



Monday, June 22, 2020
Virtual Meeting
2:00 PM - 4:00 PM

OPENING SESSION

1. Approval of the Agenda David Turpin
2. Comments from the Chair David Turpin
- Report on *For the Public Good*

CONSENT AGENDA

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

3. Approval of the Open Session Minutes of May 25, 2020
4. New Members of GFC

ACTION ITEMS

5. Final Report of GFC Executive's Transition Committee Eleni Stroulia
Motion: To Approve
6. University of Alberta for Tomorrow Bill Flanagan
Steven Dew
Gitta Kulczycki
Motion: To Approve

DISCUSSION ITEMS

7. Building Capacity in the Graduate Student Experience, Graduate Student Success, and Excellence in the Graduate Student-Supervisory Relationship Brooke Milne
8. Upcoming Considerations David Turpin
John Nychka
Tammy Hopper
-Proposed Review of the Evaluation and Grading Procedure in the University Calendar
9. Academic Governance Emergency Protocols (Standing Item) David Turpin

A. Report of the GFC Executive Committee

B. [COVID-19 Governance Decision Tracker](#)

C. Fall 2020 / Winter 2021 Planning Overview Steven Dew
Andrew Sharman
10. Document Submitted by GFC Member - *materials will be posted once* David Turpin

available

11. Question Period
 - 11.1 Question from GFC Member Andrei Tabirca Regarding the NOUS Group and Written Response
 - 11.2 Question from GFC Member Anastasia Elias Regarding Housing for Students with Families and Written Response
 - 11.3 Questions from GFC Member Kathleen Lowrey Regarding Consulting Fees and Intellectual Independence of the University

David Turpin

INFORMATION REPORTS

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

12. Report of the GFC Academic Planning Committee
13. Report of the GFC Academic Standards Committee
14. GFC Nominations and Election (no documents)
- [Apply Now! Submit Committee Application](#)
15. Information Items
A.GFC Membership Reapportionment 2020 – [link to Reapportionment Chart to be updated here once finalized.](#)
16. Information Forwarded to GFC Members Between Meetings
-Email [FOLLOW UP] General Faculties Council - May 25, 2020

CLOSING SESSION

17. Next Meeting of General Faculties Council: September 28, 2020

Presenter(s):

David Turpin	President and Vice-Chancellor and Chair of General Faculties Council
Eleni Stroulia	Professor and Chair of GFC Executive's Transition Committee
Bill Flanagan	President-elect
Steven Dew	Provost and Vice-President (Academic)
Gitta Kulczycki	Vice-President (Finance and Administration)
Brooke Milne	Vice-Provost and Dean, Faculty of Graduate Studies and Research
John Nychka	Vice-Provost (Learning Initiatives)
Tammy Hopper	Vice-Provost (Programs)
Andrew Sharman	Vice-President (Facilities and Operations)

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Heather Richholt, 780-492-1937, richholt@ualberta.ca

Prepared by:
University Governance

Yimmie Sonuga, GFC Secretary
www.governance.ualberta.ca

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Report on <i>For the Public Good</i>
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Item

Proposed by	David Turpin, President and Vice-Chancellor
Presenter	David Turpin, President and Vice-Chancellor

Details

Responsibility	President and Vice-Chancellor
The Purpose of the Proposal is (please be specific)	This item is before GFC to share the <i>For the Public Good Report 2020</i> which provides an update on the University of Alberta's progress towards its strategic plan, <i>For the Public Good</i> .
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Since its launch in 2016, <i>For the Public Good</i> has guided our community's actions. Today, our university is facing unprecedented upheaval, as we deal with the largest reduction in provincial funding in recent history and COVID-19, a global public health emergency that has impacted all we do. Through these challenges, our shared commitment to <i>For the Public Good</i> and to excellence in teaching, research, and community engagement remains our focus.</p> <p>Reflecting on achievements in this 2020 progress report not only illustrates this commitment but also demonstrates our community's creativity and resilience. Through multiple initiatives, actions, and achievements, faculty, staff, and students across faculties and units have dedicated their individual and collective talents to build, experience, excel, engage, and sustain for the public good. Through common cause, together we continue to build a better province, a better Canada, and a better world.</p>
Supplementary Notes and context	< <i>This section is for use by University Governance only to outline governance process.</i> >

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> • President • Board Governance Committee (May 27, 2020) • GFC Executive Committee (June 15, 2020) • Board of Governors (June 19, 2020) • General Faculties Council (June 22 2020)
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success

Item No. 2

Legislative Compliance and jurisdiction	Board Governance Committee Terms of Reference 2 a) General Faculties Council
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Attachments

1. *For the Public Good* Report 2020 (pages 1 - 40)

Prepared by: Bobbi Schiestel, Director, Office of the President, bobbi.schiestel@ualberta.ca

FOR THE PUBLIC GOOD REPORT 2020



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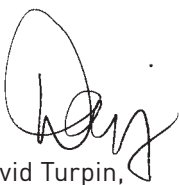
Through common cause, together we continue to build a better province, a better Canada, and a better world.

FOR THE PUBLIC GOOD

Since its launch in 2016, *For the Public Good* has guided our community's actions. Today, our university is facing unprecedented upheaval, as we deal with the largest reduction in provincial funding in recent history and COVID-19, a global public health emergency that has impacted all we do. Through these challenges, our shared commitment to *For the Public Good* and to excellence in teaching, research, and community engagement remains our focus.

Reflecting on achievements in this 2020 progress report not only illustrates this commitment but demonstrates our community's creativity and resilience. Through multiple initiatives, actions, and achievements, faculty, staff, and students across faculties and units have dedicated their individual and collective talents to build, experience, excel, engage, and sustain for the public good. Through common cause, together we continue to build a better province, a better Canada, and a better world.

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



David Turpin,
President and Vice-Chancellor



Steven Dew,
Provost and Vice-President (Academic)

GOAL

Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

Build FOR THE PUBLIC GOOD

Through the development of strategic recruitment, retention, and renewal plans launched since 2015, the University of Alberta increased the diversity of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We developed and launched the university's first Equity, Diversity, and Inclusivity Strategic Plan; signed on to the federal government Dimensions Charter; and for the first time in U of A history, appointed an equal number of male and female vice-presidents and deans. Over the last five years, the university has deepened its commitment to Indigenous students, communities, and knowledge through a multi-faceted and sustainable response to the Truth and Reconciliation Commission of Canada's Calls to Action. And, we have built a vibrant digital arena for award-winning storytelling and communications through the UAlberta website, Folio, The Quad, New Trail, and YouAlberta.



INDIGENOUS INITIATIVES

MorningStar Willier is one of the University of Alberta's exceptional undergraduate students. Her educational journey began in the Transition Year Program (TYP), an innovative program offered through First Peoples' House which attracts about 60 students a year.

“The additional supports and cultural aspects made my transition so much smoother, and provided a safe space and sense of belonging.”

– MorningStar Willier

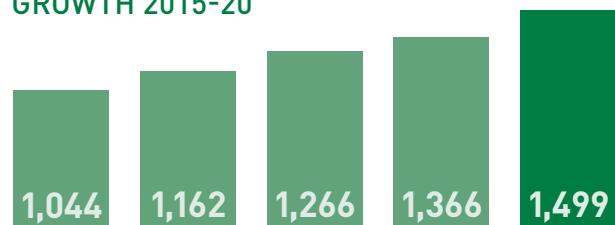
Programs such as TYP have paved the way for a thoughtful response to the Calls to Action in the Truth and Reconciliation Commission of Canada report. In 2017, the university signed a memorandum of understanding with the National Centre for Truth and Reconciliation. Record Indigenous enrolment growth is supported by two new recruitment roles in the Office of the Registrar as well as the new role of Assistant Dean of First Nations, Métis, and Inuit Students in the Office of the Dean of Students. The number of Indigenous students has increased in 15 faculties. The community now collaborates on understanding Indigenous laws and governance systems through the Wahkohtowin Law and Governance Lodge. Two new residences, Thelma Chalifoux Hall and Nîpisîy House, were named to honour Treaty 6.


INDIGENOUS UNDERGRADUATE RECRUITMENT STRATEGY 2019-20

5,000 

Indigenous community members engaged through traditional recruitment measures

INDIGENOUS ENROLMENT GROWTH 2015-20



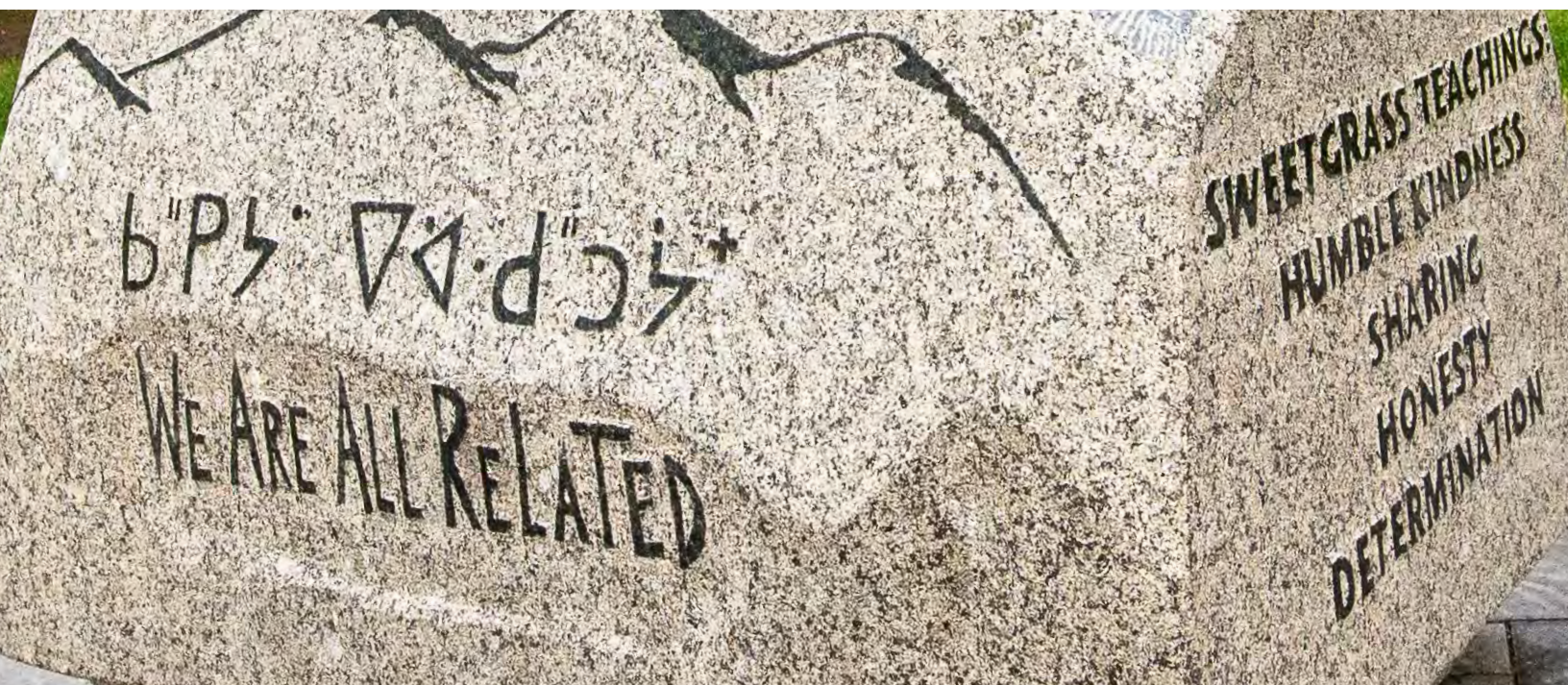
10% YEAR OVER YEAR INCREASE 

Examples of Faculty Indigenous Initiatives

- All majors at Augustana Campus include courses related to the Calls to Action.
- An Indigenous component is part of all programs at Campus Saint-Jean.
- Faculty of Native Studies launched a PhD in Indigenous Studies.
- School of Public Health launched programs related to Indigenous and Northern health, and Elders and Knowledge Keepers.
- Faculty of Medicine & Dentistry now offers all eligible Indigenous students a place in the MD program, eliminating the former quota system.
- Faculty of Education expanded the Aboriginal Teacher Education Program through increased community partnerships.

Since 2015, many faculties and departments have Indigenousized their programs by introducing new courses and experiential learning opportunities taught by Indigenous instructors; several faculties partnered with the Faculty of Native Studies to offer certificates and courses. 19 Indigenous faculty members were hired. The Office of the Vice-provost (Indigenous Programming & Research) was created to provide further, ongoing support for faculties and departments. The first to hold the role, Vice-provost Florence Glanfield is building on her own history as a student and faculty member at the U of A. "I've come to make sense of the concepts of decolonization, reconciliation, and

Indigenization in particular ways because of my experience at the U of A," Florence says. "I want to ensure that spaces we have are places of generative ideas and possibilities for individuals who are here and who will follow in this time of transition in Alberta and in Canada." The important work of responding to the Calls to Action and Indigenousizing the U of A's campuses will continue to evolve. In the forthcoming Indigenous Strategic Plan, the U of A will build upon the work of its leaders of Indigenous scholarship and make its classrooms, residences, workspaces, and facilities welcoming, accessible spaces with resources that address the histories and experiences of Indigenous peoples.





NATIONAL RECRUITMENT STRATEGY

One of Canada's top universities and a global leader, the University of Alberta is a vibrant community with diverse opportunities. Yet, while prospective Albertan and international students have eagerly applied to the U of A, national recruitment has lagged behind. Guided by *For the Public Good*, the Undergraduate National Recruitment Strategy was initiated in 2016 and the first university brand audit in 11 years was launched in 2019 to gather more feedback to strengthen recruitment, marketing, and communications strategies. As part of the strategy, the Boarding UAlberta program was developed as prospective students who have

direct experiences at the U of A are more likely to apply and attend. Through Boarding UAlberta, high school students from across Canada visit for a weekend and experience the people, programs, residences, and facilities offered. This program caught the eye of Sankalp Saini in Saskatchewan. After attending, Sankalp applied and was admitted to the Faculty of Engineering. "I love it here," Sankalp says. "The program introduced me to so many people and support systems on campus." The program receives an average of 300 applications every year and has been integral to the success of the National Recruitment Strategy.

NATIONAL RECRUITMENT PROGRAM

A RECORD HIGH
2,250

out-of-province students
enrolled in 2019-20

5%
YEAR
OVER
YEAR
INCREASE

16.2%

increase
in direct-
entry out-
of-province
student
registration
between
2016-19





INTERNATIONAL STUDENTS

The University of Alberta is a leader in international engagement with a strong track record of accomplishments at home and abroad. International connections enrich our students' academic experience, allow our researchers to excel in their broad range of activities, and build the institution's reputation as a leading global university. We are driven by the goal of developing mutually beneficial, sustainable partnerships for the public good. International students enrich the academic and cultural diversity of the U of A and contribute to building more meaningful and relevant learning experiences for all students.

The U of A has seen a rapid growth in the numbers of international students; recruitment efforts are aimed at enhancing diversity and ensuring consistently high academic quality in the international student population.

35% - 45% of international graduate students are nationalized as Canadian while studying at the U of A by becoming Canadian citizens or permanent residents.

INTERNATIONAL ENROLMENT 2019-2020



20.5%
of all students

15.3%
undergraduate
students

39.8%
graduate
students

MET 15% ►

INTERNATIONAL UNDERGRADUATE
ENROLMENT TARGET

Strategic Plan for Equity, Diversity, and Inclusivity Highlights

- Signed the Dimensions Charter, a federal initiative to promote EDI in research.
- Exceeded federal targets for EDI in the composition of Canada Research Chairs.
- Produced a set of best practice guides and tools to support units across the university in their recruitment processes.
- Administered a Workforce Diversity Census to track long-term progress in diversifying the workforce.
- Created EDI Awards to recognize the work staff, students, and faculty do to create welcoming spaces and promote inclusivity.

STRATEGIC PLAN FOR EQUITY, DIVERSITY, AND INCLUSIVITY

The University of Alberta has a long history of commitment to equity, diversity, and inclusivity (EDI). Faculty, staff, and students practise EDI within their faculties and units by creating welcoming spaces, providing supports and resources, and advocating for equal opportunities.

For the first time in the U of A's history, there is an equal number of male and female vice-presidents and deans.

When *For the Public Good* was drafted the community voiced a deep value for a balanced academy; the gender pay equity agreement approved in 2019 plays an important role in that vision. Building on foundational work happening across campuses, a scoping group came together in 2018 to share their experiences and expertise, and develop a plan that reflected the U of A's EDI efforts, the current university environment, and shared objectives for the future. Led by the Office of the Provost, the university's first Strategic Plan for EDI was launched in 2019. The plan recognizes equity and diversity as fundamental to achieving inclusive excellence in learning, teaching, research, service, and community engagement. It reflects the U of A's ambitions

for the future while acknowledging our current realities — both the outstanding work being done already and the challenges that remain. "I think of the university as an EDI league where different teams are working individually and collectively to advance a shared strategic vision of a more accessible, equitable, diverse, and inclusive campus," said Malinda Smith, the inaugural Provost Fellow in EDI Policy.

To better serve the diverse university community participating in campus recreation activities, three units came together to develop universal change rooms for the Van Vliet Centre. The first one opened in January 2020, creating an accessible space for students, staff, and community members of all abilities, gender identities, and religions.



Wanting to provide support during the refugee crisis, the U of A opened its campuses to refugee students and researchers through international partnerships and the President's Award for Refugees and Displaced Persons. The initiatives have brought exceptional and talented scholars to the U of A.

GOAL

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

Experience FOR THE PUBLIC GOOD

By providing students with exceptional experiences that link them to their futures, the University of Alberta facilitates their success both within the curriculum and beyond. We pay attention to the development of the whole person, and over the last five years have expanded learning experiences that transform, nurture talents, expand knowledge and skills, and enable success. In every faculty, innovative curricular and co-curricular experiential and work-integrated learning programs, opportunities, and spaces have been established that engage students, faculty, and staff with issues, questions, and ideas relevant to community organizations, industry, and governments today. Lifelong learners have also benefited from increased options offered by the Faculty of Extension, Alumni Relations, and the U of A's globally successful suite of massive open online courses.



EXPERIENTIAL LEARNING

In 2017, Faculty of Engineering master's student Nirwair Bajwa received a work experience placement with Stantec through the Sustainability Scholars program, an opportunity that brought him into the company just as it was building its new tower in Edmonton. Interested in the connections between workplace design and employee health and well-being, he secured a second placement at Stantec through the Faculty of Graduate Studies and Research's Graduate Student Internship Program to bring his ideas for the company to fruition.

“The Sustainability Scholars program was a turning point for my career.”

– Nirwair Bajwa

“[Without] this opportunity, I may not have been able to explore these options,” Nirwair said. Since graduating in 2018, Nirwair secured full-time employment with Stantec as a sustainability analyst and was recently named a Top 30 Under 30 Sustainability Leader by Corporate Knights.

A transformative experiential learning experience like Nirwair's breaks down traditional boundaries between campus and community, classroom and workplace. In work-integrated or experiential learning experiences, students thrive applying research and scholarship to

real-world experiences. While they strengthen transferable, professional skills, preparing them for a successful transition into the workforce, businesses and organizations benefit from their fresh ideas and infusion of new knowledge. Increasing these kinds of internships, co-ops, community service-learning, and field work opportunities has been a major objective of *For the Public Good*, and over the last five years, the University of Alberta has significantly expanded its pool of offerings.

Open to all U of A students, the Peter Lougheed Leadership College welcomed its first cohort in 2015 and began delivering interdisciplinary programming to build students' skills in leadership and service. With extensive changes to the program in 2019, even more options for development opened. As a result, Lan Truong, who was pursuing a Certificate in Interdisciplinary Leadership Studies alongside a Bachelor of Science in Chemistry, was able to use credits from Alberta School of Business leadership courses towards PLLC program requirements. “PLLC challenged me to learn outside the classroom and practise leadership skills in the community,” Lan says. “It connected me with unique and driven leaders throughout the program, university, and greater local community, with whom I likely would not have met and created such strong relationships had it not been for the program.”

84%

of senior U of A students participate in high-impact practices, exceeding the 81% average among U15

Experiential learning opportunities are also known as High-Impact Practices. Positively associated with learning and retention, these programs depend on extensive collaboration among diverse groups of people and transform and enrich student experience.

LEARNING IN AND WITH COMMUNITY

Expanding experiential learning opportunities result in benefits beyond the campus community. Many Albertans experience immediate and long-term benefits from the work and expertise our students bring into the greater community. In 2019, one of the University of Alberta's longest-running experiential programs expanded to accommodate even more students and community members. For more than 20 years, the Boyle McCauley Health Centre (BMHC) Dental Clinic has provided students in the Faculty of Medicine & Dentistry with hands-on learning experience while providing dental care to underserved populations. In 2019, the demand for services attracted a \$1.5-million partnership between the School of Dentistry, The Métis Nation of Alberta, BMHC, and Alberta Health Services to expand services and serve 1,000 more patients annually.

Humanities 101, a program that goes into Edmonton communities to offer free courses to underserved adult learners facing barriers to traditional education, celebrated its 10th anniversary in 2018. Supported by the U of A's Community Service-Learning program, Humanities 101 brings students and participants into inclusive, community-based educational spaces.

“[Humanities 101 is where] experiential learning meets book knowledge, shared in an inclusive, non-judgmental way.”

– Patti Howell, Humanities 101 student

Kelsi Barkway, a doctoral student in sociology, says her experiences with the program have fundamentally altered her perception of what learning communities can look like, how they can be built, and who should be there.

A similar desire to transform the status quo lies behind a multidisciplinary student-led success story. With the goal of developing a space industry in Alberta, students and faculty from the faculties of science and engineering formed AlbertaSat in 2010. After four years of collaboration, they assembled and launched Alberta's first satellite from the International Space Station in 2017. The more than 60 students involved gained everything from advanced technical knowledge to skills for building business cases, managing major projects, leading teams, and governing boards. Today, a new group of AlbertaSat students are building its second satellite, continuing to advance the dream of developing a space industry here in Alberta.

LIFELONG LEARNING

The University of Alberta engages learners of all ages through a variety of programs. Hundreds of thousands of participants worldwide have learned from U of A experts through 10 free massive open online courses, the first of which launched in October 2015. Take, for example, Remy Rodriguez, a five-year-old child from Colorado, who made a special trip to visit the U of A's Paleontology Museum and Dino Lab in 2018 after completing Dino 101 multiple times at home. Or, consider the Canadians who have taken the Indigenous Canada MOOC at their local libraries as a result of a continuing three-year partnership with the Canadian Federation of Library Associations. Indigenous Canada became the highest-ranked online course in Canada in 2018. And, when Mountains 101 launched in 2016, it was the only MOOC on this topic in the world, eventually becoming the third highest-ranked MOOC in the world according to the international aggregator ClassCentral.

Alumni programs also promote the U of A's expertise and research excellence, sharing thought-provoking examples of lifelong learning, discovery, and citizenship within the community. In 2019, the Educated Evening series launched, inviting alumni and guests to learn more about the U of A's diverse research, from black holes to paleontology. The first year of the program

welcomed 4,000 guests. Alumni Weekend in 2019 attracted 4,500 alumni and their families to family-friendly programming at Kids on Campus hosted by Alumni Relations and the faculties of Engineering, Science, Law, Native Studies, and Augustana.

The Faculty of Extension continues to offer adult learners a wealth of continuing education, professional development, and lifelong learning opportunities. Since 2015 the faculty has added 18 continuing and professional education programs (including an Indigenous Community-Industry Relations Certificate, an Occupational Health and Safety Professional Diploma, and an Environmental Remediation Certificate) and 192 continuing and professional education courses. In 2019, the English Language School collaborated with three faculties to offer new programming: the Bridging Program with the Department of Economics provides students with a specialized experience; an assessment tool helps place students in Dentistry's Advanced Placement Program; and a new Speak Test was designed to place students in Engineering's co-operative programs. Study abroad courses Communication Skills for Global Citizenship, and English for Nursing, launched in 2019 to provide students with the opportunity to practise their language skills in immersive settings.

MASSIVE OPEN ONLINE COURSES

582,628 total enrolments **25** total courses



50,346
Indigenous Canada
enrolments

43,540
Mountains 101
enrolments

34,171
Dino 101
enrolments



FACULTY EXPERIENTIAL LEARNING OPPORTUNITIES

Arts Work Experience

The Faculty of Arts offers students the opportunity to integrate career-related work experience into their program. Since the program expanded in 2015, 397 students have completed work terms with more than 200 distinct employers.

3-11 Academic Calendar

As of fall 2017, students at Augustana Campus take only one course in the first three weeks of the semester, supplemented by a variety of experiential learning opportunities outside of their usual discipline, including field work, hands-on learning, and interdisciplinary seminars.

Project-Based Core

Starting in fall 2020, all students at Augustana will undertake a multi-year, project-based core program that includes a first-year seminar, work-integrated learning, and a multidisciplinary final project. This program is the first of its kind in Canada in a liberal arts context.

Africa Project

Campus Saint-Jean's Africa Project, developed in partnership with Initiative Africa, provides students with a volunteer experience in a

francophone African nation. Students, especially in education and nursing programs, develop professional and intercultural skills through community engagement.

Creative Destruction Lab

The Alberta School of Business expanded its participation with the Calgary-based arm of this international mentorship program, pairing MBA students with firms seeking venture capital to assist with the development of business plans.

Leadership-Based Curriculum

In fall 2018 the Faculty of Nursing launched a collaborative BScN curriculum that focuses on leadership skills including innovation and influencing organizational change in interdisciplinary environments. It includes an intensive leadership fieldwork experience that pairs nursing students with mentors in a variety of diverse contexts.

Student Innovation Centre

Opened in 2018, the Faculty of Science's collaboration space offers undergraduate students tools and resources to explore extracurricular science- and technology-based activities including competitions, maker projects, and business ventures.

CREATE Integrated Training Graduate Programs

The Faculty of Science's three CREATE programs combine traditional graduate programming and experiential learning to support students' seamless transition into industry. Programs related to hybrid functional materials, diamond exploration, and quantum nanotechnology address scientific challenges associated with Canada's research priorities.

Athletics Excellence

Being on a Golden Bears or Pandas team offers professional opportunities to U of A students along with intensive athletic training. The excellence of U of A student athletes extended the university's national championship streak to 27 straight years. Athletics opportunities provide alumni with the opportunity to play for professional teams; for instance, Golden Bears football alumnus Carter O'Donnell signed with the NFL's Indianapolis Colts in 2020.

In 2020, Pandas hockey coach Howie Draper became the first women's hockey coach in the U SPORTS era (since 1997) to win 600 career games.

Telerehabilitation for Clinicians

Through the Faculty of Rehabilitation Medicine, clinicians who are interested in implementing virtual services within their practice can learn the evidence, policies, guidelines, and technology required to deliver remote care. Participants have access to practise first-hand delivering telerehabilitation services.

Professional Learning Unit

To help educators meet their professional learning goals, the Faculty of Education created the Professional Learning Unit to offer active, practice-focused learning experiences beyond classroom lectures. Through master's degrees, certificates, courses, and workshops, educators can learn from and address real-world experiences and challenges related to Alberta schools.

Competitive Moot Program

Participating in moot competitions is a key part of the law school experience. In 2020, the Faculty of Law's team won its third consecutive victory at the Gale Cup Moot, the longest-running and most competitive in the country, making U of A the only school to have won three times in a row. In five years, six graduates of the Faculty of Law have received prestigious clerkships at the Supreme Court of Canada.



Examples of New Programs with Experiential Components Introduced Since 2015

- Modern Languages and Cultural Studies (BA, Arts)
- Production: Design (BFA, Arts)
- Policy Studies (MA, Arts)
- Fashion Business Management (BSc, ALES/Business)
- Community Engagement (MA, Extension)
- Indigenous Sport and Recreation Graduate Certificate (KSR/FNS)
- Sport and Recreation Management Graduate Certificate (KSR)
- Certificate in International Learning (Arts, UAI)

Graduate Student Internship Program

The Faculty of Graduate Studies and Research partnered with the Career Centre in 2016 to establish the Graduate Student Internship Program to develop students' professional, transferable skills for careers outside of the academy. As of March 31, 2020, the program placed more than 600 interns with more than 200 distinct employers, with many of these positions turning into permanent roles.

Doctor of Pharmacy (PharmD)

In Alberta, the scope of practice for pharmacists is the broadest in the world. To address the multifaceted requirements of regional pharmacists, the Faculty of Pharmacy and Pharmaceutical Sciences introduced a program for undergraduate students and for practising pharmacists that combines coursework and practical experience.

Animal Science Mini-Internship Program

Since this program launched in 2016, 240 students studying animal, food, plant, and environmental sciences have had the opportunity to try hands-on learning during a Reading Week internship program through the Faculty of Agricultural, Life, & Environmental Sciences. Under the guidance of their workplace hosts, students learn how ag-related industries operate and what career possibilities they offer.

Core Curriculum

The School of Public Health redesigned its Master of Public Health curriculum in 2018 to give students greater access to the practical knowledge of organizations that address public health challenges. With the new curriculum, students have experienced unique community engagement opportunities with 57 organizations across Canada.

Makerspaces

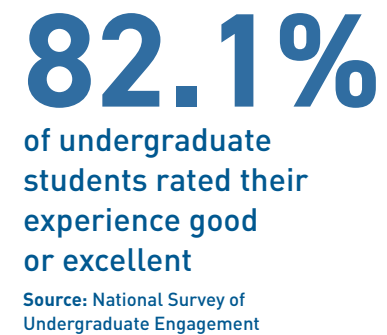
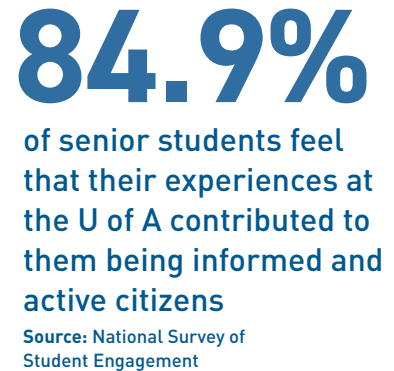
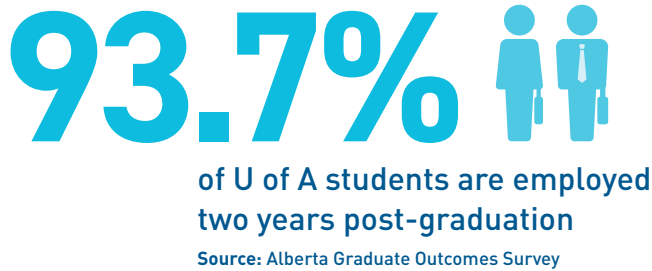
With the addition of the Elko Engineering Garage, Mechanical Engineering makerspace, and the design lab in the Electrical and Computer Engineering research facility, U of A engineering students now have access to one of largest university makerspaces in Canada.

Land-Based Learning

Land-based learning is culturally important to many Indigenous students, and U of A students now have opportunities to experience it both in and out of the classroom. Leaders from Fort McPherson worked with the Faculty of Native Studies to develop a community camp where land-based activities can occur. Knowledge keepers were consulted to guide the structure of a course on porcupine quilling, and a Métis artist came to North Campus to demonstrate the land-based art form.

GRADUATE EMPLOYABILITY AND SATISFACTION

Undergraduate and graduate students consistently report being highly satisfied with their educational experience at the University of Alberta, including student life, service delivery, and university performance.





The 6,000 square foot work and experimentation space in the Faculty of Engineering is equipped with a variety of tools and machinery, including 3-D printers, a virtual reality welding station, and automated laser cutters. Engineering professionals and alumni can meet with and mentor students in the space, and staff work with engineering co-op students to operate the space.

GOAL

Excel as individuals, and together sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

Excel FOR THE PUBLIC GOOD

To excel and achieve our full potential as an institution and as individuals, the University of Alberta sustains a learning and research culture that inspires, supports, and champions high professional standards and outstanding achievements in basic and applied research and scholarship, creative activity, administration, and governance. We ensure that learning experiences at our university are of the highest quality, based on a practice of continuous improvement and innovation in teaching. We consistently attract approximately \$500 million in external research funding annually and have put into place strategies for enhancing our capacity and reputation for innovation, commercialization, and knowledge transfer. From our broad-based strength as a comprehensive, research-intensive public university, we have developed a portfolio of five signature research and teaching areas that distinguish us from among our peer institutions and exemplify the University of Alberta's capacity to engage in big questions and global challenges.



SIGNATURE AREAS

In *For the Public Good*, the University of Alberta committed to identifying a portfolio of signature research and teaching areas where the university is—or will be—recognized as a global leader. The objective was to identify and support established and emerging areas of research and teaching distinction and distinctiveness. Founded upon the broad array of disciplinary excellence at the U of A, the development of signature areas is aimed at promoting cross-faculty, interdisciplinary approaches to enhance the university’s already existing leadership and capacity to address complex global challenges.

In 2017, 57 initial proposals were submitted. Through an extensive development process that brought several linked and aligned proposals together, three signature areas stood out: Intersections of Gender, Energy Systems, and Precision Health. All three had grassroots support across multiple faculties, demonstrated national and international impact, interdisciplinary engagement, significant stakeholder and scholarly partnerships, situational relevance, student demand, and a capacity for further development in alignment with government funding opportunities. In 2019, two additional groups were added to the portfolio of signature areas: AI 4 Society, and Situated Knowledges: Indigenous Peoples and Place.

The leadership teams of these signature areas are now formalizing their interdisciplinary research networks, leveraging existing external funding, growing classroom resources, and developing programming opportunities that invite both international partners and inquisitive members of the public to more fully explore matters of inclusion, energy, health, technology, and Indigenous perspectives. Intersections of Gender and Energy Systems have both formally launched, while the others continue their development phases.

Energy Systems

Energy research today must encompass a full range of approaches, from advancing sustainable development of both fossil fuels and renewables, to understanding and measuring climate change and devising pollution controls, to reclaiming and improving land and water use, rethinking environmental law and policy, and more.

With more than 500 experts from across 18 faculties, the U of A is applying an interdisciplinary lens to the study of energy systems.

These systems must meet society's expectations of type, quality, quantity, reliability, and accessibility within a diverse cultural framework of urban centres, Indigenous nations, smaller communities, and rural regions. This signature area builds on the work of the Future Energy Systems, which was awarded \$75 million from the federal government in 2016 to help move Canada to a low-carbon energy economy.

Intersections of Gender

Many of today's complex challenges—from health care in refugee camps to water security on Indigenous communities to automated transport—require cross-disciplinary, cross-faculty, and intersectional gender expertise to develop effective solutions.

The U of A is the first university to make intersectional gender research and teaching a strategic priority.

Intersections of Gender comprises more than 250 researchers from all 18 faculties at the U of A who are engaged in gender-themed or intersectional research and teaching.

Some examples of intersectional gender research include examining the ways popular representations of science and scientists discourage women from pursuing careers

in STEM fields, researching the employment barriers newcomers to Canada face, analyzing the accelerating incarceration rates among Indigenous women, and bringing together arts-based research with critical disability studies to discover new forms of inclusion. The U of A is the first university to make intersectional gender research and teaching a strategic priority. The university's only Canada 150 Research Chair, Deb Verhoeven (Women's and Gender Studies; Digital Humanities), is one of the researchers involved.

Precision Health

Precision Health is an emerging health-care model that leverages data, new technologies, and the study of factors such as genomics, metabolomics, nutrition, and environment to better understand and address diseases and disabilities.

Precision Health also includes the study of population data to deliver approaches to disease prevention, health promotion, rehabilitation, and reduction of health disparities in populations. The university's Precision Health strength spans discovery, applied, and clinical research and is supported by significant infrastructure and assets. All 18 faculties have research and teaching related to this area. Precision Health will also capitalize on assets and infrastructure across the provincial health sector.



The U of A is home to a broad base of disciplinary excellence. In response to *For the Public Good*, faculties have also identified specialized areas of research:

- **Faculty of Arts Signature Areas of Research and Creative Collaboration:** *Digital Synergies; Language, Communication, and Culture; Mediating Science and Technology; Shifting Praxis in Artistic Research/Research-Creation (SPARC); Stories of Change; Materiality in the Past and Present; Understanding Labour and Work*
- **Faculty of Science Highlight Areas:** *Artificial Intelligence; Evolution of Earth's Biosphere; Exploring Earth's Resources, Quantum Nanoscience and Technology; Space Research and Education; Sustaining Earth's Systems; Glycomics and Metabolomic; Particle Physics; The North*
- **Faculty of Extension Strategic Research Areas:** *Food Systems, Sustainability, and Climate Change; Digital Communication; Aging, Health and Poverty Related Research; Evaluation and Capacity Building; Indigenous Engagement and Community Resilience; Language Instruction, Revitalization, and Maintenance*

Situated Knowledges: Indigenous Peoples and Place

The U of A is poised to become a global leader in Indigenous-engaged research and teaching. Scholars who are committed to Indigenous-engaged research are pushing the boundaries of what constitutes research, pedagogy, and ethical engagement. Home to the only Faculty of Native Studies in North America, a Faculty of Education with a long history of Indigenous scholarship, the long-standing Canadian Indigenous Languages and Literacy Development Institute, and one of the largest concentrations of Indigenous faculty members in Canada, the U of A is uniquely situated to be at the forefront of centring relationships with Indigenous peoples and communities through research and teaching. SKIPP captures the diversity of teaching and research that has been happening across the U of A's campuses for more than 50 years to create a strong community of Indigenous scholars and Indigenous scholarship.

AI 4 Society

The U of A has gained institutional recognition and prominence as a lead player in Canada's national AI strategy. Our computing science department is consistently ranked among the top three globally. In 2017, the U of A became one of three universities sharing \$125 million in federal funding for the Pan-Canadian AI Strategy—a multi-partner, multi-sectoral research initiative that aims to enhance research, recruit talent, and increase collaboration between universities and with Canadian businesses.

The university's AI excellence also brought one of the world's leading AI research companies, DeepMind, to Edmonton in 2017.

AI-related activities are being undertaken across campus by faculty in science, engineering, arts, and humanities. The AI 4 Society signature area will provide continuing institutional leadership in this exciting area of research and scholarship, coordinating and designing innovative training programs, and representing the institution in new initiatives with public, private, and international partners.

RESEARCH AND INNOVATION

The University of Alberta is constantly pushing the boundaries of knowledge through research, teaching, and innovation—the outcomes of which have helped shape our world and improve lives, at home and around the world. Innovation, entrepreneurship, and commercialization are core to the university’s research and education mandate and have become a top priority for many stakeholders. To better build and foster a strong innovation culture within the university, the Vice-president (Research) portfolio was renamed Vice-president (Research and Innovation) in 2019 and a dedicated Associate Vice-president (Research) role was created.

The U of A is poised to play a lead role in placing Canada at the global forefront of knowledge creation and mobilization.

Consider, for example, innovation emerging from the lab of David Wishart, a professor with expertise in biology, biochemistry, and computing science. There, undergraduate students Craig Knox and Mike Wilson worked on a research project to create a comprehensive online drug database. The final project was initially made available only to academics, but as requests from industry users grew, the two young researchers

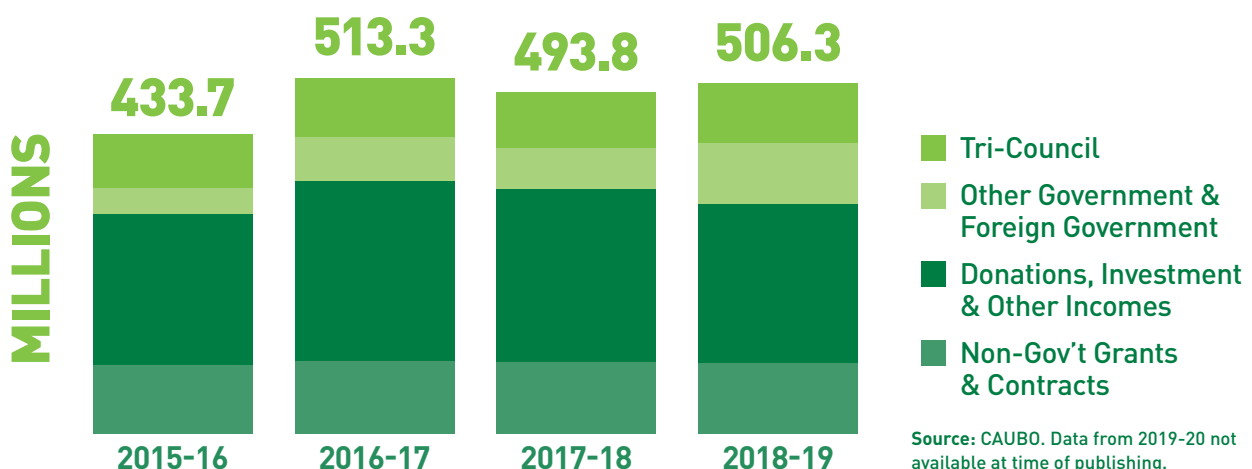
saw the commercial potential of the technology. They pitched the idea of commercializing their innovation to Wishart and the university, and in 2015 the U of A spinoff company Drugbank was founded. Today it is the world’s largest online drug and drug target database, used by millions of researchers, pharmacists, and companies around the world.

SPONSORED RESEARCH FUNDING

Leveraging industry funding and partnerships is a key strength for the university. Since 2016, we have led the U15 in the number and value of NSERC Industrial Research Chair awards and NSERC Collaborative Research and Development Grants. This success is a marker of our researchers’ ability to connect with industry, and with them, conduct research, find solutions, and produce innovations to address shared challenges.

Between 2015-19, the U of A attracted an average of \$487 million in sponsored research funding annually.

SPONSORED RESEARCH INCOME



NATIONAL CENTRES OF EXCELLENCE

In 2019, the Canadian Mountain Network (CMN) hosted at the University of Alberta was named a National Centre of Excellence (NCE) with \$18.3 million in federal funding over five years. The funding enables CMN's interdisciplinary academics, practitioners, and community members to study and respond to conditions related to the sustainability of mountain environments. The research will build on U of A's decades of internationally renowned mountain research. Multi-disciplinary research partnerships are based on Indigenous and Western ways of knowing that inform decision-making and action. Contributions from diverse partner organizations represent a once-in-a-generation opportunity to position Canada as a global leader in mountain systems research at a time when Canada's mountain systems are undergoing rapid and uncertain change.

U of A is currently the only university in Canada hosting two active National Network Centres of Excellence.

The other pan-Canadian network—GlycoNet—is now in its sixth year and involves more than 140 researchers and more than 75 academic, industry, and government partners. Both NCE's are housed in the Faculty of Science. In 2019, world-renowned chemist Lara Mahal joined the team as the university's latest Canada Excellence Research Chair (CERC) and a professor in the Department of Chemistry. "Canada, and the U of A in particular, have a rich history of supporting research into carbohydrates—including federal support for GlycoNet," said Mahal. "As a result of that investment, Canadian glycosylation research is well known internationally, making it a welcoming place for my science and for us to continue to advance this field at a world-class stage."

Mahal's CERC award includes \$10 million in federal funding over the next seven years. She is focused on identifying sugars involved in diseases critical to human health, from pancreatic cancer to HIV, and exploring offshoots of her earlier work—which may hold the key to more rapid discovery of targets for new drugs to treat the diseases.

COMMERCIALIZATION OF U OF A COMPANIES SINCE 2015

31 new
spinoffs
created

336
patents issued

\$5.3
MILLION
gross royalty income



EXCELLENCE IN TEACHING AND LEARNING

The Centre for Teaching and Learning inspires, models, and supports excellence in teaching and learning through a variety of programs for faculty and instructors at all stages of their career.

During the rapid move to remote delivery of classes at the beginning of the COVID-19 pandemic, CTL staff played a vital role in the transition, assisting more than 2,100 instructors from March 11-31, 2020.

Since 2015, CTL has added to its slate of programs and initiatives. New eClass courses, including “Concepts in Course Design,” were introduced to reach more instructors and cover topics more in depth. CTL staff worked with instructors and programs to design massive open online courses and redesign both the face-to-face and online components of blended learning projects and online courses. The nomination and adjudication process for grants and awards for teaching and faculty excellence was adjusted to include a deliberate EDI perspective. And an Indigenous educational developer was hired to support instructors to bring Indigenous worldviews into their practice and their classrooms.

MAJOR AWARDS AND RECOGNITION

For the first time in nearly four decades, a University of Alberta researcher was awarded a prestigious Guggenheim Fellowship in 2018. Michael Woodside, professor in the Department of Physics, was awarded the honour for his work related to understanding devastating neurodegenerative diseases, such as ALS and Parkinson’s, and prion diseases like “mad cow.” He is currently working on identifying a drug that will prevent the coronavirus responsible for the COVID-19 pandemic from replicating once inside an infected host.

Since fall 2015, seven U of A students have been named Rhodes Scholars—more than any other Canadian university. In 2018, then-doctoral student and Rhodes Scholar Billy-Ray Belcourt won Canada’s highest poetry honour, the Griffin Poetry Prize. At 23, Belcourt became the youngest person ever to win the prize.

In 2019, Pandas volleyball head coach Laurie Eisler became the first coach in school history to reach 800 career wins. She is only the second women’s volleyball coach in Canadian university sports history to reach the 800-win plateau.



The Canadian Mountain Network was established in 2019 to enhance the understanding of rapid environmental, economic, and social changes on the resilience of Canadian mountain systems. The University of Alberta has developed an international reputation for mountain research over the past few decades and now hosts this interdisciplinary research network in the Faculty of Science.

GOAL

Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

Engage

FOR THE PUBLIC GOOD

Over the last five years, the University of Alberta has deepened connections and partnerships with local, provincial, national, and international communities, agencies, industries, businesses, and organizations. When our most immediate communities have needed us, we have answered, whether providing emergency housing during the Fort McMurray fire or producing face masks during the COVID-19 crisis. We have celebrated our country's 150th anniversary with neighbouring communities and expanded research and teaching agreements with international partners in countries as diverse as Mexico and China. We have encouraged collaboration across disciplines, campuses, faculties, and units to create interdisciplinary learning experiences for our students that prepare them to face the complex nature of today's challenges and workplaces. In areas of excellence, including energy systems, artificial intelligence, mountains, and glycomics, the University of Alberta continues to expand its national and international leadership, and through multiple collaborative partnerships, is playing a key role in tackling shared global challenges through discovery and innovation.



COMMUNITY-ENGAGED RESEARCH

Providing solutions to the challenges we face with local, provincial, national, and international communities has been core to the university's since the beginning. There is no better example than the University of Alberta's research response to the COVID-19 pandemic. 11 U of A research projects have received a total of \$5.9 million to examine measures to rapidly detect, manage, and reduce the transmission of COVID-19. More than 20 members of the Li Ka Shing Institute of Virology are working to develop antivirals and vaccines. Faculty of Law and School of Public Health professor Timothy Caulfield is serving on the Royal Society of Canada's Task Force to support Canada's response to and recovery from COVID-19. And researchers are carefully studying the effects of the pandemic to provide assistance and expertise now and in the future.

Being able to respond quickly is the result of decades of partnership building. In 2016, the government called for industry- and community-engaged research projects to address global challenges. Thanks in part to long-standing support and endorsement of major industry partners, the U of A received a \$75-million federal grant from the Canada First Research Excellence Fund to work with industry, business, and community organizations on improving, innovating, and sustaining Canada's energy system from energy production and use to energy policy and law.

In 2019 an unprecedented three U of A researchers each received a prestigious \$2.5-million Partnership Grant through SSHRC.

"It's the most we've ever had," said Laura Beard, the U of A's associate vice-president of research who oversees SSHRC grants. "It says something about the quality of the researchers we have here, the exciting kinds of research we're doing here, and what we're committing to doing." All of these projects involve community-based learning and will have real-world effects in K-12 education and Indigenous language dissemination across Canada and North America.

Also in 2019, the U of A and City of Edmonton were the first Canadian partnership in the international MetroLab Network, which encourages the sharing of information, best practices, and solutions to common challenges faced by cities around the world. Through this partnership our researchers are working on three projects in Edmonton related to extending connecting vehicle infrastructure, using artificial intelligence in elder care, and improving the sustainability of buildings.

COMMUNITY SUPPORT

Even during the most challenging times, the University of Alberta serves as a pillar of support for the community. In spring 2016 a wildfire forced 80,000 residents of Fort McMurray to leave their homes. Staff and volunteers quickly mobilized to welcome evacuees into U of A residences. “We’re so thankful that we were able to find this place,” evacuee Brian Cruz said. Community partnerships and the generosity of others helped to provide additional resources and supports. A campus barbeque raised \$16,000 for the Red Cross, a sum matched by the provincial and federal governments and Scotiabank for a total of \$49,305.

“You step out of your bubble of student life and when you help someone else, it really forces you to evaluate what is most important in your life.”

– Farhan Ahmed, then-student volunteer and current alumnus

The Faculty of Engineering reached out to a key partner by welcoming 150 Syncrude employees displaced by the fire. “What we got from the U of A was above and beyond anything we imagined,” said Peter Read, an alumnus and Syncrude’s then-vice-president of strategic planning.

On January 7, 2020, the world received news of a devastating loss of life of 176 people aboard Flight PS752 leaving Tehran, Iran. As the day unfolded, it was confirmed that 10 of the victims were university students, faculty, and alumni. Our community quickly came together to respond to this tragedy. The U of A worked with Edmonton’s Iranian community to host 2,300 guests, and thousands more virtually, at a memorial service. With input from our internal and external communities, the Mojgan Daneshmand, Pedram Mousavi, and Victims of Flight PS752 Memorial Fund was established with the goal of creating an endowment to provide two annual graduate student scholarships.

To help support the 135,000 people in the Edmonton area who live in poverty, the U of A hosts an annual United Way fundraising campaign. Students, faculty, staff, administration, and alumni serve and support people in our community who are impacted by social issues including poverty, discrimination, domestic violence, and mental illness. The U of A community donates time, money, and other resources to uplift our neighbours, families, and friends in need. In 2017 the campaign was transformed to include new methods of fundraising, planning, and storytelling, and has resulted in increased donations.



INTERNATIONAL STRATEGY

The University of Alberta's largest international research collaboration, a partnership with the Helmholtz Association of German Research Centres, concluded its second five-year agreement in 2019. The initiative provided training opportunities for students and contributed to the availability of a highly skilled labour force in Alberta, Canada, and internationally. The collaborative research activities within the Helmholtz-Alberta Initiative included work related to energy, the environment, infectious diseases, neurodegenerative diseases, and diabetes.

The U of A continued to build on more than two decades of collaboration with Tsinghua University in Beijing, China through research, accelerator, and student exchange partnerships:

- The Joint Research Centre for Future Energy and Environment was created.
- TEC Edmonton signed an agreement on a new joint incubator.
- Alberta School of Business launched a Mandarin-language MBA in Shenzhen in partnership with the Research Institute of Tsinghua University and now has 200 students registered in programs in China.

The Canadian Learning Initiative in China (CLIC) university consortium was founded by the U of A in 2016 to support Canada's ability to build productive relationships with China, expand reciprocal trade, and increase collaboration in business, research, and cultural exchanges. CLIC makes learning opportunities in China more accessible for Canadian students through significant funding options and improved credit transfers. Since its inception, 10 Canadian and 59 Chinese universities have joined the program and the U of A has sent 200 students to China through various CLIC programs.

The university continues to develop relations with Mexico, particularly in the areas of energy and technology. In 2017 the U of A received \$14.6 million from the Energy Hydrocarbon Fund to help Mexico transform its energy sector and was one of the first Canadian universities partnering with Mexico on such research. Many researchers in the fields of artificial intelligence, clean energy, and advanced manufacturing had established relationships with colleagues at Tecnológico de Monterrey, and in 2019 a memorandum of understanding was signed to enhance the mobility of students, interns, and researchers between the universities.

In 2019, the U of A adopted a new International Strategic Plan that aligns with the goals in *For the Public Good*.

PARTNERSHIPS

70 countries in 2015  **82** countries in 2020

study abroad **150** programs at **UNIVERSITIES**

University of Alberta International continues to work with faculties and international stakeholders to offer exchange programs, internships, and study opportunities abroad. In addition to international partnerships, U of A's School in Cortona celebrated its 20th anniversary in 2019. The unique campus in Italy facilitates hands-on experiences, field trips, and guest lectures.



CONNECTING LEARNING COMMUNITIES

U School

The Office of the Senate's U School celebrated its 10th anniversary in 2019, having provided programming and made lasting impressions on 6,057 students since its inception. U School engages students from socially vulnerable, FNMI (First Nations, Métis, and Inuit), northern, and rural communities through hands-on learning activities on University of Alberta's campuses. More than 40 U School alumni are currently studying at the U of A.

Speakers Bureau

In 2015 the U of A launched its Speakers' Bureau to connect its academic resources with community members who want to learn about research and initiatives, and their impact and relevance to everyday life. From 12 bookings in its first year, the bureau has grown and attracted 51 bookings in 2019-20.


Engaging Alumni


Talented U of A alumni have been getting involved and giving back. Over the past five years, the Alumni Association has worked to create mutually beneficial and lifelong connections between the U of A and its alumni and students.

ALUMNI ENGAGEMENT INCREASES 2015-2019

75% INCREASE in alumni program participants

160% in faculty engagement program attendance

38% in Alumni Weekend attendees 

 **55%** in volunteer hours supporting students and university initiatives 2016-2019



The U of A community embraced celebrating Canada 150 in 2017 with more than 100 public events. The Evergreen Pond and The Circle naturalized space at South Campus is the U of A's Canada 150 gift to current and future generations. The legacy gift serves as a public park and gathering place for outdoor ceremonies, performances, and lectures.



GOAL

Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

Sustain FOR THE PUBLIC GOOD

Governance and administrative excellence—along with a safe, healthy, and supported staff, faculty, and student body—are foundational to the University of Alberta’s ability to sustain its core teaching and research mission. Since the launch of *For the Public Good*, continuous improvement and cross-unit engagement and co-operation have led to major reviews of governance and administration systems and laid the foundation for major academic and administrative transformation in the months and years to come. We have increased our capacity to attract both research funding and philanthropic support, increasing both. We have changed our approach to teaching and learning in the area of environmental sustainability, bringing academic and administrative efforts under one umbrella and increasing learning opportunities for our students. Sustaining the safety and well-being of our community has also been a major objective. Our students now have access to increased mental health supports and enhanced student services to ensure their personal and academic success.



TOOLKIT FOR TRANSFORMATION

Having existed for centuries, universities are one of the most enduring institutions in society, but they are not static. They are constantly evolving and shifting to meet the changing needs of the societies they reflect, serve, and lead toward new knowledge.

The University of Alberta is now on the verge of a period of major academic and administrative transformation, as the provincial funding model and overall structure for post-secondary education is also undergoing a major shift.

Being ready for this kind of transformation takes planning. Since the launch of *For the Public Good*, the university community has been preparing an extensive toolkit for change, including renewed governance processes, a new budget model, implementation of administrative benchmarking against global peers, and an integrated asset management strategy.

Universities depend on a high-functioning bicameral system of governance. In 2015, a complete review of General Faculties Council was launched to assess delegated authorities, roles and responsibilities, and overall engagement on

substantive issues. The review was completed in 2017, and all recommendations have now been enacted. A similar review of the Board of Governors' processes, structure, and role was undertaken in 2017-18, resulting in a number of recommendations to strengthen board governance and oversight and improve committee effectiveness. Overall, the changes ensure the best use of board members', as well as administration's, time and expertise. To increase understanding across all institutional governance bodies, an annual summit convening the members of GFC, BOG, and the Senate was instituted in January 2016. Joint awareness and understanding has improved decision-making overall and put the foundation for major transformation in place.

The U of A's new budget model is another key addition to the toolkit for transformation. Replacing an incremental budget model, which allocated funding by history rather than activity, the new model is an activities-based model, wherein the allocation of funds is clearly linked to the core activities of teaching and research. The new model provides senior leaders with the clarity, data, and levers they need to make evidence-based decisions on everything from recruitment and programming to space allocation and teaching loads.

In 2018, we embarked on a multi-year benchmarking exercise to better understand our current distribution of administrative services and activities. Part of a global consortium, we are gathering and analyzing data that will allow us to compare our results with those of other participating universities from Australia, New Zealand, the U.K., and Canada and learn where we can restructure administrative activities to increase effectiveness, efficiency, and sustainability.

As these and other tools have developed, the university has also actively increased transparency and communication about administrative and financial decision-making. In addition, the continuous development of an institution-wide data warehouse over the last five years has been critical to the development, acceptance, and implementation of the toolkit for change.



1043

new residence spaces

have opened in St. Joseph's College, Lister Residence, and East Campus Village.

INFRASTRUCTURE

With feedback from the campus community, the University of Alberta implemented an Integrated Asset Management Strategy to address how to best manage the university's current and future physical assets. The goal is to maximize the use of available space on campus and improve existing spaces for more accessibility, efficiency, and sustainability. In 2018, the Research & Collections Resource Facility opened at South Campus in 2018, housing three million books, records, and academic resources, with room

for a projected growth of 50,000 items per year for the next 20 years. Another key area of infrastructure development over the last five years has been student residences. This allowed us to meet the *For the Public Good* commitment to provide on-campus accommodations for all first-year undergraduate students, as well as programming to support students' academic success and sense of belonging to the university community.

DONOR SUPPORT

The continued generosity of University of Alberta's donors changes lives and advances discovery. Over the last five years, this generosity has been record-setting, with annual totals among the highest in the university's history. Funds raised help students reach their full potential and help researchers find solutions to society's most pressing and complex problems. Donor support strengthens and enhances the university's teaching and research mission, helping to build a better future of healthy, safe, resilient, and vibrant communities for Alberta and beyond.

In 2016 the U of A received the largest gift in its history. The Stollery Children's Hospital Foundation gave \$40 million to the Women and Children's Health Research Institute. WCHRI is a decade-long partnership between the Faculty of Medicine & Dentistry and Alberta Health Services, and the only organization in Canada dedicated to the full spectrum of women's, children's, and perinatal health. The Royal Alexandra Hospital Foundation gave an additional \$14.5 million for a total boost to the institute of \$54.5 million. The gifts represent a major investment and milestone in women's and children's health, research, and innovation in Canada, and provides Edmontonians and Albertans with access to some of the most current research and treatment in the world.

STUDENT FINANCIAL AID

Student success and reliable, accessible financial support go hand-in-hand. The U of A has a wide array of student financial supports, dispersing millions of dollars annually in awards, scholarships, bursaries, loans, and grants. Strong philanthropic support since 2016 has added \$93 million for student support. As tuition increases over the next three years, the U of A has also committed to allocating a portion of rising tuition revenues to ensure our neediest students can manage increased financial burdens. Fifteen per cent of domestic and 7.5 per cent of international tuition increases will be set aside. By 2022-23, an anticipated \$11.5 million will be added to the U of A's suite of student financial supports for both domestic and international students.

FUNDRAISING ACHIEVEMENTS 2016-2020

\$753 MILLION
total raised

\$395M
for research
and discovery



\$93M
for student awards,
bursaries, and
scholarships

\$206M
for academic
programming

\$59M

for learning and
research through
improved labs,
libraries, and
learning spaces



SUSTAINABILITY

Under the former Office of Sustainability, the University of Alberta considerably reduced greenhouse gas emissions, launched the Envision energy management program, certified new and existing buildings for sustainability features and performance, increased the amount of waste diverted from landfills, and initiated the Green Spaces certification program for residences, labs, food vendors, offices, and events.

In 2018, the U of A transitioned its sustainability programming to a new Sustainability Council to create new avenues for cross-faculty, interdisciplinary scholarship and research.

Through the revamped Sustainability Scholars and Certificate in Sustainability students graduate with skills needed to become global leaders in sustainable economic development, social development, and environmental protection. The Certificate in Sustainability is offered through 11 faculties.

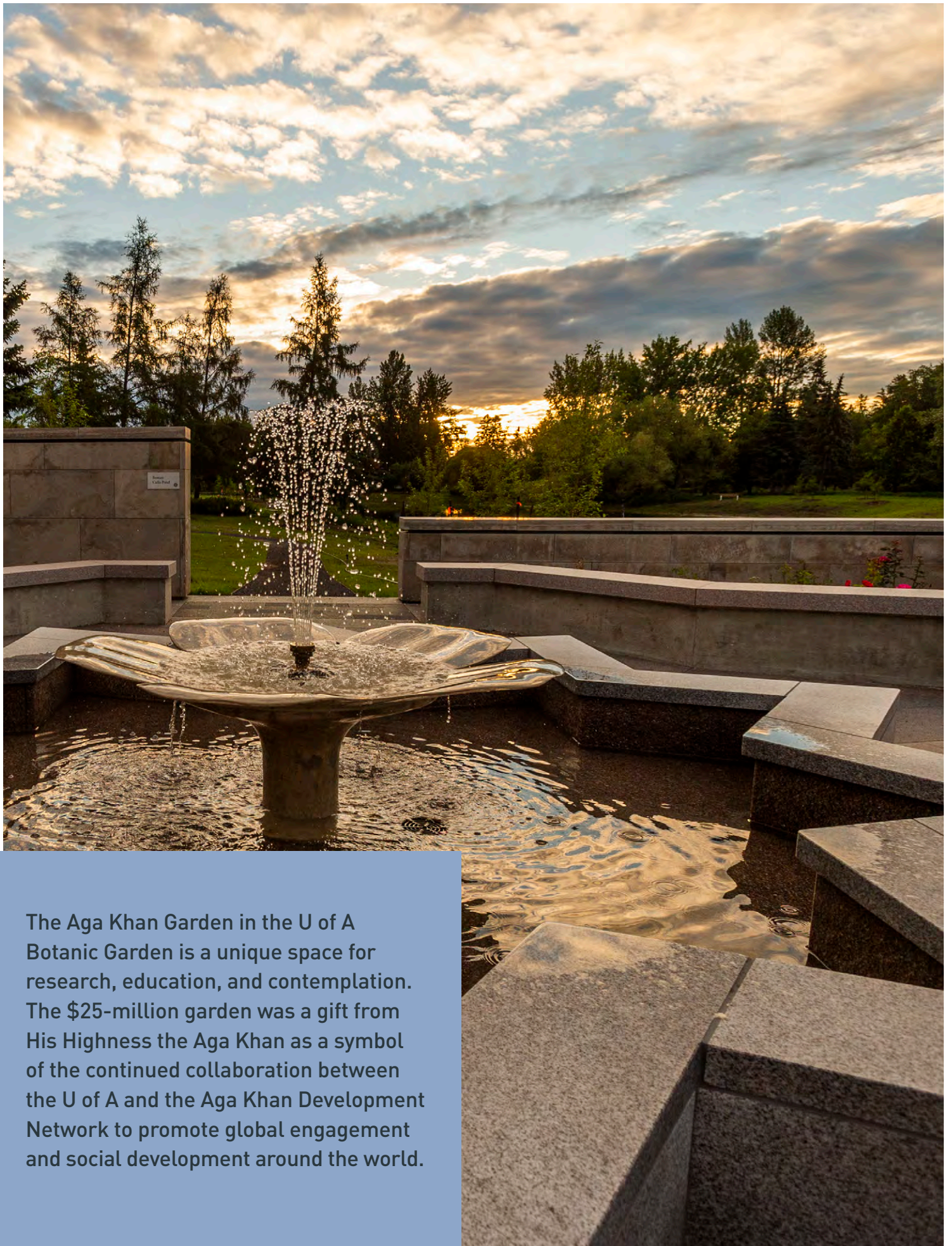
Unwind Your Mind is a mental health initiative developed to support student well-being throughout the academic year by creating environments for students to de-stress.

MENTAL HEALTH

The well-being of our students is a top priority for the University of Alberta. Student mental health is influenced by complex social factors including academic support, housing, financial need, and cultural care. Under the leadership the Office of the Dean of Students, the university completed the Suicide Prevention Framework in 2018, including 36 recommendations across five categories to build upon mental health and well-being services, and improve capacity for suicide prevention at the U of A. In February 2019, the U of A added the nationwide ACCESS Open Minds program to its offerings of student mental health services. ACCESS offers streamlined support services and front-line staff to direct students to the appropriate resources in a timely manner.

Through the program, the number of initial consultations now available through Counselling and Clinical Services has increased by 15 per cent.

From 2017-2020 the Government of Alberta has provided the U of A with a total of \$2,665,000 for student mental health initiatives.



The Aga Khan Garden in the U of A Botanic Garden is a unique space for research, education, and contemplation. The \$25-million garden was a gift from His Highness the Aga Khan as a symbol of the continued collaboration between the U of A and the Aga Khan Development Network to promote global engagement and social development around the world.



FOR THE PUBLIC GOOD REPORT 2020
ualberta.ca

New Members of GFC

MOTION I: TO RECEIVE:

The following statutory faculty members who have been elected/re-elected by their Faculty, to serve on GFC for a term of office beginning July 1, 2020 and ending June 30, 2023:

Elena Posse de Chaves	Faculty of Medicine and Dentistry
Frances Plane	Faculty of Medicine and Dentistry
Sujata Persad	Faculty of Medicine and Dentistry
Hollis Lai	Faculty of Medicine and Dentistry
Keith Rourke	Faculty of Medicine and Dentistry
Carolyn Sale	Faculty of Arts
Christine Hughes	Faculty of Pharmacy and Pharmaceutical Sciences

MOTION II: TO APPOINT:

The following undergraduate student to serve on GFC for a term of office beginning June 22, 2020 and ending April 30, 2021:

Makboolee Fyith	Faculty of Pharmacy and Pharmaceutical Sciences
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The following appointed NASA representative to the Board of Governors to serve for a three-year term concurrent with her appointment to the Board of Governors.

Breda Cormack	NASA Appointee to the Board
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The following elected NASA representative to serve on GFC for a one-year term, beginning on July 1, 2020 and ending June 30, 2021:

Shannon Erichsen	NASA Representative to GFC
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**Governance Executive Summary
Action**

Agenda Title	Final Report of GFC Executive's Transition Committee
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Motion

THAT the General Faculties Council discharge, with thanks, the GFC Executive ad hoc Transition Committee.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
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 report on the activities and outcomes of the transition committee.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Following the endorsement by GFC of the Report of the ad hoc Committee on Academic Governance including Delegated Authority on April 21, 2017, the GFC Executive Committee established a Transition Committee on May 15, 2017 to provide advice and guidance in the implementation of the 48 recommendations contained in the report.</p> <p>The Transition Committee began meeting in September 2017 and met monthly thereafter to guide the implementation of the recommendations with a goal of completion by April 2019.</p> <p>In April of 2019 the Transition Committee reported that there were two remaining pieces of work: (a) the revised terms of reference of the Committee on the Learning Environment (CLE) and (b) the streamlining of program approval pathways.</p> <p>CLE's new terms of reference were approved to take effect on January 1, 2020 and the proposed changes and streamlining of program approval pathways were approved on May 25, 2020 to take effect in September 1, 2020.</p> <p>At this time, the work of the transition committee is complete.</p>
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	GFC Executive - June 15, 2020 General Faculties Council - June 22, 2020
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Relationship with Stakeholders

Item No. 5

	<input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-secondary Learning Act</i> GFC Executive Committee Terms of Reference General Faculties Council	

Attachments:

1. Final Report of the GFC Executive Transition Committee
2. GFC Executive ad hoc Transition Committee Terms of Reference

Prepared by: University Governance



FINAL REPORT OF THE GFC EXECUTIVE AD HOC TRANSITION COMMITTEE

Background

Following the endorsement by GFC of the Report of the ad hoc Committee on Academic Governance including Delegated Authority on April 21, 2017, the GFC Executive Committee established a Transition Committee on May 15, 2017 to provide advice and guidance in the implementation of the 48 recommendations contained in the report.

The Transition Committee began meeting in September 2017 and met monthly thereafter to guide the implementation of the recommendations with the goal of completion by April 2019.

Because there was additional work to be done on program approval pathways, in January 2019, the Transition Committee recommended the establishment of the ad hoc committee on Program Approval Processes with the purpose to review current approval processes and propose revised pathways with a timeline of no later than April 30, 2020. Due to the events of 2020, the deadline was extended to the end of May 2020.

Implementation of Recommendations

The recommendations of the ad hoc committee fell into the following areas:

1. GFC Principles

The following four documents were developed to guide the implementation of the ad hoc committee's recommendations and serve as a basis for future efforts to evaluate and improve academic governance at the University of Alberta.

GFC approved these principles on April 21, 2017:

- [Principles of Delegation of Authority](#)
- [Principles of Committee Composition](#)
- [Roles and Responsibilities of Members](#)
- [Procedural Rules](#)

2. Terms of Reference

When the report of the ad hoc committee was endorsed, GFC had 9 standing committees. With a template designed to provide clarity and transparency, each of these committees was charged with refining draft terms of reference for approval by the committee and by GFC.

The new format of the terms of reference was designed to be easy to read, provide transparency on the role and responsibilities, and clearly articulate the committee's delegated authority from GFC.



In addition, changes were proposed to the committee structure:

- Establishment of a free-standing Nominating Committee (NC)
- Disbandment of the Replenishment Committee and reassignment of duties to NC
- Moving the Council on Student Affairs (COSA) under the governance umbrella and revising its role and mandate to participate in the academic governance mission of the university

GFC has approved new/revised terms of reference for the following committees (available at the [member zone](#) of ualberta.ca/governance):

- Student Conduct Policy Committee (formerly the Campus Law Review Committee)
- Facilities Development Committee
- Nominating Committee (with concurrent disbandment of the Replenishment Committee)
- University Teaching Awards Committee
- Undergraduate Awards and Bursaries Committee (formerly the Undergraduate Awards and Scholarships Committee)
- Executive Committee
- Council on Student Affairs
- Academic Standards Committee
- Academic Planning Committee
- General Faculties Council
- Committee on the Learning Environment

3. Overall GFC practices

A number of changes have been implemented to increase engagement:

- The number of GFC meetings increased to 8 per year, from 6, beginning in 2017-2018.
- Early Consultation was added as a regular item to the GFC agenda allowing for members to contribute to items at a strategic level.
- As part of their discussions, committees consider when it is appropriate to send items to GFC rather than exercise their delegated authority.
- There is a commitment for all committees, and GFC, to review terms of reference and delegations on a 3-year cycle. The GFC Executive Committee has been given the responsibility for ensuring this review takes place.

Orientation and education have also been strengthened:

- Enhanced orientation for GFC, committees and committee chairs and vice-chairs occurs annually each fall.
- Governance 101 materials have been updated and there are typically three sessions per year (Sep, Feb and Jun) to new GFC members and other members of the community.



- A [GFC and Committee Member Guidebook](#) has been developed and is available online.
- University Governance has been added to the orientation of different cohorts (new faculty, new Deans, new chairs and other members of the U of A community) so that they are introduced to governance in a contextual manner, relevant to their interests and activities.
- A prototype searchable web site, OpenGov, has been developed to enable text-based search of the meeting agendas and key words of the GFC committee and standing committees. Due to timing and resources, OpenGov has not yet been implemented and work will continue to refine this tool. It remains a key objective to improve access to governance decisions and materials.

4. Relationship between GFC and the Board of Governors

The following changes were made starting in 2017-2018 to improve communications between the two governing bodies:

- The Chair of the Board is invited to speak at a GFC meeting annually, typically early in the academic year.
- An annual joint, Board, GFC, and Senate Summit has been established (and has occurred three times), with its agenda co-developed by members of the Exec and the Board.

5. Delegated Authority

Delegation was one of the key issues examined in the ad hoc committee review of academic governance, which resulted in the following actions:

- GFC approved the Principles of Delegation of Authority, which outline what can be delegated, under what circumstances, and when delegated authority should not be exercised.
- Delegated authorities are clearly delineated within the terms of reference of each committee and a curated list of all GFC delegations is linked to the GFC terms of reference.
- Terms of reference call for a review of delegations every three years.
- A [curated list of GFC delegations](#) is available on the University Governance website and linked to the GFC terms of reference. This will be a continuing project to ensure a complete and accurate list.

6. Academic Program Approval

Through the implementation phase, it became apparent that program pathways (including establishment, evolution, and suspension) were quite complex, and asymmetrical for the undergraduate and graduate levels. Some streamlining of this process occurred through review of committee terms of reference and were reflected in the terms for ASC and APC.



Further work was needed to provide a system that would serve the university well into the future. Therefore the GFC Executive Committee established an ad hoc committee in January 2019 to review current program approval processes and propose revised pathways. These recommendations came forward for consultation in fall 2019.

The recommendations presented a significant departure from current practice but provided a cohesive, transparent, and streamlined approach to the process. The proposal was refined and strengthened through extensive consultation over the following months and was approved by GFC on May 25, 2020 to take effect in September 2020.

Structurally, one new standing committee (the GFC Programs Committee) will be added to GFC, the Academic Standards Committee will be disbanded, and GFC Policy Manual Section 37 will be rescinded. Components of program approval have been removed from the terms of reference of APC and Executive. APC will continue to deal with proposals with institution wide implications to the university's longer term academic, research, financial, and facilities development according to their mandate.

7. Relationship between GFC and Faculty Councils

Faculty Councils play an important role in academic governance, but an apparent disconnect between them was identified by the ad hoc committee. The following steps have been taken to assist the Faculty Councils to clarify their work and will continue in the coming months:

- A template has been drafted to support Faculties in reviewing and, if necessary, updating their terms of reference. This was shared with Deans' Council in March 2019.
- The Faculties have been encouraged to review their membership and quorum requirements.
- Some Faculties are in the process of reviewing and revising terms of reference.
- Reports to Faculty Council by their GFC representatives are instituted into some Faculty Council agendas.
- Ongoing activities are under way to curate delegations from GFC to Faculty Councils.

Conclusion

The Transition Committee was tasked with ensuring the implementation of the 48 recommendations of the ad hoc committee and given a two-year time line for completion. Through the efforts of many participating at the committee and stakeholder levels, and with the support of the GFC Executive Committee and GFC, the implementation has concluded.

At this time, academic governance is ready to engage in the renewal process as terms of reference approved in the early implementation stages will be coming forward as part of the



regular review process. The lessons learned will continue to inform improvement to processes and respond to a changing environment.

Reference documents:

1. [Report of the ad hoc Committee on Academic Governance including Delegated Authority](#)
2. Terms of Reference of the GFC Executive Transition Committee (attached)

Submitted by:

Eleni Stroulia, Chair (GFC and GFC Executive Committee member)
Tammy Hopper, Vice-Chair (Vice-Provost Programs)
Mark Loewen (Chair of the ad hoc committee)
Steve Patten (Vice-Chair of the ad hoc committee)
Shane Scott/Akanksha Bhatnagar (student representatives)

GFC Executive ad hoc Transition Committee
(Academic Governance Including Delegated Authority)

Purpose:

To advise and guide the implementation of the recommendations of the ad hoc Committee on Academic Governance Including Delegated Authority

Composition:

- One member of the GFC Executive Committee
- One recent past member of the GFC Executive Committee
- Two members of the ad hoc Committee on Academic Governance Including Delegated Authority
- Provost, or delegate

- Resource members: GFC Secretary, University Secretary, others as required

Terms of Reference:

1. Monitor the progress of the implementation groups
2. Provide advice and guidance to implementation groups
3. Report to GFC and the GFC Executive Committee on the status of the recommendations

Timeline:

Consideration and action on the recommendations to be complete on or before April 2019

Approved by GFC Executive Committee: May 15, 2017

Governance Executive Summary
Action Item

Agenda Title	University of Alberta for Tomorrow (UAT)
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Motion

THAT the General Faculties Council endorse the principles and objectives for academic restructuring, as described in Attachment 1.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Bill Flanagan, President-elect
Presenter	Bill Flanagan, President-elect Steve Dew, Provost and Vice-President (Academic) Gitta Kulczycki, Vice-President (Finance and Administration)

Details

Office of Administrative Responsibility	Office of the President
The Purpose of the Proposal is (please be specific)	The Purpose of this Proposal is to continue APC's engagement with President-elect Bill Flanagan's vision for transformation at the University of Alberta. In particular, today's item includes discussion of the principles drafted by the Academic Restructuring Working Group (ARWG).
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>With fundamental sweeping transformation, the U of A can address the current funding crisis and enhance delivery on its Vision and Mission.</p> <p>This will require profound change in all parts of the university, including:</p> <ul style="list-style-type: none"> ● how faculties are organized and work to achieve the academic mission ● how professional and administrative services support and enable the academic mission ● how the university uses and develops its assets. <p>U of A can turn this challenge into a strategic, structural, cultural and process transformation of the university.</p> <p>This transformation will be organized around two major projects: the Service Excellence Transformation (SET) Initiative and Academic Restructuring.</p> <p>The Academic Restructuring Working Group has drafted the attached principles to direct the work of the project. The principles are the focus of our first round of consultation on academic restructuring. The Provost and Vice-President (Academic) will also provide an update to APC on the membership of the Academic Restructuring Working Group.</p>

Vice-President (Finance and Administration) Gitta Kulczycki will provide a verbal update on the SET initiative.

ARWG Membership

Provost and Vice-President (Academic) or delegate	Steve Dew
Vice-President (Research and Innovation) or delegate	Walter Dixon
Four Deans	Joseph Doucet
	Matina Kalcounis-Rueppell
	Bob Haennel
	Brooke Milne
Two Department Chairs	Ken Cadien
	David Eisenstat
One Centre/Institute Director	Geoffrey Rockwell
Faculty members	Nadir Erbilgin Shalene Jobin Christina Rinaldi
President, Students' Union	Joel Agarwal
President, Graduate Students' Association	Marc Waddingham
Vice-Provost (Programs)	Tammy Hopper
Director, Faculty Relations	Michelle Strong (or delegate)
Senior Financial Officer	Edith Finczak
Additional Members	Wendy Rodgers Kathleen Brough

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	President's Executive Committee General Faculties Council Board of Governors Deans' Council
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Strategic Alignment

Alignment with <i>For the Public Good</i>	GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> APC Terms of Reference General Faculties Council	

Attachments (each to be numbered 1 - <>)

1. Draft Academic Restructuring Principles and Objectives

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and VP (Academic)

Academic Restructuring - Principles and Objectives

DRAFT June 4, 2020

The Academic Restructuring Working Group will work in parallel with the Service Excellence Transformation (SET) initiative. While ARWG's work will focus on our academic structures, SET will focus on transformation of institutional business processes and tasks, including such things as procurement, payroll etc.

In guiding the work of the Academic Restructuring Working Group (ARWG), we start with the Mission, Vision and Values as laid out in *For the Public Good*:

Vision

To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

Mission

Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

Values

The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally.

- Above all, we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, learning, and service.
- We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.
- We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all.
- We value academic freedom and institutional autonomy as fundamental to open inquiry and the pursuit of truth.
- We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.
- We value creativity and innovation from the genesis of ideas through to the dissemination of knowledge.
- We value the history and traditions of our university, celebrating with pride our people, achievements, and contributions to society

Beyond these, the ARWG will be guided by the following additional **principles**

- The ARWG will be consultative and transparent in its work, engaging the university community as well as the General Faculties Council and the Board of Governors.

- The ARWG will act in the best interests of the entire institution.
- The ARWG will make recommendations that are data-informed and future focused.
- The ARWG will assess impacts of proposals on equity, diversity, and inclusion, to ensure that proposals do not negatively impact institutional efforts towards EDI.
- The ARWG will move very quickly in pursuing its objectives, given the University's current situation.

Scope

The ARWG will develop recommendations for structural changes to faculties and departments at the University of Alberta, and will identify processes and strategies for achieving these recommendations. Recommendations may include proposals to create, merge, close, or re-profile Faculties, Departments, Divisions, Centres or Institutes.

Objectives

- Position the University for future success by:
 - Prioritizing resources for front line teaching and research
 - Supporting more collaboration and interdisciplinarity in research and teaching by broadening disciplinary spans of academic units
 - Creating a leaner, more agile, more coordinated and more strategic organizational structure including its senior academic leadership body, Deans' Council
 - Making faculties and departments more consistent in size so each has a more balanced voice, stake, and responsibility in institutional strategy and operations
 - Aligning faculty and department support structures to be more efficient, effective, consistent, and student facing
 - Aligning structures of faculties and departments to better support our community, Alberta's economy and society, and the pursuit of learning and scholarship with global reach.
 - Reinforcing its role and academic focus within the differentiated roles and mandates of institutions in Campus Alberta in anticipation of and conjunction with the postsecondary system review
 - Ensuring clear identity, responsibility, and leadership of academic programs to support innovation, relevance, and accreditation requirements
- Significantly reduce the costs to support the academic mission of the university by:
 - Reducing the number of faculties and departments through consolidation to create economies of scale and reduce duplication of similar programs, courses and services
 - Consolidating functions that support teaching and research in academic units from the department to faculty or central levels, where appropriate
 - Reducing duplication of business functions and creating standardization of roles (in conjunction with the SET initiative)
 - Reducing the number of academics in leadership roles to recruit and support, thereby allowing better training and support for those that remain in those roles and keeping more faculty members engaged in core research and teaching activities

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Building Capacity in the Graduate Student Experience, Graduate Student Success, and Excellence in the Graduate Student- Supervisory Relationship
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Item

Proposed by	Office of the Vice-Provost and Dean of Faculty of Graduate Studies and Research (FGSR)
Presenter	Brooke Milne, Vice-Provost and Dean FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide an update on a suite of initiatives introduced by the office of the Vice-Provost and Dean (FGSR) in the Fall of 2019 that, when operationalized, will lead to transformative changes to the graduate student experience at the University of Alberta.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>For close to a decade, FGSR has been working to address concerns about graduate student supervision at the University of Alberta in response to input from various campus stakeholders, including several Board subcommittees. Some important outcomes of these discussions include:</p> <ul style="list-style-type: none"> • Quality of Graduate Supervision Committee 2010, “Recommendations on Improving Quality of Graduate Student Supervision at the University of Alberta” Report • Krogman Report, “The Quality of Graduate Student and Post-Doctoral Supervision at the University of Alberta”, 2014 • Report to BHRCC on supervision in 2016, 2017, 2018, and 2019 • Report to BSHEC on supervision in 2018, 2019 • Overall Report on Grad Student Mental Health 2018 <p>Careful consideration of the feedback and recommendations from these meetings and reports led to the development of what might be considered “soft” approaches directed at improving supervisory relationships. The goal of these efforts was to create the best possible experience for our graduate students. These approaches include:</p> <ul style="list-style-type: none"> • Supervisory Guide produced and endorsed by FGSR Council in 2018 • Graduate Student Guide, “Guidelines for Students for a Rewarding Experience at the University of Alberta”, produced in collaboration with the GSA and endorsed by FGSR Council in Spring 2020 • Annual presentations at Chairs School on best practices in graduate student supervision • Grad Student Mental Health Report and Recommendations (conducted by FGSR’s graduate student intern) in 2019

Item No. 7

- Mentorship Academy Sessions - began 2016, and ongoing
- Supervisory Podcasts - to be released in 2020

While these approaches have been well received over the years, they have not been able to address certain persistent problems that exist within our campus community (outlined below). As such, in September 2019, the Office of the Vice-Provost and Dean of FGSR began discussions across campus to develop some concrete administrative approaches that can tangibly shift our institutional culture as it relates to graduate student supervision.

These discussions were positive and constructive resulting in two proposed administrative “tools” that, when operationalized, will ensure transparency, consistency, equity, and inclusivity in the working relationships that are so foundational to graduate student success. These tools work in tandem and will address several pivotal components of the supervisory relationship:

1. The **Student-Supervisor Guidelines** will ensure that newly established supervisory relationships start out strong since they facilitate discussion on topics that are important to both graduate students and supervisors including: their respective expectations, roles and responsibilities, modes and frequency of communications/meetings, funding supports, work schedule, authorship, data collection and stewardship, IP, among others.
2. The standardized **Progress Report** is completed at least once per year and provides opportunity for students to meet with their supervisors to discuss their academic progress, celebrate successes, identify areas needing improvement, set new goals for the next year, and revisit any items in the Student-Supervisor Guidelines that many have changed year-over-year. The progress report provides important feedback for students and allows supervisors to set clear expectations and timelines for improvement should progress be considered unsatisfactory.

These initiatives focus on fostering strong, positive Student-Supervisor working relationships through consistent, transparent processes that will monitor student progress, and ensure constructive and timely feedback. Further, they will inspire and facilitate conversations aimed at establishing clarity and agreement on Student-Supervisor expectations, responsibilities, financial support, and goals, which can then be revisited year over year, and adjusted as needed.

These initiatives will encourage collaboration among Supervisors, Students, Associate Chairs (Grad), Department Graduate Administrators, and FGSR to create administrative efficiencies, enhance service delivery, and provide timely support and guidance to graduate students. This will result in an improved overall student experience, time to completion rates, and,

	<p>ultimately, student success.</p> <p>Through the creation of standardized administrative procedures, every graduate program at the University of Alberta will ensure equity and consistency in administrative decisions affecting graduate student progress and program completion. (See Briefing Note for additional Analysis.)</p> <p>Timeline and Next Steps:</p> <ul style="list-style-type: none"> ● Following our early consultation with University of Alberta Stakeholders in the Fall of 2019, FGSR consulted with FGSR Council and introduced a pilot study aimed at testing a “low-tech” preliminary version of the guidelines and the progress report. ● Both the guidelines and progress report will be piloted for use with 17 departments or non-departmentalized faculties in the Spring of 2020. This spans 13 faculties at the University of Alberta. These pilots will engage ~1500 (~20%) students and their supervisors, which will provide important feedback on workflow, structure, questions, and outcomes. FGSR will then use this information to inform the construction of the IT platform that will host the guidelines and progress report. <ul style="list-style-type: none"> ○ These early adopters represent approximately 1500 students (~525 Phd and ~391 Thesis based Masters and ~645 Course based Masters students). ● FGSR surveyed graduate programs about their current practices and forms, and made adjustments to our standardized documents in response to the feedback we received. These departmental examples allowed us to strike a balance between pan-institutional questions and ones that address faculty specific issues so that the data we collect can be helpful for both departments, Faculties, and FGSR. ● The outcomes of the pilot will help identify areas that may need to be adjusted, along with best workflow and practices (including an instruction document that includes FAQs). Despite the unexpected complications presented by COVID-19, we are still planning to move forward with the pilot albeit once things calm down for everyone in the coming weeks. ● We are currently working with IST to construct an IT interface using an existing platform on campus (EDRMS). This will facilitate the repopulation of as much data as possible from other platforms including Campus Solutions. It will also expedite the development of automated approval and workflow pathways. ● The aim is to have both initiatives approved and ready for implementation by the wider graduate program community for Winter 2021.
<p>Supplementary Notes and context</p>	<p><i><This section is for use by University Governance only to outline governance process.></i></p>

Engagement and Routing (Include proposed plan)

<p>Consultation and Stakeholder Participation</p>	<ul style="list-style-type: none"> ● FGSR Decanal and Executive Team – ongoing ● Graduate Students Association Council - Oct. 28, 2019 ● Policy Review Committee (FGSR) – October 30, 2019 ● GEFAC (FGSR) – October 31, 2019 ● FGSR Council – October 16, 2019 ● GFC Exec - November 4, 2019 ● FGSR Council - November 13, 2019 ● Provost's Advisory Committee of Chairs (PACC) – November 19, 2019 ● GFC - November 25, 2019 ● BHRCC – November 26, 2019 ● Statutory Deans Council – November 27, 2019 ● BLRSEC – November 29, 2019 ● Committee on the Learning Environment (CLE) - December 4, 2019 ● Graduate Students Association Council - January 20, 2020 ● Graduate Program Administrators Committee - January 29, 2020 ● Policy Review Committee (FGSR) - January 8, 2020 ● Policy Review Committee (FGSR) - February 5, 2020 ● GFC Academic Planning Committee - April 15, 2020 ● GFC Committee on the Learning Environment - April 29, 2020 ● BLRSEC - May 29, 2020 ● GFC ASC's Subcommittee on Standards - June 4, 2020 ● GFC Executive Committee - June 15, 2020 ● General Faculties Council - June 22, 2020
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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>The Faculty of Graduate Studies and Research (FGSR) is uniquely positioned to realize Objective 14 in <i>For the Public Good</i>: “Develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship.”</p> <p>Also, improvements in the supervisory process and enhancements to positively bolster the student-supervisor relationship will assist with Objective 19, which is to “prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives”.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; border: none;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			

<p>Legislative Compliance and Jurisdiction</p>	<p>University Calendar - Introductory Meetings <i>Every department must develop a list of topics that will be covered during the introductory meetings between a supervisor and a graduate student. These meetings should be held during the term in which a supervisor is first appointed. Topics likely to be listed include program requirements, academic integrity requirements, the role of the supervisor, the composition of the supervisory committee, the preferred means of communication, the availability of funding, and scholarly practices and outputs.</i></p> <p>University Calendar - Supervisory Committees <i>The supervisor is responsible for ensuring committee meetings are held and making arrangements. The committee shall have a <u>formal regular meeting with the student at least once a year</u>. The department should maintain a record of meetings that have occurred and when students who are not on an approved leave fail to respond to requests to schedule a committee meeting.</i></p> <p>As an institution, we are also obligated to be in compliance with the following provincial legislations:</p> <p>Post-Secondary Learning Act</p> <p>Occupational Health and Safety (OHS) Act Bill 30 promotes physical and psychological well-being and identifies harassment and bullying, specifically, as potential workplace hazards.</p> <p>General Faculties Council</p>
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**Governance Executive Summary
Advice, Discussion, Information Item**

Agenda Title	Proposed Review of the Evaluation and Grading Procedure in the <i>University Calendar</i>
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Item

Proposed by	John Nychka, Vice-Provost (Learning Initiatives)
Presenter	John Nychka, Vice-Provost (Learning Initiatives) Tammy Hopper, Vice-Provost (Programs)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	This item is before General Faculties Council for early consultation and advice on a proposed review of the Evaluation and Grading Procedure in the <i>University Calendar</i> .
Executive Summary (outline the specific item – and remember your audience)	<p><u>Issue:</u></p> <p>The <i>University Calendar</i> section related to Evaluation and Grading, including examinations, is in need of revision to reflect our current context of remote delivery of courses and online assessment.</p> <p><u>Background:</u></p> <p>The <i>Calendar</i> regulations establish standards for evaluation practice, including in a remote delivery context. In particular, they indicate:</p> <ul style="list-style-type: none"> ○ Academic standards for weighting of term work and final exams ○ Regulations for scheduling and conducting final exams <p>The <i>Calendar</i> describes required elements of course outlines and modalities for making changes to them. Course outlines are of particular importance for remote delivery because they set out:</p> <ul style="list-style-type: none"> - Learning objectives - Required learning materials - Fees - Assessment - Access to instructor - Requirements for participation <p><u>Considerations:</u></p> <p>As currently written, the regulations are not suited to a remote learning and online assessment environment. Instructors and students need clarity around these regulations. Of particular importance is the section on <i>Conduct during Examinations</i>. This section reflects in person examination regulations only. The University of Alberta has an Assessment and Grading Policy that provides principles for assessment, and these will be the foundation for any recommendations for revision.</p> <p><u>Next Steps</u></p>

Item No. 8

	<p>The Office of the Provost will be working with various stakeholder groups to draft proposed revisions to this section of the Calendar, to be ready for consultation and approval through GFC in the Fall of 2020.</p> <p>The Office of the Provost, together with the Registrar’s Office, Information Services and Technology (IST), and the Centre for Teaching and Learning will develop guidelines for online examinations (from pedagogical and technological perspectives) and communicate these on the CTL website. We will also be engaging in consultation with students and instructors to gather feedback on the guidelines. The development of these guidelines, along with the feedback from students and instructors, will help with the revisions to the Evaluation and Grading procedure of the <i>University Calendar</i>.</p> <p><u>Discussion Questions</u></p> <ol style="list-style-type: none"> 1. What does GFC recommend in terms of revisions to the Evaluation and Grading Procedure in the <i>University Calendar</i>? 2. What advice does the council have regarding the process for developing changes?
Supplementary Notes and context	< <i>This section is for use by University Governance only to outline governance process.</i> >

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p><u>Those actively participating</u> Vice-Provost (Learning Initiatives) Vice-Provost (Programs) Portfolio Initiatives Manager (Office of the Provost) Melissa Padfield (Vice-Provost and University Registrar) Mike McGregor (Vice-Provost, IST) Helen Vallianatos (Vice-Dean, Dean of Students Office) Yimmie Sonuga (GFC Secretary)</p> <p><u>Those consulted (or to be consulted)</u> Programs Advisory Committee (Associate Deans Undergraduate) Faculty of Graduate Students and Research Students’ Union Graduate Students’ Association Public Health Response Team, Sub-Committee on Academic Impacts</p> <p><u>Those informed (or those to be informed)</u> Academic Standards Committee</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>GOAL: EXCEL Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Objective 14: Inspire, model, and support excellence in teaching and learning.</p>
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Item No. 8

	<p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</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>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 594 1544 804"> <tr> <td data-bbox="570 594 1089 804"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 594 1544 804"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>University Calendar</i> UAPPOL Assessment and Grading Policy UAPPOL Grading Procedure UAPPOL Consolidated Final Exams Procedure UAPPOL Duty to Accommodate Procedure Post-Secondary Learning Act</p>			

Prepared by: Kate Peters, Portfolio Initiatives Manager, peters3@ualberta.ca

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the Executive Committee met on June 15, 2020.

2. Items Approved With Delegated Authority
 - Proposed Changes to Education Faculty Council Composition and Quorum

3. Items Recommended to GFC
 - Final Report of GFC Executive's Transition Committee

4. Items Discussed
 - Update GFC Member Reapportionment
 - Building Capacity in the Graduate Student Experience, Graduate Student Success, and Excellence in the Graduate Student-Supervisory Relationship
 - Upcoming Considerations (no documents)
 - Academic Governance Emergency Protocols (Standing Item)
 - A. COVID-19 Governance Decision Tracker
 - B. Fall 2020 / Winter 2021 Planning Overview
 - University of Alberta for Tomorrow (UAT)
 - Draft GFC Agenda and Motions Tabled by GFC Member on Friday June 12

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

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

Agenda Title	Fall 2020 / Winter 2021 Planning Overview
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Item

Proposed by	<ul style="list-style-type: none"> • Steven Dew, Provost and Vice-President (Academic) • Andrew Sharman, Vice-President (Facilities and Operations) and Executive Lead COVID-19 Public Health Response Team
Presenter	<ul style="list-style-type: none"> • Stephen Dew, Provost and Vice-President (Academic) • Andrew Sharman, Vice-President (Facilities and Operations) and Executive Lead COVID-19 Public Health Response Team

Details

Office of Administrative Responsibility	<ul style="list-style-type: none"> • Provost and Vice-President (Academic) • Vice-President (Facilities and Operations) and Executive Lead COVID-19 Public Health Response Team
The Purpose of the Proposal is (please be specific)	<p>This is before GFC to provide an overview of university's plans to deliver the highest quality learning experience, ensure that world-leading research continues, and that students have the opportunity to participate in a vibrant campus community from wherever they are for the fall 2020 term.</p> <p>Additionally, the planning overview highlights the parameters within which decisions will be made related to the winter 2021 term.</p>
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p><u>Key Considerations</u></p> <ul style="list-style-type: none"> • Over the past few months the university has, under extreme pressure, undergone extensive work to grapple with the COVID-19 pandemic and its impact on the work and mission of the university; • Emergency decisions have been made to safeguard the health and safety of our community, and engagement with the Board, GFC and their Committees has been sought, wherever possible; <ul style="list-style-type: none"> ○ The planning overview contains vision and principles sections (page 2 of attachment 1), which reflect the input of these bodies and the best path forward for the university under the restrictions of the Chief Medical Officer of Health. • This is a living document. The university's plans and strategies will continue to evolve in response to the changing circumstances regarding COVID-19. <ul style="list-style-type: none"> ○ What will not change is the university's commitment to the health and safety of its community, while delivering a vibrant, engaging, top quality learning and living environment and undertaking world-leading research to meet the needs of our global community. <p><u>Background</u></p> <ul style="list-style-type: none"> • After several weeks of planning, including discussions with provincial health authorities, on May 14, 2020 the university confirmed that its primary means of course delivery for the fall term would be through remote learning.

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	<ul style="list-style-type: none"> • However, to the extent possible and within public health constraints, the university's campuses will be open to limited in-person delivery for, for example, a limited amount of small group, laboratory, clinical instruction, and experiential learning.
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><u>Those Actively Participating</u></p> <ul style="list-style-type: none"> • COVID-19 Public Health Response Team <ul style="list-style-type: none"> ○ COVID-19 Planning Oversight Committee <ul style="list-style-type: none"> ▪ Academic Impact Group ▪ Research Impact Group ▪ Communications Working Group ▪ Faculty and Staff Working Group ▪ Finance and Resource Working Group ▪ Infrastructure and Operations Working Group <ul style="list-style-type: none"> • Safety Sub-Working Group • Statutory Deans' Council • Risk Management Services • PEC-S (COVID-19 Policy Group) <p><u>Those Consulted</u></p> <ul style="list-style-type: none"> • Council on Student Affairs – June 12, 2020 • GFC Executive Committee – June 15, 2020 • GFC – June 22, 2020 <p><u>Those to be Informed</u></p> <ul style="list-style-type: none"> •
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Objective 19 - Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</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> <p>Objective 23 - Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.</p>		
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1"> <tr> <td> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change </td> <td> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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	<input checked="" type="checkbox"/> Physical Infrastructure	
Legislative Compliance and jurisdiction	GFC Executive Committee Terms of Reference	

Attachments:

1. University of Alberta – Fall 2020 Winter 2021 Planning Overview (14 pages)

Prepared by: Gordon Weighell
Senior Administrative Officer, Facilities and Operations
Gordon.Weighell@ualberta.ca

University of Alberta

Fall 2020 Winter 2021 Planning Overview

Introduction

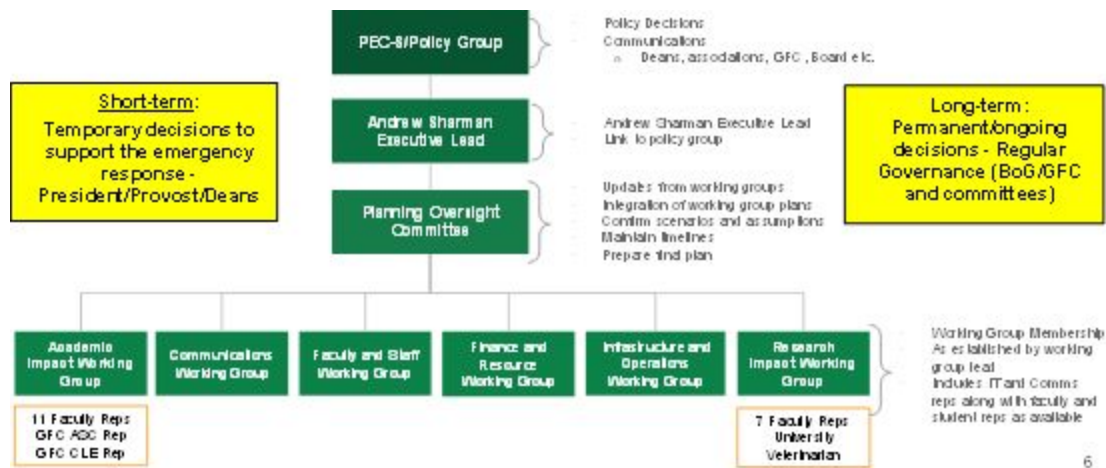
Due to the disruption and uncertainty caused by COVID-19, the University of Alberta's Fall 2020 term will be unlike any academic term the university community has ever experienced. Despite this, the university and its dedicated faculty and staff will continue to deliver on the institution's mission and vision. Driven by our top priority of protecting the health and safety of our community, we will continue to deliver the highest quality learning experience, ensure that world leading research continues and that students have the opportunity to participate in a vibrant campus community and residence life wherever they are.

The purpose of this document is to provide an overview of the plans being implemented by the university to deliver on this promise.

This overview is a living document, created in a context of great uncertainty. As things change, this plan will be updated and modified as required.

Consultation and Input

In order to coordinate planning, the University of Alberta established under the Public Health Response Team, a Planning Group consisting of a steering committee and six sub-groups to oversee planning for the Fall 2020 Academic Term and beyond. The overall planning structure is as follows:



Membership of the Planning Oversight Committee and the six sub-groups and their working committees can be found in Appendix 1.

Since the onset of the pandemic, regular updates, discussion, engagement, consultation and input has been garnered from PEC(S), Deans Council, APC, GFC Exec, GFC, PACC and the Board of Governors.

Regular update conference calls have also occurred and continue with AASUA, NASA, GSA and the SU. Engagement with COSA will take place at their first meeting on June 12.

Vision and Guiding Principles

The university developed this plan based on the following vision and guiding principles.

Vision

The University of Alberta will continue to provide the best possible learning experience for its students, and maximize its research and service activities throughout the pandemic.

The university will adopt operational models and capitalize on opportunities and lessons learned to retain and enhance the position of the University of Alberta as a leading global research university.

The university will use this period to drive innovation, efficiency, and relevance.

Guiding Principles

1. The university will place the health and wellbeing of students, staff, and faculty above all other considerations.
2. Decisions regarding in-person and remote learning will be driven by program quality and fairness across all student demographics.
3. The university will provide as much certainty as possible to students and staff by making and communicating decisions as early as possible.
4. The university will be heavily challenged to shift the mode of delivery mid-way through a semester, however, we will not preclude looking at ways to take advantage of any reduction in public health restrictions as they occur, keeping in mind the impacts on students, particularly those that may not be residing close to our campuses.
5. Tuition, fees, and related costs will balance fairness, manner of program delivery, service levels, and the need to manage fixed costs to the university.
6. The university will cooperate with peer institutions across Canada to share and create academic programming where it can enhance efficiency and maintain quality.
7. Research activity will be maximized to the extent possible.
8. The university will capitalize on lessons learned to enhance operations, sustainability, and service delivery.

Risks

The plan was developed with particular attention to the following core risk areas and possible risk events:

Enrolment Management

- Failure to achieve enrolment targets

Student Success

- Failure to implement program delivery model for Fall 2020

- Significant increases in student failure to complete
- Significant decline in student satisfaction

Faculty and Staff

- Failure to meet job/position requirements: faculty and staff

Research Enterprise

- Significant drop in research output

Safety

- Serious workplace injury, outbreak or fatality

Program and Course Delivery

After several weeks of planning, consideration, including discussions with the provincial health authority, the university confirmed on May 14 that its primary means of course delivery for the fall term would be through remote learning. To the extent possible within public health constraints, however, the university's campuses will also be open to limited in-person delivery.

The university is making provision for a limited amount of small group, laboratory, clinical instruction and experiential learning. A review committee under the Fall Planning Oversight Committee will determine which specific courses or course components should be included in this list of exceptions. Criteria include:

- Whether the course or course component is required to complete a degree program
- Whether the course or course component is required for program progression
- Whether the course or course component requires in-person instruction
- Whether the program or program component can be delivered within all the safety restrictions, especially physical distancing and limits to the number of individuals in one location

Keeping our Campuses Safe

The university's top priority is the health and safety of its students, staff, faculty, and visitors to our campuses.

Working under the university's Fall Planning Oversight Committee, representatives of Environment, Health and Safety, Facilities and Operations and Human Resource Services have developed guides, procedures, practices and e-learning resources to ensure compliance with orders from the Chief Medical Officer of Health (CMOH), ensure the safety and wellbeing of our community, and minimize the spread of COVID-19.

Pursuing an overarching strategy of a gradual re-opening of our campuses, the university will employ the following controls:

- Personal Protective Equipment
- Physical Infrastructure

- Control Measures (eg. Physical distancing, direction flows, signage, sanitizer, barriers)
- Sanitization and Custodial
- Building access and amenity status
- Health Screening
- Training and Communication

The Safety Measures and Faculty and Staff Working Groups developed the following resources to ensure a safe return to work and operations of university facilities:

- Safety Measures General Directives
- Return to Campus Plan Template
- Field Research Restrictions and Regulations
- Common Areas Controls
- Mandatory Returning to Campus eLearning module
- A Guide to Supervisors and Managers for Staff Returning to Work

Recruitment and Enrolment

The lifeblood of the University of Alberta is our students. The Registrar's Office (RO), the Faculty of Graduate Studies and Research (FGSR), Dean of Students, University of Alberta International (UAI) and faculty deans are developing integrated plans and strategies to achieve the university's enrolment targets, including:

- Online advising and engagement events for students
- Targeted communication strategies to specific student groups
- Active enrolment management including assessment and adjustment to deadlines, final document requirements, entrance averages, etc.
- Advocacy and advising regarding immigration issues and student permits
- Targeted awards for new incoming international students to encourage attendance
- Adding flexibility to recruitment scholarship funding for domestic and international incoming graduate students to incent them to start their programs
- Increasing available need-based financial supports

Tuition and Fees

In the majority of cases, tuition and fees will remain unchanged from those already approved by the university's Board of Governors.

The university is committed to providing a high quality learning experience, whether it is delivered in person or remotely. Faculty and staff are designing or redesigning course and program materials to ensure that program and degree requirements are met and that students can progress through their programs. This will result in additional costs to the university.

Most of the university's costs are fixed, including those of its faculty and staff and the infrastructure required by a leading research intensive institution.

Delivering University Research

In mid-March in response to the provincial declaration of essential services, the university closed the majority of research laboratories on its campuses, with the exception of those actively engaged in research related to COVID-19 or those labs maintaining animal facilities. Those labs continued to be monitored and serviced by Environment, Health & Safety, Facilities and Operations, and Supply Management Services.

On May 25, the university began the process of carefully ramping up its research activities, including community based, field research and wet-lab research. To achieve this, the Research Impacts Team developed procedures for individual labs to assess their readiness, apply for permission to return, and commit to being prepared to shut down again within 48 hours in the event of a public health order to do so.

As of June 1, 2020, 350 applications have been received and 288 approvals have been granted; after 185 safety inspections by EHS, no issues of non-compliance with public health requirements have been found.

The Research Impacts Team has developed the following tools to assist researchers in their successful return:

- Procedures to Request a Return to Campus
- Return to Campus Plan Template
- Field Research Restrictions and Regulations

Supporting Students

The rapid switch to remote learning in March was a challenge to students in universities around the world as they often struggled to connect with peers, instructors, and the course material itself. With the lessons learned from this period, the university has made it a priority to develop rich learning and engagement experiences regardless of the student's physical location around the world.

Students on campus will have access to housing as well as labs and libraries and the services provided by the Office of the Dean of Students, Kinesiology, Sport and Recreation and the Students' Union where allowed by public health directives.

The following plans and strategies are being implemented to support students:

- Modifying Tuition deadlines
- Creating an Information Hub for Graduate Students
- Developing a comprehensive online orientation
- Creating an orientation network to develop remote learning skills
- Developing networks of students who are participating in remote learning
- Guidelines on technical requirements to successfully participate in remote delivery
- IT solutions to assist domestic and international students in participating in online courses
- Guidelines on how graduate students can complete community based research
- Guidelines on funding support for graduate students

Supporting Instructors

The challenges to students in the rapid switch to remote learning, described above, were just as disruptive and difficult for instructors, whose courses were largely built around in-person delivery.

A great deal is being asked of our instructors as they re-develop their course materials for remote delivery from the start to the end of the term. Indeed, the success of the university during this period rests largely on our instructors' ability to successfully make this transition. For this reason, the university will do everything possible to ease this transition for instructors.

Among the strategies to support remote learning:

- Engagement with IST to leverage leading online delivery technologies
- Centre for Teaching and Learning enhanced programs and services
- Centrally developed "remote learning" workshops
- Raising awareness of existing CTL supports
- Collaborating with U-15 peer institutions to leverage online delivery best practices

Many instructors will be providing in-person instruction. Recognizing that the risks related to COVID-19 will not have been eliminated this fall, the university will do everything possible to ensure the health and wellbeing of instructors in classrooms, labs, clinics and other locations where in-person instruction will occur.

Among the strategies to support in-person instruction:

- Strict requirements for physical distancing
- Provision of PPE to faculty and staff and the requirement that students and others use appropriate PPE, including masks
- Class scheduling that limits close contact, both within and outside classrooms
- Requirement for personal health monitoring and attendance record keeping to support public health tracing
- Enhanced cleaning of high-touch areas

Supporting Employees

All staff have been -- and will continue to be -- profoundly affected by the COVID-19 pandemic. The university will continue to develop and modify processes and programs to ensure their ongoing success, health and wellbeing.

The Faculty and Staff Working Group and Human Resource Services has developed or contributed to a series of programs, guides and supporting materials for staff including:

- Mandatory Returning to Campus eLearning module
- A Guide to Supervisors and Managers for Safe Return to Campus
- University of Alberta Guide to Working Remotely

- Accommodations for staff with young children
- Remote delivery of workshops/sessions and enhanced communication materials to support mental, physical, and social health and wellbeing
- Transition to telephonic and e-delivery of Employee and Family Assistance Program (EFAP) services
- Recognition e-cards

Residences

University residences have remained open throughout the pandemic, with over 900 students remaining into the summer. Residences will be open this fall, with the following plans in place:

- Facilitate physical distancing and hygienic best practices
- Assign rooms strategically to ensure a critical mass of residents while maintaining health measures
- Ensure sufficient student numbers to build a robust residence community
- Deliver comprehensive residence life programming
- Ensure enhanced cleaning services
- Train employees on enhanced food handling and safety practices
- For health and safety purposes, control access to residence facilities
- Implement a response plan in compliance with CMOH orders

Non-Academic Activities

The university experience goes well beyond the teaching in the classroom and research. The full university experience includes such things as access to sports and recreation facilities, student groups Faculty organized student events, and intercollegiate sports.

Subject to CMOH orders and the Government of Alberta's relaunch plan, the university's goal is to re-open recreation and athletic facilities for student access. Facilities and Operations, in partnership with Kinesiology, Sports and Recreation (KSR) will implement plans that allow for such facilities to re-open while maintaining required hygiene and physical distancing requirements.

The Dean of Students is currently working with the Students' Union and student groups to ensure that students have access to the extensive range of student group activities that contribute to the student experience.

Plans are also being developed by Canada West and USports for competition schedules that meet CMOH requirements as well as providing training opportunities to our students initially in a virtual delivery model transitioning to in-person model while meeting required safety measures.

Communications

University Relations (UR) has led internal and external university communications since well before the declaration of a pandemic. A UR representative sits on the Planning Oversight Committee as well as each of the planning working groups and is responsible for broad based communications, community

engagement and external relations, government and media relations. This is further complemented by extensive communications support from within each Faculty.

A comprehensive communication strategy has been developed relying on a series of ad-hoc and standing committee structures as well as multiple communication mediums. Major communications are delivered through:

- University of Alberta COVID-19 website
- Daily Deans Updates
- Weekly Board Updates
- FAQs as needed
- Targeted emails
- Quad posts
- Weekly COVID-19 Digest
- Media availabilities
- Faculty communication strategies

Planning for Winter 2021

While it is the university's hope that campus operations will be able to return to a more normal state for the winter 2021 term, with the majority of courses and programs being offered in-person, this is currently assessed as a low probability. Increased in-person opportunities will depend on the active levels of COVID-19 cases, local CMOH orders, the capacity to manage and limit the impacts of a second outbreak, the progress toward a vaccine and changes in border restrictions. Even in this environment of great uncertainty, it will be necessary for the university to begin planning for Winter 2021 in short order, recognizing that decisions will be required in the absence of complete information.

As it did in preparation for the fall term, the university will advise the community as soon as possible regarding any decisions about the winter term.

Resource Implications

COVID-19 has impacted both the university's revenues and expenditures in the final quarter of 2019-20 and will impact all of fiscal 2020-21. There has been a substantial decline in revenues but to some degree an offset through a reduction in expenditures.

Fiscal 2019-20

- A \$34.9 million loss in revenue primarily through reduction in investment income and a reduction in sales and services revenue related to ancillary operations.

Fiscal 2020-21

Analysis has been completed on the impact of the campus closure on spring and summer session.

- Estimated revenue reduction of \$36.7 million offset by an estimated expenditure reduction of \$14.4 million for net loss of approximately \$22.3 million. The loss may be less as spring and summer enrolments have been strong.

The university is unable to forecast impacts on fall and winter sessions at this time given the level of uncertainty related to changing economic and public health factors. Risk factors impacting forecasts include:

- Investment returns
- Ancillary revenues, particularly parking, housing and food services
- Enrolment, both domestic and international
- Sales and services revenue streams such as dental clinic, mandatory non-instructional fees and fee for service

Conclusion

This is a living document. The university's plans and strategies will continue to evolve in response to the changing circumstances regarding COVID-19. What will not change is the university's commitment to the health and safety of its community, while delivering a vibrant, engaging, top quality learning and living environment and undertaking world leading research to meet the needs of our global community.

APPENDIX 1

PHRT PLANNING COMMITTEES MEMBERSHIP

Planning Oversight Committee:

Andrew Sharman, Vice-President, Facilities and Operations, and Executive Lead, U of A COVID-19 Response (Chair)
Steve Patten, Associate Dean, Research, Faculty of Arts
Fred West, Professor, Faculty of Science
Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies & Research
Andre Costopoulos, Vice-Provost and Dean of Students
Melissa Padfield, Vice-Provost & University Registrar
Walter Dixon, Interim Vice-President, Research, Research and Innovation
James Allen, Associate Vice-President, Operations and Maintenance
Marj Cayford, Senior HR Partner, Human Resource Services
Martin Coutts, Associate Vice-President, Finance and Supply Management Services
Jillian Hamilton, Strategic Communications and Issues Manager, University Relations
Katherine Huising, Associate Vice-President, Ancillary Services
Andrew Leitch, Director, Enterprise Risk Management Programs
Mike MacGregor, Vice-Provost & Associate Vice-President, Information Services & Technology
Wayne Patterson, Vice-Provost and Associate Vice-President, Human Resources
Wendy Rodgers, Deputy Provost
Michelle Rooker, Environment, Health & Safety, Risk Management Services
Chad Schulz, Director, Financial Services
Andrea Smith, Senior Administrative Officer, University Relations
Philip Stack, Associate Vice-President, Risk Management Services

Academic Impact Group:

Melissa Padfield, Office of the Registrar (Chair)
Allen Ball, Faculty of Arts
Maryam Bagheritari, Faculty Relations
Anne Bailey, University Relations, Strategic Communications
Bryan Brault, Faculty of Extension
Jason Carey, Faculty of Engineering
Gerda DeVries, Faculty of Science
Shana Dion, Dean of Students, Student Services
Wendy Doughty, Dean of Students, Student Services
Edith Finczak, Office of the Provost
Tammy Hopper, General Faculties Council, Academic Standards Committee
Jeff Johnson, School of Public Health
Kerrie Johnston, Faculty of Science
Mike MacGregor, Information Services & Technology
Janice Miller-Young, Centre for Teaching and Learning
Brooke Milne, Faculty of Graduate Studies and Research
Karsten Mundel, Augustana
Rebecca Nagel, Faculty of Arts
John Nychka, General Faculties Council, Committee on the Learning Environment
Jeff Rawlings, Information Services & Technology
Christy Raymond, Faculty of Nursing
Weiwei Shi, Library and Museums
Helen Vallianatos, Dean of Students, Student Services

Action Team #1: Online Instructional Support	Action Team #2: Academic Standards and Programs	Action Team #3: Registrarial/Technical Supports	Action Team #4: Student Services	Action Team #5: Graduate Programs
John Nychka, Lead Jason Carey, Co-Lead Allen Ball Peter Berg Bryan Braul Amy Dambrowitz Gerda de Vries Wendy Doughty Mike MacGregor Graeme Pate Kate Peters Weiwei Shi Ellen Watson	Tammy Hopper, Lead Karsten Mündel, Co-Lead Jason Carey Gerda de Vries Rebecca Nagel Andrea Patrick Christy Raymond Norma Rodenburg Helen Vallianatos	Norma Rodenburg, Lead Amy Dambrowitz, Co-Lead Jason Carey Shana Dion Tom Hidson Karsten Mündel Rebecca Nagel Kerrie Johnston Kate Peters Jaylene Ulmer Anna Vocioni Doug Weir	Helen Vallianatos, Co-Lead Doug Weir, Co-Lead Allen Ball Mebbie Bell Janice Causgrove Dunn Janice Johnson Lindsay Johnston Juste Kagisye Jane Lee Karsten Mundel Julie Naylor Don Raboud	Brooke Milne, Lead Bryan Hogeveen, Co-Lead Jason Carey Janice Causgrove Dunn Adam Gaudry Jeff Johnson Trish Manns Mark McDermott Hanne Ostegaard Victoria Ruetalo Ali Shiri Geoff Harder Helen Vallianatos

Research Impact Group

Walter Dixon, Research and Innovation (Co-Chair)
 Michelle Rooker, Environment, Health and Safety (Co-Chair)
 Alex Clark, Research and Innovation
 Declan Ali, Faculty of Science
 Dale Askey, Library and Museums
 Susan Babcock, Research Ethics Office
 Katherine Binhammer, Faculty of Arts
 David Bressler, Agricultural Life and Environmental Sciences
 Scott Delinger, Information Services & Technology
 Nadir Erbilgin, Field Research Office
 Jillian Hamilton, University Relations, Crisis Management Team Communications
 Keith Hollands, Facilities and Operations, Engineering & Technical Services
 Richard Lehner, Faculty of Medicine & Dentistry
 Andre McDonald, Faculty of Engineering
 Sharon Murphy, Library and Museums
 Tracy Raivio, Faculty of Graduate Studies and Research
 Mara Simmonds, Research and Innovation, Communications
 Michael Walesiak, Research and Innovation, Finance & Administration
 Craig Wilkinson, Research Ethics Office, University Veterinarian

Communications Working Group

Andrea Smith, University Relations (Co-Chair)
 Jillian Hamilton, University Relations, Crisis Management Team Communications (Co-Chair)
 Anne Bailey, University Relations, Strategic Communications

Laurie Cheung, Faculty of Rehabilitation Medicine
Rob Desjardins, Faculty of Graduate Studies and Research
Sheila Graham, Faculty of Arts
Michelle Hagen, University Relations, Social Media
Brittany Hurlburt, Facilities & Operations
Julia Jones-Bourque, University of Alberta International
Alexis Ksiazkiewicz, University Relations, Government and Community Relations
Tia Lalani, Augustana
Jocelyn Love, Faculty of Kinesiology, Sport, and Recreation
Jennifer-Anne Pascoe, Faculty of Science
Tim Schneider, University Relations, Digital
Jaylene Ulmer, Office of the Registrar

Faculty and Staff Working Group

Marj Cayford, Human Resource Services (Chair)
Pam Averill, Human Resource Services
Stacey Brennan, Faculty of Arts
Kendra Brunt, Faculty of Medicine and Dentistry
Cheryl Harwardt, Faculty of Kinesiology, Sport, and Recreation
Bryan Hogeveen, Faculty of Graduate Studies and Research
Katherine Husing, Facilities & Operations, Ancillary Services
Brian Pearson, Faculty Relations
Steve Reid, Facilities and Operations, Building Services
Andrea Smith, University Relations
Aneta Thompson, Faculty of Engineering
Demetres Tryphonopoulos, Augustana Campus
Jeremy Wilhelm, Human Resource Services
Crystal Wood, Human Resource Services

Finance and Resource Working Group

Martin Coutts, Financial Services & Supply Management (Co-Chair)
Chad Schulz, Financial Services, Integrated Finance & Resource Planning (Co-Chair)
Edith Finczak, Office of the Provost
Andrea Smith, University Relations
All Senior Financial Officers, as required (Finance Management Committee)
Resource Planning
 Stephen Edge, Financial Services, Resource Planning
 Amy Gong, Financial Services, Resource Planning
 Sara Horseman, Financial Services, Resource Planning
 Kyle Shukaliak, Financial Services, Resource Planning

Infrastructure and Operations Working Group

James Allen, Facilities and Operations, Operations and Maintenance (Co-Chair)
Katherine Husing, Facilities and Operations, Ancillary Service (Co-Chair)
Dale Askey, Library and Museums

Lorna Baker-Perri, Facilities and Operations, Space Management
John Benson, Facilities and Operations, Building Services
Laura Boisvert, Faculty of Education
Tam Connelly, Facilities and Operations, Augustana
Andrew Cooper, Finance and Administration, Risk Management Services
Rick Fix, Information Services & Technology
Cheryl Harwardt, Faculty of Kinesiology, Sport, and Recreation
Jennifer Hibbert Faculty of Arts
Brittany Hurlburt, Facilities and Operations, Communications
Alana Krahn, Students' Union
Ben Louie, Facilities and Operations, OUA
Dolores March, Facilities and Operations, Ancillary Services
Kim Misfeldt, Augustana
Craig Moore, Facilities and Operations, Real Estate
Andrew Ng, Facilities and Operations, Strategic Portfolio Services
Jon O'Hara, Faculty of Medicine & Dentistry
Rob Pawliuk, Facilities and Operations, Operations
Geoff Rode, Facilities and Operations, Ancillary Services
Tobie Smith, Faculty of Science
Christian Tremblay, Campus Saint-Jean
Sridhar Parasharamatham, Graduate Students' Association
Kevin Watts, Information Services & Technology
Phil Webb, Finance and Administration, Supply Management Services
Todd Werre, Facilities and Operations, Project Management

Infrastructure and Operations Safety Sub-Working Group

Rob Pawliuk, Facilities and Operations, Facilities and Operations, Operations (Co-Chair)
Andrew Cooper, Finance and Administration, Risk Management Services (Co-Chair)
Dale Askey, Library and Museums
Denise Koufogiannakis, Library and Museums
Kelly Anderson, Facilities and Operations, Space Management
John Benson, Facilities and Operations, Building Services
Laura Boisvert, Faculty of Education
Tam Connelly, Facilities and Operations, Augustana
Rick Fix, Information Services & Technology
Jennifer Hibbert Faculty of Arts
Brittany Hurlburt, Facilities and Operations, Communications
Ben Louie, Facilities and Operations, OUA
Dolores March, Facilities and Operations, Ancillary Services
Kim Misfeldt, Augustana
Jon O'Hara, Faculty of Medicine & Dentistry
Geoff Rode, Facilities and Operations, Ancillary Services
Tobie Smith, Faculty of Science
Christian Tremblay, Campus Saint-Jean

Sridhar Parasharamatham, Graduate Students' Association
Kevin Watts, Information Services & Technology
Phil Webb, Finance and Administration, Supply Management Services
Kris Urbanczyk, Finance and Administration, Supply Management Services
Craig Turner, Students Union
David Bressler, Faculty of ALES
John Raymond, Faculty of Arts

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

Agenda Title	Document Submitted by GFC Member
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Item

Proposed by	General Faculties Council Executive
Presenter(s)	Dave Turpin, Chair, General Faculties Council Executive Steve Dew, Provost and Vice-President (Academic)

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	To seek input and guidance from General Faculties Council on the letter received from Faculty of Arts Academic Staff Representative, Professor Sale
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Late Friday, June 12, Professor Sale forwarded the attached letter for consideration by General Faculties Council Executive (GFC – Exec) at its meeting on Monday, June 15. All members of GFC were copied on the correspondence. The member requested that GFC Executive give consideration to adding three motions to the agenda of the special meeting called for June 22, 2020.</p> <p>Members of GFC Executive added the letter to their agenda and discussed how best to proceed. After members of administration provided background and further clarification on matters raised, and following consideration by members, it was recommended that the item be added to the GFC agenda as a discussion item to further allow members the time to consider the matter and because additional information was required before action could be taken on the matters identified in the letter.</p> <p><u><i>Background Information and Clarification on the points raised in the letter</i></u></p> <p><u>GFC Authority</u></p> <p>The member raised items regarding the role of GFC and in some cases proposed motions that fall outside of GFC’s authority. The <i>Post Secondary Learning Act</i> clearly outlines GFC’s authority and also the limits of its authority, being subject to the authority of the Board of Governors. Motions before GFC must take this into account.</p> <p><u>Academic Restructuring Clarification</u></p> <p>The member notes that GFC is presently being asked to approve a process that the member labelled a “precursor” to the Article A10 Reorganization process set out in the Academic Faculty Schedule of the Collective Agreement with the AASUA. However, that is not reflective of the current situation.</p>

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GFC is currently being engaged in order to help inform the academic restructuring that is currently in the planning phase.

Article A10 is very clear that it is engaged only when certain conditions have been met. With no plan currently decided upon, let alone being implemented, the necessary conditions do not exist.

Should the process evolve to the point where a Reorganization as defined in Article A10 is proposed, all of the necessary steps set out in the Collective Agreement will be followed, including the involvement of the Academic Planning Committee of GFC.

Regarding the member's suggested motion pertaining to the release of any external consultant reports, as noted above, GFC's authority is subject to the authority of the Board. Based on that, and given privacy and contractual obligations, GFC does not have the authority to compel such an action. It is clear that GFC will need to be well informed on all relevant materials if it is to make any decisions related to academic restructuring. The process as outlined commits to this.

The purpose of bringing the academic restructuring item to GFC for early and regular discussion is to better guide the process to ensure it meets GFC's expectations on this very important issue. As the member points out, transparency is one of the proposed principles to guide the work of the Academic Restructuring Working Group (ARWG), and sharing the results of any consultancy would be consistent with that principle. Therefore, the Provost as chair of the ARWG, commits to releasing the reports of external consultants, subject to the normal constraints around releasing sensitive information belonging to third parties or provided by individuals in confidence.

Fall 2020 Instruction

The overarching priority for the delivery of any in-person classes is the health, safety and wellbeing of students, staff, and faculty. Achieving the best in teaching and learning while remaining compliant with public health orders and guidelines is a complicated undertaking in an already complex organization.

The University of Alberta is required to meet Occupational Health & Safety legislation as well as meeting COVID-19 public health orders, directives and guidelines. It is important that we offer equitable learning experiences that support program progression and completion and address necessary learning outcomes. All of this must be done within our current and future health and safety and public health context. This not only includes the number of students in a single classroom, the flow of people in shared and transition spaces (hallways, atriums, entrances, etc), but also the janitorial resources required to maintain all spaces and react to potential future COVID-19 outbreaks and a second wave of the pandemic. The process that was developed for Exceptions to Remote

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delivery endeavored to be as simple as possible while taking necessary steps to manage our multifaceted reality.

Within this context and that of being at a Level 3 emergency, decisions regarding in-person and remote learning will be driven by program quality and fairness across all student demographics and the need to provide as much certainty as possible to students and staff by making and communicating decisions as early as possible.

The Institution Review Committee (IRC) consists of the [Fall 2020 Oversight Committee](#) with final sign off by Steve Dew, Provost and Vice-president (Academic) and Andrew Sharman Vice-president (Facilities & Operations) and Executive Lead COVID-19 Public Health Response Team. The major challenge is aligning the number of course exceptions with available infrastructure while meeting required public health orders and health and safety legislation in order to be able to sustain classes **without** interruption as occurred on March 13, 2020.

The process begins with the review and consideration by the Faculties and Deans. It is expected that all of the academic and pedagogical merits of the proposals have been fully considered during this stage. After the faculty/Dean have approved the exemption request, it will be assessed by the IRC. Additionally there will be no requirement to evaluate the accommodation processes for students who cannot attend in-person (ex. due to location, immunocompromised status, etc.) as these have also been reviewed by faculties.

Whereas health and safety and pedagogical concerns are of the highest priority, the University cannot ignore the costs associated with different scenarios. It is well known that the university is under severe financial strain, and any unplanned dollars put into costs associated with cleaning, plexiglass, hand sanitizer, and PPE, for example, will result in the need for additional cuts elsewhere in the budget of the University. The key elements for review relate to how we can maintain and meet Occupational Health & Safety legislation as well as current and future public health orders and directives, manage any potential COVID-19 outbreaks as well as a second wave potentially during the 2020/21 influenza season. The University must be able to sustain its full suite of complex and diverse services/capabilities during the world-wide pandemic over a prolonged period (likely well into 2021) that support our core mission of teaching and research. Balancing this with the desired levels of on-campus teaching and research is complex and challenging if we are to be successful.

Motion to Amend Something Previously Adopted

GFC and its Standing Committees already operate using the [Principles of Delegated Authority](#) which allow for the opportunity for each Committee not to exercise its delegated powers and instead recommend to GFC.

Members of GFC are aware of the extensive work and early consultation that took place on the new terms of reference for the

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	<p>Programs Committee. The expectation of all GFC members is that they raise any concerns during these formative stages so that all issues can be addressed in a holistic and comprehensive manner rather than having an hoc and one-off approach with a greater prospect of unintended consequences.</p> <p>Regarding academic program suspensions, these important decisions will be recommended by GFC to the Board. The new pathway for program suspensions is as follows: Programs Committee to Academic Planning Committee to GFC to Board Learning Research and Student Experience Committee (BLRSEC) to Board, and then submission to the Ministry. The termination of an academic program <i>follows</i> the 2 year suspension period (the key decision being the suspension).</p> <p>Should GFC wish to remove the delegated authority from the newly approved committee, the recommended approach, procedurally, would be to do all of the following:</p> <ol style="list-style-type: none"> a. Raise a motion to reconsider (Motion for specific purposes 9.2). GFC would then vote on the matter and the item would return to the place before the vote. b. Introduce proposed amendments c. Members of GFC would decide <p>GFC will review Terms of Reference every three years and the new Academic Programs Committee, like all GFC Standing Committees, will be reviewed on a regular basis.</p> <p>Next Steps:</p> <p>The item is before members of GFC as a discussion item because there were many issues with important implications for our community. After discussion by members, GFC can decide if further action is required.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> ● GFC Executive, Monday, June 15, 2020 ● GFC, Monday, June 22, 2020
Approval Route (Governance) (including meeting dates)	

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21
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	Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Executive Committee General Faculties Council	

Attachments

1. Letter from Carolyn Sale, Academic Staff Representative for the Faculty of Arts

Prepared by: University Governance

12 June 2020

Dear Colleagues on GFC Executive,

There are two items on the agenda for your Monday meeting that are of considerable importance. I write to ask that when approving the agenda for the special meeting of GFC on 22 June 2020, you add three motions relating to them to the agenda. I am copying all members of GFC here so that everyone knows of these requests.

I want to note upfront my special concerns with the proposal for “Academic Restructuring.” Any restructuring of the University is of serious consequence to the current and future health and success of the University, and every line of the proposal merits scrutiny. I am concerned that as it stands the proposal involves no statement in regard to process and no timeline.

It appears that GFC is being asked to approve a [precursor](#) process to the process for academic reorganization set out in Schedule A, Article A10 “Academic Reorganization” of the 2018-2020 [Collective Agreement](#) between the University and the Association of Academic Staff (AASUA).

In my view, that should be explicitly stated in the document. There needs to be absolute clarity around all of this as the University is obligated to follow the process set out in detail in the collective agreement. In that process, proposals for academic reorganization may originate either with a Faculty Council or with the Provost, and the agreement spells out the steps to be followed thereafter. These involve the Faculty Council of any Faculty for which any reorganization is proposed having four months to consider and respond to the proposal from the Provost; proposals then proceeding to APC; and APC making a recommendation to GFC. GFC’s role is specified as follows:

A10.19 GFC shall consider the recommendation from APC and, either:

- a) approve the recommendation for Reorganization (with or without changes) and forward its recommendation to the Board;
- b) return the recommendation for Reorganization to the Provost for further consideration; or
- c) reject the recommendation for Reorganization.

Only after GFC has approved a recommendation for reorganization can the proposal for reorganization proceed to the Board of Governors.

My motion in regard to the “Academic Restructuring” proposal relates to the precursor process.

My requests for agenda additions begin, however, with a pair of motions relating to Fall 2020 instruction.

I. **Fall 2020 Instruction**

The package for Executive's meeting includes an "Overview" document about Fall 2020 instruction which will proceed, after its discussion by Exec, to GFC on June 22nd. This is described as a "living" document.

First, I must say that I find it deplorable that the "Overview" states as one of the "risk" factors with which it is dealing the possible "failure" of faculty and staff "to meet job/position requirements." It is deeply troubling that any member of the senior administration should feel that faculty are a "risk" factor in any respect, or that any governance document should declare this. The document should instead reflect that the faculty and staff do the work of this institution and are the strength of the institution. The faculty and staff make it possible for the University to fulfill its mission of advancing knowledge and educating students.

Second, as I have said before, the General Faculties Council should also, as a matter of collegial governance, be given the opportunity to set policy for the "ten thousand little decisions" that may be taken in regard to Fall 2020 instruction between GFC's meeting of 22 June 2020 and the first day of classes in the Fall.

Other members of GFC may have urgent concerns they wish to bring forward in this regard. Here is mine.

Requests for Exceptions to Remote Instruction

GFC should set policy for how the "review committee under the Fall Planning Oversight Committee" (page 3) will adjudicate requests for exceptions to the blanket decision that instruction will be "remote" or "online." The "Overview" document does not describe how this committee is composed or how it will operate, but presumably its decision-making will be guided by the principles that are set out on the request for exceptions form which claims that the University will "Allow for in-person offerings to occur where necessary."

The problem is that the form that instructors were asked to complete makes it appear that the ultimate considerations are financial. Here is the screenshot of the pertinent material:

NOTE on financing cleaning and PPE for in-person instruction: Once all applications have been received the Institutional Review Committee will assess the possibilities for cleaning of learning spaces and provision of PPE where requested.

Based on what is requested and the central resources available we will determine whether or not expenses associated with cleaning and PPE can be managed centrally or will need to be augmented by the Faculty or Department. We recognize these budgetary considerations will be key decision factors for whether or not in-person instruction can proceed. Central resources for these services are extremely limited and in order to maximize what is possible we require a fulsome understanding of what is needed institutionally before we can provide concrete information on the expense allocation.

NO proposal will receive final approval until this costing has been discussed with the responsible party and information is clearly conveyed to the Faculty and proposing unit.

I ask that GFC Exec add to the agenda for GFC's meeting of June 22nd the following motions:

MOTION 1 (a)

In taking its decisions for where in-person instruction for Fall 2020 courses will be permitted, the Institutional Review Committee will prioritize pedagogical considerations over financial considerations.

MOTION 1 (b)

So that the University of Alberta may meet its pedagogical responsibilities in regard to Fall 2020 instruction, the Government of Alberta will be asked to provide special funds to cover the costs involved in providing all in-person instruction approved by the Institutional Review Committee.

II. Academic Restructuring

At its meeting of 22 June 2020, GFC will be asked to approve the key objectives for President-Elect Flanagan's plans for the academic restructuring that will bring about the "sweeping transformation" of the University of Alberta. As stated in the document that Executive is discussing Monday, this will include "profound change" to:

- how faculties are organized and work to achieve the academic mission
- how professional and administrative services support and enable the academic mission
- how the university uses and develops its assets.

Plans will be developed by the Academic Restructuring Working Group (ARWG) chaired by the Provost. The document declares that the AWRG will be "guided by the following additional principles":

- The ARWG will be **consultative and transparent** in its work, engaging the university community as well as the General Faculties Council and the Board of Governors.
- The ARWG will act in the best interests of the entire institution.
- **The ARWG will make recommendations that are data-informed and future focused.**
- The ARWG will assess impacts of proposals on equity, diversity, and inclusion, to ensure that proposals do not negatively impact institutional efforts towards EDI.
- The ARWG will move very quickly in pursuing its objectives, given the University's current situation.

The document then sets out the objectives that the General Faculties Council is being asked to approve. These include:

- Reducing the number of faculties and departments through consolidation to create economies of scale and reduce duplication of similar programs, courses and services

As noted above, the document **does not** set out a process or a timeline for the overall process that includes both the precursor process being set out by President-Elect Flanagan and the process mandated by the collective agreement between the University and the AASUA. I hope that these elements will be added to the document before it comes to GFC on June 22nd. This is especially important given that President Flanagan has indicated that he wants the restructuring to proceed with [“extraordinary . . . speed.”](#)

Equally urgent is that GFC be provided with the data on which the objectives it is being asked to approve are based. In the presentation to GFC on 25 May 2020 and the subsequent presentation at the “Town Hall” on 2 June 2020, the data were referred to in a summary way, but not presented in full. At its meeting of 22 June 2020, GFC should be shown the full data.

I also request that the following motion in regard to Academic Restructuring be added to the agenda for GFC’s special meeting on 22 June 2020:

MOTION 2

Whereas the University of Alberta is a public university that does its work for the public good; and

Whereas the University’s work of discovering, disseminating, and applying knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships should be evidence-based, transparent, and subject to public scrutiny; and

Whereas the General Faculties Council is the statutory body charged with responsibility for the academic affairs of the University under section 26.1 of the *Postsecondary Learning Act*; and

Whereas the General Faculties Council has special legal responsibilities to discharge in relation to academic restructuring under the collective agreement between the University and the Association of Academic Staff (AASUA),

That: to meet its statutory and legal responsibilities in regard to the proposed Academic Restructuring, the General Faculties Council shall receive all data and all reports or recommendations that the President, Provost, or Academic Restructuring Working Group have received or will receive from any and all external consultants who have been or will be asked to provide advice, reports, data, or any recommendations in regard to the proposed Academic Restructuring.

III. Motion to Amend Something Previously Adopted

I also ask that the agenda include a motion to **amend** the “Terms of Reference” for the new “GFC Programs Committee” as approved at GFC’s meeting of 25 May 2020.

The new GFC Programs Committee to be struck at 1 September 2020 should not have the delegated authority to terminate or suspend programs — especially not when the University is developing plans for academic restructuring so extensive it will transform the entire institution. Accordingly, I ask that the following motion be added to the agenda for the meeting of 22 June 2020:

Motion 3: “Terms of Reference” for the new “GFC Programs Committee”

That the “Terms of Reference” for the new “GFC Programs Committee” approved by GFC at its meeting of 25 May 2020 be revised as follows:

4.1.b, which currently reads, “Approve the termination of academic programs and report to GFC and APC for information,”

Shall be revised to read:

“Recommend the termination of academic programs to GFC.”

and

5.1.a, which currently reads, “Review and recommend program suspensions to APC.”

Shall be revised to read:

“Review and recommend program suspensions to GFC.”

Other members of GFC will of course have other objectives that they feel need to be achieved at the meeting of June 22nd in regard to planning for Fall 2020 instruction and President-Elect Flanagan’s proposal for academic restructuring.

I thank GFC Executive for its consideration of all of the above, and look forward to GFC’s special meeting of 22 June 2020.

Sincerely,

Carolyn Sale
Academic Staff Representative for the Faculty of Arts

Item No. 11.1

Question 11.1 from GFC Appointed Member Andrei Tabirca (submitted by email May 26, 2020)

Is the NOUS consultancy group continuing their work assisting the UofA with the innovative UofA for Tomorrow restructuring project, or has the contract been completed? Are there any other collaborations (ongoing or planned) between NOUS and the UofA? Additionally, can existing NOUS deliverables/reports be shared with the GFC members?

Response 11.1 from Gitta Kulczycki, Vice-President (Finance & Administration), and Provost and Steven Dew, Vice-President (Academic)

The phase of work with Nous on the SET initiative that informed the president elect's presentation at GFC on May 25 has been completed. They are now working on the next two phases with us to delineate more particularly the streams of work on the SET initiative and to help launch and support us in initiating that work.

While we will be updating GFC on the SET initiative on a regular basis, Nous reporting on the administrative (SET) side would not go to GFC as this lies outside GFC's mandate. Any decisions made as a result of their work that should engage the Academic Planning Committee would go through that forum.

At this time we do not know what our engagement with NOUS on the SET initiative will be over the longer term. However, it should be noted that the speed at which we must achieve these savings means we will be leveraging external expertise to help us move quickly.

Nous was also engaged in the academic restructuring side, but this work started later and is now winding down. Its purpose was to provide a high level review of experiences and outcomes at other institutions that have undergone restructuring. The elements of the Nous reports that support the recommendations and outcomes of the Academic Restructuring Working Group will be shared in the context of that group's consultations and deliverables. Any changes to our academic structure will need to go through APC as well as GFC and the Board for approval.

Item No. 11.2

Question 11.2 from GFC Elected Faculty Member Anastasia Elias (submitted by email June 8, 2020)

With Michener Park closing permanently in August 2020, how will the U of A provide affordable housing for undergraduate and graduate students with families?

Response 11.2 from Andrew Sharman, Vice-President (Facilities and Operations)

We know the primary issue for students who parent is access to affordable, flexible child care and decisions around housing often is influenced by access to these services. That said, we are working with the remaining residents at Michener Park to ensure they are prepared for the transition to alternate housing if that is their choice and, as new inquiries come in for family housing, Newton Place is identified as an option for students with families.

The University of Alberta is not in the business of providing subsidized housing for its students. We know that some students desire the supports inherent in a campus living environment and, in providing options to a multitude of student demands, Ancillary Services operates its residences on a cost-recovery basis. Rental rates are frequently evaluated against the market and with other post-secondary institutions to ensure our rates are competitive, however, Ancillary Services is a self-funded operation and, as such, the concept of "affordable" housing as a discounted rental rate from the market is not feasible. Residence and Dining Services must operate on a financially sustainable basis having due regard for operating costs, addressing deferred maintenance, as well as maintaining operating and capital reserves for long term sustainability.

Item No. 11.3

Question 11.3 from GFC Elected Faculty Member Kathleen Lowrey (submitted by email June 15, 2020)

1) At the May 25 GFC, we heard that the university has paid some \$100,000 in consulting fees to the Nous Consortium for academic restructuring advice. What has been the cost to date and what are the projected total costs of the UniForum program (<https://www.ualberta.ca/vice-president-finance/uniform/index.html>)?

2) At the May 25 GFC and again at the Town Hall, incoming President Flanagan referred to the university's "dependence" on public funding (60% at present) and said he plans to bring that down to around 40%. How will the intellectual independence of this great public university be preserved when it shifts to primary dependence on private sector donors, wealthy students, and profit-making ventures?

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on May 20 and at a Special Meeting on June 11, 2020.

2. Items Approved with Delegated Authority from GFC

May 20, 2020

- Proposed Department Name Changes - Alberta School of Business

3. Items Recommended to General Faculties Council

June 11, 2020

- University of Alberta for Tomorrow (UAT)

4. Items Recommended to the Board of Governors

May 20, 2020

- 2021-2022 International Tuition Fee Proposal for Incoming Students

5. Items Discussed

May 20, 2020

- International Strategy Implementation Plan
- Academic and Administrative Restructuring (in closed session)
- Budget Update (standing item)

June 11, 2020

- Faculty of Extension Update

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 May 21, 2020.

2. Items Approved with Delegated Authority from GFC
 - Transfer Credit Approvals and Denials for May 2020, Office of the Registrar
 - Transfer Credit Updates for CMPUT Courses, Office of the Registrar
 - Block Transfer Credit Updates for NAIT Programs, Office of the Registrar
 - Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Philosophy, Faculty of Arts, and Faculty of Graduate Studies and Research
 - Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Agricultural, Food, and Nutritional Science, Faculty Agricultural, Life and Environmental Sciences, and Faculty of Graduate Studies and Research

3. Items Recommended to the Academic Planning Committee
 - Proposed Suspension of the Sport Coaching Major in the Bachelor of Kinesiology Program, Faculty of Kinesiology, Sport, and Recreation

4. Items Discussed
 - Emerging Issues for Fall 2020
 - External Programs for Review and Programs in Progress on Campus: Standing Item

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

Submitted by:
Tammy Hopper, Chair
GFC Academic Standards Committee

