
- Push for reforms to the financial aid systems to move tax credits into up-front grants, opening more opportunities for international students, and expanding the income threshold on student loans.
- Advocate that federal government increase Campus Saint Jean funding through Official Languages Funding Programs and that any funding given to the University of Alberta for Campus Saint Jean be given directly to the faculty.
- Advocate for instructors to use affordable classroom materials, such as Open Educational Resources.

Ensure student accessibility to employment opportunity.

- Push that any work programs offered by government prioritize year-round, entry level career positions that serve students priorities.
- Pursue improvements for international students by advocating for loosened regulation on working hours, allowing international students to partake in co-ops and internships under their student visa, and creating fair on-campus job opportunities.
- Prioritize the growth of programs that include career relevant work experience, including community service learning and comparable programs.
- Pursue mutual agreements, starting with the City of Edmonton, to advertise student opportunities in a single resource.

Actively support and contribute to discussions of the effects of cannabis legalization on campus

- Monitor the effects of cannabis on the Students' Union, campus, and the general community to develop stronger policy, legislation, and educational practices.
- Run an educational campaign to inform students as to when, where, and how they may consume cannabis on campus.

Connect students to the greater community through strategic partnerships.

- Build constructive strategic partnerships with other student associations across the country, particularly with the Canadian Alliance of Student Associations and Council of Alberta University Students, to strengthen advocacy and research that will benefit students.
- Support students off campus by ensuring that the City of Edmonton consults with the Students Union on major transit, housing, and zoning projects that affect their access to campus.
- Work with the Edmonton Student Alliance, Edmonton City Council, Camrose City Council, Explore Edmonton and private organizations to introduce and better advertise student discounts at events and activities.

5. Reconciliation

Reconciliation within post secondary education is fundamental to creating an inclusive, diverse, and prosperous campus, community, and society.

Encourage interdisciplinary indigenous content incorporation, including land acknowledgments in syllabi, across all faculties.

Work with advocacy partners to develop goals based upon the Truth and Reconciliation Calls to Action.

- Continue to support the Canadian Alliance of Student Associations' advocacy in ending the federal backlog for the Post Secondary Student Support Program and actively support new partnerships for more diverse asks.
- Actively support the Council of Alberta University Students in developing provincial partnerships and research backing to lobby the provincial government.

Support, collaborate, and strengthen relationships with Indigenous student leaders on campus. Through collaboration, develop advocacy priorities that reflect Indigenous student needs specific to the University of Alberta.

Advocate for on-campus programming that focuses on indigenous knowledges, traditions, and events.

- Grow the Students' Unions capacity to host indigenous programming.

Develop Students' Union Building (SUB) spaces and artwork that reflects the history of Treaty 6 territory.

- Pursue designating appropriate SUB rooms as smudging friendly, as per the university's guidelines.
- At the next available opportunity, commission indigenous art within SUB.

The University of Alberta Students' Union (SU) is the official body that represents all undergraduates, and advocates on their behalf at the university and all levels of government. The SU is a proactive organization that is run by students for students: we operate a variety of businesses designed to appeal to students, and provide access to a wide range of student-centric services. We also operate - and own - the Students' Union Building, and manage a budget of more than \$14 million, with more than 200 staff.

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title: **Graduate Students' Association (GSA) Board Strategic Work Plan 2018-2019**

Item

Proposed by	Sasha van der Klein, President, Graduate Students' Association (GSA)
Presenter	Sasha van der Klein, President, Graduate Students' Association (GSA)

Details

Responsibility	Graduate Students' Association (GSA)
The Purpose of the Proposal is (please be specific)	The information item is before the committee because the GSA has been invited to brief the Board Learning and Development Committee (BLDC), the General Faculties Council Executive Committee (GFC Exec), and the General Faculties Council (GFC) on its key priorities for 2018-2019 as identified by the GSA in its Board Strategic Work Plan (SWP).
Executive Summary (<i>outline the specific item– and remember your audience</i>)	<p>This item provides the opportunity for communication and discussion between the GSA and, respectively, the BLDC, GFC Exec, and GFC regarding the GSA's strategic planning process and goals for 2018-2019, in order to identify potential areas of collaboration.</p> <p>The GSA will continue to meet with members of University Administration and other stakeholders to pursue these goals. Updates on the GSA Board's progress will be reported to GSA Council and posted on the GSA website.</p>
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> • Survey (sent to all graduate students) (1-22 June 2018) • Graduate Student Engagement Session (open to all graduate students) (8 June 2018) • GSA Board (20 and 27 June 2018) • GSA Council (18 June 2018 and 16 July 2018) • GFC Executive Committee (10 September 2018) • General Faculties Council (24 September 2018) • Board Learning and Development Committee (28 September 2018)
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i></p> <p>GOAL: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.</p>
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	Strategy iii: Support the roles of the Graduate Students' Association and Students' Union, along with other student groups, in the promotion of extracurricular programs that create a sense of community and support the learning environment.
Alignment with Institutional Risk Indicator	
Legislative Compliance and jurisdiction	<ol style="list-style-type: none"> 1. <i>Post-Secondary Learning Act (PSLA)</i> 2. Board Learning and Discovery Committee (BLDC) Terms of Reference 3. GFC Executive Committee Terms of Reference

Attachments (each to be numbered 1 - <>)

1. The Graduate Students' Association Board Strategic Work Plan 2018-2019 (pages 1 - 7)

Prepared by: Sasha van der Klein, GSA President, gsa.president@ualberta.ca

The Graduate Students' Association Board Strategic Work Plan 2018-2019

Foster
Support
Advocate
Connect



Our Vision and Mission

To advocate for all graduate students to the University of Alberta and the Alberta Government for a safe, supportive, respectful, accessible, and inclusive community that fosters the multi-faceted roles played by graduate students.



WHAT IS THE GRADUATE STUDENTS' ASSOCIATION?

The Graduate Students' Association (GSA), as mandated by the *Post-Secondary Learning Act*, represents graduate students at the University of Alberta. The GSA, as a separate corporation, is both a part of the University of Alberta and apart from the institution. The GSA Board believes that a healthy organization is nurtured through effective relationships with all stakeholders. To sustain the organization's long-term health and excellent reputation, the GSA fosters a culture of respect and professionalism among staff and graduate student leaders, engages in regular review of governance processes, and ensures an annual transition process that facilitates the on-going education of elected graduate student leaders.

WHAT IS A GRADUATE STUDENT?

A graduate student is a junior colleague who contributes to their field of study in pursuit of an advanced degree through collaborative work with the professoriate in research, teaching, and the development of University learning environments. These contributions may be accomplished through: extensive coursework, for which graduate students pay tuition; academic employment, for which graduate students are paid; the co-creation and writing of scholarly work; the securing of academic funding; presentations, conferences, and community engagement; and capstone projects, theses, or dissertations. This multi-faceted position takes place in an environment of mutual respect and fairness aimed at developing skills and knowledge for future careers and is one that provides appropriate remuneration for labour in service of the enhancement of the institution.

WHAT IS THE GSA BOARD'S STRATEGIC WORK PLAN?

The GSA Board's Strategic Work Plan is the document that steers and prioritizes the work and initiatives of the GSA. The GSA sees this as a living document, shifting directions as needed as the provincial, federal, and University landscapes change. It is developed annually with reference to the Strategic Work Plans of previous GSA Boards, and provides a planning document for this and future years.



Graduate students elect GSA leaders each February. Here are the 2018-2019 GSA Directly-Elected Officers (from left to right): Vice-President Academic, Masoud Aliramezani; Vice-President Student Services, Fahed Elian; President, Sasha van der Klein; Vice-President Labour, Beth Richardson; and Vice-President External, Zhihong Pan.

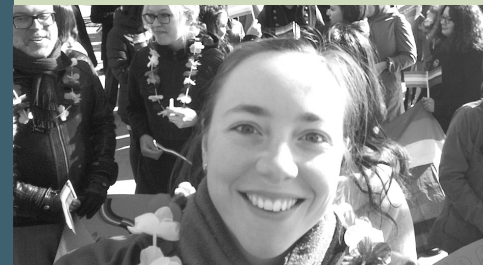
Our Goals

Foster a welcoming environment and an equitable, sustainable, safe, and healthy campus.

The GSA values the contributions and diversity of graduate students and fosters a culture of inclusion and acceptance. The GSA will work to sustain a respectful, supportive, and welcoming environment for all graduate students, (including Indigenous graduate students, international graduate students, and graduate students who parent, among others), and will further sustain working relationships with stakeholders to ensure an inclusive campus free from discrimination; one that offers support for graduate students in diverse circumstances and with diverse needs.

The GSA will advocate for and support:

- Initiatives and programs that specifically support Indigenous and international graduate students.
- Leadership in environmental sustainability.
- Review and improvement of safety and security on campus.
- Campus-wide health and wellness initiatives.



Support graduate students by working with the University and government to ensure affordable tuition, cost-effective housing, and food security, and to provide access to financial means to empower graduate students to complete their programs.

The GSA advocates for:

- Guaranteed, transparent and sustainable funding packages that support a reasonable standard of living for all thesis-based graduate students for the duration of their programs.
- Greater financial supports for all graduate students, including higher compensation for assistantships, increased merit based and non-merit based financial support (as well as greater accessibility to these supports), and increases to the Graduate Student Support Fund.
- A predictable tuition model that ties graduate student tuition increases (for both domestic and international graduate students) to the Alberta Consumer Price Index.
- Sustainable, affordable, and well-maintained graduate student housing (for individuals and families).
- Enhanced resources and supports for graduate students who parent, and their families.
- Implementation of initiatives to prevent homelessness, improve (mental) wellness, and enhance supports for graduate students with dependents.

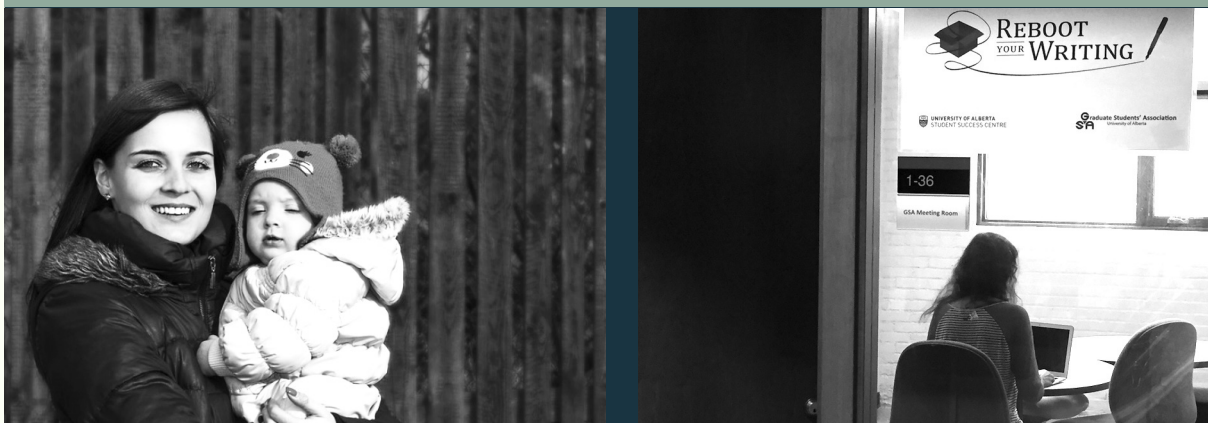
Did you know?

The GSA offers:

- GSA Emergency Bursaries
- GSA Child Care Grants
- GSA Academic Travel Grants
- GSA Graduate Student Group Grants
- GSA Recognition Awards
- GSA Health and Dental Plan
- Graduate Student Assistance Program
- Collective Agreement Advice

Graduate education plays an important role in a prosperous society. Graduate students' success is dependent upon access to sustainable and appropriately sized funding packages and predictable expenses for the duration of their programs. A lack of sustainable graduate student funding and unpredictable increases in educational costs create significant strain on graduate students' health and wellness and can lead to increased drop-out rates.

In furtherance of the goal of supporting graduate students, the GSA will continue to support the Campus Food Bank, as well as workshops and services that assist graduate students with their academic progress. Additionally, the GSA will assist graduate students living in residences, and their Residence Associations, to ensure safe living conditions and excellent services.



Advocate for a supportive learning and work environment based on respectful and professional relationships, and for compliance with the GSA's Collective Agreement (CA) governing graduate student assistantships.

Graduate student success relies on quality education and quality supervision throughout a degree program. In addition, professional development opportunities for graduate students are essential for future career success. Furthermore, all graduate students are entitled to a safe and respectful study and work environment, free from harassment, discrimination, and bullying; the GSA is dedicated to working toward this. With specific reference to academically-employed graduate students, the CA negotiated by the GSA is a legally binding document between the GSA and the University of Alberta Board of Governors that outlines expectations for fair compensation and a healthy work environment and the GSA is committed to ensuring campus-wide compliance with its provisions.

The GSA will:

- Advocate for high-quality graduate-level programs and courses and opportunities to provide graduate students with international research and study opportunities.
- Collaborate with and advocate to the Faculty of Graduate Studies and Research and senior University administrators to make quality graduate student supervision an institutional priority (including creating an accountability structure for supervisory evaluation and establishing a means of safe disclosure and reporting of concerning supervisory behaviour).

Did you know?

The GSA:

- meets regularly with the Dean of the Faculty of Graduate Studies and Research and the Dean of Students
- is a member of the provincial advocacy group the Alberta Graduate Provincial Advocacy Council
- has seats on the Board of Governors, the General Faculties Council, and their sub-committees
- works individually with students to help them

The GSA will:

- Support and collaborate with partners and stakeholders with respect to the establishment of a variety of high-quality professional development and internship opportunities in recognition of the diverse future career paths ahead of graduate students.
- Support and advocate for graduate students with CA issues and ensure University-wide awareness of and compliance with the CA while highlighting that, as per the *Labour Relations Code*, the GSA is a “trade union for the purposes of acting as bargaining agent for the academically employed graduate students” at the University.
- Provide guidance to graduate students experiencing issues outside the scope of the CA and aid them in navigating University processes and structures.



Connect

with GSA stakeholders to support graduate student success and build connections between graduate students and the GSA.

Relationship building is key to the mission of the GSA to create a common vision of excellence in graduate education at the University, as well as across Alberta and Canada.

The GSA will reinforce strong relationships with:

- Key players of the Government of Alberta (such as the Minister of Advanced Education).
- Members of senior University Administration (such as the University's President, the Dean of the Faculty of Graduate Studies and Research, the Provost and Vice-President (Academic), the Dean of Students, the Chair of the Board of Governors, and the Chancellor).
- Other campus stakeholder associations (such as the Students' Union, the Association of Academic Staff, University of Alberta, the Postdoctoral Fellows' Association, and the Non-Academic Staff Association).

Did you know?

The GSA has:

- graduate student lounges at Triffo Hall
- rooms available for booking
- several fun events per year
- two large orientations specific to graduate students and participates in 40-45 departmental orientations
- a weekly newsletter, website, and social media profiles that highlight events and ways to get involved

Relationship building between the GSA and its members is also pivotal to foster a strong basis for our mission and vision of advocacy. The GSA will create opportunities for graduate student awareness of and engagement with the GSA by:

- Exploring and utilizing effective communication methods.
- Offering orientation sessions and 101s on key issues.
- Offering engagement and celebratory events.
- Maintaining involvement in discussions concerning dedicated graduate student social space.
- Supporting and connecting with departmental graduate student groups and networks.



Events:

GSA Fall Orientation	Late August
GSA Fall Event	Early October
GSA Winter Orientation	Early January
GSA Winter Event	Mid February
GSA GSA General Election	Late February
GSA Volunteer Appreciation	Early March
GSA Awards Night	Late March
GSA Coffee Breaks	One Friday Monthly



Come visit us at
The Graduate Students' Association
1-49 Triffo Hall
University of Alberta
T6G 2E1

780-492-2175
gsa.frontdesk@ualberta.ca

www.ualberta.ca/graduate-students-association

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title: Update on Implementation of ad hoc Committee Recommendations

Item

Proposed by	GFC Executive ad hoc Transition Committee
Presenter	Eleni Stroulia, Chair GFC Executive ad hoc Transition Committee

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide an update on the status of the implementation of the recommendations of the ad hoc Committee on Academic Governance including Delegated Authority and to include the update on the September 24, 2018 GFC agenda.
Executive Summary (<i>outline the specific item– and remember your audience</i>)	<p>On April 21, 2017, General Faculties Council endorsed the Report and Recommendations of the ad hoc Committee on Academic Governance including Delegated Authority.</p> <p>The GFC Executive Committee was directed to establish a transition committee to advise and guide the implementation of the recommendations to be completed on or before April 2019. Committee terms of reference and delegated authorities remain in place until such time as new terms of reference are approved by GFC.</p> <p>The attachment provides an overview of current activities and recommendations which have been implemented.</p>
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>GFC – October 30, November 27, 2017; January 29, February 26, March 19, April 30, 2018</p> <p>Ongoing participation and consultation is detailed with specific initiatives as they come before GFC and committees</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good:</i></p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
Alignment with Institutional Risk Indicator	
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA)</p> <p>GFC Executive Committee terms of reference</p>

Attachments (each to be numbered 1 - <>)

1. Update on Implementation of ad hoc Committee Recommendations (2 pages)

Prepared by: University Governance



On April 21, 2017, General Faculties Council (GFC) endorsed the Report and Recommendations of the ad hoc Committee on Academic Governance including Delegated Authority. Work is ongoing to ensure the implementation of the recommendations by April 2019. Numerous items are in progress

CURRENTLY IN-PROGRESS

STANDING COMMITTEES

GFC University Teaching Awards Committee (UTAC)

- Revised terms of reference and adjudication guidelines will be coming forward to GFC for approval in fall 2018

GFC Nominating Committee (NC)

- NC has been working to operationalize activities in accordance with the terms of reference approved by GFC in April 2018 which added responsibility of replenishing NC and GFC Executive Committee.

GFC Academic Planning Committee (APC), GFC Academic Standards Committee (ASC), GFC Undergraduate Awards and Scholarship Committee (UASC)

- These committees have been actively involved in the discussion of role, mandate and responsibilities. Revised terms of reference will be brought to GFC for discussion in the coming months.

GFC Policy section 37 – Course and Program Changes

- A working group of the ASC Subcommittee on Standards has been established.
- Publication of posting scheduled – limited to 4 times per year.
- Discussions proceeding on review of materials and consistent/standard format of submissions.

COUNCIL ON STUDENT AFFAIRS (COSA)

- GFC Executive Committee established a working group to consult, review, and develop a proposal for the future of COSA.
- Proposal will be brought to GFC September 24 for early consultation.

BOARD/GFC RELATIONS

- The Board Chair will be attending GFC in September 2018 to speak to GFC.

EARLY CONSULTATION

- This format continues to be scheduled into agendas for both GFC and standing committees.
- Upcoming items that will be brought before GFC as early consultation items include: COSA, terms of reference for standing committees, and emerging issues as they arise

COMPLETE

PRINCIPLES APPROVED

- Principles of Delegation of Authority



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

EARLY CONSULTATION

- Over the last two years, many items have come before GFC as early consultation items allowing members to engage in strategic discussions before decisions or directions were determined. These included:
 - New free-standing Nominating Committee
 - The Cannabis Act and the University of Alberta
 - Housing for Students who Parent
 - Experiential Learning
 - Proposed Changes to Convocation Admission
 - Learning Outcomes

ORIENTATION/EDUCATION

- Enhanced committee orientation was implemented.
- [New GFC Guidebook](http://ualberta.ca/governance) available at ualberta.ca/governance

STANDING COMMITTEES

- New terms of reference for GFC Facilities Development Committee (FDC)
- New terms of reference and name for GFC Student Conduct Policy Committee (SCPC) (formerly the GFC Campus Law Review Committee)
- Terms of reference for a new free standing GFC Nomination Committee (NC)
- Disbandment of GFC Replenishment Committee (RC)

BOARD/GFC RELATIONS

- A successful joint summit of the Board/GFC/Senate was held in January 2018. Planning is underway for a Board/GFC summit scheduled for January 2019.
- The Board Chair attended and spoke to GFC in November 2017 and will be attending GFC in September 2018

GFC MEETINGS

- GFC is scheduled to meet 8 times between September – June

UPCOMING

FACULTY COUNCILS

- More clearly define the link between GFC and Faculty Councils
- Delegated authority be identified and curated

FACULTY OF GRADUATE STUDIES & RESEARCH

- Program approval pathways for graduate programs that recognize the unique nature of the Faculty

GENERAL FACULTIES COUNCILS

- Review of GFC composition

**Governance Executive Summary
Advice, Discussion, Information Item**

Agenda Title: **Early Consultation: Alberta Credentials Framework**

Item

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

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To discuss the release of the Alberta Credentials Framework and the development of the university's compliance strategy.
Executive Summary	<p>On May 7, 2018, the University of Alberta was notified by Post-Secondary Programs, Alberta Advanced Education, that the Alberta Credentials Framework was effective immediately.</p> <p>The Alberta Credentials Framework is a compilation of the Canadian Degree Qualifications Framework integrated with other Alberta government-endorsed post-secondary credentials. It is intended to define credentials offered throughout Alberta's college and university sector in an effort to increase transparency for learners, enable transferability between different educational programs, and foster credential recognition as well as system coordination.</p> <p>Dr. Tammy Hopper (Vice-Provost (Programs)) has initiated consultation with Strategic Analysis & Data Warehousing, the Registrar's Office, University Governance, and the Faculty of Graduate Studies and Research in regards to developing an institutional compliance strategy.</p> <p>Initial key considerations include changes to the definition of two credentials that the University of Alberta currently offers: Post-Baccalaureate Certificates (PBCs) and Certificates, as well as the addition of a credential, the Graduate Certificate, which is not a Board-approved credential at the University of Alberta at this time.</p> <p>The University of Alberta is interested in utilizing the Framework as an effective method towards differentiating the University of Alberta's unique programs across the sector.</p> <p>The Office of the Provost and Vice-President (Academic) is aiming for a fall 2018 compliance strategy and updates on its development will be provided regularly.</p>
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Item No. 8

<p>Consultation and Stakeholder Participation</p>	<p>Lisa Collins, Vice-Provost and University Registrar (May 31, 2018) Melissa Padfield, Deputy Registrar (May 31, 2018) Debby Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research (June 6, 2018) Meg Brolley, GFC Secretary and Manager of GFC Services (June 5, 2018) Deans' Council (June 20, 2018) GFC Academic Planning Committee (June 20, 2018) GFC Academic Standards Committee (June 21, 2018) GFC Executive Committee (September 10, 2018) General Faculties Council (September 24, 2018) Board Learning and Discovery Committee (September 28, 2018) Board of Governors (October 12, 2018)</p>
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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><i>For the Public Good</i></p> <p>EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 18: Strategy 1 Provide leadership in Alberta's post-secondary sector and support integration, collaboration, and partnership across the province's six-sector model to the benefit of all Albertans.</p> <p>Objective 21: Strategy 1 Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Reputational Risks Risk: Relationships with Stakeholders If the university does not establish and maintain constructive relationships with its key stakeholders, it could fail to achieve its academic mission and goals.</p>
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act</p> <p>Programs of Study Regulation</p> <p>GFC Academic Standards Committee</p> <p>GFC Academic Planning Committee</p> <p>GFC Executive Committee</p> <p>General Faculties Council</p>

	Board Learning and Discovery Committee Board of Governors
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Attachments:

1. Alberta Credentials Framework At-A-Glance
2. Alberta Credentials Framework

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca

Alberta Credential Framework (ACF) - At a Glance

Purpose

- To foster post-secondary system coherence by naming and defining Alberta credentials in a comprehensive structure.

Background

- A post-secondary credential framework across the province supports a high quality college and university sector.
 - √ A clearly defined structure of recognized credentials makes qualifications transparent for learners.
 - √ Enables flexibility and transferability between different educational and occupational fields.
- The ACF's scope is ministry-approved post-secondary credentials and journeyman certificates within Alberta.

Key Considerations

- The ACF facilitates learner pathways, promotes educational quality and credential recognition, and fosters system co-ordination and accountability.
- The ACF is a compilation of the Canadian Degree Qualifications Framework integrated with other Alberta government endorsed post-secondary credentials.
- Each credential is described using two main organizational categories: credential descriptors, credential standards. For degree level credentials, descriptors are drawn from those documented in the Canadian Degree Qualifications Framework.
- The ACF enhances, reduces, and combines credentials in effective ways:
 - √ Post-basic certificates, post-basic diplomas, and applied degrees are “retired” (Other credentials replace them effectively).
 - √ Several credentials have been renamed to clarify level of study.
 - √ Three types of certificates and university certificates have been harmonized and consolidated into one.
 - √ Three types of diplomas and university diplomas have been harmonized and consolidated into one.
- The ACF names 14 post-secondary credentials.
 - √ Undergraduate level credentials: Certificate, Diploma, Bachelor’s Degree, Post-Diploma Certificate, Post-Baccalaureate Certificate.
 - √ Graduate level credentials: Master’s Degree, Doctoral Degree, Graduate Certificate, Graduate Diploma, Post-Master’s Certificate, Post-Master’s Diploma, Post-Doctoral Certificate, Post-Doctoral Diploma
 - √ Apprenticeship level credentials: Journeyman Certificate.

Alberta Credential Framework (by level of study)

Graduate

Name	Typical Duration	Standard Credits
Graduate Certificate	Up to 1 Year (2-3 semesters)	12-36 credits (minimum 12)
Graduate Diploma	1-2 years	Minimum 18 credits
Master's Degree	1-3 years (2-6 semesters)	Variable
Post- Master's Certificate	1 year or less	Minimum 12 credits
Post-Master's Diploma	1-2 years	Minimum 18 credits
Doctoral Degree	3-6 years	Variable
Post-Doctoral Certificate	1 year or less	Minimum 12 credits
Post-Doctoral Diploma	1.5 years or less	Variable

Undergraduate

Name	Typical Duration	Standard Credits
Certificate	1 year or less	12-32 credits
Post-Diploma Certificate	1 year or less	18-30 credits
Post- Baccalaureate Certificate	8-15 months	24-36 credits
Diploma	2-3 years	60-80 credits
Bachelor's Degree	3-4 years	90-120 credits

Apprenticeship

Name	Typical Duration	Standard Credits
Journeyman Certificate	1-4 years	N/A

Alberta Credential Framework (by credential type)

Certificates

Name	Typical Duration	Standard Credits
Certificate	1 year or less	12-32 credits
Post-Diploma Certificate	1 year or less	18-30 credits
Post-Baccalaureate Certificate	8-15 months	24-36 credits
Journeyman Certificate	1-4 years	N/A
Graduate Certificate	Up to 1 year (2-3 semesters)	12-36 credits (minimum 12)
Post-Master's Certificate	1 year or less	Minimum 12 credits
Post-Doctoral Certificate	1 year or less	Minimum 12 credits

Diplomas

Name	Typical Duration	Standard Credits
Diploma	2-3 years	60-80 credits
Graduate Diploma	1-2 years	Minimum 18 credits
Post-Master's Diploma	1-2 years	Minimum 18 credits
Post-Doctoral Diploma	1.5 years or less	Variable

Degrees

Name	Typical Duration	Standard Credits
Bachelor's Degree	3-4 years	90-120 credits
Master's Degree	1-3 years (2-6 semesters)	Variable
Doctoral Degree	3-6 years	Variable

Alberta Credential Framework (ACF)

Part 1: Credential Descriptors: Characteristics and Criteria

Nomenclature	Program Design/ Outcomes Emphasis	Preparation for Employment Further Study	Typical Duration	Standard Credits	Typical Entrance
Certificate	<p>Programs provide introductory preparation to a discipline or occupation through essential workplace skills and knowledge development. Students are exposed to foundational concepts within a framework of academic, personal management and teamwork skills. Programs are typically applied and practical, and often include Work Integrated Learning and/or lab/shop components.</p>	<p>Programs prepare individuals for entry into the labour market with an emphasis on employment or skill development.</p> <p>Programs can also prepare individuals for further study.</p> <p>Programs may ladder to diplomas.</p>	<p>1 year or less (1–2 semesters)</p>	<p>12–32 credits</p>	<p>Admission normally requires, at a minimum, specific High School (HS) courses or HS diploma, and other program specific requirements such as English Language Proficiency</p>
Journeyman Certificate	<p>Apprenticeship programs for designated trades consist of technical training and on-the-job training. Apprenticeship programs prepare individuals to become certified journeypersons.</p> <p>Curriculum and assessment instruments are developed by the Apprenticeship and Industry Training Board and published by Advanced Education.</p>	<p>Programs prepare individuals for employment in specific designated trades and occupations.</p> <p>Apprentices are permitted to work in a designated trade under the supervision of a journeyperson in a designated trade.</p> <p>Individuals with journeyperson certification are able to work in the full scope in that trade.</p> <p>In specific trades individuals have opportunities to obtain Red Seal endorsement.</p>	<p>1–4 years</p> <p>Apprenticeship programs require prescribed periods as stipulated by the applicable trade regulation.</p> <p>The prescribed period includes requirements for technical training and on-the-job training.</p>	<p>Course outlines for each designated trade are structured by periods and hours.</p>	<p>Admission requires that individuals have obtained employment with a sponsor of apprenticeship and entered into a contract of apprenticeship with their employer and Apprenticeship and Industry Training.</p> <p>Entrance requirements vary by trade and typically require at minimum, English 10, 20 or 30 and Math 10 or 20.</p>
Diploma	<p>Programs provide a level of skills/knowledge /attitudes to allow individuals to work within a broad range of technical/ administrative /professionally-oriented occupations. Graduates exercise professional responsibility in a field of practice.</p> <p>Some programs build on previously acquired knowledge and skills relevant to a field/occupation. Programs typically include a Work Integrated Learning component.</p> <p>Graduates gain a level of proficiency in academic and employability skills related to communications, problem-solving, information literacy, adaptability and working effectively with people.</p>	<p>Programs prepare individuals for careers by:</p> <ul style="list-style-type: none"> • facilitating career development and entry into labour market • preparing for further study, • programs may ladder to a bachelor's degree, or a post-diploma certificate. 	<p>2-3 years</p>	<p>60-80 credits</p>	<p>Admission normally requires a minimum, specific HS courses (for entry into Year 1) and Certificate (for entry into Year 2), and other program specific requirements such as English language proficiency.</p>

Nomenclature	Program Design/ Outcomes Emphasis	Preparation for Employment Further Study	Typical Duration	Standard Credits	Typical Entrance
Post-Diploma Certificate	<p>Programs deepen or broaden knowledge and skills by building on foundational knowledge acquired in diploma an allied occupation or field.</p> <p>Programs are at an undergraduate level and typically applied in nature - often include a WIL component or clinical placement.</p>	<p>Programs prepare individuals for:</p> <ul style="list-style-type: none"> • Employment in a specialized role • Further study 	<p>1 year or less (2 semesters)</p>	<p>18-30 credits</p>	<p>Admission normally requires, at minimum, a diploma (2 year) and other program-specific requirements. In some cases, entrance may require active registration with a regulatory body.</p>
Post-Bachelor's Certificate	<p>Programs provide career-focused technical and theoretical knowledge and skill acquisition in an applied occupational area, at an undergraduate level.</p> <p>Programs are applied in nature and provide industry-specific skills or professional career preparation for bachelor graduates in unrelated fields.</p> <p>Graduates gain proficiency in relevant skills related to academic, personal management, critical thinking and teamwork skills. Graduates may earn professional or industry-related certifications.</p>	<p>Programs provide specialized career preparation to facilitate:</p> <ul style="list-style-type: none"> • participation in the labour market beyond entry-level • transition into a specialized field. 	<p>8–15 months (2–3 semesters)</p>	<p>24-36 credits</p>	<p>Admission normally requires, at minimum, a bachelor's degree (or equivalent) and other program specific requirements such as English Language proficiency or work experience.</p>
Bachelor's Degree (including Honours)	<p>The credential awarded for the bachelor's degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge and to nurture the capacity for independent work in the discipline/disciplines and field of practice.</p> <p>All bachelor's programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under supervision, of one or more essays, a terminal research paper, thesis, project, exhibition, or other research-based or performance based exercise that demonstrates methodological competence and capacity for independent and ethical intellectual/creative work and, where relevant, the exercise of professional responsibility in a field of practice.</p> <p>Some bachelor's-degree programs are intended to provide a wide exposure to several disciplines, others to provide an in-depth education in one or more disciplines (often as preparation for graduate study), and still others to provide a blend of theory and practice that equips students for entry into an occupation or profession. Despite that diversity, each bachelor's-degree program must meet a substantial and common set of competency outcomes, as outlined below, to justify use of the bachelor's-degree label. The range of bachelor's programs include:</p> <ul style="list-style-type: none"> • Programs designed to provide a broad education as an end in itself. They may also prepare graduates for employment in a variety of fields and/or for admission to second-entry professional programs. Examples: BHum (Humanities), General BA and General BSc degrees. • Programs designed to provide in-depth study in academic disciplines. They normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields. 	<p>In addition to providing personal and intellectual growth, bachelor's programs, in varying degrees, may prepare students for entry into graduate study in the field, second-entry professional degree programs, or employment in one or more fields.</p>	<p>Owing primarily to variations in pre-university studies among the provinces/territories, classroom instruction is typically six to eight semesters or more in duration and may be supplemented by required professional experience. (e.g., supervised practical, internships, and work terms)</p>	<p>90-120 credits</p>	<p>Admission normally requires, at a minimum, a secondary school or CEGEP diploma and/or university preparatory courses, a minimum grade point average, and other program-specific requirements.</p> <p>Students lacking these credentials may be admitted on a part-time or probationary basis, with continuation subject to acceptable academic achievement. Second-entry programs normally require at least two or three years of completed degree-level studies or in some cases the prior or concurrent completion of another undergraduate degree.</p>

Nomenclature	Program Design/ Outcomes Emphasis	Preparation for Employment Further Study	Typical Duration	Standard Credits	Typical Entrance
<p>Bachelor's Degree (including Honours - con't)</p>	<ul style="list-style-type: none"> Programs with an applied focus. They blend theory and practice, with content selected to ensure mastery of the field of practice rather than to deepen knowledge in the discipline/disciplines for their own sake or as preparation for further study in the discipline. Even so, they may prepare students for further study depending upon the field and length and depth of the program; graduates may or may not require preparatory studies before entering graduate programs. While professional associations or accrediting bodies may set entry to practice standards for such programs, those standards are not normally obligatory for the institution offering the program. Programs with a professional focus. They are designed to prepare graduates to meet admission requirements and to be competent practitioners in the profession. Some of them are first-entry programs, others are second-entry programs (that they require some prior degree-level study or even a degree). They normally require periods of practical experience (apprenticeship, internship, articling, clinical, etc.). The capacity for independent professional work is demonstrated by academic and practical exercises, under supervision, followed by admission tests to the profession. Though considered to be bachelor's programs in academic standing, some professional programs yield degrees with other nomenclature. Examples: DDS (Dental Surgery), MD (Medicine), LLB, or JD (Juris Doctor). 				
<p>Graduate Certificate</p>	<p>Programs provide graduate-level study without requiring individuals to commit to a master's program.</p> <p>Programs either:</p> <ul style="list-style-type: none"> Deepen knowledge and skills in a discipline or field. Provide exposure to an interdisciplinary area of focus. 	<p>May prepare graduates for a specialized role, or career enhancement.</p> <p>May provide laddering into Master's program.</p>	<p>1 year or less</p>	<p>Minimum 12 credits</p>	<p>Admission normally requires, at minimum, bachelor's degree and other program specific requirements.</p>
<p>Graduate Diploma</p>	<p>Programs provide graduate level study to:</p> <ul style="list-style-type: none"> Deepen knowledge/skills in a discipline/field, or Transition individuals to an interdisciplinary area of focus. <p>Programs convey comprehensive understanding of techniques applicable to research or advanced scholarship in learner's field, or contribute to scholarship in a particular profession.</p>	<p>May prepare graduates for a specialized role in a field or enhance research skills in a discipline.</p> <p>May provide laddering into a Master's program.</p>	<p>1-2 years</p>	<p>Minimum 18 credits</p>	<p>Admission normally requires, at minimum, a bachelor's degree and other program specific requirements.</p>
<p>Master's Degree</p>	<p>A master's degree program builds on knowledge and competencies acquired during related undergraduate study and requires more specialized knowledge and intellectual autonomy than a bachelor's-degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show independent capacity in addressing issues and problems.</p>	<p>Graduates will have the qualities needed for either further study in the discipline or for employment in circumstances requiring sound judgment, personal responsibility and initiative, in complex and unpredictable professional environments.</p>	<p>Master's programs vary typically from two to six semesters in duration, depending on the field and speed at which individuals progress through requirements.</p>	<p>Credit requirements are variable.</p>	<p>Admission normally requires an undergraduate degree with an appropriate specialization or an undergraduate degree with relevant bridging studies, as well as a minimum grade point average, and other program-specific requirements.</p>

Nomenclature	Program Design/ Outcomes Emphasis	Preparation for Employment Further Study	Typical Duration	Standard Credits	Typical Entrance
Master's Degree - con't	<p>Program orientations can be profession-oriented, research-oriented or course-based. Research-oriented master's programs are typically for graduates of related undergraduate or professional programs in the field or students who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive, and expository skills necessary for doctoral studies or for leadership in society. Some programs are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Others are course-based and require students to demonstrate the necessary research, analytical, interpretative, methodological, and expository skills in course exercises Examples: MA programs in the humanities and social sciences, MSc programs</p> <p>Profession-oriented master's programs normally admit students holding baccalaureate degrees and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners. Example: MSW (Social Work)</p>				
Post-Master's Certificate	<p>Programs provide graduate level study to expand graduates' knowledge/skills within discipline and/or to integrate graduates' research skills with professional skills.</p>	<p>Enhancement of academic skills or professional competencies for academic or professional careers. May ladder into a Post-Master's diploma or a doctoral degree.</p>	<p>1 year or less</p>	<p>Minimum 12 credits</p>	<p>Admission normally requires, at a minimum, a master's degree and other program specific requirements.</p>
Post-Master's Diploma	<p>Programs provide graduate-level study that deepens systematic knowledge in a discipline as well as fostering professional development. Graduates are expected to acquire a critical awareness of current issues/problems/insights in discipline and the research methodologies used to address them.</p>	<p>Professional and research skills that can be applied in discipline. May ladder to doctoral degree.</p>	<p>1-2 years</p>	<p>Minimum of 18 credits</p>	<p>Admission normally requires, at a minimum, a master's degree or post-master's certificate and other program specific requirements.</p>
Doctoral Degree	<p>A doctoral program builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline.</p> <p>Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design, and implement projects for the generation of significant new knowledge and/or understanding, and an ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity.</p> <p>Preparation for doctoral work may involve course work of varying lengths aimed at cultivating further conceptual depth or breadth, and are thesis based. It may also involve written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation.</p> <p>Research-oriented doctoral programs focus on the development of the conceptual and methodological knowledge and skills required to do original research and to make an original contribution to knowledge in the form of a dissertation. In some fields an internship or exhibition component may be required, but without diluting the significance of the dissertation as the primary demonstration of mastery. Such programs lead to the award of the PhD. Examples: PhD (Psychology), PhD (Education) PhD (Music).</p> <p>Practice-oriented doctoral programs are of a more applied nature, relate to a professional or creative activity and, where there is an internship or exhibition requirement may also require a dissertation. Doctoral programs with an orientation to practice typically involve more course work than doctoral programs with a more theoretical or disciplinary focus. Such programs lead to the award of a degree designation reflecting the field or discipline. Examples: EdD (Education), MusDoc (Music), PsyD (Psychology).</p>	<p>Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgments on complex issues in specialist fields, and innovation in tackling and solving problems.</p>	<p>A doctoral program is typically three to six years in length, depending on the field and the speed at which individual students progress through requirements.</p>	<p>Credit requirements are variable.</p>	<p>Admission normally requires at a minimum, a master's degree with an appropriate specialization or a master's degree with appropriate bridging studies.</p>

Nomenclature	Program Design/ Outcomes Emphasis	Preparation for Employment Further Study	Typical Duration	Standard Credits	Typical Entrance
Post-Doctoral Certificate	Programs provide specialized post-doctoral study, usually to integrate graduates' advanced research competencies with professional skills or knowledge in a specialized field of study.	Programs provide expertise at a highly specialized level. May ladder into a Post-Doctoral Diploma.	1 year or less	Minimum 12 credits	Admission normally requires, at a minimum, a doctoral degree.
Post-Doctoral Diploma	Programs provide specialized post-doctoral study, usually to integrate graduates' advanced research competencies with professional skills in a leadership capacity or enhance knowledge in a specialized field of study.	Programs provide advanced expertise at a highly specialized level.	1.5 years or less	Variable	Admission normally requires at a minimum, a doctoral degree or post-doctoral certificate.

14 credentials (certificates, diplomas, degrees) are offered under the auspices of the Government of Alberta. The ACF fosters learner pathways; program quality, credential recognition; system coordination, accountability, economic, and social development.

Credential Descriptors - Credentials are described under headings related to: nomenclature, program design/outcomes emphasis, preparation for employment/further study, typical duration, standard credits, typical entrance.

Alberta Credential Framework (ACF)

Part 2: Credential Standards: Knowledge and Skills

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of Limits of Knowledge
Certificate	<p>Basic skills and knowledge for entry-level employment in positions with clearly defined requirements.</p> <p>Awareness of broader occupational sector in which field is positioned. Employability skills at foundational level.</p>	<p>Knowledge of prescribed range of occupational functions involving known routines or procedures.</p>	<p>The ability to</p> <ul style="list-style-type: none"> • Communicate clearly within requirements of job duties • Communicate accurately by responding to written, oral and visual message forms that meet needs of audience. • Use technology appropriately in business/ professional/industry environments. 	<p>The ability to perform a narrowly defined range of activities involving known routines and procedures.</p> <p>The ability to apply technical and occupational specific knowledge and skills in a work setting under supervision.</p>	<p>Individual responsibility or responsibility as a part of team to perform job responsibilities.</p> <p>The ability to identify learning and training needs to increase skills.</p> <p>Ability to demonstrate ethical conduct.</p>	<p>An understanding of the limits one's own knowledge and skill level.</p> <p>Recognition of the advanced methods and techniques in the field that one is not qualified to employ independently.</p>
Journeyman Certificate	<p>Acquisition of the knowledge and skills to competently perform the tasks, activities and functions in a designated trade as set out under the applicable trade regulation.</p> <p>Training and certification standards are established by the Apprenticeship and Industry Training Board.</p>	<ul style="list-style-type: none"> • A high degree of both practical and theoretical knowledge and specialized skills. • An understanding and application of applicable legislative requirements for workplace safety and scope of practice for compulsory and optional certification trades. 	<p>The ability to use written, oral and digital communication to:</p> <ul style="list-style-type: none"> • Organize, record, provide or obtain information • Resolve conflicts. • Summarize or compare information. 	<p>The ability to:</p> <ul style="list-style-type: none"> • Find and evaluate information to make informed decisions and organize work. • Identify and resolve problems. • Apply skills and knowledge across a variety of contexts with some complexity in the extent and choice of options available. 	<p>The ability to:</p> <ul style="list-style-type: none"> • Work independently, with a partner, helper or team to complete tasks. • Participate in ongoing process of improving skills and knowledge. 	<p>An understanding of applicable legislation and requirements for employment and practice in the scope of a designated trade.</p> <p>An understanding of the limits of one's own knowledge and skill level.</p>
Diploma	<p>The skills and knowledge required for successful performance in an occupation.</p>	<p>a) A range of skills, with associated knowledge, showing substantial depth in some areas where judgment is required in the</p>	<p>The ability to:</p> <ul style="list-style-type: none"> • Communicate clearly, concisely, correctly in written, spoken and 	<p>The ability to perform:</p> <ul style="list-style-type: none"> • A range of complex or non-routine activities. 	<p>Individual responsibility for</p> <ul style="list-style-type: none"> • Planning strategic initiatives. 	<p>An understanding of the limits of one's own knowledge and skill level.</p>

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of Limits of Knowledge
Diploma - con't	<p>The capacity to engage in professional practice in a supervised context.</p> <p>Critical thinking and analytical skills inside the discipline. The ability to apply learning.</p> <p>Sometimes specifies general education requirements. Sometimes includes electives for broader exposure to related fields/disciplines.</p>	<p>planning and selection of appropriate equipment, services or techniques for self or others.</p> <ul style="list-style-type: none"> • Understanding and application of concepts and reasoning to evaluate and solve problems using well established ideas and techniques (often mathematical). • Application of a variety of thinking skills and a systematic approach to anticipate and solve problems. • Ability to analyze, evaluate and apply relevant information from a variety of sources. 	<p>visual forms that fulfills purpose and meets audience needs.</p> <ul style="list-style-type: none"> • Communicate effectively by responding to written, spoken, visual messages. • Use technology appropriately in business/ professional/ industry communications. 	<ul style="list-style-type: none"> • Planning activities that include alternative approaches to skill and knowledge application. • Activities involving the application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self or others. 	<ul style="list-style-type: none"> • Individual autonomy in performing complex technical operations or organizing others. • Working effectively with others. • Managing one's own professional development. • Demonstrat respect for ethical conduct within profession/industry. 	<p>An appreciation of the methods and techniques that they are not qualified to employ.</p>
Post-Diploma Certicate	<p>Specialized knowledge at an undergraduate level for successful performance in a particular occupational specialty (such as in an allied health field).</p> <p>A level of knowledge and skill that enhances one's ability to perform a more specialized range of complex and non-routine activities within the field/occupation.</p>	<p>A prescribed range of skilled operations that include requirement to:</p> <ul style="list-style-type: none"> • Evaluate and analyze current practices. • Apply theory to practice. • Select and use technology appropriate to context. 	<p>The ability to:</p> <ul style="list-style-type: none"> • Communicate clearly, concisely, correctly in written, spoken and visual forms that fulfills purpose and meets audience needs. • Communicate effectively by responding to written, spoken, visual messages. • Use technology appropriately. 	<p>The ability to perform:</p> <ul style="list-style-type: none"> • Complex or non-routine activities. • Apply knowledge and skills in order to evaluate current practices and develop new criteria. • Demonstrate leadership. • Contribute to technical solutions. 	<p>Individual responsibility or autonomy and/or collaboration with others as part of group or team.</p> <p>The ability to plan one's own career/professional development.</p> <p>Demonstrated respect for ethical conduct within profession/industry.</p>	<p>An understanding of the limits of one's own knowledge and skill level.</p> <p>An appreciation of the methods and techniques that one is not qualified to employ independently.</p>

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of Limits of Knowledge
<p>Post-Bachelor's Certificate</p>	<p>Focuses on acquisition of employability and occupational competencies in a specific occupation.</p> <p>A level of knowledge and skill that enhances one's ability to perform a range of complex and non-routine activities within a field/specialty/profession.</p> <p>Exposure to future trends and issues impacting the field.</p>	<p>A prescribed range of skilled and complex operations that require analysis, sound judgment, planning, execution of actions and evaluation.</p>	<p>the purpose and meets needs of audience.</p> <ul style="list-style-type: none"> Communicate effectively by responding to written, spoken or visual message. Use technology appropriately. 	<ul style="list-style-type: none"> Propose solutions and develop action strategies. <p>The ability to apply technical knowledge/ skills appropriately in a professional setting.</p>	<p>Ability to demonstrate ethical conduct within profession/ industry.</p>	
<p>Bachelor's Degree</p>	<ul style="list-style-type: none"> Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies, and applications of the discipline and/or field of practice. Basic understanding of the range of fields within the discipline/ field of practice and of how the discipline may intersect with fields in related disciplines. The ability to gather, review, evaluate, and interpret information, including new information relevant to the discipline, and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline. The capacity to engage in independent research or practice in a supervised context. Critical thinking and analytical skills inside and outside the discipline. The ability to apply learning from one or more areas outside the discipline. 	<p>a) An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques, devise and sustain arguments or solve problems using these methods, and describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and on their relevance to the evolution of the discipline. <p>b) The ability to review, present, and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> develop lines of argument make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and where appropriate, use this knowledge in the creative process. 	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.</p>	<p>a) The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information, propose solutions, frame appropriate questions for the purpose of solving a problem, solve a problem or create a new work. <p>b) The ability to make critical use of scholarly reviews and primary sources.</p>	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> The exercise of initiative, personal responsibility and accountability in both personal and group contexts, working effectively with others, behaviour consistent with academic integrity. 	<p>An understanding of the limits to their own knowledge and ability; an appreciation of the uncertainty and ambiguity of and limits to knowledge, and an appreciation of how this might influence analyses and interpretations.</p>

Credential	Depth and Breadth of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/ Autonomy	Awareness of Limits of Knowledge
Graduate Certificate	<p>Able to apply relevant methods/ techniques to research projects or professional practice.</p> <p>Able to address complex issues systematically and creatively.</p>	<p>Able to devise and sustain arguments, solve problems topical to discipline.</p> <p>Able to describe and comment on current scholarship/practice issues in the discipline/field.</p>	<p>Communicate information, ideas, problems and solutions to non-specialist audiences.</p>	<p>Demonstrate analysis and enquiry skills within a discipline/field.</p>	<p>Ability to manage own learning.</p>	<p>An appreciation of ambiguity and limits of knowledge.</p>
Graduate Diploma	<p>Able to apply relevant methods/ techniques to research projects or professional practice.</p> <p>Able to address complex issues systematically and creatively and to make sound judgements in absence of complete data.</p>	<p>Able to devise and sustain arguments, solve problems topical to discipline.</p> <p>Able to explain and critique current scholarship/practice issues in the discipline.</p>	<p>Communicate information, ideas, problems and solutions to specialist and non-specialist audiences.</p>	<p>Demonstrate originality in application of knowledge/ skills together with practical understanding of research concepts in the discipline.</p>	<p>Ability to manage own learning and to manage continuing professional development.</p>	<p>An appreciation of ambiguity and limits of knowledge.</p>
Master's Degree	<p>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>	<p>A conceptual understanding and methodological competence that enables the graduate to:</p> <p>a) Have a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline.</p> <p>b) Have a capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence, and on the basis of that competence, have shown at least one of the following:</p> <ul style="list-style-type: none"> • the development and support of a sustained argument in written form, or • originality in the application of knowledge. 	<p>The ability to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.</p>	<p>The capacity to:</p> <ul style="list-style-type: none"> • Address complex issues and judgments based on established principles and techniques and • Apply an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting. 	<p>The qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative and of personal responsibility and accountability, and • decision making in complex situations, such as employment. • the intellectual independence required for continuing professional development. • the ability to appreciate the broader implications of applying knowledge to particular contexts. 	<p>A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.</p>
Post-Master's Certificate	<p>Able to apply and integrate knowledge in discipline.</p> <p>Able to translate knowledge to research or practice settings.</p>	<p>Able to integrate research skills and professional skills when developing career paths.</p>	<p>Critically evaluate arguments/ assumptions/ concepts/data.</p> <p>Network and collaborate effectively with professionals and academics.</p>	<p>Demonstrate self-direction in problem-solving.</p> <p>Demonstrate autonomy in planning and implementing tasks at professional level.</p>	<p>Ability to manage own learning and to advance knowledge and understanding in field.</p>	<p>An appreciation of ambiguity and limits of knowledge.</p>

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/Autonomy	Awareness of Limits of Knowledge
Post-Master's Diploma	Able to undertake pure or applied research at advanced level, contributing to development of new techniques/ applications or creative approaches in research or practice settings.	Able to evaluate methodologies and develop critiques. Able to create knowledge or novel applications in labour practice settings.	Critically evaluate arguments/ assumptions/ concepts/data. Able to make judgments and frame questions, communicate conclusions for specialist, and non specialist audiences.	Demonstrate originality and self-direction in problem-solving. Demonstrate leadership and autonomy in planning/ implementing tasks at professional level.	Ability to manage own learning and advance knowledge and understanding in the field.	An appreciation of ambiguity and limits of knowledge.
Doctoral Degree	Able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings. A thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or area of professional practice.	A conceptual understanding and methodological competence that provides the graduate with the ability to: <ul style="list-style-type: none"> • Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems. • Make informed judgments on complex issues in specialist fields, sometimes requiring new methods. • Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. 	The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.	The capacity to: <ul style="list-style-type: none"> • undertake pure and/or applied research at an advanced level, and • contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials. 	<ul style="list-style-type: none"> • The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations. • The intellectual independence to be academically and professionally engaged and current. • The ability to evaluate the broader implications of applying knowledge to particular contexts. 	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
Post-Doctoral Certificate	Able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings.	Able to conceptualize, design and implement independent research, generate new knowledge and translate knowledge to research or practice settings.	The advanced ability to communicate highly specialized, complex and/ or ambiguous ideas, issues, and conclusions clearly and effectively to both specialist and non-specialist audiences.	Demonstrate proficiency, originality and autonomy in professional settings. Demonstrate an advanced ability to conceptualize and communicate applications of research findings to specialist and non-specialist audiences	Ability to independently undertake innovation in research and professional practice in a highly specialized field.	A sophisticated understanding of the potential and limitations for application of knowledge in practical and professional settings.

Credential	Depth and Breath of Knowledge	Conceptual Awareness and/or knowledge of Research	Communications Skills	Application of Knowledge	Professional Capacity/Autonomy	Awareness of Limits of Knowledge
Post-Doctoral Diploma	Able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings in a leadership capacity.	Able to conceptualize, design and implement independent research, generate new knowledge and translate knowledge to research or practice settings in a leadership capacity.	The advanced ability to lead and communicate highly specialized, complex and/or ambiguous ideas, issues and conclusions clearly and effectively to both specialist and non-specialist audiences.	Demonstrate proficiency, originality, and autonomy in professional settings. Demonstrate an advanced ability to conceptualize and communicate applications of research findings to specialist and non-specialist audiences.	Ability to lead innovation in research and professional practice in a highly specialized discipline.	An advanced and sophisticated understanding of the potential and limitations for application of knowledge in practical and professional settings in a highly specialized discipline.

- **Graduate level credentials include:** master's and doctoral degrees, graduate certificates and diplomas, post-master's certificates and diplomas, and post-doctoral certificates and diplomas.
- **Apprenticeship level credentials include:** Journeyman certificates.
- **Undergraduate level credentials include:** certificates, diplomas, bachelor's degrees, post-diploma certificates and post-bachelor's certificates.

The Alberta Credentials Framework (ACF) includes standards that advance: quality assurance, credential recognition, credit transfer, learner pathways, and system coordination. (Degree standards are drawn from the Canadian Degree Qualifications Framework.).

Credential Standards - The standards for each credential include information about: depth/breadth of knowledge, conceptual awareness and/or knowledge of research, communication skills, application of knowledge, professional capacity/autonomy, and awareness of limits of knowledge.

Updated May 7, 2018

**Governance Executive Summary
Advice, Discussion, Information Item**

Agenda Title: **Report of the Cannabis Working Group**

Item

Proposed by	Provost and VP Finance and Administration
Presenter	Kevin Friese (Office of the Dean of Students) and Andrew Leitch (Risk Management Services)

Details

Responsibility	Provost and Vice-President Finance and Administration
The Purpose of the Proposal is (please be specific)	The proposal is before the committee because it contains recommended actions that touch on academic and student affairs at the university.
Executive Summary (outline the specific item– and remember your audience)	<p>The university’s Cannabis Working Group’s final report, attached, contains 19 recommendations, which were developed to mitigate risk, take advantage of opportunity and align with community expectations, institutional values and new cannabis legislation.</p> <p>Administration has accepted the recommendations and is seeking feedback from members of GFC concerning potential impediments and risks associated with the final report and associated recommendations.</p> <p>Highlights of Recommendations</p> <p>Permit smoking and vaping of cannabis products on university campuses but limit to a small number of specific locations. [Note that the City of Edmonton's final bylaw decision is still pending and the university will be expected to comply with it.]</p> <p>Prohibit growing cannabis and the smoking and vaping of cannabis products inside residence buildings and prohibit cooking with cannabis products</p> <p>Recognize that cannabis is not a benign substance and immediately begin to develop harm reduction strategies for staff and students with evidenced-based education regarding cannabis use, and programming that seeks to reduce the harms associated with cannabis use in our community</p> <p>As part of a public health strategy, prohibit sales, advertising, branding and sponsorship of cannabis products on university campuses or at university events. Ensure alignment with related rules regarding tobacco and alcohol products</p> <p>Complete a workplace impairment policy that includes a definition of impairment and how to recognize, report and respond when impairment is suspected</p> <p>Expand and update, as necessary, the Code of Student Behaviour concerning impairment, safety and disruption</p> <p>Work with the Office of the Dean of Students and Human Resource Services to reconfirm procedures for medical accommodation for students and staff to use medical cannabis</p> <p>Convene a working group by autumn of 2018 to advance a Clean Air Strategy as described by General Faculties Council in its motion. (THAT</p>

Item No. 9

	<p>General Faculties Council direct administration to develop a clean air strategy to minimize student, staff, and faculty exposure to smoke from cigarettes, inhaled cannabis, vapes and hookah pipes.)</p> <p>Promote and encourage a network of research facilitators and researchers to share best practices and advice for conducting cannabis-related research</p> <p>After six months and a year review how the university community is responding and be prepared to make changes if needed.</p>
Supplementary Notes and context	<p>Further information is available at University of Alberta Cannabis Policy website: https://www.ualberta.ca/campus-life/cannabis-working-group</p>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>The report follows community consultation in the form of a town hall and survey, discussions with the staff and student associations, engagement with an “advisory group,” and presentations to GFC, PACC, Administrative Strategic Council and the university’s board of governors.</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<ul style="list-style-type: none"> • Foster trust through mutually respectful dialogue between individuals, faculties, departments, administrative units, and campuses, and create opportunities to learn from each other’s cultural variations. (5., v) • Engage with government, community, industry, business, and the post- secondary sector to address shared local, provincial, national, and global challenges. (16. iii) • Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health and wellness resources, programs, and services, and promotes resilience and work-life balance. (19. i) • Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses. (19. iii)
Alignment with Institutional Risk Indicator	<p>The report authors refer to all 11 of the institution’s “top risks”</p>
Legislative Compliance and jurisdiction	<p>Bill C-45 The Cannabis Act (Canada) Bill 26 An Act to Control and Regulate Cannabis (Alberta) City of Edmonton Public Places Bylaw (No immediate board committee involvement)</p>

Attachments: Report of the Cannabis Working Group (36 pages)

Prepared by Andrew Leitch, Director, ERM Programs, Risk Management Services (aleitch@ualberta.ca)



UNIVERSITY OF
ALBERTA

Cannabis Legalization and the University of Alberta

Report of the Cannabis Working Group
September 2018

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INTRODUCTION

This summer Canada plans to become the first G7 nation, and the second nation in the world, to legalize the recreational use of cannabis nationally.

The University of Alberta, like organizations across the country, has been analyzing the legislative changes to determine how the institution must prepare for the possible implications to its community and mission.

To lead this work, Risk Management Services and the Office of the Dean of Students formed a cannabis working group with a mandate to identify cannabis-related issues affecting the institution and provide recommendations that will assist administration in making informed decisions based on the most relevant information available and the values and expectations of the university and community. (See Appendix I (p. 16) for the Terms of Reference.)

Between November of 2017 and June of 2018, the Working Group, including 12 members of university administration, met 11 times. They organized a subgroup to conduct community consultation, which met three times, and they assembled a wider advisory group of 18 individuals representing administrative units, faculties and the two student associations, which met twice. The Working Group held a town hall and conducted a survey of the university community. They presented to, and sought feedback from, numerous university bodies, including General Faculties Council, the Board of Governors, the Provost's Advisory Council of Chairs, Administrative Strategic Council and the undergraduate students' council, and they met with representatives of the three staff associations. They consulted with members of the municipal and provincial governments, officials in Alberta Health Services and with representatives of sister academic institutions across Alberta and Canada.

The Working Group created a website (<https://www.ualberta.ca/campus-life/cannabis-working-group>), where they provided information about their activities, general information about cannabis, and detailed findings from the community engagement.

To help ensure nothing was overlooked, the Working Group decided on a risk based approach, in which they considered the implications of legal cannabis in the context of the university's 11 top risks, with an emphasis on *safety, student success, faculty and staff, and reputation*.

Through their deliberations, the Working Group encountered a number of recurring themes, including:

- The university's public health responsibilities and opportunities, both within and beyond the university community
- Consumption and sale of cannabis on university properties
- Impairment from cannabis in the workplace
- Second hand cannabis smoke and vapour

- Enforcement of university policy and the law
- Duty to accommodate for prescribed use as it affects both staff and students (note that the Working Group was primarily concerned with recreational cannabis as supports for medical use are already in place)
- Residential living environment, including the growing of plants
- International students and Canadian norms
- Possible impacts to minors visiting university campuses
- The reputation of the University of Alberta

This report, including recommendations to administration, represents the final output of the Working Group.

The Working Group believes that the university will be well prepared for the legalization of recreational cannabis. Nobody knows how cannabis will ultimately become “normalized” in Canadian society, however. As society adjusts, the university must be willing to adjust accordingly.

WORKING GROUP PRIORITIES

The conversations and ultimate recommendations contained in this report fall out of the priorities established by the Working Group and communicated broadly during the consultation process:

1. The health and safety of all members of the university community
2. The academic and personal development of students
3. The ability of staff to work to their potential
4. The university’s values
5. The reputation of the University of Alberta as a leading post-secondary institution in Alberta and Canada

UNIVERSITY VALUES AND STRATEGIES

Whatever its position, the university will be judged by the community on the institution’s perceived degree of support or opposition to cannabis and cannabis use. For that reason it is important for the university’s approach to align with its values in a transparent and defensible way. The university position can and should “...reflect a dynamic, modern institution of higher learning, leading change nationally and internationally.”

The Working Group believes that its work and recommendations are in agreement with institutional values, including:

- Intellectual integrity

- Freedom of inquiry and expression
- The equality and dignity of all persons
- Ethical conduct in research, teaching, learning, and service
- Academic freedom and institutional autonomy
- Open inquiry and the pursuit of truth
- Diversity, inclusivity, and equity
- Creativity and innovation from the genesis of ideas through to the dissemination of knowledge

The Working Group also believes that its work and recommendations are in agreement with *For the Public Good*, including:

- Foster trust through mutually respectful dialogue between individuals, faculties, departments, administrative units, and campuses, and create opportunities to learn from each other's cultural variations. (5., v)
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges. (16. iii)
- Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health and wellness resources, programs, and services, and promotes resilience and work-life balance. (19. i)
- Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses. (19. iii)

THE CANNABIS PLANT

Cannabis is a genus of flowering plants indigenous to central Asia and the Indian subcontinents. For thousands of years it has been used by humans for hemp fibre, hemp oil, for medicine and for recreation. Its psychoactive properties have been used for purposes ranging from feeling good to pain relief. The psychoactive properties of cannabis have been used to:

- Aid social interaction and enhance celebration
- Add meaning to ceremonies
- Facilitate spiritual exploration
- Enhance or provide physical pleasure
- Improve performance and defer fatigue
- Alleviate pain or grief

- Satisfy curiosity and/or curb boredom¹

Cannabis is widely considered to be the most popular illicit drug in the world. While the word “cannabis” refers to the plant itself, “marijuana” refers to the dried and cured flower of the female cannabis plant; it contains the compounds that produce psychoactive effects in humans when inhaled, ingested or otherwise applied.

The active ingredients in cannabis are cannabinoids, which represent a class of compounds that act on the cannabinoid receptors throughout the human body. The estimated number of cannabinoids in the cannabis plant ranges from several dozen to more than one hundred. Among this number, the two most sought after, well known and studied are tetrahydrocannabinol (THC) and cannabidiol (CBD).

THC is a psychoactive compound and the substance that gets the user “high,” that is, it changes brain function in ways that result in alterations in perception, mood and consciousness. CBD does not make the user “high;” it is valued for its therapeutic effects, whether in isolation or in combination with other chemicals, including THC and other cannabinoids.

THE LEGISLATION

Although THC-containing cannabis products have been legally available for medical use in Canada since 2001, the recreational use of cannabis has been illegal since 1923. That changes in Canada in 2018 when it will be legal to buy fresh cannabis and dried cannabis and cannabis oil without a prescription. It will also be legal to buy cannabis seeds and, in most provinces, grow cannabis plants for personal use.

In Alberta these products will be available at privately-operated storefront locations and online through the provincial government.

See Appendix II (p. 18) for further detail about the relevant legislation and bylaws from the three levels of government (note that the City of Edmonton has not definitively decided on the municipal bylaws that may affect cannabis).

UNIVERSITY PURVIEW REGARDING CANNABIS

All three levels of government are involved in legislating cannabis. As a public university there are things the University of Alberta does control, including:

- Whether and where cannabis can be smoked and vaped on its campuses or at related events (within municipal, provincial and federal laws)

¹ -Healthy Minds, Healthy Campuses, Substance Use Policy on Campus

- Policies concerning cannabis use and intoxication in the workplace or learning environment
- Whether or not to sanction cannabis at university events
- The degree to which the institution’s administration supports, encourages and pursues cannabis-related research
- Whether and to what extent the institution funds and promotes education and communication to assist its community in making informed and healthy choices
- Whether and to what extent the institution funds and promotes education and communication to assist external communities in making informed and healthy choices

CANNABIS AND INSTITUTIONAL RISK

Early in its deliberations the Working Group evaluated means of identifying the issues related to legal cannabis and the university. They opted for a risk management approach, in which the issues would be captured within the top 11 institutional risks.

The Working Group then considered risk events with potentially negative consequences as well as those associated with failure to take advantage of opportunities the new legislation may provide. What follows are potential risk events associated with each risk, as identified by the Working Group, as well as recommended mitigation strategies, in approximate order of risk level:

Safety

Risk	Recommendation
1. A staff member operating machinery or equipment while under the influence of cannabis makes an error that results in injury or death	Complete a workplace impairment policy, including education, communication and training for front line staff and supervisors
2. A staff member or student in a lab or other hazardous area makes an error or uses poor judgement while under the influence of cannabis, causing an incident that results in injury or death	Reinforce safety standards regarding impairment in hazardous areas through policy (above) and the Code of Student Behaviour
3. A member of the university community is harmed by a violent individual under the influence of cannabis	Community awareness of how to seek security assistance Current emergency response procedures
4. A member of the community causes harm to themselves or others by tripping, slipping, walking into traffic etc. while under the influence of cannabis	Community awareness of how to seek security assistance Current emergency response procedures

<p>5. A non-user and a user argue over where cannabis smoking is allowed; the argument escalates to violence</p>	<p>Clear policy that strikes a balance between the rights and wishes of users and non-users</p> <p>Community awareness of how to seek security assistance</p> <p>Current emergency response procedures</p>
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Student Success

<p>6. A student develops cannabis use disorder or other negative effect of cannabis use, which harms their academic success and ability to function effectively in other areas of their life</p>	<p>Develop a harm reduction strategy through the Office of the Dean of Students and University Health Centre</p> <p>Ensure University Health Centre staff are trained in identifying and treating cannabis use disorder</p>
<p>7. A student walking through campus or sitting in class is made ill by the smell of cannabis (from smoke or vapour or on the clothing of others) and is unable to focus on their work, affecting their academic success</p>	<p>Reduce or eliminate exposure to second hand cannabis smoke, either by banning use on campuses or restricting to specific areas away from non-using students</p> <p>Stress the need to be respectful of each other</p>
<p>8. A student with a prescription for medical cannabis is unable to smoke/inhale medical cannabis due to legislation, bylaws or university policy, affecting their ability to concentrate or do their work and negatively harming their academic success and relationships with others</p>	<p>Work with Dean of Students and Human Resource Services to establish protocols for medical users to smoke or vape</p> <p>Educate supervisors/instructors on the rights and obligations of individuals with medical accommodations</p>

Faculty and Staff

<p>9. A staff member develops cannabis use disorder or other negative effect of cannabis use, which affects their ability to do their work or ability to function effectively in other areas of their life</p>	<p>Work with benefits providers on harm reduction strategy and treatment and education for cannabis use disorder</p> <p>Reinforce and communicate procedures, including rights and obligations, for reporting unsafe or at-risk behaviour</p>
<p>10. A staff member walking through campus or in class is made ill by the smell of cannabis (as smoke or vapour or on clothing of others) which affects their ability to do their work</p>	<p>Reduce or eliminate exposure to second hand cannabis smoke, either by banning use on campuses or restricting to specific areas away from non-using students and staff</p> <p>Stress the need to be respectful of each other</p>

11. A staff member with a prescription for medical cannabis is unable to smoke/inhale medical cannabis due to legislation, bylaws or university policy, affecting their ability to concentrate or do their work	Work with Human Resource Services and Dean of Students to establish protocols for medical users to smoke or vape Educate supervisors/instructors on the rights of individuals with medical accommodations
12. A staff member is placed in an awkward or ethically charged situation when they become aware that a colleague is a problem user or is under the influence of cannabis while at work	Complete impairment in the workplace policy Reinforce and communicate procedures, including rights and obligations, for reporting unsafe or at-risk behaviour

Reputation

13. The university is seen by the public as being too liberal or too restrictive concerning cannabis, clashing with the values of the community	In communications and messaging, stress the university's alignment with the law and to its values and strategies and demonstrate how its cannabis policies align
14. The university is seen as being too willing to engage with cannabis companies as research sponsors or donor corporations, clashing with the values of the community	Follow existing processes for ethical review of all research and donor funding; be prepared to defend related decisions
15. The university is seen as supporting a drug that may have health hazards that have not been fully researched or identified	In communications and messaging, stress the university's alignment with the law and to its values and strategies and demonstrate how its cannabis policies align

Leadership and Change

16. The university fails to have clear policy and expectations in place by the time of legalization	Articulate the university's approach to cannabis legislation Complete policies
17. The university fails to live up to its values	Confirm the university's approach to cannabis; communicate to leadership and community
18. The university is unable to enforce its policies due to their being unrealistic	Work with Protective Services and the community to ensure policies are practical and realistic

Relationships with Stakeholders

19. Student or staff associations don't agree with policies related to cannabis on campus, straining the relationships	Engage with the associations during the consultation process
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20. Donors and alumni disagree with the university's approach to legal cannabis, diminishing goodwill and support	In communications and messaging, stress the university's commitment to its values and strategies and demonstrate how its cannabis policies align
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Research Enterprise

21. The university fails to take advantage of research opportunities made available by legalized cannabis	Promote and encourage a network of research facilitators and researchers to share best practices and advice
22. Researchers fail to follow the rules on how to manage cannabis, a controlled substance, resulting in theft, fines or other negative events	Promote and encourage a network of researchers to share best practices and advice

Funding and Resource Management

23. Donors withdraw funding to protest against the university's position on cannabis	In communications and messaging, stress the university's commitment to its values and strategies and demonstrate how its cannabis policies align
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Physical Infrastructure

24. Students in residence grow and/or smoke cannabis, causing odours that make areas unlivable	Prohibit growing and smoking or vaping of cannabis in residence
25. Students in residence grow and/or smoke cannabis in residence, causing fire, smoke damage, flooding or mould damage	Prohibit growing and smoking or vaping of cannabis in residence
26. A member of the university or external community attempts to cultivate cannabis on university property, including inside university buildings	Communicate the laws, which prevent growing except in a personal residence

Enrolment Management

27. Students decide against applying to the University of Alberta because they disagree with the university's approach to cannabis	In communications and messaging, stress the university's commitment to its values and strategies and demonstrate how its cannabis policies align
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IT Services Software and Hardware

None noted.

WHAT OTHER UNIVERSITIES HAVE DECIDED

The Working Group made frequent inquiries of institutions across Alberta and Canada and consistently learned that most are grappling with the same questions and uncertainties. None has arrived at solutions that will satisfy all stakeholders. Many are waiting for governments at all levels to finalize their legislation.

Although some or all may change in the coming weeks and months, here are the current positions of selected Alberta post-secondary institutions regarding the issue of smoking and vaping on campus:

University of Calgary—as of this writing the university is uncertain and will base its policy on city bylaws.

University of Lethbridge—the university intends to establish areas on its campus where cannabis smoking and vaping is permitted.

MacEwan University— the university is currently considering whether to allow smoking of recreational cannabis in the pre-existing smoking area near the student residence, or whether a separate area should be designated.

NAIT— is a smoke-free campus; their existing policy refers to "all smoking based products."

WORKING GROUP RECOMMENDATIONS

In order to mitigate risk, take advantage of opportunity and align with community expectations, institutional values and the legislation itself, the Working Group offers the following recommendations:

Principles

1. Endorse the following set of principles for the university's position on cannabis and cannabis legalization:
 - a. Support and abide by all laws and regulations, stressing the purpose of legalization, which is to enhance health and safety, not to promote drug use
 - b. Recognize that members of the university community are adults who will make their own choices about whether or not to use cannabis recreationally
 - c. Acknowledge there are competing points of view on whether and how cannabis should have a part in university life; strive for balance
 - d. Avoid overcommitting to particular policies or controls as it will take time to normalize cannabis and cannabis use in Canadian society

Public Health and Harm Reduction

2. Recognize that cannabis is not a benign substance and immediately begin to develop harm reduction strategies for staff and students. The strategies should include:
 - a. Evidenced-based education regarding cannabis use, and programming that seeks to reduce the harms associated with cannabis use in our community
 - b. Compassionate and respectful supports for individuals with substance use problems
3. As part of a public health strategy, prohibit sales, advertising, branding and sponsorship of cannabis products on university campuses or at university events. Ensure alignment with related rules regarding tobacco and alcohol products.

In the Working and Learning Environments

4. Complete a workplace impairment policy (now underway), including education, communication and training for front line staff and supervisors. The policy should include a definition of impairment and how to recognize, report and respond when impairment is suspected
5. Expand and update, as necessary, the Code of Student Behaviour concerning impairment, safety and disruption
6. Work with the Office of the Dean of Students and Human Resource Services to reconfirm procedures for medical accommodation for students and staff to use medical cannabis, and educate supervisors and instructors on the rights and obligations of individuals with medical accommodations

Smoking and Vaping Cannabis on U of A Campuses

7. Permit smoking and vaping of cannabis products on university campuses but limit to a small number of specific locations. The locations should:
 - a. Be safe and accessible to users year-round
 - b. Be at a distance of at least ten meters from building entrances, open windows and air intake vents
 - c. Be at a distance of at least ten meters from non-users
 - d. Be at a distance of at least 30 meters from sports fields and children's events and amenities
 - e. Include areas close to university residences for those who live on one of the university's campuses

Cannabis and a Clean Air Strategy

At its March 19, 2018 meeting, General Faculties Council passed the following motion:

THAT General Faculties Council direct administration to develop a clean air strategy to minimize student, staff, and faculty exposure to smoke from cigarettes, inhaled cannabis, vapes and hookah pipes.

Although the Working Group was struck only to deal with the cannabis issue, they were asked by GFC and senior administration to consider the above motion in their report. The Working Group is not recommending changes to current tobacco use policies (other than those mandated by City of Edmonton bylaws) at this time, due to the difficulty of managing such a significant change in a short period of time.

8. Convene working group by autumn of 2018 to advance a Clean Air Strategy as described by General Faculties Council in its motion.

Smoking and Vaping Cannabis at University Events

9. Prohibit any form of consumption of cannabis products at university events, including student group events, whether on campus or off campus, for at least one year, to assess liability and other risks. (The Working Group recommends that administration be willing to discuss special considerations for a limited number of on-campus events, provided a full risk assessment is conducted.)

U of A Residences

10. Prohibit growing cannabis and the smoking and vaping of cannabis products inside residence buildings and prohibit cooking with cannabis products

Enforcement

11. Confirm and educate UAPS officers on their authority to respond to unauthorized smoking and vaping, including authority to ticket under provincial legislation
12. Recognize and confirm that violations of cannabis and tobacco use restrictions will not be priority items for UAPS officers, who may use discretion in how they respond to individual cases, based on number of complaints, level of disruption etc.

Grants and Donations

13. Confirm that ethical guidelines regarding acceptance of grants and donations apply to potential grants and donations from the cannabis industry

Research

14. Promote and encourage a network of research facilitators and researchers to share best practices and advice for conducting cannabis-related research

Communications

15. Begin immediately to develop a communications plan including:
 - a. Rules and laws for where cannabis can be smoked and vaped on and near University of Alberta campuses
 - b. Information for international students and their parents
 - c. Policy, legislation and expectations regarding intoxication in the workplace, in hazardous areas and in public areas

- d. Where to get reliable and relevant information about cannabis and safe cannabis use
 - e. Where to go for help for problem users
 - f. How university values and strategies align with its position on cannabis
16. Publish and highlight tobacco smoking laws on university website (to address numerous comments in the consultation)

Recommended Next Steps

- 17. Begin immediately to identify locations where cannabis consumption would be permitted on University of Alberta properties
- 18. Plan to review the status of cannabis and tobacco use at the university in six months and one year after legalization
- 19. Establish a working group to advance a Clean Air Strategy for the university

SUMMARY

The University of Alberta can and should be a leader in how it approaches cannabis legalization. Recreational cannabis is a public health issue and the university has an opportunity to help avoid errors of the past associated with the harms of tobacco and alcohol. Through its policies, programs and communications the university has the ability to inform and influence large numbers of people, including students and the wider community, concerning this controversial substance.

Opinions and views about cannabis are often strongly held and deeply felt. As the western world continues on a path toward liberalizing cannabis laws, the University of Alberta has an opportunity and an obligation to help discover and disseminate knowledge about a substance that has been produced, bought, sold and consumed in a shadowy area outside of the law for close to a century.

The University of Alberta should be a place for discussion and open inquiry into cannabis, where diverse opinions are acknowledged and respected, and new knowledge can be generated in a spirit of academic freedom and institutional autonomy.

The Working Group hopes that the University of Alberta community has the best possible information and conditions to make informed and healthy decisions concerning cannabis and how it may affect various aspects of their lives.

APPENDICES

Appendix I: Cannabis Working Group Terms of Reference

January 2018

Purpose:

To assist senior administration in preparing the university for the legalization of recreational cannabis, which is expected to happen July 1, 2018.

Members:

Marjorie Cayford	Senior HR Partner, HRS
Sarah Doyle	Issues Management Specialist, University Relations
Ben Esch	Legal Counsel
Suzanne French	Portfolio Initiatives, Office of the Provost
Kevin Friese	Assistant Dean of Students, Health & Wellness (Co-chair)
Tony Haines	Strategic Portfolio Services, F & O
Greg Hodgson	Occupational Hygienist, EHS
Kate Holt	Stewardship Officer, Office of Advancement
Chris Hyde	Senior Government Relations Officer
Kim Kordov	Associate Director, Research Ethics Office
Andrew Leitch	Director, ERM Programs, RMS (Co-chair)
Gerry McCune	Manager, Organization Health & Effectiveness

In Scope:

- Identifies all cannabis-related issues affecting the institution
- Acts as the information hub for questions or comments about the impending legislation
- Stays current on developments from all levels of government
- Establishes contact with peer institutions to share challenges and best practices
- Works closely with key internal affected administrative and academic units and stakeholder groups to seek guidance on needed policies and other actions/processes (see Advisory Group members, next page)
- Escalates questions to senior administration that need to be addressed immediately
- Facilitates ongoing communications with the university community
- Provides a set of recommendations that assist the administration in making informed decisions based on best practice and/or the most relevant information available

Not in Scope

- Evaluating the health effects of cannabis use (numerous others have done/are doing this work)

- Drafting institutional policy wording (this is completed by the responsible administrative units)

Timeline:

- Establish committee and TOR – November 2017
- Assist units with strategy development and execution when appropriate – throughout
- Communicate with key audiences – throughout
- Deliver report to Provost and VP Finance – Spring, 2018

Output

- A final report, to be submitted to the Dean of Students and AVP Risk Management Services and provided to the Provost and VP Finance and Administration for consideration at the President’s Executive Committee (PEC).

Advisory Group as of January, 2018

Ancillary Services—Katherine Husing
 Augustana Campus—Randal Nickel
 Campus Saint Jean—Christian Tremblay
 Facilities and Operations -- Safety—Craig Boyd
 Faculty of Kinesiology, Sport, and Recreation—Philip Poier
 Faculty of Medicine and Dentistry—Dr Kathy Aitchison
 Graduate Students’ Association—Babak Soltannia
 Operations and Maintenance—Rob Pawliuk
 Protective Services—Graham McCartney
 Residence Services—Janice Johnson
 School of Public Health—Elaine Hyshka
 Student Success Centre (Accessibility Services)—Wendy Doughty
 Students’ Union—Marina Banister
 Student Accessibility Services—Oksana Cheyפש
 University Health Services—Dr. Gaurav Malhotra
 University of Alberta International—Kumarie Achaibar-Morrison
 Utilities—Robert Pollard
 VP Research—Mara Simmonds

Appendix II: The Legislation

Federal Legislation

In the 2015 Speech from the Throne, the Government of Canada committed to introducing legislation to legalize, regulate and restrict access to cannabis. The Minister of Justice and Attorney General of Canada, Minister of Public Safety and Emergency Preparedness, and Minister of Health were mandated by the Prime Minister to work towards the legalization and regulation of cannabis.

In April 2017, the Government of Canada introduced the Cannabis Act. It was passed by the House of Commons in November 2017 and is currently being debated in the Senate.

Proposed Guidelines

Bill C-45 contains the following proposed guidelines

- Adults are allowed to possess up to 30 grams of legally produced cannabis;
- Adults may grow up to four plants per household;
- The age of possession is 18 (although the provinces and territories may increase the age);

Additionally, Bill C-45:

- Establishes a regulatory regime for the licensed production of cannabis overseen by the federal government;
- Enables a regulatory regime for the distribution and sale of cannabis;
- Establishes new provisions to address drug-impaired driving.
- Defines the role of provincial and territorial governments

Role of provincial and territorial governments

Under Bill C-45 provincial and territorial governments are able to set or amend the following regulations;

- Provinces and territories can increase restrictions on certain federal regulations, like age of possession;
- A province could also choose to reduce the maximum number of plants allowed to be grown in a private residence, to less than four;
- Provinces will create laws and policy on specific topics, including:
 - Distribution;
 - Retail sales;
 - Taxation;
 - Public consumption, including in public spaces;
 - Impaired driving and workplace safety.

GOVERNMENT OF ALBERTA LEGISLATION

The government of Alberta has developed two pieces of legislation in response to the legalization of recreational cannabis. *Bill-26, an Act to Control and Regulate Cannabis* and *Bill-29, an Act to Reduce Cannabis and Alcohol Impaired Driving*

Bill-26, An Act to Control and Regulate Cannabis

- Establishes the Alberta Gaming and Liquor Commission as the authority for oversight of recreational cannabis, including compliance and retail licensing;
- Allows for the retail distribution of cannabis at private retailers throughout the province;
- Enables online sales through publicly-owned retailers;
- Restricts the purchase, possession and consumption of recreational cannabis by minors;
- Prohibits the consumption of cannabis in vehicles and imposes restrictions on the transportation of cannabis in vehicles;
- Restricts the public consumption of cannabis in Alberta in the following areas;
 - in any area or place where that person is prohibited from smoking under the Tobacco and Smoking Reduction Act or any other Act or the bylaws of a municipality,
 - on any hospital property, school property or child care facility property,
 - in or within a prescribed distance from;
 - a playground,
 - a sports or playing field,
 - a skateboard or bicycle park,
 - a zoo,
 - an outdoor theatre,
 - an outdoor pool or splash pad, or
 - any other area or place that is prescribed or otherwise described in the regulations

Bill-29, An Act to Reduce Cannabis and Alcohol Impaired Driving

- Bill 29, an Act to Reduce Cannabis and Alcohol Impaired Driving updates the Traffic Safety Act to reflect the legalization of recreational cannabis and to ensure that sanctions for drug-impaired driving would be aligned with those already in place for alcohol-impaired drivers.

CITY OF EDMONTON PROPOSED AMENDMENTS TO PUBLIC PLACES BYLAW

Please note that City Council has delayed the final decision on the following proposal until September.

Places you won't be able to smoke cannabis or tobacco:

- Within 10 metres of any bus stop
- By any entrance/exit, window, air intake system
- On a patio
- In a park that has children's amenities like playgrounds, outdoor pools, sports fields or off-leash areas
- Churchill Square
- The Edmonton Valley Zoo, Muttart Conservatory, John Janzen Nature Centre
- Any city-owned golf course

Places you will be able to smoke cannabis or tobacco:

- Sidewalks (as long as you're 10 metres away from any bus stop, entrance/exit, window, air intake system or patio)
- Parks without children's amenities
- Walking trails
- Grass utility lines
- Any designated consumption area at a festival
- Private property (businesses/owners set own rules)
- Outside hospitals, away from doors

Appendix II: Definitions and Terms

Cannabis – Cannabis is a broad term used to describe the various products derived from the leaves, flowers and resins of the Cannabis sativa and Cannabis indica plants, or hybrids of the two. These products exist in various forms and are used for different purposes (e.g. medical, recreational, industrial).

Cannabis vs. marijuana – The federal government has adopted the term “cannabis” to describe cannabis products in general, as opposed to the commonly-used term “marijuana” (which only describes parts of the plant).

Chemical substances in cannabis – Cannabis contains hundreds of chemical substances. Over 100 of these chemicals are known as cannabinoids. This is because they come from the cannabis plant. Cannabinoids are made and stored in plant's trichomes, which are tiny, clear hairs that stick out of the flowers and leaves of the plant. Cannabinoids are chemicals that have an effect on cell receptors in the brain and body and can change how those cells behave.

THC – The most researched cannabinoid is delta-9-tetrahydrocannabinol (THC). THC is responsible for the way your brain and body respond to cannabis. While THC has some therapeutic effects, it also has harmful effects.

The potency (concentration) of THC in cannabis is often presented as a percentage of THC by the weight of a specific part of the plant. The THC potency in dried cannabis has increased from an average of 3 percent in the 1980s to around 15 percent today. Some strains can have an average of as high as 30 percent THC.

Hemp – Cannabis that contains very low amounts of THC in its flowers and leaves (less than 0.3 percent) is classified as hemp.

CBD – Another cannabinoid is cannabidiol (CBD). Unlike THC, CBD is not psychoactive. There is some evidence that CBD may block or lower some of the psychoactive effects of THC. This may occur when the amount of CBD in the cannabis is equal to or higher than the amount of THC. CBD is also being studied for its potential therapeutic uses.

Different forms of cannabis

Kief or hashish – Kief is a powder made from the trichomes of the cannabis plant. Hashish is made from kief. It is the resin that comes from the trichomes when they are pressed. Hashish may be soft and flexible or firm and brittle. Hashish can also be made into various forms or shapes, such as balls, bricks, sticks or cakes.

There is more THC in both kief and hashish than in dried cannabis. The amount of THC in hashish can be as high as 60 percent while the amount of THC in cannabis is usually much lower, such as 37 percent. Kief and hashish can be smoked, mixed with foods or liquids and eaten or drunk.

Hash oil (errl) – Hash oil, which is also called errl, is made by mixing cannabis plant material with petroleum-based solvents like butane. This pulls the cannabinoids out of the plant and into the butane. This method is dangerous and can cause fires or

explosions. The resulting product is called butane hash oil or butane honey oil (BHO). Hash oil is usually a thick, sticky liquid and may contain more THC than dried cannabis plant material. The amount of THC in hash oil can be as high as 80 percent.

Shatter, budder, wax, honeycomb and rosin – Shatter, budder, wax, honeycomb and rosin are often the strongest cannabis products. Some of these can have up to 90 percent THC. Many are made from butane hash oil (BHO) using different processes while others, like rosin, are made without solvents.

Cannabis consumption – The act of consuming cannabis for non-medical purposes. Cannabis can be used in many ways, including:

- smoke (e.g., a joint, blunt, spliff, pipe, or bong)
- vaporize with a vaporizer (non-portable)
- vaporize with a vape pen or e-cigarette (portable)
- eat in food (e.g., brownies, cakes, cookies or candy or other edible product)
- drink (e.g., tea, juice, cola, alcohol, other drinks)
- dab (e.g. applying to a hot surface with a metal tool)
- other (e.g., tinctures/drops under tongue, applied directly to skin in a lotion)

Some methods of consumption lead to second-hand smoke/vapour.

Non-medical purposes[4] - Consuming cannabis for recreational purposes(e.g., for enjoyment, pleasure, amusement), socially, for spiritual, lifestyle and other similar non-medical uses.

Appendix IV: Highlights of March 16 Town Hall

A Town Hall meeting was held on North Campus where staff and students were invited to ask questions and make comments about anything to do with the university and cannabis legislation. The comment and question period was moderated by the co-chairs of the Cannabis Working Group. Here are the comments, questions and responses, edited for brevity and categorized for ease of reading.



Dean of Students Andre Costopoulos welcomes 190 staff and students to the March 16, 2018 town hall meeting

University of Alberta as a leader

Audience member comment: this is a public institution and therefore cannabis, which will be a legal substance, should be addressed in an open manner.

Audience member question: does the university see itself as having a leadership position in how it responds to the issue?

Response: although it's not for the Working Group to dictate that, it will present its report in the context of the university's stated values and objectives as a leader in the community and among post-secondary institutions in the province.

Second hand smoke

Audience member comment: lots of people have allergies and conditions such as asthma that are significantly affected by smoke and vapour. It's important that people don't have to walk through clouds of smoke when they enter buildings and walk across the campus.

Kids' exposure

Audience member question: We have kids visiting campus all the time, especially in camps in the summer. How will the university protect them against second hand cannabis smoke?

Response: For some areas, it's simply a matter of following the law, which the university must do. For example, there would have to be minimum distances between smoking areas and day cares and sports fields. The university will have to take into account the



fact that children are welcome on University of Alberta campuses.

Enforcing rules that do come into effect

Audience member comment: people already use cannabis on campus and they will continue to do so after it becomes legalized. Any rules around smoking and vaping have to be realistic or they will

be unenforceable.

The student experience

Audience member comment: students should not have their university experience negatively affected whether they choose to use cannabis or not.

Audience member comment: If the university permits cannabis use on its campuses it must provide safe spaces to do so.

Disruptive behaviour

Audience member question: What would the university do in the event of cannabis users being disruptive in class?

Response: This is an example of an area where the new legislation doesn't necessarily mean new university policies are required. The Code of Student Behaviour currently speaks to disruptive behaviour. [See this link.](#)

Edibles

Audience member question: how will the university control cannabis edibles?

Response: for the next year it won't be legal to sell or buy cannabis edibles, such as candies, chocolates, soft drinks or teas. The university will have to look at whether sale and public consumption are permitted when the time comes. That said, it will be legal to make cannabis edibles at home. It will also be possible to come to the university under the influence of cannabis. It is important to point out that it is *already* possible to be at the university under the influence of legal substances, such as prescription drugs and alcohol. Students are adults and able to make decisions on responsible use. Where there is disruptive behaviour, however, the university has response mechanisms (see disruptive behaviour, above) to deal with it.

A member of staff working under the influence of cannabis is another thing. The university is now working on policies to address this, especially when safety is a concern.

Mental health supports

Audience member comment: cannabis has effects on the brain and for that reason there need to be supports in place to help people, whether it's because of a problem with overuse or with some underlying illness that is triggered.

Audience member question: what happens if a staff member suspects that a colleague has a problem with cannabis?

Response: one of the key principles of the Working Group will be to offer recommendations to administration that support health and the success of both students and staff. We will likely recommend a public health approach that includes education and various supports. This will not be unlike the work already done through the Dean of Students and Human Resource Services.

Smoke free spaces such as the Quad

Audience member question: what are you going to do about major outdoor events such as those that happen during Week of Welcome when people are gathered in Quad? I don't think you should have people smoking cannabis in crowds of people that may not like it.

Response: the university will have to consider situations like that in its analysis.

Communicating with students

Audience member question: a lot of information is going to have to be communicated to students that covers the university's rules as well as important health information. How will you do that?

Response: we will continue to use whatever channels we have available. We will continue to use [this website](#) set up for the consultation period.

Amsterdam type of cafes

Audience member question: the city of Amsterdam has numerous cafes where it's legal to consume cannabis in a safe and warm location. Would the university consider such things?

Response: possibly. At this time lawmakers have not made final decisions on indoor smoking. There are numerous other considerations as well, such as cost, demand, etc.

Making sure the university is able to cash in

Audience member comment: there may be a lot of money to be made in promotions and sales related to cannabis. The university should make sure that it doesn't miss out on a potential source of revenue.

In residence

Audience member question: there are policies against keeping drug paraphernalia in rooms in residence. Will these have to be changed?

Response: that will be the responsibility of Residence Services and they are well underway in the work of identifying these issues now.

Audience member comment: keeping cannabis in residence rooms should be allowed, just as it is with alcohol.

Vaping vs smoking

Audience member question: in most conversations people seem to be putting vaping and smoking together. They're not the same thing, though, so they shouldn't have the same rules.

Response: the Working Group has found that jurisdictions with policies regarding the two tend to put them together, so that vaping is prohibited everywhere smoking is. To establish separate rules for them does not, at this time, seem reasonable.

Drinking alcohol and smoking

Audience member question: what is known about mixing alcohol and cannabis?

Response: although that is slightly outside of the mandate of the Working Group, our information is that there is much to learn about the potential health impacts of combining them, just as there is much to learn about the positive and negative effects of cannabis generally.

Judgement of professor

Audience member question: what if my professor were to see me smoking legal cannabis? Do you think they might have a negative view of me and could it affect my marks?

Response: it's impossible to know what anyone might be thinking. The fact is that nobody really knows how Canadian society will adjust to legal cannabis.

Other universities in Alberta

Audience member comment: we should be relatively aligned with other universities in the province on the general approach.

Response: so far our observation is that institutions are taking different approaches. In some there will be a total ban on use, for example, and others will have specific zones for use. Institutions have differing demographics, mandates and resources.

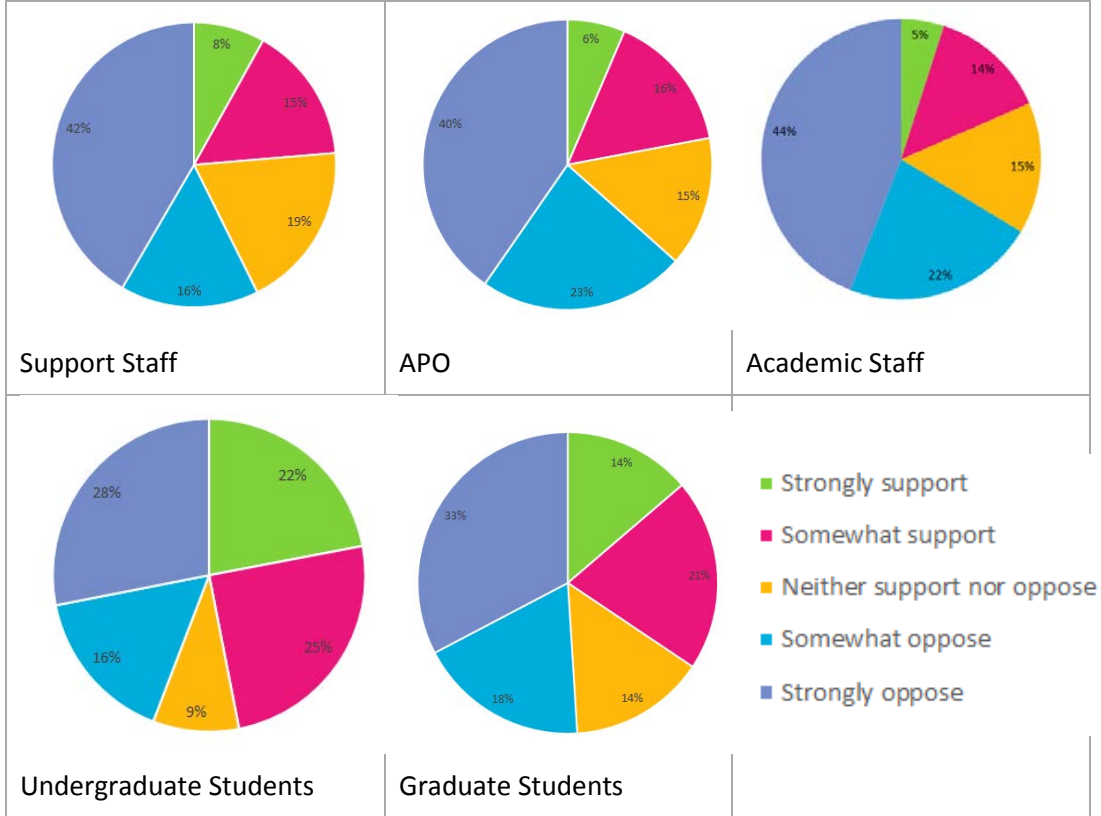
University users of cannabis

Audience member question: Is there any information about what to expect in terms of increasing usage of cannabis once it has become legalized?

Response: research shows that changes to the legal status of cannabis don't have a predictable effect on usage. For example, when the restrictions on cannabis are lessened, actual usage has been shown to stay constant in some jurisdictions, to increase in others, and to decrease in others.

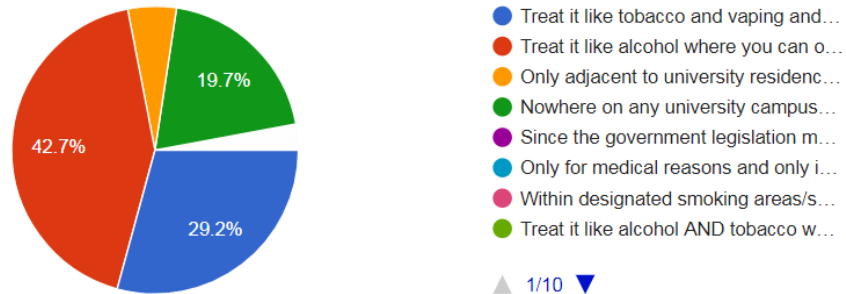
Appendix V: Highlights Community Survey

To what degree do you support or oppose smoking or vaping cannabis on university property?



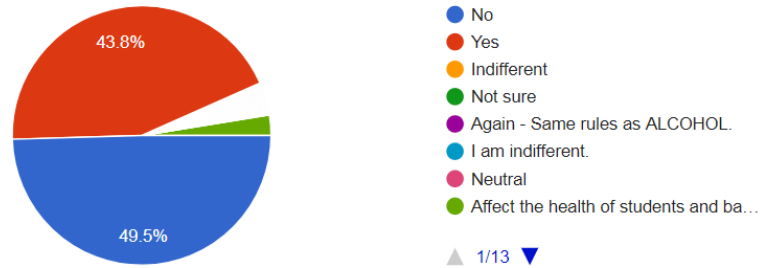
If smoking and vaping were to be permitted on university property, where should the university permit consumption?*

2,612 responses



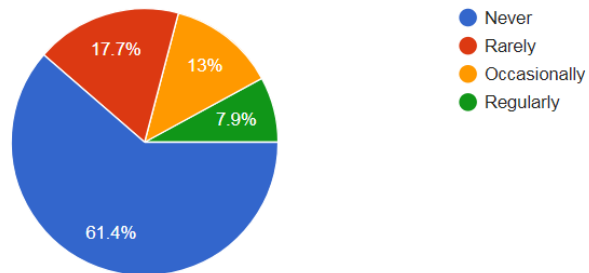
If the legislation permits it, would you support the sale of cannabis on university property?

2,602 responses



How often do you currently use cannabis?

2,596 responses



Highlights of Comments from the Community Cannabis Survey, March, 2018

Of the 2,619 individuals who completed the survey, 634 added a response to the question: “Do you have any concerns or comments that have not been addressed through this survey?”

The following represent ten comments chosen at random from each of the self-identified groups of academic teaching staff, administrative and professional staff, graduate students, support staff and undergraduate students. [Comments were randomized using the randomize function =rand() in Excel and then choosing the first ten comments. A check was done to confirm representativeness]

Academic teaching staff comments

1. If cannabis smoking or vaping is to be limited on campus, I would support and expect tobacco smoking and vaping to be equally limited. They should be considered equally from a policy point of view. They should not be treated differently.
2. Besides the problems of the influence that this will cause on users, there are also the health risks to those who inhale the fumes. I don't agree with cannabis being allowed ANYWHERE on campus. It will make me very uncomfortable to be around people who are high or to inhale or be exposed to the cannabis fumes.
3. Given the mind-altering effects of cannabis we need to make sure that nobody is exposed to the smoke unless they wish to be. This means we need far stricter policies to control it than tobacco smoking where people often congregate outside buildings and you are briefly exposed to the smoke upon entering or leaving.
4. We do not permit public drunkenness. We need to treat cannabis use similarly - for example not coming to class drunk/stoned. Wandering around campus drunk is not permitted - similarly, wandering around campus stoned should not be permitted.
5. I think it is important for everyone to remember that there are daycare facilities on campus and several faculties also run summer camps and various other child-centered events throughout the year. Allowing cannabis use in common outdoor areas would therefore put children at risk. As well, I think that non-

Wandering around campus drunk is not permitted - similarly, wandering around campus stoned should not be permitted

I fully believe that cannabis consumption does not cause the same health risks or safety risks (aggression, violence) as alcohol consumption, but I also would not want to be working with people who are stoned all the time

users have the right to a campus that doesn't reek of cannabis smoke. It is bad enough to have to walk by tobacco smokers while entering some buildings or trying to enjoy the outdoor spaces, but cannabis is a whole new level of disgusting. Beyond the smell, there are of course equally important concerns about second-hand smoke exposure.

6. University policy on cannabis should be no different than policy on alcohol, with the exception of a need for special consideration of the second-hand smoke issue.

7. I'm still thinking through some of these important questions, but I would err on the side of being slightly more restrictive as the legalization rolls out so that the university can start with more safety and regulation and then if things prove to be okay, perhaps modify or augment any regulations and policy decisions that are made. I fully believe that cannabis consumption does not cause the same health risks or safety risks (aggression, violence) as alcohol consumption, but I also would not want to be working with people who are stoned all the time. I know very few people who function at full capacity when stoned, and the ones I know are basically geniuses or people with mental health issues who become creative, relaxed, and more functional when stoned.

...medical patients have the right to use their medicine on campus, so restricting use likely would not work and lead to ambiguity

8. Long-term effects on the brain neurotransmitter system are not fully analyzed yet; nothing is known on long-term use in youth or young adults; THC and metabolites have a much longer biological half-life in a living organism than alcohol; it is a shame to legalize a drug; what is the purpose of that? To have a sedated society?

9. I am very concerned about second hand vapour. The scent of cannabis is nauseating. If the campus is truly a scent-free environment, I would strongly oppose cannabis smoking on campus grounds. If a student comes into my office after smoking cannabis, am I allowed to kick him/her out because I can't stand the scent? As a professor, I consider university as a "school", and the legislation would prohibit its use near school. Secondly, I am extremely worried about students coming to lecture and our offices under the influence. As opposed to other workplaces, employees would be fired if they go to work under the influence, we can't fire our students. I am concerned about my own safety and that of my students. In the end, our safety and health should be priorities as well.

It is bad enough to have to walk by tobacco smokers while entering some buildings or trying to enjoy the outdoor spaces, but cannabis is a whole new level of disgusting

10. This should be treated like tobacco. Also, medical patients have the right to use their medicine on campus, so restricting use likely would not work and lead to ambiguity.

Administrative and professional staff

1. The smell is strong and horrible. It would be very unpleasant to have to deal with that on campus.
2. Ensuring that we are not creating a culture of use like we did alcohol. As we are at the top of our game when it comes to research, information, and technology, we have to be at the top of our game with the culture around cannabis.
3. I think most people would be surprised to know that many people use cannabis already.
4. The U of A will find some way to rip students off via distribution; they're very good at taking advantage of their students (predatory).
5. Cannabis will pose so much risk to the University community.
6. My biggest fear is that someone under the influence of cannabis is going to cause an event that harms others. This potential for harm will open the university to much liability. Just as with alcohol use, cannabis use results in impairment of the user that depending on the situation could pose a danger to the user and others.
7. It will be a legal controlled substance like alcohol so it should be treated as such.
8. This concern/comment ties with the second-hand smoke question above, but isn't specifically addressed. Cannabis has a very distinctive and strong smell. Already at outdoor music festivals during the summer, the smell of cannabis is very strong and really carries (much more than cigarette smoke) and the smell can be quite overpowering. Over the past few months the smell of cannabis has been quite prevalent on the U of A campus, particularly around the hospital. As someone who likes to run and walk around campus on my lunch hour, I find it very distasteful when I can smell cannabis in the river valley trails and on the walkways around campus. This is probably what I struggle with the most over the legalization of cannabis and why I hope there ends up being a limited number of places where people can legally smoke.

Ensuring that we are not creating a culture of use like we did alcohol. As we are at the top of our game when it comes to research, information, and technology, we have to be at the top of our game with the culture around cannabis

If it's legal, let it be legal. There are already too many regulations around personal lifestyles on college/university campuses. The majority of people who spend time here are adults.

9. If it's legal, let it be legal. There are already too many regulations around personal lifestyles on college/university campuses. The majority of people who spend time here are adults.
10. Monitoring, enforcement, public health, contravention of policies of our research funding agencies' policies.

Graduate Student

1. You're very worried about the medical implications and effects. But you need to also focus on the fact that cannabis smoke smell absolutely nasty and that is equally as disruptive. I already hate teaching students who reek of cigarette smoke and now I might have to put up with more? It should fall under a scent policy as well.
2. Yes. My concern is around vulnerable population who is allergic to cannabis and the potential impact on the development of babies if second cannabis is caught by pregnant females on university property. I firmly believe the freedom of people smoking cannabis but I also believe that the rights of other members of the community cannot be undermined by the law. I believe that the university has a unique role in the regulation process and if not carefully implemented, could impose negative image on the institution's national and international reputation as a lead learning institute.
3. That we need to be explicit and not tacit about the risks of smoking/consumption/exposure associated with chronic diseases (especially respiratory illness and cancers) in terms of whether or not to accept cannabis use in the university community.
4. Second hand smoking is something very concerning. UAlberta should accommodate those who would like to breathe pure natural air. Also, we know the effect of high cannabis consumption. Clouding mind and judgement, uncontrolled emotion can occur. Since it would be impossible to limit and monitor dosage of cannabis consumption, for security of students, cannabis should not be allowed. And if it has to be, it should be as restricted as alcohol.
5. I think UAlberta has the opportunity to maintain their reputation as a forward thinking leading institution. UAlberta should support cannabis research and advocate for cannabis education that focuses on harm reduction and responsible use. The reality is that many UAlberta students are already using cannabis. It is likely that come Fall 2018 many students will want to try cannabis

I think UAlberta has the opportunity to maintain their reputation as a forward thinking leading institution. UAlberta should support cannabis research and advocate for cannabis education that focuses on harm reduction and responsible use.

for the first time. Working with student groups or cannabis education groups to teach UAlberta students about basic cannabis information such as chemical compounds, methods of consumption, dosing, expected effects, legality and campus policy will be vital. It may even be beneficial to implement such education campaigns into Fall 2018s week of welcome. I believe providing a space on (or near) campus for people to consume cannabis is important. Without such space, I believe students will disregard campus policy and continue to discreetly use cannabis at places of their choosing. Of course, impairment in class and in the workplace should be discouraged so hours for safe consumption space should probably match those of licensed alcohol sales on campus.

Students should never be allowed in class or labs when intoxicated. The legal implications of having cannabis intoxicated students liable for injuries or accidents are immense

6. Students should never be allowed in class or labs when intoxicated. The legal implications of having cannabis intoxicated students liable for injuries or accidents are immense.
7. The most important issue I have with potential smoking on campus is the potential smells. Strong smells make me feel sick.
8. Cannabis should be treated in the same way as alcohol, it does alter the state of mind even though it is mostly harmless but nonetheless influences the brain. So, it should not be a normal thing that people show up at university under the influence of cannabis as this for sure will result in some negatives. However, recreational use in a similar way as alcohol should be a good start. Comparing it to smoking tobacco is kind of unjust as tobacco is for sure harmful but does not change the state of mind significantly no matter how much is smoked. It should be also legislated that people should not operate machinery and perform physical experiments while under the influence. It has been proven that at a certain level it impairs the ability of a person to drive a car. This was shown in a documentary "weed" by Dr. Sanjay Gupta who is a health correspondent of CNN.
9. Do not do this, please.
10. I totally disagree with legalizing cannabis. From my experience, I used to live for one year in a shared house with a roommate that smokes cannabis. The house was like a hell for me that is why I moved to another house soon. The smell was extremely bad and I used to vomit because of it. The guy that used to smoke it use to cough all the night while sleeping which means it has health hazards to smokers and nonsmokers. I do not know why the government is keen on legalizing things that are harmful to people. What is the essence of legalizing

Do not do this, please.

things like that and then treating patients that have health problems because of it.

Support Staff

1. How will violation be handled once it starts, as with smoking many still smoke right outside doorways and nonsmokers walk right in the path of it. Security should be increased to fine those violators
2. I just really really hope people use common sense when using cannabis. But that'll be hard because common sense isn't so common anymore.
3. Policy cannot be too strict, as students as well as some faculty and staff consume tobacco, cannabis, and/or alcohol on campus including outside licensed or regulated areas. Therefore, the policy must allow for reasonable use and consumption on campus to prevent illicit consumption.
4. No mention has been made relating to the personal manufacture of edibles for personal use. Literature/awareness campaigns must address this. Students will bake/make their own edibles and are likely consume them before or during classes. I do not support the prohibition of manufacture of edibles by students in residence if they are for personal use only and will be consumed responsibly (i.e. will not be sold to anyone and only consumed in private residences). Orientation and other resources should inform international students about legal cannabis in Canada, including ensuring students are knowledgeable about how any laws relating to drug use in their home country may impact them if they choose to consume cannabis products in Canada. Orientation for all students, as well as orientation for students in residence, must be informative and non-lecturing to allow students to make their own choices as best they are able. There is also no mention of growing cannabis plants on campus, either in planters in residence or an office, in a community planter, or in a greenhouse. There are opportunities for teaching and discussion about horticulture and cannabis use here.
5. Some people have higher risks than others in being exposed to cannabis smoke, and some roles on campus would not be safe if exposed to cannabis smoke. There needs to be zero risk of second hand exposure in a workplace.
6. I would not like to be exposed to the fumes of cannabis at any time.

Policy cannot be too strict, as students as well as some faculty and staff consume tobacco, cannabis, and/or alcohol on campus including outside licensed or regulated areas. Therefore, the policy must allow for reasonable use and consumption on campus to prevent illicit consumption

7. I treat it like alcohol AND Smoking. So, combine the legislation for these two TOGETHER. AND, add it to the "scent-sensitive" issues, I cannot tolerate the smell
8. Consider health risks and discomfort of those who do not choose to use cannabis when considering a location.
9. Secondhand smoke from cannabis irritates my lungs, eyes, and for a short time impairs my ability to think quickly even after a short exposure. Having to walk through a cloud of cannabis smoke would impair my productivity for the next 15-30 minutes due to my sensitivities. Regarding edibles, I think edibles can be treated in a similar manner to alcohol.
10. Policies that limit where and when people smoke on campus isn't really going to help anything and will be hard to enforce. A concern is that the steps taken in implementing cannabis policies will be heavy handed compared to higher risk substances like alcohol and tobacco that are already available.

Undergraduate students

1. I think it is very important to make it clear to students that even though marijuana will be legal, it still impairs you when you use it. This should be taken into consideration when thinking about allowing the use of marijuana on campus.
2. I strongly feel cannabis should be treated the same way as drinking, my actions shouldn't put others in direct harm. However, people who choose to use cannabis (if in an appropriate location and responsibly) affects me the same as someone choosing to have a drink between classes or a smoke outside while I'm near them. I think the University should work more to educate people on not only cannabis but also alcohol and smoking. The large difference is that cannabis is heavily stigmatized due to past legislation. I think that if the university is willing to support RATT and Deweys selling liquor they do not have the right to ban my use of cannabis on campus assuming it's used responsibly. The idea that 'second hand cannabis vapor' poses a huge threat to students is more a result of stigmatization than anything else, it poses the same or less of a risk than second hand cigarette smoke (depending on the method the smoker is using).
The idea that that someone smoking cannabis poses a threat to the learning environment doesn't feel like a real concern to me. For example, if someone is 'high' in a lecture you're attending, and that is such a distraction to you that you can't focus I believe that there is a bigger issue at play. If someone is someone

I think that if the university is willing to support RATT and Deweys selling liquor they do not have the right to ban my use of cannabis on campus assuming it's used responsibly

sitting on Facebook or Netflix in front of me in a class that is still a distraction but ultimately I am responsible for focusing and learning in that class. Obviously, this doesn't include extreme instances if someone were to act out/be talking loudly etc. but the availability of alcohol on campus also poses this risk. I would urge people to think about these double standards that sometimes exist when talking about policy surrounding cannabis.

3. Do not allow marijuana near residences, unless it is outside and a distance away from doors or windows. Already people smoke marijuana in the fire escape stairwell, their rooms, etc. and it's incredibly obnoxious and disgusting.
4. Lez blaze dat shit up.
5. I really do not think cannabis should be treated like alcohol as being in a room with only weed smoke sounds awful. I do think considering people who lives in residence is important, both if they want to use and also if there are people who don't like weed but have to constantly smell it if smoking is adjacent to buildings. For that, I think treating cannabis like smoking is ideal.
6. Personally, I think it should be treated similarly to cigarette use. Cigarette smoke is far more dangerous to human health than that from cannabis, and we are all clearly okay with people doing that on campus. For that reason, it would seem unjust to prohibit cannabis smoking/vaping on campus when cigarette use is permitted.
7. Treating the act of smoking cannabis on campus the same way smoking tobacco products is regulated is ideal because at the end of the day, they will both be legal substances that individuals can smoke.
8. I know the university policy prohibits vaping inside the school, but I quite regularly (several times a week) see people vaping inside the buildings. It may be tarnishing my view, but at least people smoking cigarettes aren't trying to get away with that.
9. I think allowing cannabis on campus would be a huge mistake. Everywhere will smell, and I don't want to have to be exposed to 2nd hand smoke.
10. I hate the smell of smoke. I have a severe allergy to perfumes and when people vape it gives me a terrible migraine and my throat swells. I hate that smoking is even allowed on campus and strongly oppose it. I do not oppose the use of marijuana, but I do not want to have to smell it day in and day out. Having to sit next to someone in a lecture who has been smoking or vaping is awful. And the smoke from marijuana smells like skunk. Please take away all smoking and vaping on campus. PLEASE

I have a severe allergy to perfumes and when people vape it gives me a terrible migraine and my throat swells.

**Governance Executive Summary
Advice, Discussion, Information Item**

Agenda Title: **Early Consultation: Council on Student Affairs (COSA) Draft Terms of Reference**

Item

Proposed by	The COSA Working Group
Presenter	Tammy Hopper, Vice-Provost (Programs) Akanksha Bhatnagar, Vice President (Academic), Students' Union Masoud Aliramezani, Vice-President (Academic), Graduate Students' Association

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	To discuss the draft Terms of Reference for COSA.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>According to the Post-Secondary Learning Act (PSLA), Section 32:</p> <p><i>(1) A general faculties council may establish a council on student affairs to exercise immediate jurisdiction over student affairs with respect to any matters and in any manner the general faculties council determines and to exercise or perform any other powers, duties and functions the general faculties council determines.</i></p> <p><i>(2) A council on student affairs may consist of</i></p> <p><i>(a) members of the academic staff of the university,</i></p> <p><i>(b) students of the university, and</i></p> <p><i>(c) officers of the university who have administrative responsibility for student affairs.</i></p> <p><i>(3) A council on student affairs may make bylaws governing the calling of its meetings and the quorum and conduct of business at its meetings and generally as to the conduct of its affairs.</i></p> <p>The Council on Student Affairs was first established by GFC at the University of Alberta in 1966, later renamed as the Council on Student Services in the 70's, then to the Council on Student Life in 1989. In 2000, the body was renamed the Council on Student Affairs (COSA) and its Terms of Reference were revised.</p> <p>The most recent Terms of Reference for COSA were approved by GFC in November 2000, with minor amendments by GFC Executive Committee in 2005 and 2011.</p> <p>The Ad hoc Committee on Academic Governance Including Delegated Authority reviewed the scope and activities of COSA and noted that there seemed to be a lack of clarity on the role and mandate of COSA and how it fits into university governance.</p> <p>Although COSA's current Terms of Reference were approved by GFC and COSA reports annually to GFC, COSA does not exist under the same governance structure of GFC and its standing committees.</p>

The ad hoc Report noted that COSA held infrequent meetings and had periods of inactivity; thus, they recommended that COSA be re-imagined to become a more formal part of the governance system and that the GFC Executive Committee establish a working group to revise COSA Terms of Reference to be in alignment with the guiding principles of GFC.

As per the ad hoc Report recommendations, a COSA Working Group was established by the GFC Executive Committee in November 2017 with the following composition:

Tammy Hopper (Professor and Vice Provost (Programs) (Chair))

Andre Costopoulous, Vice Provost and Dean of Students

Lisa Collins, Vice Provost and University Registrar

Firouz Khodayari and Masoud Aliramezani, Graduate Student Association

Shane Scott and Akanksha Bhatnagar, Students' Union

Frank Robinson, Professor and Former Dean of Students

The mandate of the COSA Working Group is to examine the role, necessity, and mandate of COSA, as well as its place within the formal structure of academic governance at the University of Alberta.

During the course of its work reviewing COSA, the COSA Working Group learned that there are several advisory and/or administrative committees in which students are invited to participate, including:

Provosts' Office:

TBAC (Tuition Budget Advisory Committee)

MNIF Oversight Committee

Council on Experiential Learning

COSA Working Group

Registrar's Office:

SURO: This is a quarterly meeting of RO senior leadership and the SU Executives

The RO Student Advisory Committee: The membership is entirely students administered and supported by the RO Volunteer Management & Partnerships group.

Dean of Students' Office:

Dean's Advisory Council: There is a strong focus on student diversity for this committee to ensure that there is broad representation (e.g. from different campuses, faculties, domestic/international, considering equity/diversity/inclusivity, etc.).

Dean of Students Awards Committee

Academic Integrity Council

Sexual Violence Prevention & Response Advisory Council

Item No. 10

	<p>Various working groups focused on student health/support/needs</p> <p>In addition to organizing and chairing COSA Working Group meetings, the Chair met with COSA, members of the GFC Student Caucus, members of the SU, as well as a former member of GFC and COSA. Based on feedback from these groups, the following Draft Terms of Reference are being proposed for feedback.</p> <p>Questions to consider for discussion at the GFC Executive Committee and General Faculties Council:</p> <ol style="list-style-type: none"> 1. When GFC first established COSA, student representation on GFC and GFC Standing Committees was non-existent to minimal. This is not the case presently. Does GFC see a continued need for COSA to exist at the University of Alberta? 2. If so, is the proposed mandate of COSA appropriate? 3. Keeping in mind the <u>Principles for General Faculties Council Standing Committee Composition</u> is the proposed membership for a renewed COSA adequate?
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>Those who have been consulted:</p> <p>COSA Working Group: November 23, 2017; February 9, 2018; April 24, 2018; June 13, 2018 (via email)</p> <p>COSA: February 6, 2018; April 3, 2018</p> <p>Students' Union (SU) GFC Caucus: February 22, 2018; April 25, 2018</p> <p>Ms Alicia Cappello (former GFC and COSA member): February 6, 2018</p> <p>Transition Committee</p> <p>Those who are actively participating:</p> <p>GFC Executive Committee: September 10, 2018</p> <p>GFC: September 24, 2018</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy 1 Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p>
Alignment with Institutional Risk Indicator	<p>Reputational Risks Risk: Relationships with Stakeholders If the university does not establish and maintain constructive relationships with its key stakeholders, it could fail to achieve its academic mission and goals.</p>
Legislative Compliance and	Post-Secondary Learning Act

Item No. 10

jurisdiction	GFC Executive Committee Terms of Reference GFC Terms of Reference Report of the ad hoc Committee on Academic Governance Including Delegated Authority
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Attachment:

1. Draft COSA Terms of Reference

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca



1. Mandate and Role of the Committee

The Council on Student Affairs is a standing committee of General Faculties Council (GFC) charged with providing considered input aimed at ensuring proposals and policies before GFC are evaluated in light of their impact on students at the University of Alberta.

2. Areas of Responsibility

- Promote continued improvement of programs and policies related to **student academic affairs**
- Review proposals and policies related to **student academic affairs**

3. Composition

Voting Members (17)

Ex-officio (5)

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

Elected by and from GFC (12)

- 8 undergraduate student members of GFC
- 2 graduate student members of GFC
- 2 academic staff members of GFC (1 as Vice-Chair)

Non-Voting Members (9)

- Delegate, Council of Residence Associations
- Representative, Inter-Fraternity Council, selected by IFC
- Representative, Panhellenic Council, selected by Panhellenic Council
- Representative, University Libraries
- Representative, University Student Services
- Representative, International Students' Association, selected by the International Students' Association
- Representative, Aboriginal Students' Council, selected by Aboriginal Students' Council
- Representative, Council of Faculty Associations, selected by COFA
- Representative, University Athletics Board, selected by UAB

4. Delegated Authority from General Faculties Council

None

5. Responsibilities Additional to Delegated Authority

-
- 5.1 Review and recommend to the GFC standing committees and GFC on various issues related to teaching and learning, academic programs, research, student financial support, student accessibility, significant changes to the academic schedule, student conduct, planning, and facilities
 - 5.2 Review of issues may be requested by GFC, its standing committees, or initiated by the Council on Student Affairs

6. Limitations to Authority

None

7. Reporting

Reports regularly to GFC on activities and recommendations

8. Definitions

Student Academic Affairs: Activities, directly related to education and learning, that occur as part of a student’s regular course work or program of study

9. Links

Approved by General Faculties Council: [date]

Item No. 11.1

Question 11.1 from GFC Undergraduate Student Member Joel Agarwal (submitted by email August 28, 2018)

Question for President David Turpin: In June of 2016, the University of Alberta's Central Human Resource Office reduced casual work hours for student employees from 21 h/wk to 13 hrs/ wk. This has made it much more difficult than before to hire students for small grants (i.e. grant specific hires) which is integral to research on our campus. These missed opportunities for the UAlberta campus to have opportunities for research and other experiences on campus is not something that is for the public good. My question to President Turpin is (1) When was this decision made? and (2) What was the consultation route taken with faculty, student, staff, and the community on the effects of this decision? Thank you for your time in reading, and answering this question.

Response 11.1 from Vice-President (Finance and Administration)

The University has not implemented any changes to the number of allowable hours a casual full-time student can be assigned. The assignment of hours within each appointment is made by the department in which the student is employed and is done so in accordance with the Non-Academic Staff agreement. The NASA collective agreement allows student employees to work up to the maximum allowable hours of 35, 37.5 or 40 per week depending on the appointment.

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since the last GFC meeting, the Executive Committee met on September 10, 2018.

2. Items Approved Under Delegated Authority
 - New Course Designator of DH (Digital Humanities) in the Faculty of Arts
 - New Course Designator of SANSK (Sanskrit) in the Faculty of Arts
 - New Course Designator of EPE (Éducation à la petite enfance) in Centre collegial de l'Alberta, Faculté Saint-Jean
 - Changes to Chair Selection committee composition, Faculty of Rehabilitation Medicine
 - Chair for October 22, 2018 GFC Meeting
 - Draft Agenda for the September 24, 2018 General Faculties Council
 - faculty representative for Vargo Teaching Chair Selection Committee
 - faculty representative for TLEF Adjudication Committee
 - faculty representative for Henry Marshall Tory Chair Selection Committee

3. Items Discussed
 - Update on Implementation of ad hoc Committee recommendations
 - Alberta Credential Framework
 - Report of the Cannabis Working Group
 - Council on Student Affairs (COSA) - Terms of Reference

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

Submitted by:
David Turpin, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on June 20, and September 12, 2018.

2. Items Approved with Delegated Authority from GFC

June 20, 2018

- New Interdisciplinary Bachelor of Arts major in Media Studies, Faculty of Arts

September 12, 2018

- Proposal from the Faculty of Graduate Studies and Research for a Program Expansion of the Master of Arts Digital Humanities to include a course-based route
- Proposal from the Faculty of Graduate Studies and Research for a Program Expansion of the Master of Arts Philosophy to include a course-based route
- Proposal from the Faculty of Graduate Studies and Research for Program Changes to the Master's and Doctoral Programs in Nursing
- Proposal from the Faculty of Graduate Studies and Research for Program Changes to the Doctoral program in Business
- Proposed changes to existing minimum Academic Standing Regulations for graduate programs, Faculty of Graduate Studies & Research

3. Items Discussed

- Draft International Strategy
- Summary Report from the Unit Review of University of Alberta International (UAI)
- Alberta Credentials Framework
- Update on the Budget

4. Received for Information

June 20, 2018

- Calendar entry for MSc in Speech-Language Pathology (SLP), Communication Sciences and Disorders
- Graduate Degree Specializations approved by the Dean, Faculty of Graduate Studies and Research

September 12, 2018

- Calendar entry for the Master of Education in Educational Studies
- Calendar entry for the Master of Education in Health Sciences Education

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

Submitted by:
Steven Dew, Chair
GFC Academic Planning Committee

General Faculties Council Standing Committee Report

GFC Academic Standards Committee

1. Since last reporting to GFC, the Academic Standards Committee met on June 21, 2018.
2. Items Approved with Delegated Authority from GFC
 - Transfer Credit for June 2018, Office of the Registrar
 - Proposed Changes to Admissions Requirements for the Faculty of Law - LSAT date
 - Proposed changes to existing Entrance Requirements for the Doctoral program in Business
 - Proposed changes to existing Entrance Requirements for the Master's and Doctoral programs in Nursing
 - Proposed changes to existing Entrance Requirements for the Master of Education in Health Sciences Education
 - Proposed changes to existing Entrance Requirements for the Master of Education in Educational Studies
3. Items Recommended to GFC Academic Planning Committee
 - Proposed changes to existing minimum Academic Standing Regulations for graduate programs, Faculty of Graduate Studies & Research
4. Items Discussed
 - Alberta Credentials Framework

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

Submitted by:
Tammy Hopper
Chair, GFC Academic Standards Committee

June 18, 2018

[CIRCULATION BY EMAIL]

On April 30, 2018, General Faculties Council (GFC) approved the terms of reference for a free-standing GFC Nominating Committee and the disbandment of the GFC Replenishment Committee effective June 30, 2018. GFC also approved a transition plan to run May 1 until June 30, 2018 wherein the current Replenishment Committee and the Nominating Committee would work together to replenish the GFC Executive Committee and the new free-standing Nominating Committee.

The GFC Replenishment Committee (RC) is responsible for providing General Faculties Council (GFC) with nominations for vacancies on the GFC Executive/Nominating Committees. The RC is comprised of the Vice-Presidents (Academic) of the two student associations plus three faculty members who have recently completed a term or terms on GFC. (RC ToFR)

The GFC Nominating Committee (NC) is a standing committee of GFC responsible for recommending individuals to serve on GFC standing committees and other bodies requiring representation from GFC or the University community. In putting forward its recommendations, the Committee will ensure the best possible match between prospective members and the committees to which they are nominated, and ensure the broadest possible base of representation and diversity. (NC ToFR).

Please refer to the [University Governance Member Zone](#) for comprehensive details about each of the Standing Committees of General Faculties Council.

In accordance to the GFC-approved NC transition plan of April 30, 2018, the following nominations are jointly presented by the GFC Replenishment/Nominating Committees for consideration by GFC. Upon receipt of this report, members of GFC may submit additional nominations to Meg Brolley, GFC Secretary (meg.brolley@ualberta.ca). Additional nominations must be received by **12:00 pm, Friday, June 22, 2018**. If there are additional eligible nominations, an election may be held. If no further nominations are received, the recommended individuals will be considered as elected.

- Faculty (A1.1)
- Undergraduate Student (UDG)
- Graduate Student (Grad)

GFC EXECUTIVE COMMITTEE

<u>Action Required by GFC:</u>			
<ul style="list-style-type: none"> • to fill <u>two</u> vacancies calling for elected faculty members currently serving on GFC • to fill <u>one</u> vacancy calling for an elected undergraduate student member currently serving on GFC 			
<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Duncan Elliott (A1.1)	Engineering	July 1, 2018	June 30, 2021
Michael Sean McMurtry (A1.1)	Medicine and Dentistry	July 1, 2018	June 30, 2021
Eleni Stroulia (A1.1)	Science	July 1, 2018	June 30, 2021
Nathan Sunday (UDG)	Native Studies	immediately	April 30, 2019



GFC NOMINATING COMMITTEE

<u>Action Required by GFC:</u>			
<ul style="list-style-type: none"> • to fill two vacancies calling for faculty members having recently/formerly served on GFC * • to fill <u>one</u> vacancy calling for a Dean and current serving member on GFC * • to fill <u>one</u> vacancy calling for an elected undergraduate student member currently serving on GFC • to fill <u>one</u> vacancy calling for an elected graduate student member currently serving on GFC * 			
<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Heather Bruce (A1.1) Recent GFC *	Arts	July 1, 2018	June 30, 2021
Mirko van der Baan (A1.1) Recent GFC *	Science	July 1, 2018	June 30, 2021
Katy Campbell (A1.1) Faculty Dean *	Extension	July 1, 2018	June 30, 2021
Joel Agarwal (UDG)	Science	immediately	April 30, 2019
Allan Wu (Grad) *	Medicine and Dentistry	July 1, 2018	April 30, 2019

* Denotes new "free-standing" NC Membership Composition (approved by GFC/April 30, 2018) for terms effective July 1, 2018



[CIRCULATION BY EMAIL]

The GFC Nominating Committee is committed to a process that is rigorous in seeking talented individuals for committee service and devotes substantial time to consultation. Through its mandate, the NC works to ensure the best possible match between prospective members and the committees to which they are nominated. The NC also ensures the broadest possible base of representation given the available pool of nominees.

The following nominations are presented for consideration by General Faculties Council. Upon receipt of this GFC NC Report, members of GFC may submit additional nominations to Ms Ann Hodgson, Coordinator to the GFC NC, University Governance, extension 2-1938 (ann.hodgson@ualberta.ca). Additional nominations must be received by Ms Hodgson **by 12:00 pm, June 25, 2018**. All nominees must be eligible and available to serve. If no additional nominations are received by the deadline, the nominees noted below will be declared elected.

For the approved terms of reference/full membership criteria and composition of GFC Standing Committees, Appeal Boards and other committees to which GFC elects, please refer to the University Governance main website and navigate to the appropriate committee webpage (see Quick Links below), or visit www.governance.ualberta.ca.

Undergraduate Student (UDG) Graduate Student (GRAD)

More details, view: [GFC Standing Committees – Academic Governance](#)

GFC ACADEMIC PLANNING COMMITTEE [GFC APC TERMS OF REFERENCE]

<u>Action Required by GFC:</u> To fill one (1) vacancy calling for an undergraduate student member.			
<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
Robert Bilak (UND)	Arts	Immediately upon approval	April 30, 2019

GFC STUDENT CONDUCT POLICY COMMITTEE [GFC SCPC TERMS OF REFERENCE]

<u>Action Required by GFC:</u> To fill one (1) vacancy calling for a student member of GFC.			
<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
Nathan Sunday (UDG)	Native Studies	Immediately upon approval	April 30, 2019

OTHER UNIVERSITY COMMITTEES TO WHICH GFC ELECTS

COUNCIL ON STUDENT AFFAIRS

<u>Action Required by GFC:</u> To fill one (1) vacancy calling for a graduate student member of GFC.			
<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
Osman Hojanepesov (GRAD)	Medicine and Dentistry	Immediately upon approval	April 30, 2019

[END]



[CIRCULATION BY EMAIL]

The GFC Nominating Committee is committed to a process that is rigorous in seeking talented individuals for committee service and devotes substantial time to consultation. Through its mandate, the NC works to ensure the best possible match between prospective members and the committees to which they are nominated. The NC also ensures the broadest possible base of representation given the available pool of nominees.

The following nominations are presented for consideration by General Faculties Council. Upon receipt of this GFC NC Report, members of GFC may submit additional nominations to Ms Ann Hodgson, Coordinator to the GFC NC, University Governance, extension 2-1938 (ann.hodgson@ualberta.ca). Additional nominations must be received by Ms Hodgson **by 4:00 pm, August 21, 2018**. All nominees must be eligible and available to serve. If no additional nominations are received by the deadline, the nominees noted below will be declared elected.

For the approved terms of reference/full membership criteria and composition of GFC Standing Committees, Appeal Boards and other committees to which GFC elects, please refer to the University Governance main website and navigate to the appropriate committee webpage (see Quick Links below), or visit www.governance.ualberta.ca.

More details, view: [GFC Standing Committees – Academic Governance](#)

GFC ACADEMIC PLANNING COMMITTEE [GFC APC TERMS OF REFERENCE]

Action Required by GFC: To fill one (1) vacancy calling for an academic staff member from staff categories (A1.1/A1.6 and their counterparts in A1.5/A1.7) whom is a current serving member of GFC.			
Nominee	Faculty	Term Beginning	Term End
Susan Sommerfeldt (A1.1)	Nursing	Immediately upon approval	June 30, 2021

More details: [UNIVERSITY APPEAL BODIES – Judiciary Governance](#)

GFC ACADEMIC APPEALS COMMITTEE (AAC) [\$1.4.3 of GFC AAC Policy]

Action Required by GFC: To fill one (1) vacancy on the <u>AAC Panel of Chairs</u> calling for a Faculty member on a post-retirement contract, or from academic staff categories (A1.1/ A1.6, and their counterparts in A1.5/A1.7).			
Nominee	Faculty/Unit	Term Beginning	Term End
Christy Raymond (A1.1)	Nursing	Immediately upon approval	June 30, 2021

[END]

[CIRCULATION BY EMAIL]

The GFC NC is committed to a process that is rigorous in seeking talented individuals for committee service and devotes substantial time to consultation. Through its mandate, the NC works to ensure the best possible match between prospective members and the committees to which they are nominated. The NC also ensures the broadest possible base of representation given the available pool of nominees.

The following nominations are presented for consideration by General Faculties Council. Upon receipt of this GFC NC Report, members of GFC may submit additional nominations to Ms Ann Hodgson, Coordinator to the GFC NC, University Governance, extension 2-1938 (ann.hodgson@ualberta.ca). Additional nominations must be received by Ms Hodgson **by 12:00 pm, May 29, 2018**. All nominees must be eligible and available to serve. If no additional nominations are received by the deadline, the nominees noted below will be declared elected.

For the approved terms of reference/full membership criteria and composition of GFC Standing Committees, Appeal Boards and other committees to which GFC elects, please refer to the University Governance main website and navigate to the appropriate committee webpage (see Quick Links below), or visit www.governance.ualberta.ca.

Undergraduate Student (UDG) Graduate Student (GRAD)

More details, view: [GFC Standing Committees – Academic Governance](#)

GFC ACADEMIC STANDARDS COMMITTEE [GFC ASC TERMS OF REFERENCE]

Action Required by GFC: To fill one (1) vacancy calling for an academic staff member (Category A1.1, A1.6/A1.5, A1.7) from at-large.			
<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
Victoria Ruetalo (A1.1)	Arts	July 1, 2018	June 30, 2021

GFC COMMITTEE ON THE LEARNING ENVIRONMENT [GFC CLE TERMS OF REFERENCE]

Action Required by GFC: To fill one (1) vacancy calling for an undergraduate student member at-large.			
<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
Kevin Zentner (UDG)	Business	Immediately upon approval	April 30, 2019

GFC FACILITIES DEVELOPMENT COMMITTEE [GFC FDC TERMS OF REFERENCE]

Action Required by GFC: To fill one vacancy calling for a support staff member (Categories S1.0, S2.0) from at-large.			
<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Sarah Ross (S1.1)	Augustana	July 1, 2018	June 30, 2021

Action Required by GFC: To fill one (1) vacancy calling for an undergraduate student member of GFC.			
<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
Hyejun Kim (UDG)	Science	Immediately upon approval	April 30, 2019

GFC STUDENT CONDUCT POLICY COMMITTEE [GFC SCPC TERMS OF REFERENCE]

Action Required by GFC: To fill one (1) vacancy calling for a staff member from (Categories A1.0, A2.0/S1.0, S2.0) from at-large.			
<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Wioletta Polanski (SUP S1)	Arts	July 1, 2018	June 30, 2021

Action Required by GFC: To fill one (1) vacancy calling for a student member of GFC.			
<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
David Chung (UDG)	Law	Immediately upon approval	April 30, 2019

GFC UNDERGRADUATE AWARDS AND SCHOLARSHIP COMMITTEE [GFC UASC TERMS OF REFERENCE]

Action Required by GFC: To fill two (2) vacancies calling for an academic staff member (Categories A1.1, A1.6/A1.5, A1.7) from at-large.			
<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Frank Robinson (A1.1)	Agricultural, Life and Environmental Sciences	July 1, 2018	June 30, 2021
Jane Samson (A1.1)	Arts	July 1, 2018	June 30, 2021

Action Required by GFC: To fill two (2) vacancies calling for an undergraduate student at-large.			
<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Rachel Goud (UDG)	Neuroscience and Mental Health Institute	Immediately upon approval	April 30, 2019
Mpoe Mogale (UDG)	Arts	Immediately upon approval	April 30, 2019

GFC UNIVERSITY TEACHING AWARDS COMMITTEE [GFC UTAC TERMS OF REFERENCE]

Action Required by GFC: To fill one vacancy calling for an undergraduate student at-large; and to fill one (1) vacancy calling for a graduate student at-large.			
<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
Yueyi (Janet) Yao (UDG)	Engineering	Immediately upon approval	April 30, 2019
Gautam Gaur (GRAD)	Agricultural, Life and Environmental Sciences	Immediately upon approval	April 30, 2019

More details: [UNIVERSITY APPEAL BODIES – Judiciary Governance](#)

GFC ACADEMIC APPEALS COMMITTEE (AAC) [§1.4.3 of GFC AAC Policy]

Action Required by GFC: To fill two (2) vacancies calling for academic staff members on the <u>Panel of Chairs</u> (with a faculty member on a post-retirement contract, or from Staff Categories A1.1, A1.5, or their counterparts in A1.6)			
<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Andrew Greenshaw (A1.1)	Medicine and Dentistry	July 1, 2018	June 30, 2021
James Pinfold (A1.1)	Science	July 1, 2018	June 30, 2021

UNIVERSITY APPEAL BOARD (UAB) [§30.6.3 OF THE CODE OF STUDENT BEHAVIOUR]

Action Required by GFC: To fill three (3) vacancies calling for an academic staff member on the Panel of Chairs (Category A1.0)

<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Elisabeth Le (A1.1)	Arts	July 1, 2018	June 30, 2021
Massimo Boninsegni (A1.1)	Science	July 1, 2018	June 30, 2021
Jorge Sousa (A1.1)	Education	July 1, 2018	June 30, 2021

OTHER UNIVERSITY COMMITTEES TO WHICH GFC ELECTS

COUNCIL ON STUDENT AFFAIRS

Action Required by GFC: To fill one (1) vacancy calling for an undergraduate student (*whom must be a member of GFC at the time of initial appointment*).

<u>Nominee</u>	<u>Faculty</u>	<u>Term Beginning</u>	<u>Term End</u>
Amlan Bose (UDG)	Engineering	Immediately upon approval	April 30, 2019

DEPARTMENT CHAIR SELECTION COMMITTEES -- PANEL OF GFC-ELECTED FACULTY MEMBERS [in UAPPOL]

Action Required by GFC: To fill seven (7) vacancies calling for academic staff members (Categories A1.1, A1.5 or A1.6.) on the Panel of Faculty Members (*rotational panel of fifteen members*).

<u>Nominees</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Uwe Hacke (A1.1)	Agricultural, Life and Environmental Sciences	July 1, 2018	June 30, 2021
Hani Henein (A1.1)	Engineering	July 1, 2018	June 30, 2021
Andre McDonald (A1.1)	Engineering	July 1, 2018	June 30, 2021
Lakshmi Puttagunta (A1.1)	Medicine and Dentistry	July 1, 2018	June 30, 2021
Sven Anders (A1.1)	Agricultural, Life and Environmental Sciences	July 1, 2018	June 30, 2021
Frances Plane (A1.1)	Medicine and Dentistry	July 1, 2018	June 30, 2021
Japan Trivedi (A1.1)	Engineering	July 1, 2018	June 30, 2021

FACULTY OF EXTENSION – FACULTY COUNCIL

Action Required by GFC: To fill one (1) vacancy calling for an academic staff member (Category A1.0) from at-large, *exclusive of the Faculty of Extension*.

<u>Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Kambiz Moez (A1.1)	Engineering	July 1, 2018	June 30, 2021

[END]

FOR THE GFC MEETING OF SEPTEMBER 24, 2018

The Board of Governors held a special meeting on May 28, 2018 dedicated to the annual financial statements. At the meeting, as recommended by the Board Audit Committee, the Board approved the Audited Financial Statements for the year ended March 31, 2018.

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on June 15, 2018:

REPORT OF THE PRESIDENT

The President provided a written report on his activities since May 11, 2018, including updates on the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, Dr Turpin provided verbal remarks on: recent convocation ceremonies and the university's honorary degree recipients; the 2018 Griffin Poetry Prize winning book *This Wound is a World* by Billy-Ray Belcourt, copies of which were distributed to board members as summer reading; his recent travel to China to pursue opportunities for future academic research partnerships and meet with alumni and donors; and a progress update on *For the Public Good*, which will be posted to the strategic plan's website.

DISCUSSION ITEMS

The Board discussed:

- the latest updates from the Cannabis Working Group (CWG), with Andrew Leitch from Risk Management Services and Kevin Friese from the Office of the Dean of Students, noting that the CWG had provided a number of recommendations and is awaiting more information from municipal and federal governments. Board members provided feedback on the special considerations surrounding cannabis use on campus.
- the Board Investment Committee Annual Report, with David Lawson, Chair of the Board Investment Committee. Board members received an overview of the endowment's performance over the past year and discussed responsible investing and an appropriate spending percentage of returns.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Board Chair, Mr Michael Phair, the Board of Governors approved:

- the establishment of an Ad Hoc Group for the 2018 Board Strategic Retreat;
- the following new appointments to Board Committees:
 - Jon Chia to the Finance and Property Committee; and
 - Maria Holowinsky to the Investment Committee.
- the [*Report and Recommendations of the Board Working Group – 2018*](#), the result of a review of the Board's processes, structure and role in providing strategic oversight, insight and foresight with the goal of governance excellence in support of the university's institutional strategic plan.

On the recommendation of the Learning and Discovery Committee and General Faculties Council, the Board of Governors approved:

- the termination of the Post Graduate Diploma in Health Promotion offered through the School of Public Health, as submitted by the Faculty of Graduate Studies & Research;
- the termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian;
- the termination of the Bachelor of Arts Individualized Major and Minor;

- the termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS), to take effect upon final approval; and
- the termination of the Bachelor of Music routes of Music History, School Music, and World Music to take effect upon final approval.

On the recommendation of the University Relations Committee, the Board of Governors approved and adopted the University of Alberta 2017-18 Annual Report.

On the recommendation of the Learning and Discovery Committee, and whereas the University of Alberta 2018-2019 Consolidated Budget and the 2018-2019 Capital Plan were previously approved by the Board of Governors on March 16, 2018, the Board of Governors approved the *University of Alberta Comprehensive Institutional Plan (2018 – 2021) (CIP)*.

INFORMATION REPORTS

- Report of the Audit Committee
 - Update on Risk-Based Internal Audit Plan
 - Management's Quarterly Compliance Certificate
 - University of Alberta Annual Report 2017-18 (without financials)
 - Auditor General's Report to the Audit Committee for the Year Ended March 31, 2018
 - Report on Joint Ventures and Other Entities (including TEC Edmonton)
 - Review of Executive Travel
- Report of the Finance and Property Committee
 - University of Alberta's Comprehensive Institutional Plan (CIP) (2018-2021)
 - Functional Namings: *University of Alberta Botanic Gardens Roadways, Plaza, and Pavilion*
 - TEC Edmonton Annual Report
 - Peter Lougheed Leadership College Update
 - Project Management Office - Quarterly Status Report
- Report of the Human Resources and Compensation Committee
 - Faculty and Staff Relations Dispute Summary
- Board Investment Committee
 - Portfolio Compliance – March 31, 2018
 - Portfolio Performance – March 31, 2018
 - Update on Towers Watson Report
 - University 2018/19 Institutional Risks – Presentation and Review
 - Unitized Endowment Pool (UEP) Strategy Progress Report
 - Non-endowed Investment Pool (NEIP) Strategy Progress Report
- Report of the Learning and Discovery Committee
 - Learning Moment: Commercialization and Technology Transfer
 - Report from the Provost and Vice-President (Academic)
 - Report from the Vice-President (Research)
 - Summary Report from the Unit Review of University of Alberta International (UAI)
- Report of the Safety, Health and Environment Committee
 - Dashboard Review
 - Strategic Initiative: Facilities & Operations Safety Program Review
 - Strategic Initiative: Develop and Improve a Safety Culture Across Campus
 - Memo from the Associate Vice-President (Risk Management Services) and the Associate Vice-President (Operations and Maintenance)
 - Office of Environment, Health & Safety Annual Report
 - University of Alberta Protective Services Annual Report
 - Facilities and Operations Annual Report
 - Dean of Students Annual Report
 - Occupational Health and Safety (OHS) Act Amendment Updates

- Report of the University Relations Committee
 - Report on the Committee's Terms of Reference
 - Senate Update
 - University Relations Update

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

The Board of Governors held a strategic retreat on September 6 and 7, 2018, with the following objectives:

- To continue the momentum of the 2017 strategic retreat and the 2018 Board Working Group's review of Board of Governors' processes, structure and role in providing strategic oversight, insight and foresight with a goal of governance excellence in support of the university's institutional strategic plan.
- To learn how to work together as voting and non-voting board members to better deal with issues of consequence.
- To continue to provide an environment that encourages and supports the university's strategic plan and vision to be one of the world's great universities for the public good.
- To strategically discuss important topics and prepare for the upcoming year.

Outcomes from the retreat will be fully defined over the coming months but include a desire to make steady, responsible and measurable progress toward greater governance excellence.

Prepared for: Katherine Binhammer, GFC Representative on the Board of Governors
By: Erin Plume, Assistant Board Secretary

Please note: official minutes from the open session of the June 15, 2018 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its October 12, 2018 meeting: www.governance.ualberta.ca/BoardofGovernors/Board/BoardMinutes.aspx.

GFC Membership by Legislation – Post Secondary Learning Act (PSLA) Sections 23, 24, 25

 View [‘Reapportionment of GFC Seats’](#) for Details

MEMBER	RELATIONSHIP	FACULTY/OFFICE	TERM END
Voting			
STATUTORY (EX-OFFICIO) <i>Post-Secondary Learning Act (PSLA) Section 23 (a)</i>			
David Turpin	President and Chair	Office of the President	30-Jun-20
Steven Dew	Provost and Vice-President (Academic)	Office of the Provost and Vice-President (Academic)	30-Jun-20
Stanford Blade	Dean, Agricultural, Life and Environmental Sciences	Agricultural, Life and Environmental Sciences	30-Jun-19
Lesley Cormack	Dean, Arts	Arts	30-Jun-21
Allen Berger	Dean, Augustana Faculty	Augustana Campus	30-Jun-19
Joseph Doucet	Dean, Business	Business, Alberta School of	30-Jun-23
Jennifer Tupper	Dean, Education	Education	30-Jun-22
Fraser Forbes	Dean, Engineering	Engineering	30-Jun-21
Katy Campbell	Dean, Extension	Extension	30-Jun-20
Pierre-Yves Mocquais	Dean, Faculté Saint-Jean	Faculté Saint-Jean	30-Jun-19
Deborah Burshtyn	Interim Dean, Faculty of Graduate Studies and Research	Graduate Studies and Research	30-Jun-19
Kerry Mummery	Dean, Kinesiology, Sport, and Recreation	Kinesiology, Sport, and Recreation	30-Jun-20
Paul Paton	Dean, Law	Law	30-Jun-19
Dennis Kunimoto	Dean, Medicine and Dentistry (Acting)	Medicine and Dentistry	
Chris Andersen	Dean, Native Studies	Native Studies	30-Jun-22
Greta Cummings	Dean, Nursing	Nursing	30-Jun-22
Neal Davies	Dean, Pharmacy and Pharmaceutical Sciences	Pharmacy and Pharmaceutical Sciences	30-Jun-21
Robert Haennel	Dean, Rehabilitation Medicine	Rehabilitation Medicine	30-Jun-23
Shanthi Johnson	Dean, School of Public Health	Public Health, School of	30-Jun-23
Jonathan Schaeffer	Dean, Science	Science	30-Sep-18
Heather McCaw	Vice-President (Advancement)	Office of Advancement	30-Jun-20
Andrew Sharman	Vice-President (Facilities and Operations)	Office of the Vice-President (Facilities and Operations)	30-Jun-21
Gitta Kulczycki	Vice-President (Finance & Administration)	Office of the Vice-President (Finance and Administration)	30-Jun-21
Matthias Ruth	Vice-President (Research)	Office of the Vice-President (Research)	30-Jun-23
Jacqui Tam	Vice-President (University Relations)	Office of the Vice-President (University Relations)	30-Jun-22
Lisa Collins	Vice-Provost and University Registrar	Office of the Registrar	
Dale Askey	Vice-Provost (Learning Services) and Chief Librarian	Learning Services	

Meg Brolley, GFC Secretary

PLEASE NOTE: For the approved committee membership composition, please view the on-line “Terms of Reference” documentation, specific to each committee.

STATUTORY FACULTY MEMBERS (Elected by Each Faculty/School) PSLA Section 23 (b) in accordance to Section 24			
Nadir Erbilgin	Statutory Academic Staff	Agricultural, Life and Environmental Sciences	30-Jun-20
Lynn McMullen	Statutory Academic Staff	Agricultural, Life and Environmental Sciences	30-Jun-20
Brent Swallow	Statutory Academic Staff	Agricultural, Life and Environmental Sciences	30-Jun-19
Bill Foster	Statutory Academic Staff	Augustana Campus	30-Jun-20
Piet Defraeye	Statutory Academic Staff	Arts	30-Jun-21
Ryan Dynch	Statutory Academic Staff	Arts	30-Jun-19
Michael Frishkopf	Statutory Academic Staff	Arts	30-Jun-21
Lesley Harrington	Statutory Academic Staff	Arts	30-Jun-19
Susanne Luhmann	Statutory Academic Staff	Arts	30-Jun-21
Carolyn Sale	Statutory Academic Staff	Arts	30-Jun-20
Carrie Smith	Statutory Academic Staff	Arts	30-Jun-19
Benjamin Tucker	Statutory Academic Staff	Arts	30-Jun-19
Alice Nakamura	Statutory Academic Staff	Business, Alberta School of	30-Jun-19
Akiko Watanabe	Statutory Academic Staff	Business, Alberta School of	30-Jun-21
Eva Lemaire	Statutory Academic Staff	Faculté Saint-Jean	30-Jun-20
Christina Rinaldi	Statutory Academic Staff	Education	30-Jun-21
Jorge Sousa	Statutory Academic Staff	Education	30-Jun-19
Lynne Wiltse	Statutory Academic Staff	Education	30-Jun-21
Duncan Elliott	Statutory Academic Staff	Engineering	30-Jun-20
Leijun Li	Statutory Academic Staff	Engineering	30-Jun-19
Mark Loewen	Statutory Academic Staff	Engineering	30-Jun-19
Marc Secanell	Statutory Academic Staff	Engineering	30-Jun-19
Rob McMahon	Statutory Academic Staff	Extension	30-Jun-20
Pirkko Markula	Statutory Academic Staff	Kinesiology, Sport and Recreation	30-Jun-21
Shannon O'Byrne	Statutory Academic Staff	Law	30-Jun-21
Jason Acker	Statutory Academic Staff	Medicine and Dentistry	30-Jun-20
Tarek El-Bialy	Statutory Academic Staff	Medicine and Dentistry	30-Jun-20
Basil Hubbard	Statutory Academic Staff	Medicine and Dentistry	30-Jun-21
Pierre Lemelin	Statutory Academic Staff	Medicine and Dentistry	30-Jun-19
Michael McMurtry	Statutory Academic Staff	Medicine and Dentistry	30-Jun-21
Laurie Mereu	Statutory Academic Staff	Medicine and Dentistry	30-Jun-19

Meg Brolley, GFC Secretary

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Sue-Ann Mok	Statutory Academic Staff	Medicine and Dentistry	30-Jun-21
Vivian Mushahwar	Statutory Academic Staff	Medicine and Dentistry	30-Jun-20
Georg Schmolzer	Statutory Academic Staff	Medicine and Dentistry	30-Jun-20
Richard Schulz	Statutory Academic Staff	Medicine and Dentistry	30-Jun-21
Kim Solez	Statutory Academic Staff	Medicine and Dentistry	30-Jun-19
Amy Tse	Statutory Academic Staff	Medicine and Dentistry	30-Jun-19
Dilini Vethanayagam	Statutory Academic Staff	Medicine and Dentistry	30-Jun-20
Jonathan White	Statutory Academic Staff	Medicine and Dentistry	30-Jun-19
Ian Winship	Statutory Academic Staff	Medicine and Dentistry	30-Jun-20
Erin Wright	Statutory Academic Staff	Medicine and Dentistry	30-Jun-19
Adam Gaudry	Statutory Academic Staff	Native Studies	30-Jun-19
Susan Sommerfeldt	Statutory Academic Staff	Nursing	30-Jun-21
John Seubert	Statutory Academic Staff	Pharmacy and Pharmaceutical Sciences	30-Jun-20
Dean Eurich	Statutory Academic Staff	Public Health, School of	30-Jun-19
Mary Forhan	Statutory Academic Staff	Rehabilitation Medicine	30-Jun-21
W. Ted Allison	Statutory Academic Staff	Science	30-Jun-21
Jeff Birchall	Statutory Academic Staff	Science	30-Jun-19
Al Meldrum	Statutory Academic Staff	Science	30-Jun-19
Roger Moore	Statutory Academic Staff	Science	30-Jun-21
Lisa Stein	Statutory Academic Staff	Science	30-Jun-19
Eleni Stroulia	Statutory Academic Staff	Science	30-Jun-21
Bruce Sutherland	Statutory Academic Staff	Science	30-Jun-19
Vacancy	Statutory Academic Staff	Engineering	

STATUTORY STUDENT - UNDERGRADUATE (Two Students Nominated by Students' Council) PSLA Section 23 (c) (i)			
Akanksha Bhatnagar	Student Nominated by UG Council of Students	VP Academic (Students' Union)	30-Apr- 19
Andre Bourgeois	Student Nominated by UG Council of Students	VP Student Life (Students' Union)	30-Apr- 19

STATUTORY STUDENT - GRADUATE (One Student Nominated by Graduate Students' Association) PSLA Section 23 (c) (ii)			
Masoud Aliramezani	Student Nominated Graduate Students' Association	VP Academic (Graduate Students' Association)	30-Apr- 18

Meg Brolley, GFC Secretary

PLEASE NOTE: For the approved committee membership composition, please view the on-line "Terms of Reference" documentation, specific to each committee.

APPOINTED MEMBERS (Undergraduate Students) PSLA Section 23 (d) in accordance to Section 25			
Brandi Kobes	Undergraduate Student Member	Agricultural, Life and Environmental Sciences	30-Apr-19
Erin Allin	Undergraduate Student Member	Arts	30-Apr-19
Robert Bilak	Undergraduate Student Member	Arts	30-Apr-19
Yiming Chen	Undergraduate Student Member	Arts	30-Apr-19
Mariam Hosseiny	Undergraduate Student Member	Arts	30-Apr-19
Mpoe Mogale	Undergraduate Student Member	Arts	30-Apr-19
Dustin Sandler	Undergraduate Student Member	Arts	30-Apr-19
John Hussein	Undergraduate Student Member	Business, Alberta School of	30-Apr-19
Luke Statt	Undergraduate Student Member	Business, Alberta School of	30-Apr-19
Tahra Haddouche	Undergraduate Student Member	Faculte Saint-Jean	30-Apr-19
Amlan Bose	Undergraduate Student Member	Engineering	30-Apr-19
Ryan Holowaty	Undergraduate Student Member	Engineering	30-Apr-19
Cindy Liang	Undergraduate Student Member	Engineering	30-Apr-19
Syed Mustafa	Undergraduate Student Member	Engineering	30-Apr-19
Janet Yao	Undergraduate Student Member	Engineering	30-Apr-19
David Chung	Undergraduate Student Member	Law	30-Apr-19
Albert Hu	Undergraduate Student Member	Medicine and Dentistry	30-Apr-19
Nathan Sunday	Undergraduate Student Member	Native Studies	30-Apr-19
Abigail Bridarolli	Undergraduate Student Member	Nursing	30-Apr-19
Miray Aizouki	Undergraduate Student Member	Pharmacy and Pharmaceutical Sciences	30-Apr-19
Joel Agarwal	Undergraduate Student Member	Science	30-Apr-19
Tiffany Bruce	Undergraduate Student Member	Science	30-Apr-19
Julia Craig	Undergraduate Student Member	Science	30-Apr-19
Genna DiPinto	Undergraduate Student Member	Science	30-Apr-19
Hyejun Kim	Undergraduate Student Member	Science	30-Apr-19
Shuaa Rizvi	Undergraduate Student Member	Science	30-Apr-19
Rachel Wang	Undergraduate Student Member	Science	30-Apr-19
Vacancy	Undergraduate Student Member	Agricultural, Life and Environmental Sciences	
Vacancy	Undergraduate Student Member	Arts	
Vacancy	Undergraduate Student Member	Arts	

Meg Brolley, GFC Secretary

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Vacancy	Undergraduate Student Member	Augustana Campus	
Vacancy	Undergraduate Student Member	Business	
Vacancy	Undergraduate Student Member	Education	
Vacancy	Undergraduate Student Member	Education	
Vacancy	Undergraduate Student Member	Education	
Vacancy	Undergraduate Student Member	Education	
Vacancy	Undergraduate Student Member	Engineering	
Vacancy	Undergraduate Student Member	Kinesiology, Sport, and Recreation	
Vacancy	Undergraduate Student Member	Nursing	
Vacancy	Undergraduate Student Member	Science	

APPOINTED MEMBERS (Graduate Students) PSLA Section 23 (d) in accordance to Section 25			
Saleema Allana	Graduate Student Member	Nursing	30-Apr-19
Vahid Ayan	Graduate Student Member	Business, Alberta School of	30-Apr-19
Bishoi Aziz	Graduate Student Member	Medicine and Dentistry	30-Apr-19
Natalie Diether	Graduate Student Member	Agricultural, Life and Environmental Sciences	30-Apr-19
Braulio Garza	Graduate Student Member	Medicine and Dentistry	30-Apr-19
Gautam Gaur	Graduate Student Member	Agricultural, Life and Environmental Sciences	30-Apr-19
Osman Hojanepesov	Graduate Student Member	Medicine and Dentistry	30-Apr-19
Taher Jafferjee	Graduate Student Member	Science	30-Apr-19
Maryam Kebbe	Graduate Student Member	Medicine and Dentistry	30-Apr-19
Carmel Montgomery	Graduate Student Member	Medicine and Dentistry	30-Apr-19
Sabitha Rajaruban	Graduate Student Member	Medicine and Dentistry	30-Apr-19
Allan (Yilun) Wu	Graduate Student Member	Medicine and Dentistry	30-Apr-19
Ding Xu	Graduate Student Member	Arts	30-Apr-19
Vacancy	Graduate Student Member		

APPOINTED MEMBERS (GFC Terms of Reference) in accordance to PSLA Section 23 (d) under PSLA Section 25			
Sasha van der Klein	Board of Governors Representative	President (Graduate Students' Association)	30-Apr-19
Reed Larsen	Board of Governors Representative	President (Students' Union)	30-Apr-19
Levi Flaman	Board of Governors Representative	Undergraduate Student Appointee	30-Apr-19

Meg Brolley, GFC Secretary

PLEASE NOTE: For the approved committee membership composition, please view the on-line "Terms of Reference" documentation, specific to each committee.

David Cooper	Board of Governors Representative	AASUA Appointee	11-Oct-18
Matthew Barnett	Board of Governors Representative	NASA Appointee	11-Apr-20
Katherine Binhammer	Board of Governors Representative	GFC Appointee	30-Jun-20
Andrei Tabirca	Non-Academic Staff Representative	Nominated by NASA	30-Jun-21
Shannon Erichsen	Non-Academic Staff Representative	Nominated by NASA	30-Jun-20
Janice Kung	University Library Academic Staff Representative	University of Alberta Libraries	30-Jun-21
Amanda Wakaruk	University Library Academic Staff Representative	University of Alberta Libraries	30-Jun-19
Janet Williamson	University Library Academic Staff Representative	University of Alberta Libraries	30-Jun-20
Vacancy	Academic Staff (APO) Representative	APO (Nominated by AASUA)	
Vacancy	Academic Staff (FSO) Representative	FSO (Nominated by AASUA)	
Vacancy	Academic Teaching Staff (ATS) Representative	ATS (Nominated by AASUA)	
Vacancy	Academic Teaching Staff (ATS) Representative	ATS (Nominated by AASUA)	
Vacancy	Non-Academic Staff Representative	Non-NASA Representative	

ADDITIONAL APPOINTEES			
André Costopoulos	Vice-Provost and Dean of Students	Office of the Provost and Vice-President (Academic)	30-Jun-21
Kevin Kane	AASUA President	Additional Appointee	30-Jun-19
Shawn Flynn	St. Joseph's College Representative	Academic Dean	30-Jun-20
Vacancy	Chairs' Council Representative	Chairs' Council/Chairs' Council Executive	

Meg Brolley, GFC Secretary

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