



Monday, March 22, 2021  
Zoom Virtual Meeting  
2:00 PM - 4:00 PM

**OPENING SESSION** 2:00 – 2:05 p.m.

1. Approval of the Agenda Bill Flanagan
2. Report from the President Bill Flanagan

**CONSENT AGENDA** 2:05 – 2:10 p.m.

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

3. Approval of the Open Session Minutes of February 22, 2021
4. Proposed Changes to Graduate Admissions Regulations, Faculty of Graduate Studies and Research

*Motion: To Approve*

**EARLY CONSULTATION** 2:10 – 2:50 p.m.

5. Teaching, Learning, and Evaluation Policy Wendy Rodgers  
John Nychka
6. Faculty of Graduate Studies and Research (FGSR) Supervisory Initiatives Brooke Milne

**DISCUSSION & ACTION ITEMS** 2:50 – 3:00 p.m.

7. Recommendations of the Committee of the Whole Bill Flanagan  
*Motion: To Approve*

**DISCUSSION ITEMS** 3:00 – 4:00 p.m.

8. COVID Update (no documents) Andrew Sharman  
• Fall, 2021 Melissa Padfield
9. Question Period Bill Flanagan

**INFORMATION REPORTS**

[If a member has a question about a report, or feels that a report should be discussed by GFC, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting]

so that the Committee Chair (or relevant expert) can be invited to attend.]

10. Report of the GFC Executive Committee
11. Report of the GFC Academic Planning Committee
12. Report of the GFC Programs Committee
13. [GFC Nominations and Elections](#)
14. Report of the Board of Governors
15. Information Items
  - A. Public Report on the University of Alberta Equity, Diversity and Inclusivity Employee Census
  - B. University of Alberta Museums Annual Report
  - C. Acting Dean, Faculty of Science
16. [COVID Governance Emergency Protocols Decision Tracker](#)
17. Information Forwarded to GFC Members Between Meetings (no items to date)

### **CLOSING SESSION**

18. Adjournment  
- Next Meeting of General Faculties Council: April 26, 2021

#### Presenter(s):

Melissa Padfield	Vice-Provost and Registrar
Bill Flanagan	President and Vice-Chancellor, University of Alberta
Brooke Milne	Vice-Provost and Dean
Andrew Sharman	Vice-President (Facilities and Operations)
Steven Dew	Provost and Vice-President (Academic)
Wendy Rodgers	Deputy Provost
John Nychka	Vice-Provost (Learning Initiatives), Chair GFC Committee on the Learning Environment

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Kate Peters, 780-492-4733, peters3@ualberta.ca
University Governance	<a href="http://www.governance.ualberta.ca">www.governance.ualberta.ca</a>



# PRESIDENT'S REPORT

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TO THE GENERAL FACULTIES COUNCIL | March 22, 2021

One year ago, on March 13, 2020, the COVID-19 pandemic first started to drastically affect the U of A community. As we mark the first anniversary of the pandemic, I have been reflecting on how proud I am of the work our community continues to do under such challenging circumstances and shifting realities.

Our community continues to celebrate the extraordinary accomplishments of our students, faculty, staff, and alumni. A series of stories, events, and lectures throughout [Black History Month](#) gave all of us an opportunity to honour outstanding Black alumni, scholars, and students. [The 2020 Alumni Awards](#) recognize the professional achievements, community service, and innovation of graduates around the globe. [International Women's Day](#) celebrated women around the globe and on our campuses and [Pride Week](#) gave us opportunities to reflect on contributions, achievements, and lived experiences of our 2SLGBTQ+ communities. The [QS World University Rankings by subject](#) saw sports-related subjects and petroleum engineering bolster a strong University of Alberta showing, including nine subjects in the top 50 and a continued surge in the area of nursing. And our talented researchers and scholars continue to contribute to [COVID-19 relief efforts](#) that will help improve the lives of Albertans and Canadians.

Given the current public health environment, the safest approach for our community during this spring and summer is to continue with a primarily remote environment for students, faculty, and staff. With an [updated vaccine rollout](#) program for the province, and with the work that each of us has contributed over the past year, the U of A's [2021-22 planning is currently underway](#) and we have our sights set on renewing campus life. We are aiming to have our community in their regular work and study routines on our campuses in significant numbers by September, and back to normal by January 2022.

University of Alberta for Tomorrow (UAT) [continues to have a bold vision](#): to set a new direction for the university that will renew and transform our leadership in higher education and research and drive ever greater social and economic growth, innovation and creativity for the public good of the province and beyond. The process of implementing UAT is fully underway with a focus on [administrative restructuring](#), [building our new colleges](#), and integrating other core academic functions and units into both.

On February 25, 2021, the Government of Alberta tabled its 2021 Budget. Alberta remains in a period of significant economic difficulty and as a primary funder of post-secondary education in the province, each institution had been planning for additional cuts in our provincial funding. In Budget 2021, [the University of Alberta's provincial grant decreased by 11 percent](#), almost one-half of the total \$126M cut to the post-secondary sector in this year's budget. This 11 percent reduction, combined with cuts in 2020-21, totals a \$170M reduction in our provincial funding over the last two and a half years.

This disproportionate cut is especially disappointing considering the extraordinary efforts the university has undertaken to reduce our expenditures and proactively reform our operational efficiencies. Within the budgeting process we have asked for fair and predictable levels of provincial funding along with the freedom to diversify our revenue sources. We will continue to do all we can to make this case to the Government of Alberta.

This past year has taken something from each of us, and it has given us opportunities as well. Our community has risen to the challenges we have faced through creativity, hard work and a real dedication to the wellbeing of our students and community. As we continue to deal with changing circumstances including budgets, restructuring, vaccines and variants, our resiliency and the care we show for one another will be at the forefront, and will help us all get back to vibrant campuses when the time is right. If you are struggling with the anxiety that naturally comes with uncertainty, I encourage you to explore our [Wellbeing Through Change web page](#).

I am looking forward to celebrating the achievements of our newest graduates during a [virtual convocation ceremony](#) on June 25. Please join us for this exciting occasion.

## Academic restructuring

The establishment of three new colleges at the University of Alberta opens up significant opportunities for increased university-wide collaboration and engagement in teaching, learning and research not only within the colleges but also across the colleges and autonomous faculties.

Since January we have not only announced the appointment of [three college deans](#), but also the acting faculty deans who will [lead the School of Business, Faculty of Nursing and the Faculty of Science](#) for two-year terms beginning July 1, 2021.

Planning and setting the framework for shared services within the colleges is underway as the July 1 launch of the colleges comes closer.

[>> Read all of the academic restructuring updates here.](#)

## Service Excellence Transformation (SET)

The SET team [continues to work on a two-phase implementation process](#) to transfer the university's administrative services from the current state to the new model. The first phase, which will be completed by March 31, is focused on the \$30 million budget reduction. The second phase, which runs through 2021, is focused on service and staff transition, but also requires us to reduce our budget by another \$30 million. This process will centralize a number of administrative services and requires a redistribution of the university's workforce from faculties and central portfolios to new units in the centre, which will allow the university to take advantage of economies of scale and provide services more efficiently.

The University Services and Finance portfolio recently [shared its new structure](#) as it begins to lead the administrative transformations we will see across campus moving forward. Over the past few weeks, the units within the USF portfolio have identified their functional needs and laid out new structures to meet the requirements of SET. In the coming months, the staff complement in faculties will be reduced while the centralized service staff will increase. More centralized administrative activities will allow us to streamline processes, and identify and correct inefficiencies.

[>> Read all of the SET updates here.](#)

## BUILD

### Community Engagement plan laid out for three years

The university has [engaged in a year-long consultation](#) process aimed at deepening our understanding of the university's many communities and the resulting [community engagement plan](#) showing the findings has been released. Over the consultations we heard that relationships and engagement are critically important to the U of A and this plan lays out the next three years community of engagement for the university.

### GSA elects new representatives for coming year

The Graduate Students' Association (GSA) held a [general election](#) along with two referenda on February 25, 2021. Congratulations to incoming GSA President Anas Fassih and his team, and thank you to outgoing GSA President Marc Waddingham and his team for their service to their constituents over this past year.

### Celebrate! Teaching.Learning.Research

Throughout the week of March 15th, this year's honorees from the annual celebration will be showcased on the university's website as Celebrate! [moves its celebration online](#). This year's exemplary recipients include University Cup winner Gary Lopaschuk and [more than 90 other award recipients](#) from across our campuses.

## EXPERIENCE

### Pronouns and language can affect the health of patients

The [Inclusive Health Conference](#) took place on March 13 with the goal of seeking medical care a safer experience for members of the lesbian, gay, transgender, queer and two-spirit community. Participants from the medical community and general public will examine how small changes in a health provider's approach to their patients can make a significant difference to an individual.

### Undergraduate research takes virtual conference stage

Online celebration of undergraduate research took place March 9-11 through the [Festival of Undergraduate Research and Creative Activities \(FURCA\)](#). Presentations spanned from guest speakers who started their careers with undergraduate research to students currently working on projects that could shape their own career paths, contribute to how we [understand and treat COVID-19](#), or inspire other students just like them.

# EXCEL

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## Research Excellence

- Maria Ioannou, from the Faculty of Medicine & Dentistry, is among 126 North American early career researchers who received the Sloan Research Fellowship from the [Alfred P. Sloan Foundation](#). This award is in recognition of her innovative work in lipid biology using medical imaging techniques that could shed new light on a wide variety of diseases.
- The American Institute for Medical and Biological Engineering (AIMBE) has announced the election of Jie Chen, Ph.D., Professor, Electrical and Computer Engineering, and Vivian K. Mushahwar, Ph.D., Canada Research Chair in Functional Restoration and Professor, Division of Physical Medicine and Rehabilitation, Department of Medicine, to its [College of Fellows](#).

## Excellence in our community

- The University of Alberta Teaching Awards celebrate great achievement in teaching and scholarship within our institution. These awards represent the highest honors the U of A bestows on its faculty.
  - University Cup – [Gary Lopaschuk](#)
  - Vargo Teaching Chair - [Jason Carey](#)
  - Henry Marshall Tory Chair - [Sandra Bucerius](#)
  - Distinguished Professor Award - [Thomas Chako](#)
  - Distinguished Professor Award – [W. Andy Knight](#)
- Ten professors and instructors have received Remote Teaching Awards for showing exceptional dedication, creativity, and compassion as they transformed traditional face-to-face courses into remote teaching environments.
  - J. Nelson Amaral – Faculty of Science
  - Housseem Ben Lazreg - Faculty of Arts
  - Shereen Hamza - Faculty of Medicine & Dentistry
  - Gillian Harvey - Faculty of Arts
  - Darcy Lindberg - Faculty of Law
  - Denise Lo - Faculty of Extension
  - Crystal MacLellan - Faculty of Rehabilitation Medicine
  - Mimi Okabe - Faculty of Arts
  - Jennifer Passey - Faculty of Arts
  - Natalie Van Deusen - Faculty of Arts
- A group of fourth-year [University of Alberta economics majors](#) has won the Bank of Canada's annual [Governor's Challenge](#).

- The [Alumni Award Recipients for 2020](#) were celebrated on February 24<sup>th</sup>. Each category below features a video on its recipients. See more on this year's recipients and [videos of the Distinguished Alumni Award Recipients here](#).

#### Enriching Communities & Improving Society

- David Legg, '00 PhD
- Jai Shah, '01 BSc
- E. Orest Yereniuk, '75 BA, '78 LLB
- Danielle Elyse Skogen, '11 BEd
- Zain Velji, '10 BA
- Chuen Hing William Cheung, '86 LLB
- H.A. "Art" Quinney, '74 PhD
- Kenzie Gordon, '11 BA(Hons), '11 Cert(Peace/PCSt), '18 MA - Its Your Move
- Howard Leeson, '72 MA, '83 PhD

#### Art, Culture & Education

- Audrey Ochoa, '09 BMus, '09 BEd
- Nisha Patel, '15 BCom, '15 Cert(Leadership)
- Leith Campbell, '69 BSc, '73 Dip(Ed), '78 MEd
- Marilyn McNeil-Morin, '77 BSc(HEc)
- Matthew Stepanic, '12 BA(Hons)
- Karen Barnes, '93 MEd, '03 EdD

#### Health and Science

- Keith E. Aronyk, '77 MD
- Mark Estelle, '78 BSc(Hons), '83 PhD
- Selikke Verdonk Janes-Kelley, '83 BScN
- Margaret Wing, '85 BSc(Pharm)
- Ron M. Clowes, '64 BSc(Hons), '66 MSc, '69 PhD
- Stanley Read, '65 MD

#### Sports Wall of Fame

- Heidi Susanne Coleman, '05 BA, '09 BEd
- Shandra Doran, '97 BSc(Spec), '05 PhD
- Daniel G. Syrotuik, '75 MSc, '84 PhD
- Pendas Hockey, '01-'07

## ENGAGE

### U of A dentistry school partners with Métis Nation of Alberta

Thanks to a new partnership between the University of Alberta's [School of Dentistry](#) and the [Métis Nation of Alberta](#), more than 46,000 members of the Métis Nation are being encouraged to use the affordable and high-quality pediatric, emergency, denture and other dental services carried out under faculty supervision by U of A students who are training to become dentists and dental hygienists.

## Daily text message service helps during COVID-19

Albertans who signed up to receive daily positive messages from the [Text4Hope](#) program reported lower levels of psychological distress after three months, [according to a published study](#). More than 50,000 people subscribed to the daily text service, which was launched in March in response to the COVID-19 pandemic.

## U of A satellite team pulls off space rescue mission

Student-led [AlbertaSat](#) team came to the aid of fellow cube satellite designers after communication failure threatens mission from International Space Station. The team [communicated with York University's DESCENT Mission](#) after they suffered a radio transmission failure.

# SUSTAIN

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## World's Longest Hockey Game funds cancer research

Over 10 of the coldest days this year, [40 local hockey players braved the elements](#) to break records for playing hockey and raising funds to support clinical trials for a potential new cancer treatment.

## New provincial funding for veteran-friendly campus at U of A

A two-year pilot project for a [Veteran-Friendly Campus](#), supported by a \$714,000 grant from [Alberta Advanced Education](#), will see the University of Alberta develop an integrated support system on campus to [help veterans transition into their student careers](#).

## Equipment upgrades benefit from innovation funding

Infrastructure funding from [Canada Foundation for Innovation grant](#) will support U of A researchers on several projects. From metabolomics to quantum dynamics to drinking water security, U of A researchers will benefit from [\\$27.5 million of funding spanning 13 projects](#). Five of those projects are U of A led, and 8 are led by partner institutions.

## Leadership Transitions

- The University has appointed acting faculty deans who will [lead the School of Business, Faculty of Nursing](#) and the [Faculty of Science](#) for two-year terms. Effective July 1, 2021, Dr. Kyle Murray has been appointed to the role of Acting Dean of the Alberta School of Business, and Dr. Diane Kunyk has been appointed to the role of Acting Dean of the Faculty of Nursing. Dr. Frederick West will likewise become Acting Dean of the Faculty of Science.

Thank you for your continued dedication to the University of Alberta community. I look forward to working with you this year.

Yours truly,



Bill Flanagan  
President and Vice-Chancellor

Item No. 4

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Changes to Graduate Admissions Regulations, Faculty of Graduate Studies and Research</b>
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**Motion**

<p>THAT General Faculties Council approve the changes to the Graduate Admissions language and policy around deferrals, previously stated funding offers, and revised admission start dates, for immediate implementation.</p>
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**Item**

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	The Faculty of Graduate Studies and Research
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to include additional language in the calendar regarding graduate program admissions and the policy around deferrals, previously stated funding offers, revised admission start dates, and the conditions thereof for graduate students.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Admission deferrals are of heightened importance now in light of the complications with COVID-19 and students being unable to come to Canada to start their programs, and for all students who simply would rather wait to do so until in-person learning and research can take place again. Additional clarity was required around this policy since it has implications for students, departments and faculty members.</p> <p>Language informing this administrative procedure was included in two separate locations: the U of A Calendar and the FGSR Graduate Program Manual. This item brings together these two sources of information. It was also reviewed and updated to provide additional clarity.</p> <p>Note that there was discussion at FGSR Council that required the inclusion of editorial clarifying language. These amendments do not change the intentions of the policy, but have been made as the proposal moves forward.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>



Item No. 4

**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<ul style="list-style-type: none"> <li>● GEFAC -Oct. 22, 2020 (Discussion)</li> <li>● PRC - Dec. 2, 2020 (Discussion)</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> <li>● PRC - Jan. 6, 2021 (Approval)</li> <li>● FGSR Council - Jan. 20, 2021 (Approval)</li> <li>● GFC Programs Committee, February 11, 2021</li> <li>● GFC Executive Committee, March 8, 2021</li> <li>● General Faculties Council, March 22, 2021</li> </ul>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p> </td> <td style="width: 40%; vertical-align: top;"> <p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p> </td> </tr> </table>		<p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p>	<p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p>
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy</p>			

Attachments:

1. Calendar Language Change - Graduate Admissions Language

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR  
graddean@ualberta.ca

***Item: Changes to Graduate Admissions Language around  
Deferrals, Previously Stated Funding Offers and Revised  
Admission Start Dates.  
Date: Jan. 13, 2021***

**2021-2022 University of Alberta Proposed Calendar Graduate Program Changes:**

<b>CURRENT</b> text from the 2020-2021 calendar	<b>PROPOSED</b>
<p><b>Regulations of the Faculty of Graduate Studies and Research</b></p> <p>[...]</p> <p><b>Graduate Admission</b></p> <p>The decision to admit an applicant to a graduate program is made by that program.</p> <p>Official Admission Letters are issued by the Faculty of Graduate Studies and Research. Offers of admission are only valid for the term and program specified on the admission letter.</p> <p>Once admitted, students are required to provide official transcripts from all accredited postsecondary institutions that they have attended. See <a href="#">Admission with Conditions</a>.</p> <p>In order to be eligible for scholarships, students must provide official transcripts from all accredited postsecondary institutions that they have attended.</p> <p>Official documents must be sent directly from the postsecondary institution to the Faculty of Graduate Studies and Research.</p>	<p><b>Regulations of the Faculty of Graduate Studies and Research</b></p> <p>[...]</p> <p><b>Graduate Admission</b></p> <p>The decision to admit an applicant to a graduate program is made by that program.</p> <p>Official Admission Letters are issued by the Faculty of Graduate Studies and Research. Offers of admission are only valid for the term and program specified on the admission letter.</p> <p><b>Funding offers are only guaranteed for the entry term that is stated on the offer letter. If a student does not register in the term noted, then they risk forfeiting the funding offer due to the availability of the funding, the rules of any funding-granting agencies, and the discretion of the department and supervisor. Note: there may be additional conditions required by the student's academic unit. Students should check with their academic unit for further details.</b></p> <p>Once admitted, students are required to provide official transcripts from all accredited postsecondary institutions that they have attended. See <a href="#">Admission with Conditions</a>.</p> <p>In order to be eligible for scholarships, students must provide official transcripts from all accredited postsecondary institutions that they have attended.</p> <p>Official documents must be sent directly from the postsecondary institution to the Faculty of Graduate Studies and Research.</p>

All documents submitted to the Faculty of Graduate Studies and Research in support of an application for admission become the property of the Faculty of Graduate Studies and Research and will not subsequently be released or copied except to other University of Alberta offices, at the request of the student.

In accordance with the University's Admissions Policy, all admission decisions are final and there is no formal appeal to any body or person within the Faculty or the University.

Graduate students are not required to pay a tuition deposit.

### Admission with Conditions

In certain circumstances, the Faculty of Graduate Studies and Research or the academic unit may impose conditions on an applicant's admission. Such circumstances include academic qualifications that are difficult to assess or below the minimum standards required by the program.

The conditions will be clearly stated in the admission letter followed by the statement that if the student fails to satisfy the stated conditions by the required deadlines, the student may not be allowed to continue in the program.

Examples of admission conditions include:

- receipt of official documents from all accredited postsecondary institutions
- successful completion of a specific English Language Proficiency test.
- the requirement to take a specific set of courses, and achieve certain grades, or grade point averages, within a specified time.

An applicant who has met some or all of their admission conditions prior to arrival at the University of Alberta may request confirmation of the fact from the FGSR.

In the absence of exceptional circumstances, students admitted with conditions will not be permitted to register in

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Examples of admission conditions include:

- receipt of official documents from all accredited postsecondary institutions
- successful completion of a specific English Language Proficiency test
- the requirement to take a specific set of courses, and achieve certain grades, or grade point averages, within a specified time.

If an applicant whose admission at the U of A is conditional based on completing another degree program, or another degree program is a prerequisite of their admission to the new program, and the applicant has not yet completed their previous degree program at the time they submit their application or accept their offer of admission, they must have done so by the time they first register in their new program at this university (see Conditional Admission to a Concurrent Graduate Program). If they have not, their application will be subject to a reassessment.

An applicant who has met some or all of their admission conditions prior to arrival at the University of Alberta may request confirmation of the fact from the FGSR.

In the absence of exceptional circumstances, students admitted with conditions will not be permitted to register in

900-level project courses until the conditions have been cleared.

In no circumstances will students admitted with conditions be permitted to register in directed reading courses until the conditions have been cleared.

If a student meets all of the conditions of admission, they may continue in the program; if not, the department will recommend, in writing, one of the following to the Dean, FGSR:

1. That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed.
2. That the student be granted another term with conditions. This recommendation must include (a) an indication of how the Failure in or Failure to Complete a Course in the first term of registration will be managed (see [Failure in or Failure to Complete a Course or Research Work](#) of the University Calendar) and (b) specification of a minimum number of graduate-level courses which are to be taken by the student and the minimum academic performance required.
3. That the student not be permitted further registrations in the program. This written recommendation to the Faculty of Graduate Studies and Research must include a rationale for this decision.

Any student who does not meet the conditions of a second term of registration will not be permitted to continue in the program.

### Readmission

Students who fail to keep the program active through required registration will be considered to have withdrawn from their program. See [Maintenance of Registration](#).

If they wish to resume work on their program, they must apply for readmission and have their program reassessed in terms of the regulations in force at the time of reapplication. There is no guarantee of readmission. If a student is recommended for readmission, a Readmission Fee will be assessed in addition to the fees assessed in the usual manner.

[...]

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1. That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed.
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### Revised Admission—Changes to Admission Start Date

If a student submits an application but cannot be physically present on their proposed program start date, the academic

unit has the discretion to change the applicant's proposed start term for up to one year from the original start date. Such a change would constitute a deferral and the above noted policies regarding deferrals will apply accordingly. (See: Graduate Admissions <LINK>)

A student who defers their original program start date by 12 or more months will fall within a new fee cohort in accordance with the Province of Alberta's legislation. Should this be the case, the student's tuition will be assessed in accordance with a revised tuition and fee guarantee for that academic year.

Normally, if the academic unit wants to extend the start date beyond one year (i.e. greater than 12 months), the applicant will complete a new Application for Graduate Admission, thus providing any new information on their education pursued/completed since the first application; another application fee will be required to process the new application.

**Requesting a Revised Admission Start Date**

If the student's request for a revised admission date is made to the Faculty of Graduate Studies and Research (FGSR), the FGSR will forward the student's request to the academic unit. If the academic unit agrees to the student's request, it will send a memo to FGSR noting that approval and the revised program start date. The FGSR will then send the student a revised admission letter.

If the student's request for a revised admission date is made to the academic unit and is subsequently approved, it will send a memo that notes the approval and revised program start date to the FGSR. The FGSR will then send the student a revised admission letter.

[...]

Justification:  
Approved by:

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

<b>Agenda Title</b>	<b>Teaching, Learning, and Evaluation Policy</b>
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**Item**

Proposed by	GFC Committee on the Learning Environment (CLE)
Presenter	John Nychka, Vice-Provost (Learning Initiatives) and Chair of GFC CLE Wendy Rodgers, Deputy Provost

**Details**

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to advance discussions related to the Teaching Policy for the University of Alberta.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p><b>Background</b></p> <p>At the December 2020 CLE meeting, the Chair provided background and an overview to the previous conversations relating to a teaching policy for the University. Before initiating development of a teaching policy, members were asked for their input on how this could fit within the University and its existing system. Committee members provided their thoughts and questions relating to the policy recognizing a variety of factors. Expressions about the need for a teaching and learning policy were unanimous.</p> <p>There is an opportunity to build upon work-to-date and we have moved into a development and comprehensive consultation phase of a potential Teaching, Learning and Evaluation Policy (the “Policy”). This consultation phase will support the institutional desire for multifaceted evaluation of teaching, and additionally recognize the commitment to an institutional review of the options for the collection of student feedback on teaching (including current USRIs).</p> <p>An overarching Policy and set of procedures could: incorporate the principles of the effective teaching framework and communication of expectations; house procedures related to student input on the evaluation and/or experience of teaching; and include revised student input questions. Further, a guideline on multifaceted evaluation of teaching could also be appended to expand upon such areas as self assessment; development through courses, conferences, scholarly and service activities; trained peer or expert assessment; and, teaching awards and honors.</p> <p>On March 3, 2021, CLE revisited the initiative and support for the project was re-confirmed with committee members who then shared valuable input on overall project scope and development, stakeholder participation and consultation. Key considerations raised included:</p>

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- that this initiative has value to all vested parties with overall beneficial outcomes for the institution: positive teaching informs a positive student learning experience which can lead to positive recognition for instructors for their teaching expertise;
- the need to take time to allow for a careful consultation and development process while recognizing the significant work-to-date and the goal of advancing and fostering engagement; and
- recognizing the need for revised student input questions and further exploration around student written comments (intent of their use, extent of accessibility).

Key considerations that arose from early consultation with the GFC Executive Committee (EXEC) on March 8, 2021, include:

- it is not mandatory for students to complete USRIs, sometimes resulting in courses not receiving a statistically significant sample of results, which is a serious problem; Student Experience of Teaching and Learning (SETL; a Task Force of CLE struck in Dec. 2020) is looking at the mandatory aspect; including whether written comments are necessary;
- ensure we take our time to get it right rather than rush through;
- address the contextual nature of the learning experience and the instrument; ensure the instrument is at a level that allows for the ability to address different teaching contexts; relevance is a key component to the survey;
- the need to explore and incorporate multifaceted evaluation of teaching as we cannot rely on only one set of data; opportunity to look at other mechanisms, e.g., peer reviews, etc;
- addressing the bias that exists within USRI evaluation; educate students completing the evaluations beforehand and provide feedback on how the data is used from their evaluations (including annual instructor evaluations, course improvement, etc.).

In addition to the stakeholders and Governance bodies to be involved and consulted, a Project Management Team composed of staff of the Office of the Provost would support the project in facilitating the co-development of materials, as well as the consultation and governance processes.

**Question(s) for the Committee**

1. Are there any additional stakeholders you suggest we consult with?
2. Are you aware of best practices at the University or elsewhere related to multifaceted evaluation that should be explored and potentially incorporated into the policy suite?

**Timeline and Next Steps**

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	<ul style="list-style-type: none"> <li>● Align with work of CLE and SETL;</li> <li>● Continue with initial consultations with stakeholders;</li> <li>● Completion of draft Teaching, Learning and Evaluation Policy, associated procedures, and appendices;</li> <li>● Eventual approval request advanced to GFC (<i>potential</i> June 2021 target), and subsequently to Board of Governors (Fall 2021);</li> <li>● Eventual Rescission of GFC Policy Manual 111.</li> </ul>
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>Consultations to date:</u></p> <ul style="list-style-type: none"> <li>● CLE (December 2, 2020)</li> <li>● Statutory Deans' Council (March 3, 2021)</li> <li>● CLE (March 3, 2021)</li> <li>● EXEC (March 8, 2021)</li> <li>● AASUA (March 10, 2021; initial consultation meeting)</li> <li>● Chairs' Council (March 16, 2021)</li> <li>● COSA (March 18, 2021)</li> </ul> <p><u>Consultations pending:</u></p> <p>March - April 2021 target date:</p> <ul style="list-style-type: none"> <li>● Students' Union</li> <li>● Graduate Students' Association</li> <li>● Student Groups</li> <li>● St. Joseph's (USRI Pilot Project)</li> <li>● Faculty of Graduate Studies and Research</li> <li>● Test Scoring &amp; Questionnaire Services (TSQS)</li> <li>● Centre for Teaching and Learning (CTL)</li> <li>● CLE</li> <li>● Statutory Deans' Council</li> <li>● EXEC</li> <li>● GFC</li> </ul> <p>May 2021 target date:</p> <ul style="list-style-type: none"> <li>● BHRCC (early consultation)</li> <li>● BLRSEC (early consultation)</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p> <p>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.</p>
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	<p>VALUES: We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.</p> <p><i>For the Public Good</i> EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</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="570 598 1542 808"> <tr> <td data-bbox="570 598 1088 808"> <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 data-bbox="1088 598 1542 808"> <input type="checkbox"/> Relationship with Stakeholders  <input checked="" 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 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 type="checkbox"/> Relationship with Stakeholders <input checked="" 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>Post-Secondary Learning Act GFC CLE Terms of Reference GFC Policy 111</p>		

Prepared by: John Nychka, Vice-Provost (Learning Initiatives) and Chair of CLE

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

<b>Agenda Title</b>	<b>Faculty of Graduate Studies &amp; Research (FGSR) Graduate Supervisory Initiatives</b>
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**Item**

Proposed by	Faculty of Graduate Studies & Research
Presenter	Brooke Milne, Vice-Provost & Dean, FGSR

**Details**

Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The proposal is before the committee to discuss three Supervisory initiatives which will build capacity in the Graduate Student experience, support Graduate Student success, and enhance the Graduate Student-Supervisory relationship:</p> <ol style="list-style-type: none"> <li>(1) Supervisory Membership &amp; Training</li> <li>(2) Student-Supervisor Guidelines</li> <li>(3) Progress Report</li> </ol>
Executive Summary (outline the specific item – and remember your audience)	<p>Graduate Supervision forms an important component of a faculty member's teaching/research duties, and it is foundational to graduate student success at the U of A. Graduate students make notable contributions to the undergraduate teaching as TAs and the research they complete as RAs is essential to the university's mission. The supervisory relationship is the most important relationship a student will have while at the UofA, and positive supervision and good working conditions directly influence time to completion and the overall student experience (including mental health and wellbeing).</p> <p>A supportive and healthy supervisory working relationship is essential to graduate student success and a positive overall graduate student experience.</p> <p>The briefing note contains information related to:</p> <ul style="list-style-type: none"> <li>● Key considerations</li> <li>● Legislative Compliance and Jurisdiction</li> <li>● Analysis &amp; Data</li> <li>● Additional Details on the three initiatives</li> <li>● Community Impacts</li> <li>● Risks that the Measures will help alleviate</li> <li>● The established institutional goals that the measures support</li> </ul>
Supplementary Notes and context	

**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<p><b>(1) Supervisory Membership &amp; Training</b></p> <ul style="list-style-type: none"> <li>● FGSR Decanal and Executive Team – ongoing</li> <li>● GSA President and VP Academic - ongoing</li> </ul>
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	<ul style="list-style-type: none"> <li>● GEFAC - December 12, 2019</li> <li>● Policy Review Committee (FGSR) - January 8, 2020</li> <li>● GEFAC - January 30, 2020</li> <li>● Policy Review Committee (FGSR) - February 5, 2020</li> <li>● BLRSEC - May 29, 2020</li> <li>● GEFAC - October 22, 2020</li> <li>● Policy Review Committee (FGSR) - November 4, 2020</li> <li>● FGSR Council - November 25, 2020 (<i>Notice of Motion</i>)</li> <li>● GEFAC - December 3, 2020</li> <li>● UofA Legal Team/Faculty Relations (Provost's Office) - December 16, 2020 (Consultation)</li> <li>● Vice-Provost's Council - January 11, 2021</li> <li>● Grad Program Support Team - January 28, 2021</li> <li>● Faculty Relations (Provost's Office) - February 2021</li> <li>● BLRSEC - February 12, 2021 (Written Update)</li> <li>● PACC - February 16, 2021</li> <li>● FGSR Council - February 17, 2021</li> <li>● GEFAC - February 25, 2021</li> <li>● GFC Exec - March 8, 2021</li> <li>● Chairs Council - March 16, 2021</li> <li>● GFC Programs Committee - March 18, 2021</li> <li>● GFC - March 22, 2021</li> </ul> <p><b>(2) Student-Supervisory Guidelines and (3) Progress Report</b></p> <ul style="list-style-type: none"> <li>● FGSR Decanal and Executive Team – ongoing</li> <li>● GSA President and VP Academic - ongoing</li> <li>● Graduate Students Association Council - October 28, 2019</li> <li>● Policy Review Committee (FGSR) – October 30, 2019</li> <li>● GEFAC (FGSR) – October 31, 2019</li> <li>● FGSR Council – October 16, 2019</li> <li>● GFC Exec - November 4, 2019</li> <li>● FGSR Council - November 13, 2019</li> <li>● Provost's Advisory Committee of Chairs (PACC) – November 19, 2019</li> <li>● GFC - November 25, 2019</li> <li>● BHRCC – November 26, 2019</li> <li>● Statutory Deans Council – November 27, 2019</li> <li>● BLRSEC – November 29, 2019</li> <li>● Committee on the Learning Environment (CLE) - December 4, 2019</li> <li>● Graduate Students Association Council - January 20, 2020</li> <li>● Graduate Program Administrators Committee - January 29, 2020</li> <li>● Policy Review Committee (FGSR) - January 8, 2020</li> <li>● Policy Review Committee (FGSR) - February 5, 2020</li> <li>● Committee on the Learning Environment (CLE) - April 29, 2020</li> <li>● ASC-SOS - June 4, 2020</li> <li>● BHRCC - November 24, 2020</li> <li>● FGSR Council - November 25, 2020 (<i>Notice of Motion</i>)</li> <li>● GEFAC - December 3, 2020</li> <li>● Policy Review Committee (FGSR) - January 6, 2021</li> <li>● Grad Program Support Team - January 28, 2021</li> <li>● BLRSEC - February 12, 2021 (Written Update)</li> <li>● PACC - February 16, 2021</li> </ul>
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	<ul style="list-style-type: none"> <li>● FGSR Council - February 17, 2021</li> <li>● GEFAC - February 25, 2021</li> <li>● GFC Exec - March 8, 2021</li> <li>● Chairs Council - March 16, 2021</li> <li>● GFC Programs Committee - March 18, 2021</li> <li>● GFC - March 22, 2021</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>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, positively bolstering 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>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<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 type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<p><i>Post Secondary Learning Act</i>          *Also see attached Briefing Note</p>	

Attachments (each to be numbered 1 - <>)

1. Briefing Note
2. Supervisory Initiatives - Additional Information and “fact-checker”
3. FGSR Membership Calendar Language - DRAFT
4. Draft 1.0 Supervisory Training | Course Design
5. Supervisor-Student Guidelines and Annual Progress Report Combined Calendar - DRAFT
6. Letters of Support

Prepared by: Brooke Milne - Vice-Provost and Dean, FGSR; graddean@ualberta.ca

## **BRIEFING NOTE:**

# **FGSR Supervisory Initiatives - Building Capacity in the Graduate Student Experience, Graduate Student Success, and Enhancing the Graduate Student-Supervisory Relationship**

Date: March 10, 2021

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## **KEY CONSIDERATIONS**

For close to a decade, FGSR has been asked by various campus stakeholders, including several Board of Governors Subcommittees, to address concerns expressed about the culture of graduate student supervision at the University of Alberta. Some important outcomes of these discussions include:

- 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 Board Human Resources and Compensation Committee (BHRCC) on supervision in 2016, 2017, 2018, and 2019
- Report to Board Learning, Research and Student Experience Committee (BLRSEC) on supervision in 2018, 2019
- [Overall Report on Grad Student Mental Health 2018](#)

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:

- [Supervisory Guide](#) developed 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
- Mentorship Academy Sessions - began 2016, and ongoing
- Supervisory Podcasts - to be released in 2021

While these approaches have been well received over the years, they have not been able to address certain persistent supervisory related 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 three proposed initiatives that, when operationalized, will help ensure transparency, consistency, equity, and inclusivity in the working relationships that are essential to graduate student success. These complementary initiatives will function to address several pivotal components of the supervisory relationship:

1. **FGSR Academic Membership and Training** formally recognizes the important role supervisors have working with graduate students at the University of Alberta. Membership embodies shared principles across all faculties wherein we collectively recognize, and work to promote and support best practices resulting in strong graduate student supervision. Part of this includes providing formative training for new faculty appointees so that they have access to information and resources, and are informed about university policies and procedures that will help them be successful at the start of their academic careers. The training is required for new appointees to gain full membership status; however, existing members are encouraged to participate as well. The net goal is to establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs.
2. 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: expectations, roles and responsibilities, modes and frequency of communications/meetings, funding supports, work schedule, authorship, data collection and stewardship, IP, among others.
3. The **Progress Report** is completed at least once per year and provides opportunity for students to meet with their supervisors (and committee when established) to discuss academic progress, celebrate successes, identify areas needing improvement, setting new goals for the next year, and revisiting 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.

## LEGISLATIVE COMPLIANCE AND JURISDICTION

### (1) FGSR Academic Membership and Training

Article 7.02.1 of the Faculty Agreement lists the "supervision of graduate students" as a form of "participation in teaching programs".

As noted in the University of Alberta calendar under Graduate Regulations, the Supervisor's basic duties are:

#### **Responsibilities Related to Graduate Programs: Supervisor**

If a student has more than one supervisor, then the term "supervisor" refers to the entire group of supervisors. The supervisor is directly responsible for the supervision of the student's program. The supervisor:

- assists the student in planning a program of studies
- assists in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the department and the FGSR



- provides counsel on all aspects of the student's program
- stays informed of the student's research activities and progress
- ensures that students conduct their research in a manner that is as effective, safe, and productive as is possible
- arranges for and attends all supervisory committee meetings and the student's examinations, ensuring that these are scheduled and held in accordance with FGSR regulations
- when going on leave or an extended period of absence, ensures that the student is adequately supervised by the provision of an acting supervisor.  
In the case of doctoral students this should be a member of the supervisory committee
- reviews the thesis both in draft and in final form.

Failure to adhere to established University of Alberta policies (e.g. Discrimination, Harassment and Duty to Accommodate, or Sexual Violence) and/or uphold the responsibilities and obligations supervisors have when working with graduate students (as published under Graduate Regulations in the calendar) may result in the placement of temporary or permanent conditions on, or suspension of, an individual's membership status by the Provost and Vice-President, Academic.

## **(2) Student-Supervisory Guidelines**

The Student-Supervisor Guidelines (SSG) formalizes an existing policy currently within the GFC approved Academic Calendar. This [policy](#) requires a meeting early in the supervisory relationship between graduate students and their supervisors to discuss and arrive at a shared understanding of a range of important topics.

***Introductory Meetings:** 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.*

The SSG also formalizes the "FGSR Template Conversation Checklist for New Graduate Students" that was established several years ago, and takes into account additional [expectations on communication](#) between graduate students and their supervisors.

## **(3) Progress Report**

The Progress Report similarly formalizes and standardizes an existing policy within the GFC approved Academic Calendar. This [policy mandates](#) formal regular meetings to take place at least once annually between graduate students and their supervisors (and supervisory committees when constituted). The Report also provides a template to maintain a year-over-year record of student progress that is discussed at these meetings.

***Supervisory Committees - Doctoral Students:** [...] The supervisor is responsible for ensuring committee meetings are held and making arrangements. The committee shall have a formal regular meeting with the student at least once a year. The department should maintain a record of meetings that have occurred [...].*



## COMMUNITY IMPACTS

*“Graduate studies are not only a life and career enhancing activity for students, but also a vital component of research and scholarship in Canada, important drivers of the nation’s productivity and essential for global competitiveness. The role of supervisors and supervisory committees, as well as the relationship between students and their supervisors, are key components affecting the success of research-stream students in their programs...”*

- CAGS 2008, “CAGS case for Creating a Letter of Understanding for Advisors/supervisors and Graduate Students”

### **(1) FGSR Academic Membership and Training**

The University of Alberta recognizes and respects the essential role that graduate students serve in the academic and research mandates of the institution. We also know that the most important indicator of graduate student success is a positive supervisory working relationship. Strong, positive working relationships with supervisors directly influence a graduate student’s experience including their overall mental health and wellbeing.

The vast majority of our supervisors are working well with their graduate students and doing everything they can to support their students’ progress in programs; however, some of our students are struggling in their relationships with their supervisors. As a community, we all share a common concern for these students no matter how small a proportion of our total graduate student population they may comprise.

Their negative experiences and the potential lifelong impacts resulting from them are our collective responsibility. Objective 14 of the University’s strategic plan encourages us as a community to “develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship.”

The changes will provide opportunities early in a newly appointed junior faculty member's career to learn best practices on how to be successful mentors. This in turn, will make important contributions to the development of a stronger culture of graduate student mentorship across the U of A.

For current Faculty Members, little will change; they will be automatically granted FGSR Academic Membership. Training will be made available to them, but it will not be mandatory.

FGSR Academic Membership and training for new faculty members will promote best practices in supporting student success. Furthermore, membership formally recognizes a supervisor’s commitment to university policies that support a safe and respectful work and learning environment, to active scholarship, research and creative activities, to a productive student-supervisor working relationship, and supporting graduate student success.



## **(2) Student-Supervisory Guidelines & (3) Progress Report**

Graduate student accounts of negative experiences and the potential lifelong impacts resulting from them are our collective responsibility. Objective 14 of the University’s strategic plan encourages us as a community to “develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship.”

The proposed Student-Supervisor Guidelines and Progress Report will not solve all supervisory issues but they will provide a concrete foundation for meeting the challenge of developing and implementing administrative processes that will improve communication, establish accountabilities, and create transparency to deal with problems sooner in a graduate student’s program. Furthermore, supervisors will also be able to address more quickly and equitably problems when a student is not performing to expectations or taking direction to improve their academic success.

## **DATA and ANALYSIS**

FGSR has several resources from which to draw data to help inform our understanding of graduate student experience while in their program at the University of Alberta. They include: The Canadian Graduate and Professional Student Survey (CGPSS); FGSR Associate Deans student meeting database; Office of Safe Disclosure; Student Ombuds Office. We also are looking at best practices in place at our peer institutions in Canada and the US, and drawing on resources from Canadian Association of Graduate Studies and the Council of Graduate Students (US).

### **(1) FGSR Academic Membership and Training**

#### **Canadian Peer Universities**

Among the Canadian [U15](#) and top comprehensive universities, faculty membership in the graduate faculty/school is commonplace. For example (see table below), 13 of the U15 have membership structures that recognize the work that faculty members do as supervisors and their service on graduate student committees. The University of Alberta and the University of Montreal are the two outliers. This is especially notable among the top five where the U of A is the only school that does not have a graduate faculty/school membership structure.

While the majority of our peer institutions have graduate faculty membership structures, only three require mandatory training for new faculty members as a requirement to gain membership to supervise graduate students. With this proposal, the U of A has an opportunity to lead in this area through the development of training resources that will support new faculty members to become effective graduate student mentors. Providing supervisory training for new U of A faculty will have a lasting, positive impact on the success of their careers while also helping to shift the institutional culture of student supervision on campus. This will translate into meaningful and lasting changes thus greatly reducing the occurrence of negative supervisory issues that graduate students experience at the U of A.

U15 Institution	Membership	Mandatory Training
McGill	Y*	Y
University of Toronto	Y	?
UBC	Y	N
McMaster	Y	N
<b>University of Alberta</b>	<b>N</b>	<b>N</b>
Queens	Y*	N
Western	Y	N
Dalhousie	Y	N
University of Calgary	Y	Y
University of Montreal	N	?
University of Ottawa	Y*	?
Laval	Y	?
University of Manitoba	Y	?
University of Saskatchewan	Y	N
Waterloo	Y	Y

Note: The first 12 institutions on this list are also the Top 12 as recently ranked by Macleans.

\*Membership-like Structures

(Please see below for detailed analysis of why supervisory membership is a relevant initiative for the U of A's graduate students and programs.)

## **(2) Student-Supervisory Guidelines & (3) Progress Report**

The table below captures a quick survey across the U15 to gauge if our peer institutions have in place similar administrative tools. The University of Alberta is the only school that does not have a standardized progress report template; we are also an outlier in making it a requirement to complete a progress report at least once annually. While many of our peers have similar guidelines documents to what we are proposing, only one requires that it be completed meaning the University of Alberta has the opportunity to be a leader in this area.

<b>Institution</b>	<b>Is there a centralized SSG template?</b>	<b>Is completion of the SSG Mandatory?</b>	<b>Is there a centralized PR template?</b>	<b>Is completion of the PR Mandatory?</b>
Alberta	Yes	No	No	No
Calgary	Yes	No	Yes	Yes
Dalhousie	Yes	No	Yes	Yes
Laval	Yes	No	Unable to confirm	Unable to confirm



Manitoba	Yes	Yes	Yes	Yes
McGill	Yes	No	Yes	Yes
McMaster	Yes	No	Yes	Yes
Ottawa	Yes	No	Yes	No
Queen’s	Yes	No	Yes	Yes
Saskatchewan	Yes	No	Yes	Yes
Saskatchewan	Yes	No	Yes	Yes
Toronto	Yes	No	Yes	No
UBC	Yes	No	Yes	Yes
Waterloo	Yes	No	Yes	Yes
Western	Yes	No	Yes for awards holders	Yes for awards holders

## Analyses Relevant to FGSR Academic Membership and the Supervisory Tools

### CGPSS 2019 Survey Data

CGPSS is a nationwide survey conducted among Canadian Universities every three years. Response rates, averaging at about 25%, are typically very positive and thus provide a good measure to gauge graduate student experience and satisfaction at the University of Alberta. The results from 2019 indicate that the majority of students are satisfied with their programs, supervisors, and overall experience. That said, a higher than expected number are not as indicated in response to the following questions:

- **21.8%** of UofA doctoral student respondents noted that the “Quality of Academic Advising and Guidance” was Fair or Poor (versus Excellent, Very Good or Good).
- **19.4%** of UofA doctoral student respondents rated the relationship between faculty members and grad students as fair or poor.
- When asked if their “advisor overall, performed the role well”, **13%** of UofA doctoral student respondents noted they Disagreed or Strongly Disagreed. [This percentage is only slightly lower than our 2016 stat at 13.7%, so this is not a new problem.]
- UofA doctoral respondents were asked if they were to start their graduate career again, if they would select the same supervisor, and **15.1%** said probably not or definitely not, (and another 10.9% only said maybe).

Other important insights from the CGPSS 2019 data relate to meeting frequency, timely feedback, and communication. Noteworthy is the fact that current calendar regulations require a meeting at least once annually, and the responses suggest that for between 25 - 30% of students, this is not happening.

<b>Please specify which statement(s) best describe your situation (check all that apply) (if Yes)</b>	
<i>Response</i>	<i>U of A 2019</i>
My advisory committee expects to receive from me a written progress report, at least once a year	38.10%
I am expected to meet at least annually with my advisory committee	62.40%
I have already interacted at least once with my advisory committee	70.60%

<b>Please specify which statement(s) best describe your situation (check all that apply). (If the respondent previously said 'yes' to having an advisory committee)</b>	
<i>Response</i>	<i>UofA 2019</i>
My advisory committee expects to receive from me a written progress report, at least once a year	40.3%
I am expected to meet at least annually with my advisory committee	64.3%

Additional quotes by UofA graduate students entered in open field questions in the 2019 CGPSS underscore some of the challenges they experienced working with their supervisors in their respective programs. While many positive comments were also included, the following are a few among the 110 comments that referred specifically to a negative supervisory experience.

- “My supervisors showed no interest in my research or in helping me to produce good work, and tried to intimidate me into surrendering credit for work that I did in order to benefit their own interests.”
- “U of A has a culture of creating poor/uncommitted supervisors, I believe due to the fact that there is no official faculty accountability when it comes to graduate supervising responsibilities. Graduate students are poorly treated and when they complain to administrators they are blamed and shamed for asking for help.”
- “They should test out new faculty on the undergrads first, I didn't pay a fortune for a high level class to teach someone how to teach...”
- “The most negative part in [my] department is the absence of committee members and meetings. Therefore, student research progress is very slow especially if the supervisor doesn't conduct a regular meeting. Tracking the students' research progress is very important by the supervisor and committee members to improve their research skills and avoid any delay in their graduation time.”
- “The most negative part of my study experience in my program has been my supervisor. ... I feel abandoned and alone in my research. I wish I had a supervisor who cared about me and my project. If I were to do this again, I would not choose the same professor and would probably venture outside my current department. Supervisors need to have training in regards to student mentorship, QPR training, as well as training to discern the difference between the project and the student 's thesis. They need to establish firm timelines for students' graduation instead of letting the student continue to sink time into projects that solely benefit the interest of the supervisor. My experience has fully turned me off of academia and I have decided to pursue a career in the industry from opportunities I gained from my own merits. ...”

**FGSR Associate Deans meetings database**

Each year, our Associate Deans at FGSR meet with many students. While the students cite various issues when seeking an initial meeting, often the discussions reveal tensions with the supervisory relationship including issues of miscommunication, differences of expectations, or other issues that may have been proactively dealt with had expectations been discussed at the outset for the relationship.

<i>Year</i>	<i># of cases seen by FGSR Associate Deans</i>
2019-2020	58+ (Sept-Dec)
2018-2019	183
2017-2018	256
2016-2017	184
2015-2016	220

**The Office of Safe Disclosure**

The Office of Safe Disclosure notes that cases involving Grad students are the most complex and difficult cases they encounter. Staff in the office have communicated to FGSR that in many cases, the students perceive the risk of intervening or addressing the issues to be too high and too costly to their futures that they proceed to deal with their situation on their own rather than seeking recourse. The office’s data suggests that two thirds of the cases they see relate to graduate students experiencing bullying and/or harassment by their supervisors. A disproportionately high frequency of these students are also international female graduate students.

**Campus Service Providers**

In addition to FGSR leading discussions about how to improve graduate student supervision with key groups across campus, we also know that our various partners across campus have insights into this important relationship.

The FGSR’s Mental Health Intern final report indicates that supervision is a significant issue for grad students. She conducted several focus groups with service providers across campus who indicated that many of the graduate student participants indicated that issues with their supervisors were a driving factor in their use of support services on campus.

Multiple focus groups expressed strongly that the lack of accountability and repercussions for bad supervisors continues to promote the abuse of students and hinders a cultural shift towards healthy supervisory relationships. Many participants expressed their frustration, disbelief and disappointment at the current lack of oversight of supervisors and how students are treated. Supervisors who are known to abuse students continue to supervise, abuse and take on new students, as there is no efficient policy or system for supervisory privileges to be retracted. Many focus group participants attributed some supervisors to have an attitude of being “untouchable” and operating under the assumption that they will not be reprimanded for

their actions. Participants have also observed that the close network of supervisors and faculty members often enables them to excuse each others' cases of harassment and abuse.

### **Canadian Association of Graduate Studies (CAGS)**

In 2008, CAGS [released a document](#) that identified, at a high level, guiding principles to help establish best practices leading to positive graduate student supervision. For years, FGSR has aspired to promote and support strong graduate supervisory relationships that embody many of these principles. The implementation of these two administrative tools will build on that work to ensure the maintenance of institutional standards in graduate education while promoting equity and inclusivity among our students.

These principles include two principles that seem basic, but are so imperative that they bear repeating:

- Student-supervisor relationships should be professional:  
*“The relationship between supervisors and students, however friendly and supportive it may become, should always be academic and professional. Relationships that are at odds with an arm’s length criterion (e.g., romantic, sexual, family ties) are unacceptable between supervisors and students. If a substantial conflict of interest arises (e.g., when supervisors develop emotional, financial and/or business arrangements with the student) mechanisms should be in place to initiate a change of supervisor.” (p.4)*
- Supervisors should be mentors:  
*“Supervisors have responsibilities beyond the academic supervision of research and writing. Although the mentoring role will vary across disciplines, and will depend on the needs of the individual student, supervisors should be responsible for mentoring students in areas such as, but not limited to, the development of appropriate professional skills; applications for funding; networking opportunities with colleagues in academia and beyond; assistance with publications; and career development.” (p.4)*

In its conclusion, the documents states, *“At the core of successful supervisor-graduate student relationships are mutual respect and professionalism. When combined with clarity on the respective roles of students, supervisors, and others involved in the students education, and information on the policy and procedures relevant to a student’s graduate program, these features will serve students, supervisors and the rest of the University community well. Our goal is to ensure the success of graduate students in their programs and in their future endeavours.” (p.6)*

## **WHAT RISKS ARE THESE MEASURES GOING TO HELP ALLEVIATE?**

The breakdown of the supervisory relationship not only has risks for the student and supervisor, but reputational and institutional risks for the University of Alberta.

The greatest risks identified by students who have consulted with FGSR over the years regarding issues with their supervisors are noted in the following table. The implementation of the three initiatives are well positioned to address them.

<b>Common supervisory issues include:</b>	<b>FGSR Academic Membership &amp; Training</b>	<b>Progress Report</b>	<b>Student Supervisor Guidelines</b>
NEGLECT: i.e. lack of communication, lack of an annual supervisory committee meeting, supervisor is on sabbatical.	Yes	Yes	Yes
LACK OF DIRECTION GIVEN for the student’s research and/or writing....student feels like they are on a wild goose chase.		Yes	
MICROMANAGEMENT (encourage respectful work environments, regular lab meetings, regular work hours [where possible], allowing autonomy where appropriate).	Yes	Yes	Yes
INTIMIDATING OR DISRESPECTFUL BEHAVIOR (yelling, threats, ostracizing a group member, toxic work and learning environments).	Yes	Yes	
ISSUES OVER ASSIGNING CREDIT/authorship/ownership of data.			Yes
INAPPROPRIATE EXPECTATIONS AND/OR REQUESTS (e.g. personal favours for the professor).	Yes		Yes

While a smaller proportion of graduate students are affected by a negative supervisory relationship, the risks are high in terms of institutional reputation, the supervisors, and the students. Negative outcomes include but are not limited to:

- Loss of productivity (Leaves of Absence, Attrition, and Time to Completion)
- Individual safety especially emotional and mental health
- Draw on various resources for appeals, disciplinary action, possible mediation, and other related resources.
- Reputational and Financial Risks to Institution and programs if cases become public (e.g. Legal action, Social Media)
- Cost of support services on Campus
  - Office of the Student Ombuds
  - Mental Health Services
  - Physical Health Services
  - Dean of Students Office

## **WHAT ESTABLISHED INSTITUTIONAL GOALS WILL THESE MEASURES SUPPORT?**

**These initiatives align with the Institutional Strategic Plan, *For the Public Good*:**

The Faculty of Graduate Studies and Research (FGSR) is uniquely positioned to realize Objective 14 in *For the Public Good*: “Develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship.”



Also, improvements in the supervisory process and enhancements to positively bolster the student-supervisor relationship support 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”.

**These initiatives will help support the U of A’s [Strategic Plan for Equity Diversity and Inclusion](#):**

Currently the policies in place to support good supervisions are not standardized across the various graduate programs. The differing practices across departments can lead to institutional inequities, particularly among women and international graduate students who tend to be more marginalized with the power differential that exists between students and supervisors. The initiatives being proposed will ensure all graduate students can expect a base level of central oversight, consistency, and support on their journeys despite disciplinary differences, turn over in academic administration, and other variances.

**The UofA expects that departments will monitor and review supervisory performance:**

Graduate Supervision forms an important component of a faculty member’s teaching/research duties, and it is foundational to graduate student success at the U of A. As stated in the calendar "supervision of graduate students is a form of participation in teaching programs. It is expected that a department will monitor and review the performance of supervisors". The “tools” will support this by establishing a consistent and standard process.

**The UofA is working towards lower attrition rates and faster time to completion:**

Research and the surveys on graduate student experiences indicate that active or clear mentorship and advising is associated with academic success. Students who were generally satisfied with mentorship and advising in their programs were significantly more likely to report a faster time to completion. Which in itself has implications for funding, time to completion, student satisfaction, student health and wellbeing.

**The UofA is moving towards performance-based metrics:**

Both initiatives will help encourage successful and engaged students, which in turn increase the reputation of the institution and the attractiveness of our programs to prospective students.



## Supervisory Initiatives - Additional Information and “fact-checker”

March 10, 2021

For more than a decade, the University of Alberta Board of Governors and board subcommittees, BLSERC and BHRCC, have raised concerns about the culture of graduate supervision. While efforts to address this institutionally have yielded several useful resources, all have been ‘soft’ approaches without demonstrable long term impacts. Expectations for action from these governing bodies remain and in the Fall of 2019, FGSR began a lengthy consultation and feedback process to establish three administrative initiatives to meaningfully tackle supervisory culture at the U of A.

As FGSR moves these initiatives forward in the university governance approval process, our community has raised some common questions and concerns. This document provides answers and clarification. Further, this information is intended to “reset” or “fact-check” some assumptions about the initiatives so the community can focus on their actual intent and the benefits they will realize for both graduate students and their supervisors.

\*\*APR: Annual progress reports

\*\* SSG: Student-Supervisor guidelines

What We Heard?	True / False / Needs Context	Information
<b>FGSR’s Role</b>		
The Dean of FGSR would be able to revoke Supervisory Membership	False	<p>The revocation of membership is not part of the proposal.</p> <p>This proposal creates an “onramp” to the other policies already in place at the University <i>only</i> for the most serious situations as these policies have established procedures to address them already.</p> <p>The outcome(s) of such investigations may recommend placing restrictions on a supervisor’s membership status but acting on such a recommendation would be the purview of the Provost and Vice-President (Academic).</p>
FGSR would be evaluating all Supervisors	False	<p>FGSR will not evaluate performance of supervisory duties. Chairs retain oversight and authorities as they relate to assigning and monitoring supervisory performance, particularly as it relates to FEC.</p> <p>Feedback has raised the desire to make graduate supervision explicit in the FEC process in the future and FGSR supports this.</p>
FGSR is going to evaluate all of the APRs that come in.	False	<p>FGSR would only engage if there were evaluations by supervisors that indicated a student’s progress was unsatisfactory or unacceptable. Supervisors and Chairs would be able to make recommendations on the student’s status in their program and work with FGSR to move forward. Satisfactory reports are archived for reference in the student’s permanent</p>

		record and unit chairs and administrators will have ready access to view and review them through EDRMS.
<b>Impacts on Faculty</b>		
All Faculty Members must take the Supervisory Training	False	Current Faculty will automatically be granted academic membership; they are not required to take the training although they are encouraged to do so. Only new faculty members will be required to take the training.
New Faculty Members must complete the training before they can supervise students	False	<p>This had been a requirement in an earlier version of the proposal. Based on constructive conversations with stakeholders, this has since been removed.</p> <p>The intent of new faculty supervisory training is to provide information and support. They are encouraged to complete the training as soon as possible; however, they will be able to supervise students as soon as their appointments start, as they currently do.</p> <p>A related goal of the training is to create a cohort effect to establish community connections across the campus and reduce the sense of isolation that new faculty members sometimes experience.</p>
Some academic appointment categories are not included in the membership list for full and new members (e.g. ATS).	True	<p>The lists of those academic appointment categories included in the membership proposal were drawn from the calendar. We are now aware that this information needs to be updated as it is not current. This was <u>an honest error</u> and not intended to exclude any category.</p> <p>We are working with Faculty Relations to correct this and include the most current listing of academic appointment categories.</p>
<b>Increase in Workload</b>		
The new tools are required for all Course-based and Thesis-based students.	False	As proposed, the completion of SSG and APR is required only for the Thesis-based students. Similar initiatives are planned for Course-based programs but they will be tailored to the specific needs of those students and supervisors, and the timing is TBD.
The new tools are instituting new procedures.	False	Both the progress report and guidelines initiatives formalize, standardize, and facilitate the completion electronically of existing approved calendar requirements for graduate students and supervisors.
Departments already do a good job of APRs in and the current forms are discipline specific	Needs Context	In early consultations, FGSR gathered approximately 15 department templates. The final FGSR versions incorporate best practices from those documents while standardizing the baseline questions. The forms have open fields in certain areas where supervisors and students can include additional, discipline specific information.

<p>Departments will have to do the tools in a paper-based version or the same low tech version as the pilot.</p>	<p>False</p>	<p>Both the progress report and SSG will be fully electronic and supported by EDRMS (Electronic Document and Records Management System), which is an existing university compatible system that can pre-populate as much information as possible.</p> <p>The pilot that was run using a low tech version of the tools was lengthy and less than ideal, but it was extremely important to help solidify workflows, verify questions, and identify pressure points in the process. All of this feedback has been used to ensure the final EDRMS versions are as user-friendly and efficient as possible.</p>
<p>Departments will have to figure out e-signatures to complete the tools, and obtain signatures from multiple individuals.</p>	<p>False</p>	<p>All approvals will be connected to CCIDs, and the process will be automated.</p>
<p>These new regulations and processes are a big change for everyone during a time of upheaval.</p>	<p>False</p>	<p>Student progress meetings are an ongoing requirement as is having the annual check-list meeting. The only differences now are they will be completed exclusively online for ease of use.</p> <p>The electronic versions will also leverage existing information from Campus Solutions to pre-populate as much information as possible, which will make these requirements easier to complete in our current remote environment.</p> <p>All current academic appointments are not required to take the mandatory supervisory training; membership will be granted automatically.</p>
<p><b>Efficacy of Initiatives</b></p>		
<p>Membership is another meaningless bureaucratic structure.</p>	<p>False</p>	<p>FGSR is responsible for setting and maintaining institutional standards in graduate education at the University of Alberta. It is dedicated to maintaining a rich, equitable, and supportive academic environment for every graduate student across the university.</p> <p>FGSR academic membership signifies a supervisor's recognition of and commitment to graduate student success and supportive mentorship, which respects university policies that set out expectations for a safe, and respectful work and learning environment.</p> <p>FGSR academic membership clearly defines the categories, and associated duties, for those appointment categories are eligible to supervise graduate students. It ensures graduate students are taught, advised, and mentored throughout their degree programs by faculty members who possess relevant <del>sup</del> supervisory</p>

		<p>and mentorship experience, who are active in research and teaching, and who understand and support university policies.</p> <p>New faculty members will be required to take supervisory training to gain full membership in the FGSR with the aim of fostering a positive graduate student supervisory culture across the University of Alberta while enhancing the success of junior faculty members.</p> <p>Failure to adhere to established university policies or uphold the responsibilities and obligations supervisors have when working with graduate students (as published in the calendar) may result in the placement of temporary or permanent conditions on or suspension of an individual’s membership status be determined by the Provost and Vice-President, Academic.</p>
The Membership Structure doesn’t have enough teeth to be effective.	Needs context	<p>Many graduate faculties/schools have stringent requirements that must be met by all faculty members to be granted membership and standing to supervise graduate students (e.g. U of T). The FGSR academic membership proposal attempts to find a balance that does not create barriers for faculty supervisory practices already established on campus while making explicit the responsibilities and accountabilities that supervisor’s have when working with graduate students.</p> <p>The proposal is an “onramp” to other university policies with established procedures that can deal directly with the most difficult cases.</p>
A one size fits all approach to the SSG and the APR for the entire university will not address discipline-specific issues related to the program and supervision.	True	<p>After consulting widely with academic units who have preferred reporting requirements, the electronic versions include open fields to enter discipline-specific information that is relevant to programs and supervisors. If programs have reporting procedures required by accreditation bodies or for licensure, they would still meet these requirements at the unit level and would not submit these reports to FGSR.</p>
Supervisory issues are better dealt with at the unit level.	Needs Context	<p>The initiatives provide a structure to help chairs and administrators address supervisory concerns at the unit level rather than relying on the individual faculty members in rotating academic administrative roles to address, manage, and resolve issues. Understanding what membership signifies and the policies and obligations that underlie it gives greater clarity to know how best to approach problematic situations and when to reach out for additional support. This collaborative approach is also essential to change the culture in a lasting way.</p> <p>Graduate students fear their concerns will not be kept confidential within departments due to the various conflict of</p>

		interests and power differentials that could exist among faculty in the same department. FGSR serves as an independent third party that can support academic units, students, and supervisors consistently.
These initiatives will not solve the problems or difficulties with supervision in any meaningful and useful way; they will add just a lot more to department and faculty workload.	False	<p>Providing timely and appropriate feedback to graduate students at least once per academic year is already a requirement. This progress report reduces workload because it is electronic with pre-populated information.</p> <p>The SSG formalizes the annual ‘check-list’ meeting already required. Once the supervisor is assigned, It needs to be completed <i>only once</i> so this reduces workload. Should any changes occur or updates be required in the SSG, they are recorded on the progress report.</p> <p>The tools will provide transparency, consistency, and clarity in communication and academic progress between graduate students and their supervisors. They allow for early intervention when concerns surface, both for students and supervisors, so minor problems don’t later turn into more serious ones.</p> <p>Academic membership in FGSR signifies the commitment of supervisors to observe and adhere to university policies that uphold expectations and obligations to create/support a safe and respectful working and learning environment, and the responsibilities and obligations supervisors have when working with graduate students as published in the calendar under graduate policies and regulations.</p> <p>Failure to adhere to these active policies or uphold these responsibilities and obligations may result in the placement of temporary or permanent conditions on or suspension of an individual’s membership status by the Provost and Vice-President, Academic.</p>
<b>Impacts on Students</b>		
The new tools only benefit the student.	False	<p>They also clearly set out the obligations and responsibilities of the supervisor and the student. This establishes appropriate expectations in how the supervisory working relationship will be structured. They provide a transparent way to set and review goals and milestones.</p> <p>In instances where the student is unwilling to take direction or is not progressing in their program, there is currently no mechanism or process to address those cases. Currently</p>

		supervisors terminate the working relationship leaving the student in their program, oftentimes without recourse.
Students will be punished if we block their registration when the forms are not completed.	False	<p>The mechanism of blocking registration allows us to immediately address the gap. FGSR can run reports to identify who may not have completed the progress report and/or SSG. FGSR would reach out to the unit to inquire about completion status and plans to do so. The student will not be left in limbo. If the supervisor is not engaging, then there is an opportunity to work with the academic unit to help move the process forward.</p> <p>The final versions of both tools have built in notifications and reminders for both students and supervisor. This enables students to take initiative and be proactive in ensuring they meet with their supervisor to discuss their progress and set future goals.</p>
Course-based students have to complete the APR and Student Supervisor Guidelines.	False	The APR and SSG are currently being proposed only for Thesis-based Master's and Doctoral students.

**2021-2022 University of Alberta Proposed Calendar Graduate Program**
**Changes:**

Current	Proposed
<p><b>Faculty of Graduate Studies and Research</b></p> <p>[...]</p> <p><b>Members of the Faculty</b></p> <p><b>Officers of the Faculty</b>  <del>Interim</del> Vice-Provost and Dean  <del>D Burshtyn</del>, PhD</p> <p>Refer to the Contact Us page on the FGSR website at <a href="https://www.ualberta.ca/graduate-studies/about/contact-us">https://www.ualberta.ca/graduate-studies/about/contact-us</a> for a complete listing of the Dean, the Vice-Dean and the Associate Deans as well as Professional Development and Community Volunteer Programs</p>	<p><b>Faculty of Graduate Studies and Research</b></p> <p>[...]</p> <p><b>Members of the Faculty</b></p> <p><b>Officers of the Faculty</b>  Vice-Provost and Dean  <u>B Milne</u>, PhD</p> <p>Refer to the Contact Us page on the FGSR website at <a href="https://www.ualberta.ca/graduate-studies/about/contact-us">https://www.ualberta.ca/graduate-studies/about/contact-us</a> for a complete listing of the Dean, the Vice-Dean and the Associate Deans as well as Professional Development and Community Volunteer Programs</p> <p><b>FGSR Academic Membership</b></p> <p>The University of Alberta recognizes and respects the essential role that graduate students serve in the academic and research mandates of the institution. One of the most important indicators of graduate student success is a positive working relationship with their supervisor. Strong, positive working relationships with supervisors directly influence a graduate student’s experience including their overall mental health and wellbeing.</p> <p>FGSR academic membership signifies a supervisor’s recognition of and commitment to graduate student success and supportive mentorship, which respects university policies that set out expectations for a safe, equitable, and respectful work and learning environment.</p> <p>FGSR academic membership clearly defines the categories, and associated duties, for those appointment categories that are eligible to work with graduate students. It ensures graduate students are taught, advised, and mentored throughout their degree programs by faculty members who possess relevant supervisory and mentorship experience,</p>

who are active in research and teaching, and who understand and support university policies.

FGSR academic membership is required for Faculty members to:

- Supervise graduate student theses/dissertations;
- Supervise a capping exercise or other culminating requirement for course-based Master's degrees;
- Serve on supervisory committees;
- Serve on examining committees; and,
- Chair Master's and Doctoral final oral examinations.

All existing academic Faculty members hired at the University of Alberta before [insert policy implementation date] are automatically granted FGSR academic membership.

All new academic Faculty appointments approved after [insert policy implementation date] are required to successfully complete supervisory training to gain academic membership status (detailed below). Existing FGSR academic members are encouraged to take this training but it is not required.

### **FGSR Academic Membership Categories**

There are five (5) academic membership categories:

1. Member
2. New Member
3. Adjunct
4. Guest
5. Exceptional

In addition to the details found below, Members and New Members are eligible to serve as graduate student supervisors if they are part of the following categories as defined in [Recruitment Policy Appendix A](#):

- Academic Faculty Member appointed under Schedule A of the Collective Agreement, which includes A1.1, A1.5, A1.6, and A1.7;
- Executive Members or Academic Administrators (Excluded), who will be appointed or re-appointed as Academic Faculty Members on the conclusion of their term, which includes D1.0, and D1.1;
- Faculty Service Officers appointed under Schedule B of the Collective Agreement which includes A1.3, A1.5, A1.6 and A1.7;
- Special "Continuing" Faculty Member, Category C1.1;



DRAFT

**1. Member**

- A member must demonstrate a continuing scholarly or creative activity of an original nature through publication, research funding, creative works; and,
- A member must hold a degree equivalent to or higher than that for which the student is a candidate (unless recommended by the academic unit and approved by the FGSR).

A member can:

- Supervise Master’s and Doctoral students;
- Serve on the supervisory committee for Master’s and Doctoral students;
- Serve on the examining committee for Master’s and Doctoral students; and,
- Chair Master’s and Doctoral final oral examinations.

**2. New Member**

- A new member must demonstrate continuing scholarly or creative activity of an original nature;
- They must hold a degree equivalent to or higher than that for which the student is a candidate (unless recommended by the academic unit and approved by the FGSR); and,
- A new member must successfully complete the required Supervisory training within the first two years, preferably as soon as possible, of their approved appointment start date to gain membership in FGSR (see section on Supervisor Training). New members may start the required Supervisory training as soon as their appointment begins, and full FGSR academic membership will be granted upon its successful completion.

A new member can:

- Supervise Master’s and Doctoral students;
- Serve on the supervisory committee for Master’s and Doctoral students; and,
- Serve on the examining committee for Master’s and Doctoral students.

In instances where a new Faculty appointment is made at the Associate or Full Professor level, a request to grant full FGSR academic membership can be made by the new member’s Chair and/or Dean to the Vice-Provost and Dean of FGSR.

**3. Adjunct Member**

An Adjunct Member is an individual with “substantial experience in a profession or discipline who participates in the teaching and/or research activities of a department in the University without expectation of compensation” (as per [Recruitment Policy Appendix A](#), this includes the following categories:

- Academic Affiliates (Secondees to the University) C1.5, Adjunct Academic Colleagues C1.4, and Clinical Academic Colleagues C1.2.).
- Trust Research Academic Staff (TRAS) in Category A3.1 and A3.2 under Schedule E appointed under the Collective Agreement;
- Academic Teaching Staff (ATS) Members appointed under Schedule D, A2.1 and A2.2 of the Collective Agreement.

An Adjunct Member can:

- Serve on the supervisory committee for Master’s and Doctoral students
- Serve on the examining committee for Master’s and Doctoral students

Individuals holding an active [Adjunct Academic Colleagues](#) appointment at the University of Alberta before [insert policy implementation date] will be automatically granted FGSR academic membership for the duration of their adjunct status in the affiliated academic unit.

New appointments of, and renewal of adjunct members, and, by extension FGSR membership, will follow existing procedures as outlined in UAPPOL policy. Approval of the adjunct appointments will be shared by the academic unit with FGSR to ensure adjunct members of a graduate student’s supervisory committee have active FGSR academic membership.

Should the disciplinary Faculty determine through the annual review of performance process to terminate an Adjunct Academic Colleagues appointment before the term ends, notification will be sent to FGSR and the affected member’s adjunct academic membership status and role on the student’s supervisory committee ended.

Adjunct academic membership in FGSR is valid for two, three or five year terms in keeping with UAPPOL policy on adjunct academic colleagues terms of appointment.

#### **4. Guest Member**

A Guest Member is a non-academic who has experience in the graduate student’s field of interest and will contribute to the student’s research.

A Guest Member can:

- Serve as a member of the supervisory committee for Master’s and Doctoral students
- Serve as a member of the examining committee for Master’s and Doctoral students

Nominations for guest members of the FGSR are made by the academic unit in which the graduate supervision will occur. Applications should be sent to the FGSR using a completed “Request for FGSR Member Designation” form <add link>. Guest Membership, upon approval, is valid for 3 years and renewable as needed for the student to complete their program.

### 5. Exceptional Member

Exceptional academic membership will normally be reserved for extraordinary situations where the member in question does not meet the criteria outlined for the other academic membership categories or when there is an emergent situation affecting the composition of a student’s supervisory committee.

Nominations for exceptional academic membership FGSR are made by the academic unit in which the graduate supervision will occur. Applications should be sent to the FGSR and include the following:

1. A completed “Request for FGSR Member Designation” form <add link>
2. An up to date CV of the individual.

Note: Professors Emeriti are eligible to complete those students currently enrolled in a program as their graduate supervisor, during which time they will retain the distinction of FGSR Academic Member and, normally, will not take on supervision of new students post-retirement.

### Supervisory Training

The goal of the supervisor training is to establish a culture that focuses on the importance of the working relationships supervisors establish with their graduate students. Central to this culture is the development and mentorship of junior colleagues. Supervisors will acquire through training: an understanding of best practices in graduate student advising; an awareness of the policies and procedures at the University of Alberta and how these apply to the campus community; and, become familiar with teaching supports available on campus and where they can be accessed.

The training will emphasize the need to incorporate Equity, Diversity, Inclusion, as well as Indigenous perspectives in graduate education. Ideally, members will participate in a practice of self-reflection to understand what it means to

<p>[...]</p> <p><b>Supervision and Supervisory Committees</b></p> <p>[...]</p> <p><b>Eligibility for Appointment as Supervisor</b></p> <p>Each of the following criteria must be met by at least one of the supervisor(s):</p>	<p>become, and remain, a conscientious and successful graduate student supervisor and mentor.</p> <p>Those areas identified for supervisor training will focus on the following five thematic areas:</p> <ol style="list-style-type: none"> <li>1. Building Student Supervisor Relationships</li> <li>2. Communication</li> <li>3. Professional Development</li> <li>4. Conflict Resolution</li> <li>5. Wellness</li> </ol> <p>The supervisory training content will be created and maintained by FGSR in collaboration with campus partners (e.g. the Office of the Vice-Provost (Learning Initiatives), CTL, Dean of Students, senior faculty members). It will also include material / resources on University policies and procedures, and EDI and Indigenous perspectives. FGSR will be responsible for tracking the respective membership categories and completion of the training.</p> <p>Content for the training will be regularly updated, in consultation with an <i>ad hoc</i> “Supervisory training requirement” advisory group, taking into account new faculty feedback, emerging areas of need/concern, refinement of best practices, etc. The delivery of the training will embody principles in universal design and accessibility, and combine both online modules and in-person workshops. The duration will be approximately 10 hours total (8 online and 2 in-person) and new faculty members will be able to access the training as soon as their appointments are approved. Ideally, the in-person workshops will be held during new faculty orientation activities so as to foster a cohort effect across campus.</p> <p><b>Membership Status</b></p> <p>Failure to adhere to established university policies and/or uphold the responsibilities and obligations supervisors have when working with graduate students (as published under <a href="#">Graduate Regulations</a> in the calendar) may result in the placement of temporary or permanent conditions on, or suspension of, an individual’s membership status by the Provost and Vice-President, Academic.</p> <p>[...]</p> <p><b>Supervision and Supervisory Committees</b></p> <p>[...]</p> <p><b>Eligibility for Appointment as Supervisor</b></p>
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1. be a tenured, tenure-track, or retired faculty member, or a Faculty Service Officer, of the University of Alberta (current or retired categories A1.1, A1.3, or current category C1.1, as defined in the University's Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues);
  2. be active in the general subject area of the student's research;
  3. demonstrate continuing scholarly or creative activity of an original nature;
- and
4. either hold a degree equivalent to or higher than that for which the student is a candidate, or have a demonstrated record of successfully supervising students for the degree.

If one of conditions (2)-(4) is not satisfied by any of the proposed supervisors, then a departmental justification (with the proposed supervisors' CV) is put forward to the Dean of the department's Faculty for approval.

For supervisors from outside the University of Alberta, working with a supervisor at the University of Alberta, the means by which meaningful interaction can be maintained should be specified in writing to the student and the department.

[...]

Graduate student supervisors must be academic members of FGSR, as outlined under FGSR Academic Membership <<add link>>.

## New Supervisor Training

*FGSR Supervisory Initiatives - Building Capacity in the Graduate Student Experience, Graduate Student Success, and Enhancing the Graduate Student-Supervisory Relationship*

New Supervisor training seeks to advance and support strong graduate supervision while ensuring that all new faculty appointees know where to access support, information, and resources related to graduate supervision. Further, the training creates an awareness and understanding of university policies and procedures that will help new faculty appointees to be successful at the start of their academic careers. The end goal is to build a strong foundation of institutional support and awareness that will proactively work to shift our institutional culture as it relates to graduate student supervision.

**For current Faculty Members, little will change; they will be automatically granted FGSR Academic Membership. They are welcome to participate in the supervisory training but it is not mandatory. The new supervisor training is, however, required for new appointees to gain full membership status.** The training aims to establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs.

### FGSR New Supervisor Training: module summary

<b>ASYNCHRONOUS, ONLINE (8 Hours)</b> Module 1: Introduction Module 2: Building & Maintaining Working Relationships Module 3: Strategies for Productive Communication Module 4: Conflict Resolution Module 5: Wellness Module 6: Career and Professional Development	<b>IN-PERSON/VIRTUAL (2 hours)</b> Module 7: Case Studies (Facilitated Cohort Discussion)
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### FGSR New Supervisor Training Description and Module Overview

New Supervisor Training advances and supports strong graduate supervision by providing formative training for new faculty appointees. It ensures that all new faculty appointees have equal access to support, information and resources related to graduate supervision, and are informed about university policies and procedures that will help them be successful at the start of their academic careers.

#### Course Design Approach:

- Flexible, self-paced learning.
- Hybrid format (asynchronous--online and synchronous--facilitated discussion).
- Designed in compliance with universal and accessibility principles.
- Blends best practices in supervision/mentorship with UAlberta policy and legislative frameworks.
- Gives attention to institutional priorities related to EDI and Indigenization and Decolonization.

#### OBJECTIVES

- Equip new faculty members with formative training and support related to graduate supervision, university policy, and procedures.
- Establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs.
- Support an ethical imperative and leadership role in cultivating high quality graduate supervision.
- Embody and foster shared principles across all faculties wherein we collectively recognize, and work to promote and support best practices resulting in strong graduate student supervision.

#### INTENDED LEARNING OUTCOMES

- Distinguish supervision and mentorship and describe the roles and responsibilities therein.
- Identify and explain key policies, legislative frameworks, and procedures that guide the supervisory relationship and ensure an environment of safety and dignity for all.

- Identify and describe strategies that support high quality graduate supervision, including relationship building, productive communication, conflict resolution, wellness, and career development.
- Define, recognize, analyse issues that can emerge in the supervisor-student relationship.

### MODULE 1: INTRODUCTION (Asynchronous, Online)

Time	Module Breakdown	Topics
0.12 hours	1.0 Why Membership and New Supervisor training?	<ul style="list-style-type: none"> <li>• <i>For the Public Good</i>, Objective 14</li> <li>• <i>For the Public Good</i>, Objective 19</li> <li>• Aligning UAlberta with the Canadian post-secondary landscape</li> <li>• Equipping supervisors to prevent and resolve common problems</li> <li>• Addressing graduate students' concern over quality of academic advising and guidance</li> <li>• Supporting consistent understanding and application of university policies</li> </ul>
	1.1 Graduate student supervision: The Foundation	<ul style="list-style-type: none"> <li>• Student-supervisor relationships as professional, academic relationships</li> <li>• Supervisors as mentors</li> </ul>

#### Supporting Resources/Resources on Hand

##### [For the Public Good](#)

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 Board Human Resources and Compensation Committee (BHRCC) on supervision in 2016, 2017, 2018, and 2019

Report to Board Learning, Research and Student Experience Committee (BLRSEC) on supervision in 2018, 2019

[Supervisory Guide](#) developed and endorsed by FGSR Council in 2018

[Areas of Responsibilities Related to Graduate Programs: 1.2 The Supervisor Student-Supervisor Guidelines \(SSG\)](#)

### MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS (Asynchronous, Online)

Time	Module Breakdown	Topics
2 hours	1.0 Land Acknowledgement	<ul style="list-style-type: none"> <li>• What does it mean to work, research and mentor graduate students with land?</li> <li>• Three approaches to indigenization within post-secondary institutions (indigenous inclusion, reconciliations indigenization, decolonial indigenization) that attempt to respond to the TRC <i>Calls to Action</i></li> </ul>
	1.1 The Mentorship Relationship	<ul style="list-style-type: none"> <li>• Supervision vs. mentorship: A combined approach</li> <li>• Roles and responsibilities of the supervisor</li> <li>• What does it mean to be a self-reflective mentor?</li> <li>• Graduate students as junior colleagues: The mentorship relationship</li> </ul>
	1.2 Equity, diversity and Inclusivity and the Mentorship Relationship	<ul style="list-style-type: none"> <li>• Policy and legislations frameworks that support the EDI in supervisory relationship</li> <li>• Human rights, accommodation, and inclusive learning and work spaces</li> <li>• Introduction to critical theory: Intersectionality and oppression</li> <li>• Supporting an atmosphere of safety and dignity: Equity, diversity, and inclusion in the supervisory relationship</li> </ul>
	1.3 Supervisor-student guidelines	<ul style="list-style-type: none"> <li>• UAlberta policies that support the supervisory relationship</li> <li>• Resources and support for supervisors</li> </ul>

#### Campus Consultation/Design Partners

Indigeneous Research Task Force

Florence Glanfield, Vice-Provost--Indigenous Programming and Research

Jennifer Ward, Lead Ed. Developer, Indigeneous Focus

Janet Elliott, CRC in Faculty of Engineering -CIHR, NSERC

Victoria Ruetalo, Associate Dean, FGSR- SSHRC

#### Supporting Resources/Resources on Hand

[Acknowledgement of Acknowledgement of Traditional Territory](#)

[Territorial Acknowledgements: Going Beyond Script \(CTL, forthcoming\)](#)

[The Supervisor, Areas of Responsibilities Related to Graduate Programs](#)

Naomi Krogman and Sarah Ficko (2018) *Supervision Guide*, Faculty of Graduate Studies and Research (October 18, 2018), Accessed 5 February 2021,

<https://www.ualberta.ca/graduate-studies/media-library/about/faculty-and-staff/resources-for-supervisors-and-graduate-coordinators/20181018-guidelines-for-supervision-and-mentorship-for-faculty-and-administrators.pdf>

[Code of Student Behaviour](#)

[Protected Areas and Grounds Under the Alberta Human Rights Act](#)

[Human Rights at the University of Alberta](#)

[EDI Strategic Plan](#)

[OHS Act, Regulation and Code](#)

[Discrimination, Harassment and Duty to Accommodate Policy](#)

[Sexual Violence Policy](#)

[Ethical Conduct and Safe Disclosure Policy](#)

Gardner, S.K. and Barnes, B.J., *Advising and Mentoring Doctoral Students: A Handbook*. Faculty and Staff Monograph Publications, 210: (2014). Retrieved from: [https://digitalcommons.library.umaine.edu/fac\\_monographs/210](https://digitalcommons.library.umaine.edu/fac_monographs/210); Knox, S., Schlosser, L.Z., Pruitt, N. T. and Hill, C.E. (2006), "A qualitative examination of graduate advising relationships: The adviser perspective," *The Counseling Psychologist*, 34(4), 489-518; Laverick, D., *Mentoring Processes in Higher Education* (London: Springer International Publishing, 2016).

Baird, L.L., "Helping graduate students: A graduate adviser's view." In *Student services for the changing graduate student population*, ed. A.S Pruitt-Logan & P.D. Isaac (San Francisco: Jossey-Bass, 1995), 25-32; Barnes, B. "The nature of exemplary doctoral advisor's expectations and the way they may influence doctoral persistence," *Journal of College Student Retention*, 11.3 (2010), 323-343

Barnes, B.J. & Austin, A.E., "The role of doctoral advisors: A look at advising from the advisor's perspective," *Innovative Higher Education* 33.1 (2009), 297-315; Council of Graduate Schools, "Ph.D. Completion and Attrition: Findings from exit surveys of Ph.D. completers" (Washington, DC: Council of Graduate Schools, 2009). Retrieved from:

<https://cgsnet.org/phd-completion-and-attrition-findings-exit-surveys-phd-completers-0>; among others.

Golde, C.M., "The role of the department and discipline in doctoral student attrition: Lessons from four departments," *Journal of Higher Education*, 76.6 (2005), 669-700; Lovitts, B., *Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study* (Lanham, MD: Rowman and Littlefield, 2001). Wright-Harp, W. and Cole. P., "A Mentoring Model for Enhancing Success in Graduate Education," *Contemporary Issues in Communication Sciences and Disorders* 35.1 (2008), 9-11.

[Resources for Supervisors, FGSR](#)

Episode 1: Bullying and Harassment, [Podcasts on Effective Supervision](#), FGSR

Episode 4: Sexual Violence, [Podcasts on Effective Supervision](#), FGSR

#### Resources for Further Investigation:

[Indigenous Canada MOOC](#)

[First Nations, Métis, Inuit Subject Guides](#)

[Aboriginal/Indigenous Resources](#)

[North Campus Indigenous Student Services \(First Peoples' House\)](#)

### MODULE 3: STRATEGIES FOR PRODUCTIVE COMMUNICATION (Asynchronous, Online)

Time	Module Breakdown	Topics
2 hours	3.1 Establishing a foundation	<ul style="list-style-type: none"> <li>Establishing an understanding of the role of the supervisor and mentor</li> <li>Setting expectations, roles and responsibilities</li> <li>Establishing a culture of feedback: Setting the mode and frequency of communications/meetings</li> <li>Funding supports, work schedule</li> <li>Determining research collaboration: Authorship, data management and stewardship, IP</li> <li>Copyright considerations and responsibilities related to ownership, publication, and theses</li> <li>Establishing the plan at the outset: Helping students to set milestones for productivity</li> </ul>
	3.2 The Art of Listening	<ul style="list-style-type: none"> <li>The importance of listening in the mentorship relationship</li> <li>Barriers to effective listening</li> <li>Overcoming barriers to effective listening</li> <li>"Already-Always Listening:" What we hear and what we listen</li> <li>"Authentic Listening"</li> </ul>



	3.3 Annual Progress Report	<ul style="list-style-type: none"> <li>Supporting a iterative, self-reflective approach: Fostering academic independence and intellectual growth</li> <li>Providing timely and effective feedback: Identifying areas for growth, setting a plan and seeking support</li> <li>Continuing the conversation: Helping students to assess, monitor, and revise milestones as a pathway to productivity</li> </ul>
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**Campus Consultation/Design Partners**

Victoria Ruétalo, Associate Dean, FGSR  
Billy Strean, Professor, KSR

**Supporting Materials and/or Resources on Hand**

[Communicating Expectations](#)

[Template for Conversation Checklist for a New Graduate Student](#)

[Supervisory Committees](#)

[Guidelines for Authorship](#)

[Guidelines for Ownership of Research Materials](#)

“Guiding Principles for Graduate Student Supervision,” Canadian Association for Graduate Studies,

<https://cags.ca/documents/publications/working/Guiding%20Principles%20for%20Graduate%20Student%20Supervision%20in%20Canada%20-%20rvsn7.pdf>

[Intellectual Property Guidelines for Graduate Students and Supervisors](#)

[Research and Scholarship Integrity Policy](#)

Episode 3: A Healthy Psychological Environment for Grad Students and their Supervisors, [Podcasts on Effective Supervision](#), FGSR

[Progress Report Policy](#)

**Resources for Further Investigation****MODULE 4: CONFLICT RESOLUTION (Asynchronous, Online)**

Time	Module Breakdown	Topics
2 hours	4.1 Conflict management and resolution in the supervisory relationship	The impact of conflict between students and their supervisors can be negative and damaging for all parties, including the university, when not handled in a healthy manner. A long, supervisory relationship can be productive, challenging and stressful, but it is how conflict is resolved and managed that is most important. We will explore sources of conflict and how parties perceive it, communication strategies and early intervention methods to resolve and manage conflict. Some of these methods include: conflict management coaching, restorative conferences, and facilitated mediation. University supervisors can be the leaders on best practices in conflict management to restore healthy supervisory relationships.
	4.2 Case studies	The theoretical concepts explored in the session will be further discussed with case studies that put into practise and help build understanding about some of the basic issues relating to the supervisory relationship with students.

**Campus Consultation/Design Partners**

Natalie Sharpe and Remonia Stoddart-Morrison, Student Ombuds  
Office of Safe Disclosure and Human Rights

**Supporting Materials and/or Resources on Hand**

Harrison, Tyler R. "My professor is so unfair: Student attitudes and experiences of conflict with faculty." *Conflict Resolution Quarterly* 24, no. 3 (2007): 349-368.

Tantleff-Dunn, Stacey, Michael E. Dunn, and Jessica L. Gokee. "Understanding faculty–student conflict: Student perceptions of precipitating events and faculty responses." *Teaching of Psychology* 29, no. 3 (2002): 197-202.

Noble, Cinnie (2011). *Conflict Management Coaching: The CINERGY Model*. CINERGY™ Coaching

Noble, Cinnie (2011). *Conflict Mastery: Questions to Guide You*. CINERGY™ Coaching

Fisher, Roger, Ury, William and Bruce Patton (2011). *Getting to Yes*. Penguin Books.

William Wilmot and Joyce Hocker (2013). *Interpersonal Conflict*. McGraw-Hill Education.

Stone, Douglas; Patton, Bruce; Heen, Sheila; and Roger Fisher (2010). *Difficult Conversations: How to Discuss What Matters Most*. Penguin Random House.

Mayer, Bernard (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. Jossey-Bass, 2000).

<https://www.beyondintractability.org/bksum/mayer-dynamics>

Mayer, Bernard (2015). *The Conflict Paradox: Seven Dilemmas at the Core of Disputes*. Jossey-Bass.  
 Ewert, Charles; Barnard, Gordon, Laffier, Jennifer; and Michael L. Maynard (2019). *Choices in approaching conflict: Principles and practice of dispute resolution* (Second ed.). Emond Publishing.  
 Zehr, Howrd (2012). *The little book of restorative justice: Revised and updated*. Simon and Schuster.

### Resources for Further Investigation

The Faculty of Extension and ADR Learning Institute offer a certificate through their course series in Conflict Resolution <https://ext.ualberta.ca/enroll/conflict-resolution>

## MODULE 5: WELLNESS (Asynchronous, Online)

Time	Module Breakdown	Topics
1 hour	5.1 The Ethics of Supporting Self-Care	<ul style="list-style-type: none"> <li>• The ethical imperative of self-care as a member of the academic community</li> <li>• Self-care for supervisors.</li> <li>• Promoting self-care in the supervisory relationship supports personal. conduct workplace ethics, and better research and creative outcomes.</li> </ul>
	5.2 Framing the Conversation: Data and Context of Mental Health for Graduate Students at UAlberta	<ul style="list-style-type: none"> <li>• What do the data tell us?</li> <li>• What do the data tell us about International, Indigenous, Black, and students who parent /caregivers?</li> <li>• Students rights related to self-care.</li> <li>• Self-care as a pathway for productivity.</li> <li>• Wellness: A holistic approach.</li> <li>• Identifying, referring and helping students in distress.</li> </ul>

### Campus Consultation/Design Partners

Janice Causgrove Dunn, Associate Dean, FGSR  
 Sarah Flower, Manager, Health Promotion, HR  
 Suman Varghese, Registered Psychologist, Clinical Counselling Services  
 Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support  
 Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education

### Supporting Resources/Resources On Hand

Episode 2: The Mental Health Games We Play, [Podcasts on Effective Supervision](#), FGSR  
[Graduate Student Mental Health and Wellness Report \(July 2018\)](#)  
[Supporting Student Mental Health](#)  
[Supporting Mental Health for Faculty](#)  
[Graduate Student Assistance Program- Homewood Health](#)  
[Mental Health Resources](#)

### Resources for Further Investigation:

## MODULE 6: CAREER AND PROFESSIONAL DEVELOPMENT (Asynchronous, Online)

Time	Module Breakdown	Topics
1 hour	6.1 Professional Development (PD) Requirement	<ul style="list-style-type: none"> <li>• Why a PD Requirement?</li> <li>• What is involved in the PD Requirement?</li> <li>• What is the role of departments and supervisors?</li> </ul>
	6.2 Mentoring for Career Conversations: Supporting Graduate Students in Times of Uncertainty	<ul style="list-style-type: none"> <li>• Why is it important to supervisors to have career conversations?</li> <li>• Why are supervisors well-positioned to mentor for career conversations?</li> <li>• What does it mean to have a career conversation with graduate students?</li> <li>• How do I get started with mentoring for career conversations?</li> </ul>

### Campus Consultation/Design Partners:

Deanna Davis, Senior Lead and Educational Curriculum Developer, Graduate Teaching and Learning, FGSR  
 Tyree McCrackin, Career Advisor, Career Centre  
 Renee Polziehn, Director, Professional Development, FGSR

### Supporting Resources/Resources on Hand:

[Mentoring for Career Conversations](#) (Presentation)

### Resources for Further Investigation:

[Mentoring for Career Conversations: IDP Review Guide for Faculty](#)

**FGSR's Professional Development (PD) Requirement: Information for Supervisors**

Melissa Dagleish (2019) [Supporting Your Supervisees in Career Exploration](#), Inside Higher Ed, 11 February 2019, Accessed 24 October 2020,

<https://www.insidehighered.com/advice/2019/02/11/specific-ways-faculty-members-can-help-their-grad-students-pursue-their-careers>.

Catherine Mayrey, "Honest, open and two-way- have HOT career conversations with your graduate students," in *University Affairs*, 18 September 2020. Accessed 23 September 2020,

<https://www.universityaffairs.ca/career-advice/responsibilities-may-include/honest-open-and-two-way-have-hot-career-conversations-with-your-graduate-students/>

Doug Lederman (2020) [Is Students' Early Career Success Their Professors' Problem?](#), Inside Higher Ed, 26 February 2020, Accessed 24 October 2020,

<https://www.insidehighered.com/digital-learning/article/2020/02/26/should-professors-be-responsible-their-students-workplace>.

Lisa Dyce and Catherine Maybrey (2019) Do grad students perceive career resources as valuable?, *University Affairs*, 13 September 2019, Accessed: 24 October 2020,

<https://www.universityaffairs.ca/career-advice/career-advice-article/do-grad-students-perceive-career-resources-as-valuable/>.

Career Conversations: Questions for Career Conversations, BC Initiative for Inclusive Access to Post-Secondary Education, Access 24 October 2020, <https://www.bc-ipse.org/>

**MODULE 7: CASE STUDIES (Synchronous, F-2-f/Virtual)**

Time	Module Breakdown	Topics
2 hours	7.1 Case studies facilitated cohort discussion	Module 1: Relationships Module 2: Communication Module 3: Conflict Resolution Module 4: Wellness Module 5: Professional Development

**Campus Consultation/Design Partners**

Indigeneous Research Task Force

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Jennifer Ward, Lead Ed. Developer, Indigeneous Focus

Janet Elliott, CRC in Faculty of Engineering -CIHR, NSERC

Victoria Ruetalo, Associate Dean, FGSR

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Janice Causgrove Dunn, Associate Dean, FGSR

Sarah Flower, Manager, Health Promotion, HR

Suman Varghese, Registered Psychologist, Clinical Counselling Services

Jasmine Bajwa, Registered Psychologist, Clinical Counselling Services

Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support

Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education

Deanna Davis, Senior Lead and Educational Curriculum Developer, Graduate Teaching and Learning, FGSR

Tyree McCrackin, Career Advisor, Career Centre

Renee Polziehn, Director, Professional Development, FGSR

**Supporting Resources/Resources on Hand**

The case studies will apply much of the theory and research discussed in each of the modules. See above for further references.

**Resources for Further Investigation**

The case studies will apply much of the theory and research discussed in each of the modules. See above for further references.

<b>10 hours</b>	<b>COURSE TOTAL</b>
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**2021-2022 University of Alberta Proposed Calendar Graduate Program Changes:**

<p style="text-align: center;"><b>Current</b></p> <p style="text-align: center;">Approved text from 2020-2021 draft calendar</p>	<p style="text-align: center;"><b>Proposed</b></p>
<p><b>The Faculty of Graduate Studies and Research</b></p> <p>[...]</p> <p><b>Responsibilities Related to Graduate Programs</b></p> <p><b>Student</b>            Graduate students are ultimately responsible for their own programs, and are expected to be familiar with all regulations and deadlines relating to their programs.</p> <p>The students' fundamental responsibilities include</p> <ul style="list-style-type: none"> <li>● ensuring that their registration is accurate and does not lapse</li> <li>● submitting appropriate forms to the department for signature and processing</li> <li>● paying all fees required by the deadline dates set out in the Calendar</li> </ul> <ul style="list-style-type: none"> <li>● maintaining open communication with their supervisor or advisor and graduate coordinator concerning any problem</li> <li>● in the event of a conflict in the supervisor-student or advisor-student relationship, discuss with the supervisor or advisor and graduate coordinator in a timely fashion</li> <li>● <del>in a thesis-based program, providing the supervisor with an annual report for distribution to the supervisory committee</del></li> <li>● being aware of the expectations of the supervisor and the department</li> <li>● <del>informing the supervisor or advisor regularly about progress</del></li> <li>● making research results accessible (beyond their appearance in a thesis) to an appropriate audience.</li> </ul>	<p><b>The Faculty of Graduate Studies and Research</b></p> <p>[...]</p> <p><b>Responsibilities Related to Graduate Programs</b></p> <p><b>Student</b>            Graduate students are ultimately responsible for their own programs, and are expected to be familiar with all <b>program</b> regulations and <b>related</b> deadlines.</p> <p>The student's fundamental responsibilities include:</p> <ul style="list-style-type: none"> <li>● ensuring that their registration is accurate and does not lapse;</li> <li>● submitting appropriate forms <b>on time</b> to their department for signature and processing;</li> <li>● paying all fees required by the deadline dates set out in the Calendar;</li> <li>● <b>if registered in a thesis-based program, complete with their supervisor the Supervisor-Student Guidelines within the first term of study and no later than the first year in program when the Annual Progress Report (see below) is due in FGSR by June 30;</b></li> <li>● maintaining open communication with their supervisor or advisor and graduate coordinator concerning any problem;</li> <li>● in the event of a conflict in the supervisor-student or advisor-student relationship, to discuss <b>it</b> with the supervisor or advisor and graduate coordinator in a timely fashion;</li> <li>● <b>in a thesis-based program, ensuring completion of the Annual Progress Report at least once annually prior to the FGSR deadline of June 30, and no more than once every four months as required to appropriately monitor progress in program;</b></li> <li>● being aware of the expectations of the supervisor and the department; <b>and,</b></li> <li>● making research results accessible (beyond their appearance in a thesis) to an appropriate audience.</li> </ul>

Please read the Calendar carefully. If you are in doubt about the regulations pertaining to your graduate program, consult your department or the FGSR.

### Supervisor

If a student has more than one supervisor, then the term "supervisor" refers to the entire group of supervisors. The supervisor is directly responsible for the supervision of the student's program. The supervisor

- assists the student in planning a program of studies
- assists in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the department and the FGSR
- provides counsel on all aspects of the student's program
- stays informed of the student's research activities and progress
- ensures that students conduct their research in a manner that is as effective, safe, and productive as is possible
- arranges for and attends all supervisory committee meetings and the student's examinations, ensuring that these are scheduled and held in accordance with FGSR regulations
- when going on leave or an extended period of absence, ensures that the student is adequately supervised by the provision of an acting supervisor. In the case of doctoral students this should be a member of the supervisory committee
- reviews the thesis both in draft and in final form.

Students are encouraged to carefully read the Calendar and to contact their department or FGSR if they have questions or require clarification about their specific program regulations.

### Supervisor

The supervisor is essential to the successful completion of thesis-based graduate degree programs. If a student has more than one supervisor, then the term "supervisor" refers to the entire group of supervisors. The supervisor is directly responsible for the supervision of the student's program. The supervisor:

- assists the student in planning a program of study;
- ensures completion of the Supervisor-Student Guidelines within the first term of study and no later than June 30, when the Annual Progress Report is due in FGSR;
- assists in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the department and the FGSR;
- provides **direction and mentorship** on all aspects of the student's program;
- stays informed of the student's research activities and progress;
- ensures that the student conducts their research in a manner that is as effective, safe, and productive as is possible;
- **in consultation with their student registered in a thesis-based program, completes the Annual Progress Report at least once annually prior to the FGSR deadline of June 30, and no more than once every four months as required to appropriately monitor progress in program;**
- arranges for and attends all supervisory committee meetings and the student's examinations, ensuring that these are scheduled and held in accordance with FGSR regulations;
- when going on leave or an extended period of absence, ensures that the student is adequately supervised by **assigning** an acting supervisor. **When the student is in a doctoral program, the acting supervisor should be a member of the supervisory committee; and,**
- reviews the thesis both in its draft and final form, **and approves it to move to external examination.**

<p><b>Academic Advisor</b></p> <p>[...]</p> <p><b>Graduate Coordinator</b> The term graduate coordinator refers to an associate chair, associate dean, director, or any other individual officially designated by the head of the unit as being responsible for the unit's graduate programs.</p> <p>Graduate coordinators must be tenured or tenure-track faculty members.</p> <p>Graduate coordinators have a duty to ensure that departmental and Faculty rules are administered in a fair and equitable manner. This often involves going beyond a mere application of the rules, and may entail using moral persuasion on colleagues and students.</p> <p>However, since the various units within the University contain a variety of graduate programs and operate under a diversity of policies, regulations and customs, the exact role of the graduate coordinator will vary.</p> <p>The responsibilities of the graduate coordinator may include:</p> <ul style="list-style-type: none"> <li>● ensuring that the regulations and requirements of the FGSR and the University are met</li> <li>● being the official representative of the department to its graduate students</li> <li>● admitting applicants to graduate programs</li> <li>● acting as an advisor concerning the appointment of supervisors, supervisory committees, and external examiners</li> </ul> <ul style="list-style-type: none"> <li>● acting as an advisor concerning any changes to a student's status or program</li> <li>● carrying out FGSR and University policies relating to graduate students</li> <li>● acting as a liaison between the FGSR and the unit</li> <li>● coordinating financial support for graduate students, including fellowships and assistantships</li> <li>● monitoring the academic progress of graduate students</li> <li>● providing advice to graduate students on the rules and procedures of the FGSR and the department</li> <li>● keeping the FGSR informed of any changes in the student's program, including student status, course and program changes, scheduling of examination dates,</li> <li>● initiating and coordinating graduate student recruitment activities.</li> </ul>	<p><b>Academic Advisor</b></p> <p>[...]</p> <p><b>Graduate Coordinator</b> The term graduate coordinator refers to an associate chair, associate dean, director, or any other individual officially designated by the head of the unit as being responsible for the unit's graduate programs.</p> <p>Graduate coordinators must be tenured or tenure-track faculty members.</p> <p>Graduate coordinators have a duty to ensure that departmental and Faculty rules are administered in a fair and equitable manner. <del>This often involves going beyond a mere application of the rules, and may entail using moral persuasion on colleagues and students.</del></p> <p><del>However, since the various units within the University contain a variety of graduate programs and operate under a diversity of policies, regulations and customs, the exact role of the graduate coordinator will vary.</del></p> <p>The responsibilities of the graduate coordinator may include:</p> <ul style="list-style-type: none"> <li>● ensuring that the regulations and requirements of the FGSR and the University are met;</li> <li>● being the official representative of the department to its graduate students</li> <li>● admitting applicants to graduate programs</li> <li>● acting as an advisor concerning the appointment of supervisors, supervisory committees, and external examiners</li> <li>● <u>completing the Supervisor-Student Guidelines with thesis-based students in instances where a supervisor is not appointed at the time of admission;</u></li> <li>● acting as an advisor concerning any changes to a student's status or program;</li> <li>● carrying out FGSR and University policies relating to graduate students;</li> <li>● acting as a liaison between the FGSR and the unit;</li> <li>● coordinating financial support for graduate students, including fellowships and assistantships;</li> <li>● monitoring the academic progress of graduate students;</li> <li>● providing advice to graduate students on the rules and procedures of the FGSR and the department;</li> <li>● keeping the FGSR informed of any changes in the student's program, including student status, course and program changes, scheduling of examination dates; and,</li> <li>● initiating and coordinating graduate student recruitment activities.</li> </ul>
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[...]

## Regulations of the Faculty of Graduate Studies and Research

[...]

### Registration

#### Registration Procedure

Once newly-admitted and continuing graduate students in degree programs have determined their program requirements in consultation with their departments, they register using the Bear Tracks web registration system. See [Registration and Fees](#) for University regulations on registration in courses, re-registration in courses, changes in registration, cancellation of registration and auditing courses. See Academic Schedule for registration deadlines.

Faculty of Graduate Studies and Research deadline dates may differ from undergraduate deadline dates (see Academic Schedule and End-of-Program Registration Deadlines for thesis-based students).

There may be academic record and fee implications for withdrawing from courses. See Registration and Fees.

[...]

### Academic Standing

[...]

#### Minimum Faculty Requirements

Regardless of the student's category, the pass mark in any course taken while registered in the Faculty of Graduate Studies and Research is a grade of C+.

All students in degree programs (including time spent as a qualifying graduate student) or diploma or certificate

[...]

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Faculty of Graduate Studies and Research deadline dates may differ from undergraduate deadline dates (see Academic Schedule and End-of-Program Registration Deadlines for thesis-based students).

There may be academic record and fee implications for withdrawing from courses. See Registration and Fees.

In instances where the Supervisor-Student Guidelines are not submitted by June 30, registration for students in thesis-based programs will be restricted until such time as it is.

In instances where the Annual Progress Report is not submitted by June 30, registration for students in thesis-based programs will be restricted until the supervisor and/or supervisory committee schedule a meeting with the student to complete the report and submit it to FGSR <link to new section>.

[...]

### Academic Standing

[...]

#### Minimum Faculty Requirements

Regardless of the student's category, the pass mark in any course taken while registered in the Faculty of Graduate Studies and Research is a grade of C+.

All students in degree programs (including time spent as a qualifying graduate student) or diploma or certificate



programs must maintain a minimum cumulative grade point average of 2.7 throughout the course of the program. (In cases where the cumulative grade point average falls between 2.3 and 2.7, departments may recommend the student be required to withdraw, or continuation in the program for a specified probationary period; in any case, convocation shall not take place with a cumulative grade point average of less than 2.7.) Notwithstanding the above, a student whose cumulative grade point average falls below 2.7 may be required to withdraw.

The above are minimum grades and grade point averages acceptable to the Faculty of Graduate Studies and Research. Individual departments may require higher grades than these. See Graduate Programs.

#### **Academic Probation**

Academic probation is used to address deficiencies in program or performance standards relevant to a student's particular program of studies such as CGPA, or progress in research. The conditions attached to a period of academic probation are designed to meet the specific needs of a student's academic situation.

When a student's term or cumulative grade point average falls between 2.3 and 2.7 or the minimum required by the program (See Graduate Programs), departments may recommend to the Faculty of Graduate Studies and Research continuation in a graduate program on academic probation for a specified period.

#### **Change of Category**

Departments may recommend a change of category to FGSR for doctoral students to master's programs due to poor academic performance.

When this occurs following the doctoral candidacy examination, please refer to Decision of the Candidacy Committee for details.

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[Students in thesis-based programs must ensure they complete, with their supervisor and/or supervisory committee, an Annual Progress Report <link to new section> and submit it to FGSR by June 30 each year.](#)

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[For students in thesis-based programs, a student rating of 'In Need of Improvement' on an Annual Progress Report <link to new section> will normally result in a recommendation for Academic Probation as determined by the supervisor and/or supervisory committee in consultation with the student.](#)

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When this occurs following the doctoral candidacy examination, please refer to Decision of the Candidacy Committee for details.



### Required to Withdraw

Departments may recommend to FGSR that students be required to withdraw on academic grounds. Reasons for the recommendation include:

- Failure to maintain adequate academic standing; failure to meet requirements set out in a conditional admission; candidacy or final oral examination failure; or expiry of program time limit. Requests to require to withdraw for these reasons must be documented in the academic record or student's file: for example, grades, exam reports, etc;
- Failure to make satisfactory academic progress in other aspects of the program, such as adequate progress in research. Requests to require to withdraw for these reasons should be supported by evidence that the process of feedback, assessments and warnings has been followed;
- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program;
- Failure of the department to secure alternate supervision for a thesis-based student following dissolution of a supervisory relationship (see Resolving Conflicts in Supervisor-Student Relationships) as it is an academic requirement that thesis-based students have a supervisor (see Appointment of the Supervisor(s)).

The following considerations apply:

- Cannot require to withdraw except for just cause;
- Students shall be given adequate warning, feedback and timelines related to what is the nature of the inadequate progress, what special performance would be required to rectify the inadequacy, and what is the timeline for demonstration of the required improved performance;
- Student should be given an opportunity to respond in writing to any warning given;
- Meetings with appropriate advisors (members of supervisory committee; Chair's designate, etc.) may assist the process of providing adequate warning and advice.

The decision to require a student to withdraw rests with the Associate Deans, FGSR. Students may appeal to the FGSR

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- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program;
- Failure of the department to secure alternate supervision for a thesis-based student following dissolution of a supervisory relationship (see Resolving Conflicts in Supervisor-Student Relationships) as it is an academic requirement that thesis-based students have a supervisor (see Appointment of the Supervisor(s)); and,
- For students in thesis-based programs, two consecutive student ratings of 'In Need of Improvement' or one rating of 'Unsatisfactory' on their Annual Progress Report <link to new section> will normally result in a recommendation to withdraw from their program.

The following considerations apply:

- Students cannot be required to withdraw except for just cause;
- Students shall be given adequate warning, feedback and timelines related to what is the nature of the inadequate progress, what special performance would be required to rectify the inadequacy, and what is the timeline for demonstration of the required improved performance;
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- Meetings with appropriate advisors (members of supervisory committee; Chair's designate, etc.) may assist the process of providing adequate warning and advice.

The decision to require a student to withdraw rests with the Associate Deans, FGSR. Students may appeal to the FGSR

Academic Appeals Committee. For details, see [Appeals and Grievances](#).

[...]

## Supervision and Examinations

### Supervision and Supervisory Committees

#### Departmental Regulations and Responsibilities

Departments are responsible for preparing a set of regulations and guidelines for supervisors and students. Guidelines should deal with the selection and functioning of supervisors and should outline the joint responsibilities of faculty members and graduate students. Options for students to pursue who believe they are receiving unsatisfactory supervision should also be specified.

#### Appointment of the Supervisor(s)

Every student in a thesis-based program is required to have a supervisor. The department that admits a student to a thesis-based graduate program is responsible for providing supervision within a subject area in which it has competent supervisors, and in which the student has expressed an interest.

Normally there is only one supervisor. Departments may consider the appointment of more than one supervisor for a student.

Implicit in the admission process is the following: on the applicant's part, that there has been an indication of at least a general area of interest and, preferably, provision of some form of proposal, particularly if the program is at the doctoral level; on the department's part, that the application has been reviewed, the area of interest examined, academic expectations and potential performance considered, and that the department accepts its obligation to provide appropriate supervision for the applicant in the specified subject area.

It is expected that every effort will be made to arrive at a mutually agreeable arrangement for supervision between the student and the department. Students are normally involved in the process for selecting their supervisor(s) although this process varies from program to program.

The authority for the appointment of supervisors rests with the Dean of the department's Faculty. Such appointment decisions are final and non-appealable.

Academic Appeals Committee. For details, see [Appeals and Grievances](#).

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The authority for the appointment of supervisors rests with the Dean of the department's Faculty. Such appointment decisions are final and non-appealable.

Article 7.02.1 of the Faculty Agreement lists the "supervision of graduate students" as a form of "participation in teaching programs". It is expected that a department will monitor and review the performance of supervisors.

### **Supervisors on Leave**

It is the responsibility of supervisors to make adequate provision for supervision of their graduate students during their leave. Therefore, if a supervisor is to be absent from the University for a period exceeding two months, it is the supervisor's responsibility to nominate an adequate interim substitute or indicate the means by which supervision will be maintained. It is the supervisor's responsibility to inform the student and the department in writing at the time the leave is approved.

Supervisors planning to take a sabbatical should follow the requirements found in Appendix E of the Faculty Agreement with respect to adequate advance arrangements for graduate students while a supervisor is on sabbatical.

[...]

### **Eligibility for Appointment as Supervisor**

#### **Time Line for the Appointment of Supervisors**

Ideally, the supervisor for a thesis-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin their program of studies. If this is not possible, an interim academic advisor should be appointed by the department.

Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty and submitted to FGSR.

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In instances when an interim supervisor is appointed, they are not required to complete Supervisor-Student Guidelines since the primary supervisor relationship remains intact during the leave period. The interim supervisor may, however, be required to complete an Annual Progress Report <link to new section> if their appointment coincides with the June 30 deadline and a previous report during the calendar year has not already been completed (e.g. by the supervisor prior to the start of their leave).

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Ideally, the supervisor for a thesis-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin their program of studies. If this is not possible, an interim academic advisor should be appointed by the department.

The interim academic advisor or the graduate coordinator will be responsible for completing the Supervisor-Student Guidelines with the student within the required timeframe in instances where a supervisor has not yet been appointed.

Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty and submitted to FGSR.

**Introductory Meetings**

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.

**Responsibilities Related to Supervision**

The supervisor is directly responsible for the supervision of the student's program. Refer to [Responsibilities Related to Graduate Programs](#) for further regulations.

**Completion of the Supervisor-Student Guidelines**

All students registered in a thesis-based program are required to meet with their supervisor (assigned at admission or interim) to complete the Supervisor-Student Guidelines as soon as possible after registration in the first academic term but no later than the submission of the first Annual Progress Report, which is due in FGSR by June 30 each year.

If there is a change in supervisor at any point in a student's program of study, the form will be completed anew in accordance with the timeline noted. Completion of the guidelines is mandatory. In instances where the Supervisor-Student Guidelines are not submitted by June 30, registration for students in thesis-based programs will be restricted until such time as it is.

If changes to the content of the Supervisor-Student Guidelines are made or required, these changes will be recorded on the student's Annual Progress Report indicating both parties have discussed and mutually agreed to them.

**Annual Progress Report**

Student progress in thesis-based programs will be reported at least once annually to the Faculty of Graduate Studies and Research using the standardized Annual Progress Report form. Progress reports are due in FGSR by June 30 each year. The progress report form should be filled out during the annual meeting required for all PhD students. Master's thesis-based students also require at least one progress report completed within a full academic year.

In instances where more detailed monitoring of a student's academic standing may be required, a progress report form may be filled more than once annually; however, only one (1) progress report may be submitted every four (4) months.

A student who receives two (2) consecutive evaluations of "in need of improvement" or one (1) "unsatisfactory" rating will normally be required to withdraw from their program and FGSR on the recommendation of the Associate Chair (grad) within their academic department and/or the Department Chair to the Dean of FGSR.

Justification:

Approved by:

February 22, 2021

Dear Dr. Milne,

The Office of the Student Ombuds sees up to 400 graduate students annually; over 60% of their concerns are framed as conflict with their supervisors. We believe that the majority of these conflicts are tied to perceptions of relational and equitable unfairness and could be resolved by early intervention. Too often we see students hastily changing their supervisors or leaving their programs, damaging chances to recover their academic future. The repercussions of lack of early intervention include long-term damage to physical and mental health well-being, financial loss, family disruption, etc. The impact on international graduate students is exacerbated by cultural and linguistic miscommunication. We also recognize the toll on the supervisor-mentor, including time lost on projects, the loss of a future colleague and loss of funding that have been invested in the work the student was undertaking. The reputational damage to all parties, including the University, is considerable.

For several years, the OSO has worked collaboratively with FGSR, the GSA and others to help graduate students with supervisor concerns on an ad hoc basis. However, we know the necessary resources are there to restore relationships if we start with earlier, informal modes and strategies of intervention.

We therefore support FGSR in its Supervisory Initiatives and offer our expertise and support to rebuild supervisory relationships which we believe will help to reduce, if not eliminate, the negative repercussions of conflicts in these relationships. We believe that the University of Alberta has the capacity to provide leadership on best practices in maintaining healthy supervisor relationships.

Our staff: Dr. Brent Epperson, Graduate Ombudsperson (on leave), Remonia Stoddart-Morrison (PhD Candidate), interim Graduate Ombudsperson, Veronica Taylor, Graduate Ombuds Intern, and Natalie Sharpe (Director), look forward to contributing to this initiative.

Sincerely,

Natalie Sharpe, B.A. (Hon), M.A.  
Director, Office of the Student Ombuds  
University of Alberta

1-037 Li Ka Shing  
87 Avenue & 112 Street, Edmonton, AB  
Tel: 780.492.7357  
osdhr@ualberta.ca  
uab.ca/OSDHR

March 1, 2021

To: Dr. Brooke Milne, Dean, Faculty of Graduate Studies and Research

From: Donnell Willis, Advisor, Office of Safe Disclosure and Human Rights

Re: Letter of Support for FGSR Supervisory Initiatives

The Office of Safe Disclosure and Human Rights (OSDHR) provides this letter in support of the Faculty of Graduate Studies and Research (FGSR) Supervisory Initiatives, including the introduction of academic membership and training, student-supervisor guidelines, and progress reports.

OSDHR's mandate is to provide a safe, confidential, and neutral space for any university community member to disclose concerns of any potential wrongdoing, including but not limited to discrimination and harassment. Unfortunately, OSDHR receives a high number of disclosures pertaining to concerns between graduate students and supervisors.

Disclosures received by the OSDHR office include allegations of:

- Non-equitable practices of choosing graduate students, leading to further exclusion of under-represented, marginalized, or racialized students
- Miscommunication between student and supervisor, often leading to:
  - Break-down of supervisory/interpersonal relationship(s)
  - Unclear expectations regarding hours of work, lab time, or scheduling
- Intellectual proprietorship regarding research and data
- Harassment, including bullying
- Sexual harassment and/or sexual assault of graduate students by their supervisor
- Discrimination, on the basis of protected grounds covered under the Discrimination, Harassment and Duty to Accommodate (DHDA) policy. Discrimination also includes the failure to accommodate graduate students.
  - For example, graduate students have disclosed that they have not been accommodated on the basis of gender-pregnancy, mental disability, physical disability, and/or religious beliefs.

It is crucial to realize the importance of the supervisory relationship between a supervisor and graduate student. A graduate student's likelihood of succeeding in their program and research, is largely dependent on the relationship, mentorship, and guidance from their supervisor. Given these factors, it must be recognized that there is a significant power dynamic within a supervisory relationship.

The supervisory initiatives led by FGSR will help create a more equitable and positive environment for both faculty and students. Academic membership and training, student-supervisor guidelines, and progress reports will provide clearer expectations for both parties. The supervisory initiatives will enable the University to respond more proactively, which will minimize harm to either party, through early intervention mechanisms.

OSDHR is fully supportive of this initiative, and encourages that it be implemented to all faculty members, not just new faculty members, or that it be adopted as best practices/culturally required training. Ideally, these supervisory initiatives will decrease the number of disclosures OSDHR receives regarding supervisor relationships.

Sincerely,

Donnell Willis

March 1, 2021

Dear Colleagues in Graduate Administration,

This letter is to share my strong support for FGSR’s Supervisory initiatives, particularly the Academic Membership in FGSR for all faculty eligible to supervise graduate students. I write this to you as a former Associate Dean for the Faculty of Graduate Studies from 2016-2019 who held the portfolio on graduate student supervision, and who authored a report in 2014 as the University of Alberta Provost’s Fellow entitled, “The Quality of Graduate Student Supervision and Post-Doctoral Supervision at the University of Alberta.” I also co-created, along with current Associate Dean Victoria Ruetalo, the podcasts on graduate student supervision. Both these podcasts and the supervision report are available for supervisory training resources through FGSR today (<https://www.ualberta.ca/graduate-studies/about/resources-for-faculty-and-staff/resources-for-supervisors/index.html>).

One of the most outstanding strengths of the University of Alberta is its research productivity and impact. Graduate students are a large part of that productivity and impact. Most graduate students come to the University of Alberta with great ideas, career hopes, and an earnest willingness to work hard to complete their degrees. A key element of their success, and a professor’s success with their research program, is the nature of the supervisory relationship. In my three years at FGSR I witnessed brilliant co-production of knowledge and creative works between supervisors and graduate students, and life-altering disasters because of poor relationships between supervisors and graduate students. Not only students suffer when there is acrimony or disappointment in a supervisor-student relationship, professors suffer as well. A culture of secrecy and shame often allows these relationships to fester or dissolve, with unhappy resolutions. Professors generally have no training around how to supervise graduate students when they start their positions, nor on-going training on how to manage a group of people on both individual and collective projects. Higher education institutions can do more to support these critically important relationships.

The Supervisory Initiatives FGSR is proposing helps set up both supervisors and students for success, recognizing that to supervise students, and hold such enormous influence over their success during their graduate education at the University of Alberta, is a privilege and opportunity. The training FGSR provides tips, exercises, recommend practices, and avenues for problem-solving to celebrate the role of the supervisor as a responsible and wise supervisor. The training offered is not a “one size fits all” approach, but recognizes both supervisors and students as whole persons in different disciplines with varied backgrounds. As now a Dean, overseeing five graduate programs in my faculty, I can attest to the need for a formal way to proactively support a positive supervisory culture on campus that sets out accountabilities and responsibilities for both students and supervisors, and their working relationship.

Respectfully,



Naomi Krogman  
Dean, Faculty of Environment

To Whom It May Concern,

Please accept these letters of support for all of the Faculty of Graduate Studies and Research's current proposed initiatives aimed at addressing long-standing issues in graduate student supervision at the University of Alberta. These letters demonstrate that ongoing systematic issues in graduate student supervision have been of principal concern to the graduate student population for many years. The Graduate Students' Association's advocacy on this issue year-after-year shows that the issue has not whatsoever been addressed in a satisfactory manner up to this point. We hope that the accompanying letters will help others to understand the severity of this issue and the importance of FGSR's ongoing work in this area.

Yours Sincerely,

The past executives of the Graduate Students' Association



To Whom It May Concern,

The supervisory relationship is the most important relationship a graduate student has while at the UofA. The student-supervisory relationships underpin the working conditions and overall experience of graduate students. Despite the importance of the student-supervisory relationship, the UofA has a history of wide-scale supervisory issues that have gone largely unaddressed by the institution.

The GSA has records dating back many years regarding severe issues in supervisory relationships. Documented concerns arising from supervisory relationships are diverse. The most concerning have been cases of harassment, discrimination, and abuse experienced by students. These records were—unsurprisingly—accompanied by records of actions taken by the GSA to attempt to resolve these issues at the individual student level while advocating for systemic institutional change. In particular, the GSA has continued to raise that no accountability mechanisms exist to prevent recurring problematic concerns within supervisory relationships.

Throughout our term, we brought this issue to the attention of countless committees—including as a discussion item at the highest governing body at the U of A: the Board of Governors (Board Human Resources and Compensation committee & Board Learning, Research and Student Experience committee). As we advocated on this issue, we encountered knowing glances of other members of the university community in a privileged enough position to have been witness to what can only be adequately described as the grotesque atrocities that have been perpetrated on our university's grounds. Despite the reputational and institutional risks, these members of the university community have been complacent to a longstanding problem while allowing the UofA to become an outlier among U15 institutions when it comes to institutional measures to support supervisory excellence.

Dr. Brooke Milne and the FGSR leadership team have taken what we believe to be the necessary steps to address these issues and bring forward mechanisms that align with best practices in graduate education. The critical work that FGSR is doing in that regard is one step forward to compete with other institutions that have been for long addressing the student-supervisor issues. For example, the U of C has issued what is known as the U of C Graduate Student Supervision Policy to ensure productive relationships between students and their supervisors as well as to have accountability mechanisms in place.

We sincerely believe that the continuation of widespread issues in graduate supervision at the university presents a real and present threat to the institution and everyone affiliated with it. To those that have seen the scale of this issue, this risk of this is all too obvious.

We—as veterans of this line of advocacy—believe that the proposed initiatives are imperative actions that must be adopted. FGSR and these tools are the U of A's best shot at avoiding catastrophe and to begin to end a pervasive culture of tolerating problematic behaviour.

Yours Sincerely,

Fahed Elian (GSA President 2019-2020)

Dylan Ashley (GSA Vice-President Academic 2019-2020)

Chantal Labonté (GSA Vice-President Student Services 2019-2020)

To Whom It May Concern,

With this letter, we would like to offer our support for the proposed reforms currently presented by the FGSR to foster an environment of excellence in graduate supervision at the University of Alberta.

The close interpersonal relationships supervisors and graduate students need to navigate are fragile, especially when it comes to cross-cultural communication. One particularly memorable case from our cohort was a student that came to the GSA to disclose that their supervisor had requested them to perform a task, but their workload was already heavy. It was clear that the student felt uncomfortable saying no to their supervisor, afraid of the potential consequences. The GSA supported the student in providing feedback by email communication to the supervisor, explaining the situation and politely saying no. It became clear later on, that the supervisor had actually been very satisfied with the performance of the student and therefore requested them to do more. However, they were unaware of the cross-cultural differences and the fact that the student, who had a different nationality, would feel uncomfortable setting boundaries if their superior would request an extra task to be performed. This, unintentionally, created stress for the student and tension within the relationship.

In the above-described situation, the case was resolved in a positive manner and the supervisor was receptive to the communication of the student, relieving the tension. However, often students come to the GSA when tensions have already arisen in a conflict or beyond. It has become apparent that the problematic supervisory issues involve a minority of academic staff who are resistant to guidance on their supervisory practices. Despite intervention at all levels of university governance, this causes repeated problems for multiple students, meanwhile the individual supervisors are able to continue recruiting students despite their demonstrated incompetence as mentors.

The reforms proposed by FGSR would provide additional incentives for supervisors with a problematic record to improve their behaviour. It would prevent these individuals from reflecting poorly on their colleagues and on the generally excellent standard of supervision at the University of Alberta. In addition, with proposed training, supervisors can identify and navigate cross-cultural differences and adapt their communication and expectations accordingly. This would prevent a large number of the cases seen by GSA executives on a yearly basis. Therefore, we hope you will support the presented changes to solve the current issues and foster excellence in supervision at the University of Alberta.

Yours Sincerely,

Sasha van der Klein (GSA President 2018-2019)

Beth Richardson (GSA Vice-President Labour 2018-2019)

To Whom It May Concern,

With this letter, the 2017-2018 GSA President and VP Labour would like to support the proposed changes by FGSR, particularly the components that can address processes for students to resolve conflicts with their supervisor.

Up to now, only two routes have been available to students; either an Article 16 complaint under the Faculty Collective Agreement, or, in case a student is also employed as a Graduate Assistant, a grievance under the GSA Collective Agreement. Both processes take a long time to resolve and often requires students to disclose their identity. For many students, this is impossible, as the ramifications of possible retaliation are higher stakes than the need to resolve the conflict. The power-imbalance between student and supervisor and the role of the academic lifeline a supervisor plays in a graduate student's academic career are the undeniable cause of students unwillingness to address even the most heartbreaking problems. It is common knowledge within the GSA Executive team and our professional management, that grievances under the current Collective Agreements are not a useful tool in either preventing or resolving issues.

Only once in the past decade has a graduate student put forward a grievance under the GSA Collective Agreement based on supervisory issues. Although the grievance was started in the 2014-2015 cohort, only during our academic year was the case concluded, when the student had already left the university several years earlier due to the conflict. As was expected, the grievance process dragged on for a long time and the case was carried over between many executives. Our cohort learned in 2018 that the final conclusion of the case was unsatisfactory and still damaging for both parties. The current proposed Supervisory Initiatives, including Faculty of Graduate Studies and Research Academic Membership, will provide a solid structure for preventing the above-described situations and provide tools to resolve recurring issues in a better manner.

In the history of graduate supervision, the Graduate Students' Association has advocated for improved quality of supervision at the University of Alberta and supported graduate students who are victims of supervisory negligence or abuse. Systemic issues have been carried over from one Executive to the other, often without satisfactory solutions for the root cause of the problem. Herewith, the 2017-2018 GSA Executive would like to stress the importance of addressing the cause, support the current presented solutions, and commend the leadership of FGSR for striving towards becoming a champion in supervisory excellence in the academic world.

Yours Sincerely,

Babak Soltania (GSA President 2017-2018)

Sasha van der Klein (GSA Vice-President Labour 2017-2018)

To Whom It May Concern,

With this letter, we would like to support the current FGSR Supervisory Initiatives by highlighting some examples of the caseload on supervisory issues of the 2016-2017 term. One case was particularly memorable, where multiple individual students came forward separately, all with similar stories about their supervisor's behaviour. The stories ranged in level of severity, but amongst others, the following situations were described:

- Performing physical labour unrelated to their project or their laboratory projects, without proper safety gear or working conditions
- Intrusion to privacy of students by installing cameras in office areas
- Financial retaliation on performance
- Prolonging examination without just cause, either candidacy or final exam
- Intentionally setting students up against each other, creating tension, unhealthy competition, and distrust within the group
- Disrespectful communication, both verbally and in writing

In this specific example, the Office of the Provost and the GSA worked together diligently to try to resolve these issues either on an individual basis or collectively. Unfortunately, only a few of our efforts were successful, where it pertained to potential legal risk. Some students transferred to other supervisors, restarting their program from scratch, others were able to graduate after the involvement of the Department Chair and Faculty Dean, but lost their most important reference for their career after graduation. Yet, no tools were available to prevent new students from joining the laboratory group and it is expected that the GSA and the Office of the Provost may need to intervene again in years to come.

In the narrative of supervisory concerns, often the phrase has been used 'bad apples will always exist'. This is factually correct, however, neither FGSR nor the U of A currently has the right tools to remove or reduce the harm caused by these supervisors, and graduate students continue to become victims of such individuals. The proposed FGSR academic membership and training program for supervisors could provide a tool to ensure supervisors continue to grow and learn throughout their careers to meet the current needs of their students. In addition, it also ensures restrictions and training for poor supervisors, or even removal of their supervisory privileges which would prevent new graduate students from facing similar distressing, disturbing, or even abusive experiences as their predecessors, and protects the reputation of the University.

Yours Sincerely,

Sarah Ficko (GSA President 2016-2017)

Sasha van der Klein (GSA Vice-President Labour 2016-2017)

To Whom It May Concern,

The student-supervisor relationship is perhaps the most critical component of a thesis-based graduate program. A good supervisor facilitates their students' academic learning and guides the scholarly output required for their degree program. Supervisors also mentor their students as junior colleagues, helping them to explore and develop their personal and professional goals, often even beyond the end of the student's program.

While the consequences of poor supervision are, by now, well-known, their familiarity only makes the existence of such supervision more grotesque. For example, within our year in office, the GSA filed a labour grievance on behalf of a student for the first time under the GSA's Collective Agreement. However, the grievance was not resolved for three years, leaving the student with no option but to leave their program, which also put their immigration status in Canada at risk. We dealt with another case of a supervisor exhibiting stalking behaviour, and still others where inappropriate expectations rooted in cultural differences were placed upon students. We helped multiple students in a single research group who, because their supervisor failed to edit their work in a timely manner and repeatedly changed expectations, took more than eight years to graduate.

But perhaps the most concerning cases were those which never happened. Numerous students used the GSA as a sort of safety valve, confiding to our organization numerous stories of unprofessional supervisory behaviour. These included situations involving sexual coercion and threats of academic, professional, and personal consequences. But despite the seriousness of these stories, the students did not wish to file formal complaints. They were too afraid of possible repercussions from their supervisor.

This is not to say that poor supervisors are bad people. Often, they do not realize how their words, actions, or expectations may be perceived by their students; what seems of little consequence to someone in authority can seem of existential importance to those whose future depends on that authority. Even the very best supervisors can benefit from additional training, and it is important to remember that most new faculty members are only recently removed from being Ph.D. students and postdoctoral researchers themselves. The skills necessary to succeed in those roles are not necessarily the same as those required to be an outstanding supervisor and mentor.

This is why GSA has consistently advocated for supervisors to maintain membership in a supervisory college. As part of this, new faculty members would be expected to partake in a training program, to ensure they have the skills, tools, and knowledge necessary to be effective supervisors and mentors, and to ensure their groups are run in accordance with the University of Alberta's policies, philosophies, and expectations.

To this end, the FGSR created a non-mandatory Mentorship Academy in 2017, and then released a Supervisory Guide in 2018 to highlight best practices. We are pleased to see FGSR now taking the next step by instituting a formal Supervisory and Training Membership program. We understand that many faculty members may see this as an encroachment on their academic freedom. Instead, we see it as an opportunity for them to become even better equipped in their mission of uplifting the whole people.

Yours Sincerely,

Colin More (GSA President 2015-2016)

Sarah Ficko (GSA Vice-President Labour 2015-2016)

To Whom It May Concern,

We are writing to express our strong support for the Faculty of Graduate Studies and Research's proposed initiatives to address ongoing issues in graduate student supervision at the University of Alberta. High-quality supervision and mentorship are essential to the success of a graduate student. While the vast majority of graduate supervisors take their roles seriously and work with professionalism and dedication to help graduate students succeed, every year the GSA sees cases of neglect and unethical behaviour. The worst cases involve discrimination as well as instances of personal, physical, sexual, and psychological harassment. GSA records showed that these problems preceded our time at the GSA. We regrettably had to handle them during our terms, and we know from the attached letters of our GSA colleagues that they continued. Despite the consistent advocacy of the GSA on the issue, as well as the hard work of FGSR, the Dean of Students Office, the Office of the Student Ombuds, the Office of Safe Disclosure and Human Rights, University of Alberta International, and others in complex individual cases, the issue persists because there are inadequate accountability mechanisms to deal with problematic supervisors.

During our term, we raised the issue to FGSR, the Office of the Provost, the Office of the President, and the Board of Governors. While there were positive outcomes in individual cases—some supervisors accepted constructive criticism and changed behaviours, other students transferred to new supervisors and successfully completed degrees—others sadly withdrew from programs or switched from PhD to masters programs to secure quicker exits from abusive supervisory relationships. Each of those unresolved cases is a loss for the student, the institution, and the academy. Each case is a story of broken dreams, wasted resources, a damaged institutional reputation, and an abuser emboldened by the lack of consequences. Some students reported lasting effects on their physical and mental health. The time has come to take responsibility for the institutional shortcomings that allow these enduring problems.

In the current context, labour grievances are incredibly rare. While students consider the option, they often decide not to follow through when faced with the complexity and timelines. Similarly, Article 7 (formally Article 16) complaints occur, but the process is incredibly slow and difficult to navigate. With decisions taking many months or even years, the formal article complaint process is often not a reasonable option for graduate students in time-limited programs who face financial and other constraints. The current Supervisory Initiatives that Dean Milne and FGSR propose, including Academic Membership in the Faculty of Graduate Studies and Research, will establish a new framework to address cases of neglectful or abusive graduate supervision and provide much-needed tools to resolve these issues earlier and more effectively.

Thank you for your consideration.

Yours Sincerely,

Brent Epperson (GSA President, 2013 - 2014; GSA VP Labour, 2012 - 2013)

Monty Bal (GSA VP Labour, 2013 - 2015)

Item No. 7

**Governance Executive Summary  
Discussion and Action Item**

<b>Agenda Title</b>	<b>Report of the Committee of the Whole on Collegial Governance at the University of Alberta in Light of December Events at General Faculties Council (GFC) and the Board</b>
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**Motion**

THAT General Faculties Council (GFC) reaffirm its commitment that, regardless of their membership category, all members of GFC are afforded the same rights to participate within the body.
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	The Committee of the Whole of the GFC
Presenter(s)	Bill Flanagan, President and Vice-Chancellor, Chair of the GFC

**Details**

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The purpose of this proposal is to inform GFC on the actions taken as a result of the recommendations of the report of the committee of the whole on February 8, 2021, and to support related decision-making.</p> <p>In addition, GFC is asked to reaffirm a statement regarding participation of members. This language will be forwarded to the Executive ad hoc Governance &amp; Procedural Review Committee for inclusion in their review of the GFC <a href="#">Roles and Responsibilities Document</a>.</p>
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>On February 8, 2021, the issue of Collegial Governance in light of the December events at General Faculties Council (GFC) and the Board of Governors was referred to a committee of the whole. The Committee recommended that:</p> <ol style="list-style-type: none"> <li>1. the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics.</li> <li>2. the chair of GFC consult with the chair of the Board of Governors about the development of joint committees between GFC and the Board, that their Terms of Reference be ratified by GFC, and that they indicate that both have discussions on areas of overlap.</li> <li>3. the GFC develop a set of procedures for enabling a meaningful consultation process, including potentially, but not limited to: further publicizing the meetings, agendas, and minutes of GFC and all its committees through the UoA mailing lists; opening the meetings to the public through live-streaming; and establishing a standard way for the community to provide input on all agendas and minutes.</li> <li>4. there be a formal review of the consultations and action processes for academic restructuring in the Fall of 2020. The</li> </ol>



**Item No. 8**

	<p>goal of the review would be to make recommendations to improve communication and decision-making processes of the GFC and the University going forward. The review should be conducted by a group elected by GFC and report to the GFC and the Board of Governors.</p> <p>5. GFC reaffirm its commitment for equal participation of members regardless of their position within the University and their ability to raise their concerns within the mandate of GFC regardless of the concerns of other members.</p> <p><b>Recommendation 1 – Metrics</b></p> <ul style="list-style-type: none"> <li>- On February 10, 2021, the GFC Executive Committee considered the recommendation and added the item “Development of a GFC position on metrics associated with academic restructuring” to the GFC agenda for February 22, 2021</li> <li>- On February 22, 2021, GFC referred the item to the Academic Planning Committee (APC)</li> <li>- APC will discuss the item at their March 17, 2021 meeting</li> </ul> <p><b>Recommendation 2 – Joint GFC and Board Committee</b></p> <ul style="list-style-type: none"> <li>- On February 10, 2021, the President and Vice-Chancellor and Chair of GFC informed the Executive Committee of his commitment to consulting with the Board Chair on this recommendation.</li> <li>- On March 8, 2021, the Chair of GFC informed the Executive Committee of the intention to hold a preliminary joint meeting of the GFC Executive Committee and the Board Governance Committee to discuss next steps, before the Summit planned for March 26<sup>th</sup>.</li> </ul> <p><b>Recommendation 3 – Development of Procedures for Meaningful Consultation</b></p> <ul style="list-style-type: none"> <li>- On February 10, 2021, the Executive Committee approved the creation of the Executive ad hoc Governance &amp; Procedural Review Committee to be tasked with review of GFC Guiding Documents and procedures. They discussed having that committee consider recommendation 3.</li> <li>- On February 22, 2021, GFC was informed that the Exec ad hoc Review Committee would consider this recommendation.</li> <li>- On February 8, 2021, GFC Exec was informed that the content on the recommendation would be on the workplan for the Exec ad hoc Review Committee workplan and brought back on April 12.</li> </ul> <p><b>Recommendation 4 – Review of the Consultation and Action Processes for Academic Restructuring</b></p>
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Item No. 8

	<ul style="list-style-type: none"> <li>- On February 10, 2021, Executive Committee was informed about this recommendation.</li> <li>- On February 10, 2021, APC was informed about this recommendation and asked to consider their role.</li> <li>- On March 8, 2021, Executive Committee was asked to include this recommendation in the work of the Executive ad hoc Governance &amp; Procedural Review Committee.</li> </ul> <p><b>Recommendation 5 – Commitment to Equal Participation</b></p> <ul style="list-style-type: none"> <li>- On February 10, 2021, Executive Committee was informed about this recommendation and asked to consider action in advance of the March GFC meeting.</li> <li>- On February 22, 2021, GFC was informed by the Chair of the intention to bring a statement for approval to the March 22, 2021 meeting of GFC.</li> <li>- On March 8, 2021, Executive Committee recommended that GFC approve a motion to reaffirm eaffirm its commitment that, regardless of their membership category, all members of GFC are afforded the same rights to participate within the body.</li> </ul>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>● Members of GFC</li> <li>● Members of the GFC Executive Committee</li> <li>● Members of the Executive ad hoc Governance &amp; Procedural Review Committee</li> <li>● Members of the GFC Academic Planning Committee</li> <li>● The Office of the President and Vice-Chancellor</li> <li>● The Office of the Provost and Vice-President (Academic)</li> <li>● University Governance</li> <li>● The Chair of the Board of Governors</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC, February 8, 2021 – For approval of the Report of the Committee of the Whole</p> <p>GFC Executive Committee, February 10, 2021 – For information</p> <p>GFC Academic Planning Committee (APC), February 10, 2021 – For information</p> <p>GFC, February 22, 2021 – For discussion of Recommendation 1 and approval of referral of the Item to the Academic Planning Committee</p> <p>GFC Executive Committee, March 8, 2021 – For discussion of Recommendation 2 &amp; 4; for recommendation on action relating to recommendation 5</p> <p>GFC APC, March 17, 2021 – For discussion of Recommendation 1, <i>Development of a GFC position on metrics associated with academic Restructuring</i></p> <p>GFC, March 22, 2021 – For approval of action relating to recommendation 5</p>

Item No. 8

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 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 checked="" 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 type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Terms of Reference – General Faculties Council Terms of Reference – GFC Executive Committee Terms of Reference – GFC Academic Planning Committee	

Attachments (each to be numbered 1 - 3)

1. Attachment 1 (1 page) Reaffirmation of commitment to equal participation of members of GFC

*Prepared by:* Kate Peters, Secretary to GFC, [peters3@ualberta.ca](mailto:peters3@ualberta.ca)

**Reaffirmation of commitment to equal participation of members of GFC**

GFC Members are called upon to reaffirm their commitment to equal participation of members by reviewing the following statements included in the [Roles and Responsibilities of GFC Members Guiding Document](#) and approving the new statement as suggested by the committee of the whole:

“GFC operates under the principle of collegial academic governance including:

- A commitment to inclusive and participatory governance decision-making
- A desire to facilitate meaningful individual-level engagement in governance processes
- A commitment to openness, transparency, and respectful communication
- A commitment to responsiveness, respect, and reciprocity between governing bodies and between governing bodies and university administration”
- A commitment that, regardless of their membership category, all members of GFC are afforded the same rights to participate within the body.

**Question from GFC Elected Faculty Member Nelson Amaral on Exam Delivery**

In a communication posted on February 19 2021 by the University of Alberta Public Health Response Team (PHRT) the entire university community was informed that "the deans have all committed to ensuring that students will be assisted if they require an adjustment to write their final exams as a result of a challenge brought on by the COVID-19 emergency (i.e. timezone issues, internet connection issues, child care issues). Students will be able to complete their final exams smoothly during daylight hours no matter where they are. Faculties will be sending details to students about this support in the coming weeks." (<https://www.ualberta.ca/covid-19/updates/2021/02/2021-02-19-updates-for-u-of-a-community.html>)."

This public communication raises many questions about the decision process, the consultation, and the communication strategy behind this decision.

The main issue is the statement "Students will be able to complete their final exams smoothly during daylight hours no matter where they are." This statement changes the norms established in the University of Alberta Calendar and also changes the rules set out by instructors in their course syllabus. Changes to the University of Alberta Calendar are approved by GFC, often via one of its committee through delegated authority.

I do ask that each of the following questions be answered:

- (1) Who are "the deans" who made this decision? Under what authority was this decision made, given that the calendar is approved by GFC quite a long time before the academic year's start date?
- (2) Why, during an extensive discussion about the issues involving the issues faced by international students during the GFC meeting on February 22, was this decision never mentioned?
- (3) In raising their concerns about the difficulties imposed by attending courses in different time zones during the January discussion in GFC and elsewhere, various student representatives stated that students could understand the need for synchronous final exams and that those could be tolerable as they happen once in a term for the course. Their main concern was with courses that require the attendance of synchronous events on a regular basis, but they understood the importance of meaningful assessment to their courses. Given these considerations, what is the rationale for "the deans" to disrupt the contract already made between students and instructors for the term and to cause such a significant disruption to the very complex process of administering final exams for the entire University of Alberta?

(4) In many disciplines, preparing a fair and equitable exam requires multiple days of intense preparation devising questions, assessing their level of difficulty, creating solutions, typesetting, etc. Requiring multiple equitable versions of a final exam represents substantial additional work for a faculty member. How was the impact of this decision on faculty members taken into consideration while making this decision? How were faculty consulted before reaching this decision?

(5) Even at the most urgent time for decision making, in March 2020, then President Turpin brought to the GFC Executive important decisions that he then made under his emergency-authority powers delegated to him by the University of Alberta Board of Governors. The communication about these decisions, coming from the President's desk informed the University Community about such consultation. In contrast, this current momentous decision comes from the PHRT, is attributed to "the deans" and has no mention of the governance process behind it. Was there any consultation with any of the GFC committees? If not, why not?

**Response from Provost and Vice-President (Academic) Steven Dew and Vice-President (Facilities and Operations) Andrew Sharman, Executive Lead of the Public Health Response Team**

As a result of the ongoing pandemic and the resulting public health constraints, the University is still operating under a Level 3 Emergency which was declared on March 15, 2020. The President has authority to make decisions in extraordinary or emergency circumstances related to our current Level 3 emergency.

The communication that was sent to students in mid-February about final examinations does not reflect a new policy for the University, but rather, expressed a commitment on behalf of the Deans to support students in distant time zones using existing examination policy. It reminded students of options and that they may have to manage challenges with their final exam schedule.

As we have heard, including at the January 25th GFC meeting, some students in distant time zones continue to have challenges with the remote learning environment, including with participating in synchronous learning opportunities in the middle of the night. Faculties and the Provost's Task Force on Remote Teaching and Learning have been engaged in working on solutions for students in these particular circumstances. We recognize that some of these solutions are imperfect and are creating additional challenges, but we remain committed to exploring what solutions are possible.

University of Alberta instructors have worked hard to adapt to the remote learning environment, and we are grateful for their extraordinary efforts to work collaboratively with students on solutions to issues presented by the pandemic. The Centre for Teaching and Learning remains an excellent resource for instructors who require support on remote teaching, including assessment.

**Question from GFC Elected Faculty Member Nelson Amaral on Fall Delivery and Exams**

In an email sent on February 23, 2021 with subject "Fall 2021 Planning Update" you state that:

"We will also explore equipping more classrooms with the ability to offer simultaneous remote and in-person teaching."

Equipping classrooms for simultaneous remote and in-person teaching is a positive advance on campus. Some instructors live streamed in-person lectures prior to the pandemic with great success. However, the complexity of blended delivery arises with the need to design multiple versions of equally challenging assessments that are accessible in various time zones with and without stable internet in a fair manner. For many instructor, creating fair assessments for blended delivery of a course will significantly increase the workload to teach a course.

As a background, the design of successful Massive Open Online Courses (MOOCS) that feature asynchronous examinations often includes the creation of thousands of questions with variants. For an assessment, a selection of these questions is delivered to a student through an integrated delivery system to ensure that each student is presented with an almost-unique set of questions. These questions are tested on groups of students before they are used widely. While eclass has some of these delivery features, the careful design, classification, and curation of the questions requires a development team composed of several members working over many months, or even years.

Twice now --- Winter 2020 and Winter 2021 --- hasty announcements that did not followed proper university governance process have led to significant concerns around campus. This question is presented in the spirit of avoiding further mid-semester changes to course delivery and to encourage consultation that can raise important concerns and lead to better, more equitable, decisions about course delivery.

Questions:

What will be the decision process for remote vs in-person vs blended delivery for the Fall term of 2021?

What will be the consultation process, and participation of GFC committees in this process, to set the policies regarding the final exams for Fall 2021?

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

Planning for the Fall 2021 term is a very active conversation as we learn more about government planning for vaccination availability and resulting changes to public health regulations. General Faculties Council will be engaged in a discussion at the March 22nd meeting about planning for Fall 2021.

**Question from GFC Elected Non-Academic Staff Representative Andrei Tabirca on materials for GFC**

The GFC agenda for the January 25th 2021 meeting included Discussion Item 7, Clean Air Strategy. A three page Governance Executive Summary was included in the GFC materials. Due to extensive discussions of other urgent items, the Clean Air Strategy was moved to the February 8th GFC session, and then to the February 22nd GFC meeting.

The GFC materials for the February 22nd meeting included the same three page Governance Executive Summary. During the GFC session Andrew Leitch (Director, Internal Audit and Risk Management) and Kevin Friese (Assistant Dean, Health and Wellness, Student Services) presented a comprehensive collection of slides, amounting to approximately 30 minutes of exposition, providing valuable information about this important discussion item.

By providing these additional materials several working days in advance, GFC members would have had the opportunity to individually review the research included in the slides and consult with their colleagues, leading to a more informed discussion of the Clean Air Strategy and an optimized use of the GFC session (which regularly exceeds its pre-allocated 120 minutes).

These additional Clean Air presentation materials were not included in the GFC package for the January 25th, February 8th or February 22nd sessions. Is there a mechanism or process to ensure that this situation is avoided?

**Response from Kate Peters, Secretary to General Faculties Council and Manager, GFC Services**

The mechanism to ensure that items put before members of GFC are complete and ready for discussion is set out in the [GFC Meeting Procedural \(6.1\)](#) rules which state:

The agenda of each GFC meeting will be proposed by the GFC Executive Committee and approved by GFC. The GFC Executive Committee will ensure that items put before GFC are complete and ready for discussion and published in advance of the meeting.

The responsibility to ensure this happens falls to University Governance who works with proponents to finalise their materials. University Governance sees value in ensuring that GFC members have the information necessary in advance to prepare for discussion. While in some cases, it is not possible to distribute materials in advance, University Governance should make every effort to ensure that GFC has complete materials.

**Question from GFC Elected Faculty Member Dilini Vethanayagam on TB Skin Test**

Does current University policy prevent the collection, use or retention of tuberculosis immunization information, including tuberculin skin test (TST) results, from individuals for the purpose of making employment and supervisory decisions, where the individuals will be involved in clinical research or other work-integrated learning environments?

**Response from Mary Golab, Director - Information & Privacy Office**

The University's Information and Privacy Office IPO, the Health Information Privacy Advisor for the Faculty of Medicine and Dentistry and the Chief Information Security Officer will be reviewing this question and will follow up with the appropriate program areas.



General Faculties Council Standing Committee Report

**GFC Executive Committee**

1. Since last reporting to GFC, the GFC Executive Committee met on March 8, 2021.
  
2. Items Approved With Delegated Authority
  - Proposal from the Faculty of Science to add CHEM 103 and CHEM 105, Introductory University Chemistry I & II, to the List of Courses with Consolidated Exams
  - Draft Agenda for the March 22, 2021 meeting of General Faculties Council
  
3. Items Recommended to GFC
  - Proposed Changes to Graduate Admissions Regulations, Faculty of Graduate Studies and Research
  - Recommendations of the Committee of the Whole - Reaffirmation of GFC's Commitment for Equal Participation of Members
  
4. Items Discussed
  - Delegated Authority of the Undergraduate Awards and Bursaries Committee (UABC)
  - Teaching, Learning and Evaluation Policy
  - Faculty of Graduate Studies and Research (FGSR) Supervisory Initiatives
  - University of Alberta Museums Annual Report: July 2019 – June 2020
  - Recommendations of the Committee of the Whole

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](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC)

Submitted by:  
W Flanagan, Chair  
GFC Executive Committee

General Faculties Council Standing Committee Report

**GFC Academic Planning Committee**

1. Since last reporting to GFC, the GFC Academic Planning Committee (APC) met on February 24 and March 8, 2021. The next meeting of APC will be on March 17, 2021. The committee will report further at the April 26, 2021 GFC meeting.

2. Items Recommended to the Board of Governors

***February 24, 2021***

- University of Alberta 2021-2022 Tuition and Student Financial Aid
- Mandatory Non-Instructional Fees (MNIF) Proposal
- University of Alberta 2021-2022 Budget

***March 8, 2021 (Special Meeting)***

- Revised University of Alberta 2021-2022 Budget

3. Items Discussed

***February 24, 2021***

After a robust discussion, APC decided to provide the following proposed amendments as comments to the Board Finance and Property Committee and committed to looking at the processes and the adequacy of available funding when they review the Annual Report on Student Financial Supports:

- That if tuition revenues exceed expectations, a minimum of 20% of the revenue in excess of the budgeted amount be directed to additional student aid, or other programs which directly support or benefit students.
- That students admitted in Fall 2020/Winter 2021 be included in the rebate program to reduce their tuition to API for the 2021/22 tuition increase, as for students admitted prior to Fall 2020. This would mean their tuition would still be 7% higher over 2019/2020 levels, and incoming students will see a 7% higher tuition over 2020/2021; but will ensure that fewer graduate students require financial support or access to services like the campus food bank, of which they are far and away the largest proportional amount of users.

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](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 Programs Committee**

1. The next meeting of the GFC Programs Committee will be March 18, 2021. The committee will report further at the April 26, 2021 GFC meeting.

Terms of reference and records of meetings for this committee can be found at:

[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC\\_PC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC)

Submitted by:  
Tammy Hopper, Chair  
GFC Programs Committee

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on March 12, 2021:

### **COMMENTS FROM THE CHAIR**

The Board Chair briefed members on recent meetings with the provincial government related to the *Alberta 2030: Building Skills for Jobs* initiative, in which it was suggested that: (1) the Minister would be recommending to Cabinet that universities remain self-governed and be deconsolidated, in order to allow them to reduce their dependence on provincial funding and develop alternative revenues; and (2) Investment Management Agreements (IMAs) will be instituted for 2021-22, but with only one performance-based funding metric focused on work-integrated learning. Future years' IMAs will contain more performance metrics, which will be used to ensure university alignment with provincial priorities and will result in further decreases to the Campus Alberta Grant if not met.

### **REPORT OF THE PRESIDENT**

The President provided a written report on his activities since December 11, 2020, including updates on the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, President Flanagan provided verbal remarks on the provincial budget, including that: the University of Alberta's Campus Alberta Grant was reduced more than anticipated; the university had already made significant cost-reduction efforts but was able to adjust its consolidated budget to address the additional cut without requiring further job losses; and that the university was trying to understand the differential nature of the provincial budget cut. The President also presented recommendations from the February 8<sup>th</sup> meeting of General Faculties Council (GFC) Committee of the Whole, highlighting the recommendation to develop a joint committee between the Board and GFC to discuss areas of overlap.

Catherine Swindlehurst, Chief Strategy Officer, then provided an update on the March 26, 2021 Joint Board-GFC-Senate Summit, noting the summit's theme of the future of the university in 2030; and Andrew Sharman, Vice-President (Facilities and Operations), briefed the Board on COVID-19 updates and planning for Fall 2021 in-person learning.

### **DISCUSSION ITEMS**

The Board received a briefing from Provost and Vice-President (Academic) Steven Dew, Vice-President (University Services and Finance) Todd Gilchrist, and Vice-President (Facilities and Operations) Andrew Sharman on the components of the University of Alberta's 2021-22 Consolidated Budget, including the operating, ancillary, research, capital, and special purpose budgets; undergraduate, graduate, and continuing international student tuition, mandatory non-instructional fees, and financial support; and capital projects and the capital plan.

### **BOARD OF GOVERNORS' MOTION SUMMARY**

On the recommendation of the Finance and Property Committee and General Faculties Council Academic Planning Committee, the Board of Governors approved:

- a special increase of \$1.50 per each Fall and Winter Term to the Health and Wellness Mandatory Non-Instructional Fee to fund initiatives related to sexual violence coordination and prevention (the Board Finance and Property Committee previously approved an increase of 1.6% to all MNIFs with delegated authority from the Board of Governors);
- the Fall 2021 tuition proposal as outlined in the motion; and
- the 2021-22 Consolidated Budget as set forth in the proposal.

On the recommendation of the Finance and Property Committee, the Board of Governors approved:

- a 2% increase to all meal plan rates; and
- the 2021-2024 Capital Plan as set forth in the proposal.

On the recommendation of the Investment Committee, the Board of Governors approved:

- the revised University Funds Investment Policy, as set forth in the proposal; and
- the revised University Endowment Pool (UEP) Spending Policy, as set forth in the proposal.

**INFORMATION REPORTS**

- Report of the Audit and Risk Committee
  - Safety Moment
  - Management's Annual Compliance Certificate
  - Management's Quarterly Information and Privacy Office Compliance Certificate
  - Current Accounting and Financial Reporting Issues
- Report of the Finance and Property Committee
  - Presentation on the University of Alberta's 2020-2021 Budget
  - Proposed New Non-Regulated Exclusion to Program Fees, Proposed Change to Existing Non-Regulated Exclusion to Program Fees
  - Capitalization of Unrestricted Funds to Permanent Restricted Endowments Net Assets
  - 2021-2022 Mandatory Non-Instructional Fees Proposal
  - 2021-2022 University of Alberta Residence Rate
  - 2021-2022 Parking Rates
  - 2019-20 Mandatory Non-Instructional Fees (MNIFs) Annual Report
  - Integrated Asset Management Strategy Dashboard
- Report of the Governance Committee
  - Update: Recruitment Process for External Committee Members
  - New Member Orientation Plan – Proposed Modules
  - Update: Board Bylaws
  - Update: Board-GFC-Senate Summit
  - Ongoing Opportunities for Board Member Development
- Report of the Human Resources and Compensation Committee
  - Acting and Interim Senior Administrators Appointment Procedure
  - College Dean Position Description
- Report of the Investment Committee
  - Portfolio Compliance – December 31, 2020
  - Statement of Investment Principles and Beliefs – Annual Review
  - University Funds Investment Policy – Annual Review
  - University Endowment Pool (UEP) Spending Policy – Annual Review
  - Portfolio Performance and Risk – December 31, 2020
  - University Endowment Pool (UEP) Strategy Progress Report
  - Non-Endowed Investment Pool (NEIP) Strategy Progress Report
- Report of the Learning, Research and Student Experience Committee
  - Undergraduate Enrolment Report
  - Report from the Provost and Vice-President (Academic)
    - Alberta 2030: Building Skills for Jobs
  - Academic Restructuring
  - Report from the Vice-President (Research and Innovation)
    - Effective Partnering with Provincial and Federal Research Funding Agencies
  - Report from the Vice-Provost and Dean of Students
  - Goals from the Postdoctoral Fellows Association
  - International Strategic Plan Implementation Update
  - Graduate Student Supervision Update
  - Sexual Violence Policy Implementation
- Report of the Reputation and Public Affairs Committee
  - Emerging Issues and Opportunities
  - Community Engagement Plan
  - Senate Update

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

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Prepared for: Dilini Vethanayagam, GFC Representative on the Board of Governors

By: Erin Plume, Assistant Board Secretary

*Please note: official minutes from the open session of the March 12, 2021 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its May 14, 2021 meeting: <https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes>.*

Item No.15.A

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

<b>Agenda Title</b>	<b>Workforce census results: summary report</b>
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**Item**

Proposed by	Wendy Rodgers, Deputy Provost & Deborah Williams, Executive Director, Performance, Analytics and Institutional Research (PAIR)
Presenter	Deborah Williams, Executive Director, PAIR

**Details**

Office of Administrative Responsibility	Performance, Analytics and Institutional Research (PAIR)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee for the summary report to be provided to General Faculties Council for information at its meeting of March 22.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>To understand the demographic composition of our workforce and to assess progress towards a more diverse institution, the university has developed a comprehensive demographic census. The EDI Census questionnaire was developed by an advisory group with expertise in EDI issues and also survey research methods. The group consulted widely with many interested individuals and groups across campus, reviewed similar studies completed at other Canadian universities, and relied on Statistics Canada methodology wherever possible.</p> <p>The U of A EDI Census was administered in November 2019 to 10,077 employees, 6,003 of whom responded, resulting in a response rate of 59.6%.</p> <p>This report balances the need for confidentiality with the desire for complete reporting. To facilitate reporting, while protecting privacy, in some cases response categories were collapsed. While this approach is not ideal, it complies with the conditions under which the information was collected and respects that the survey often deals with private information that many people consider extremely sensitive. All data are confidential and held separately from employment records. For many questions, respondents could select multiple choices, which means that in these cases the proportions can add to more than 100%.</p> <p>The results presented in the summary report represent a point-in-time snapshot. The university will continue to administer the census to new employees, and will repeat the full census approximately every three years.</p> <p>The attached report will be available publicly on the university's EDI webpage.</p>
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	The EDI Census questionnaire was developed by an on-campus advisory group with expertise in EDI issues and also survey research methods. They consulted widely with many interested individuals and
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Item No.15.A

	<p>groups across campus, reviewed similar studies completed at other Canadian universities, and relied on Statistics Canada methodology wherever possible.</p> <p>U of A community members had the opportunity to review and comment on a draft instrument through focus groups. This input was used to modify the census.</p> <p>The U of A EDI Scoping Group reviewed a draft of this report in December 2020.</p>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Build, Objectives 2 and 3	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<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 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	GFC Executive Committee Terms of Reference Academic Planning Committee Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Census Results for Equity, Diversity, and Inclusivity (page(s) 1 - 20)

*Prepared by:* Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost & Vice-President (Academic)



CENSUS RESULTS FOR  
**EQUITY, DIVERSITY, AND INCLUSIVITY**





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



## OUR VISION

The University of Alberta is committed to cultivating an institutional culture that values, supports, and promotes equity, human rights, respect, and accountability among faculty, staff, and students. In our inclusive community, we encourage and support individual and collaborative efforts to identify and address inequities, and we welcome and enable contributions of all voices as we engage with diverse ideas, knowledges, and perspectives in the pursuit of inclusive excellence for the public good.

### **Authors:**

Harvey Krahn, PhD  
 Professor Emeritus  
 Department of Sociology  
 University of Alberta

And the offices of:

Performance, Analytics and Institutional Research  
 Deputy Provost

### **Survey development committee members:**

Dr. Ania C. Ulrich,  
 Professor, Civil and Environmental Engineering | Acting AVP Research (Vice-President  
 Research and Innovation)

Catherine Anley,  
 Senior Consultant Equity, Diversity, Inclusion (EDI)

Dr. Chris Andersen,  
 Professor and Dean, Faculty of Native Studies

Deborah Williams,  
 Executive Director, Performance, Analytics and Institutional Research

Dr. Harvey Krahn,  
 Professor Emeritus, Department of Sociology

Dr. Helly Goez,  
 Assistant Dean Diversity, Faculty of Medicine and Dentistry

Dr. Karen D. Hughes,  
 Professor, Faculty of Arts and School of Business

Logan Mardhani-Bayne,  
 Strategic Development Manager, Office of the Provost and Vice-President (Academic)

Matthew McCreary,  
 Internal Communications Specialist, University Relations

Michael Rausch,  
 QA Information Lead

Dr. Wendy Rodgers,  
 Deputy Provost, Office of the Provost and Vice-President (Academic)

## **SURVEY DEVELOPMENT AND PURPOSE**

To understand the demographic composition of our workforce and to assess progress towards a more diverse institution, the U of A developed a comprehensive demographic census. This will help us to understand where we are now, and set goals for where we want to be in the future.

The EDI Census questionnaire was developed by an on-campus advisory group with expertise in EDI issues and also survey research methods. They consulted widely with many interested individuals and groups across campus, reviewed similar studies completed at other Canadian universities, and relied on Statistics Canada methodology wherever possible. This approach maximizes consistency and comparability with other sources, however, it is recognized that some terminology may not always align with how respondents define their own identities.

U of A community members had the opportunity to review and comment on a draft instrument through focus groups. This input was used to modify the census.

This report balances the need for confidentiality with the desire for complete reporting. To facilitate reporting, while protecting privacy, in some cases response categories were collapsed. While this approach is not ideal, it complies with the conditions under which the information was collected and respects that the survey often deals with private information that many people consider extremely sensitive. All data are confidential and held separately from employment records.

For many questions, respondents could select multiple choices, which means that in these cases the proportions can add to more than 100%.

The entire survey instrument is provided at the end of the report.

The U of A EDI Census was administered in November 2019 to 10,077 employees, 6,003 of whom responded, resulting in a response rate of 59.6%. Full details of the administration are as follows:

- 1) November 19 The survey was announced in a Quad article
- 2) November 25 The survey was promoted through a message from the Provost
- 3) November 26th Invitation email was sent to employees
- 4) December 2nd First reminder email
- 5) December 9th Second reminder email
- 6) December 16th Third and final reminder email
- 7) December 17th Survey closes

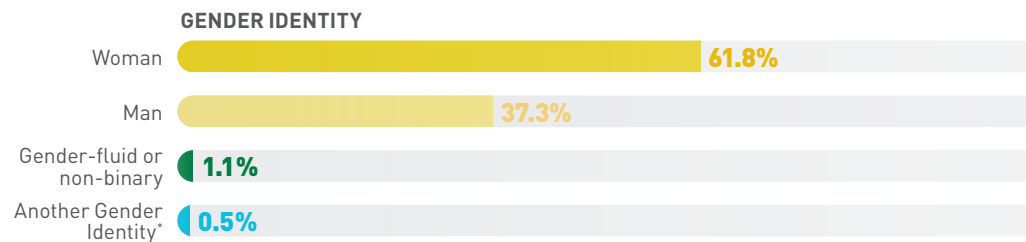
## GENDER IDENTITY AND SEXUAL ORIENTATION

Census participants were asked if they identified with one or more of the following genders: Gender-fluid and/or Non-Binary; Man; Transgender; Two-Spirit; or Woman.

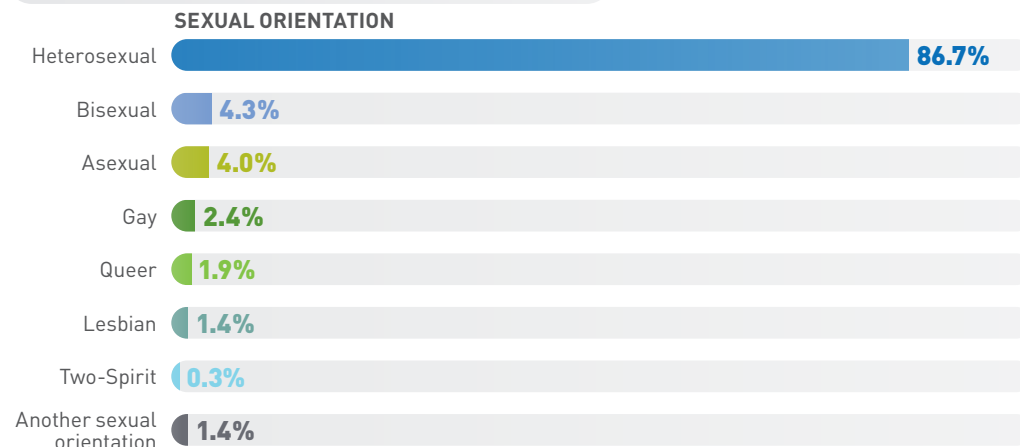
Census participants were also asked if they identified as: Asexual; Bisexual; Gay; Heterosexual; Lesbian; Queer; or Two-Spirit.

**The majority of survey respondents identify as women, in part because the University employs more women than men. In comparison to men, women had a higher survey response rate.**

## GENDER IDENTITY AND SEXUAL ORIENTATION



**A majority of respondents identify as heterosexual.**



Percentages for both gender identity and sexual orientation total to more than 100% because Census participants could check more than one response.

## INDIGENOUS IDENTIFICATION

3.2% of university employees identified as an Indigenous / Aboriginal person

**Slightly more women (3.5%) identified as Indigenous, compared to 2.5% of men.\*\***

A large majority of Indigenous employees (86.9%) indicated that they came from Canada, while 13.1% reported that they came from the USA or other countries. Among the Indigenous employees from Canada, 38.8% said they came from a First Nation (either status or non-status), and 64.5% stated that they identified as Métis.

\* Response categories have been collapsed to protect privacy.

\*\* For privacy reasons, results for the other gender identity groups are suppressed.

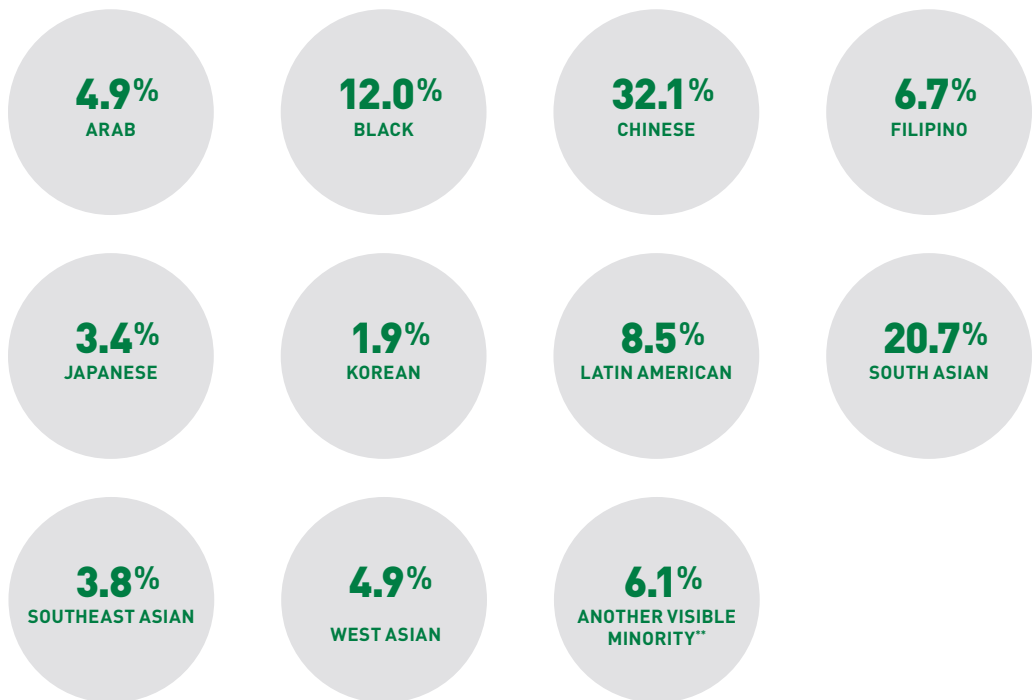
**VISIBLE MINORITY**

Overall, 22.8% of respondents indicated that they identified as a visible minority\*. Of those respondents, almost one-third (32.1%) identify as Chinese. The next largest group (20.7%) identify as South Asian.

**Amongst employment categories, Post Doctoral Fellows (PDFs) had the highest proportion identifying as visible minority. Administrative Professional Officers (APO) and Excluded Management at 14.7%, had the lowest proportion identifying as visible minority.**

Men were more likely to identify as visible minority. One in four men (26.6%) identified as visible minority, compared to one in five women (20.3%). Younger employees were much more likely to report being a visible minority (under 41 = 29.8%; 41 to 60 = 19.1%; 61 and older = 11.6%), as were those with temporary contracts (31.6%) compared to 18.9% of employees in on-going jobs.

**SPECIFIC VISIBLE MINORITY IDENTIFICATION**



Percentages total to more than 100% since Census participants could check more than one answer.

\* Does not include individuals who self-identified as Indigenous as this was asked in a separate question.

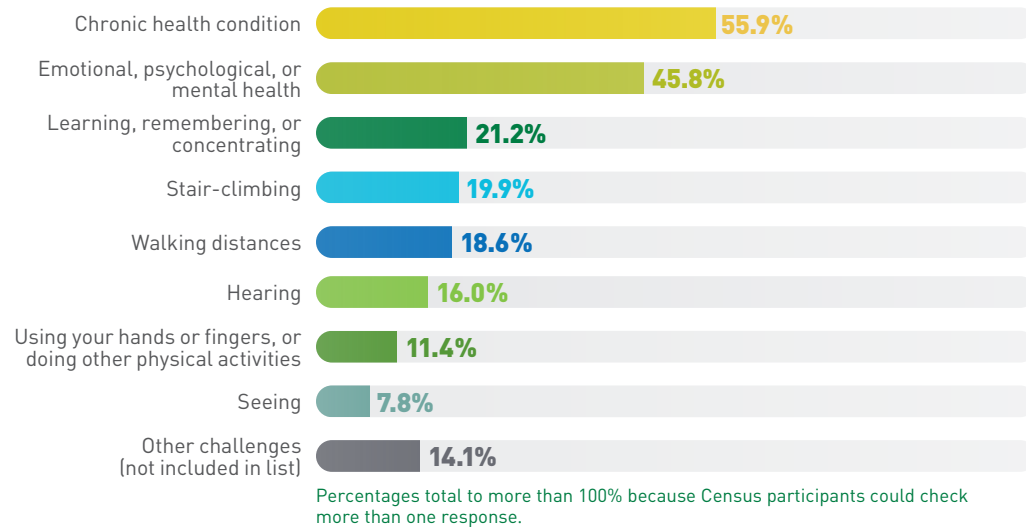
\*\* Response categories have been collapsed to protect privacy.

## PERSONS WITH DISABILITIES AND DEAF PERSONS

The census asked, “Do you identify as a person with a disability or a deaf person?” 4.9% of employees said they were “a person with a disability,” while another 1.5% chose the “another identity that should be protected on similar grounds as a disability” response. One-third of one percent said they were “a deaf person”.

**Of those respondents who indicated they have a disability, the most common conditions were chronic health and emotional, psychological or mental health issues.**

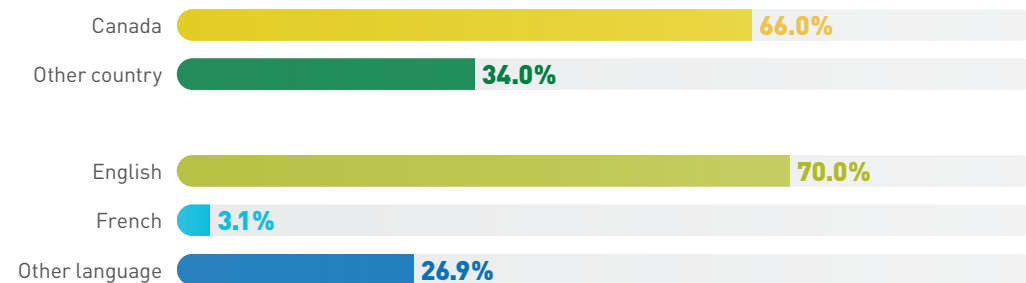
## CHALLENGES FACED BY PERSONS WITH DISABILITIES AND/OR DEAF PERSONS



## COUNTRY OF BIRTH AND FIRST LANGUAGE

The majority of survey respondents indicated they were born in Canada and their first language was English.

## COUNTRY OF BIRTH AND FIRST LANGUAGE

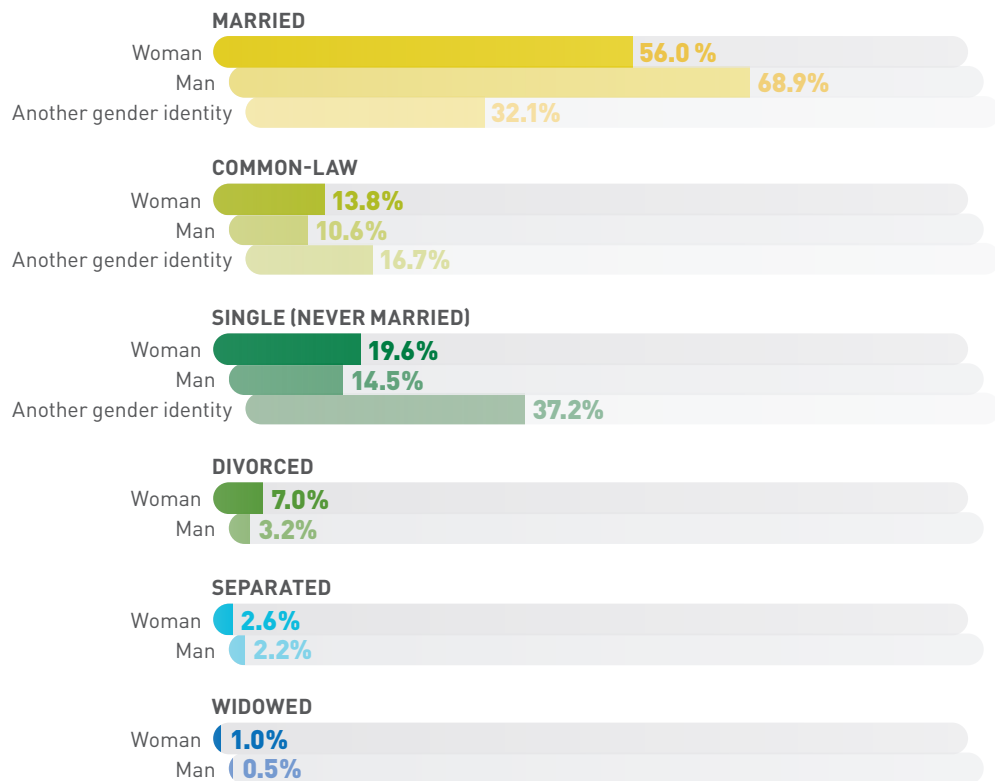


## RELATIONSHIP STATUS, GENDER AND DEPENDENTS\*

When asked about their current relationship status, six out of ten respondents (60.8%) reported that they were married, and 12.6% indicated that they were living in a common-law relationship. Almost one in five (17.8%) said they were single (never legally married) while smaller percentages chose the other three response categories (divorced (5.6%), separated (2.5%), widowed (0.8%).

**Men were more likely than women to be married, while women were more likely to be living in a common-law arrangement or to be single. Those who identified as another gender identity were most likely to be single.\*\***

## RELATIONSHIP STATUS BY GENDER



Census participants were asked “Do you have any dependents (including children and/or adults) for whom you are a parent / guardian / primary caregiver?” Almost half (49.2%) of the individuals who answered this question said they had dependents.

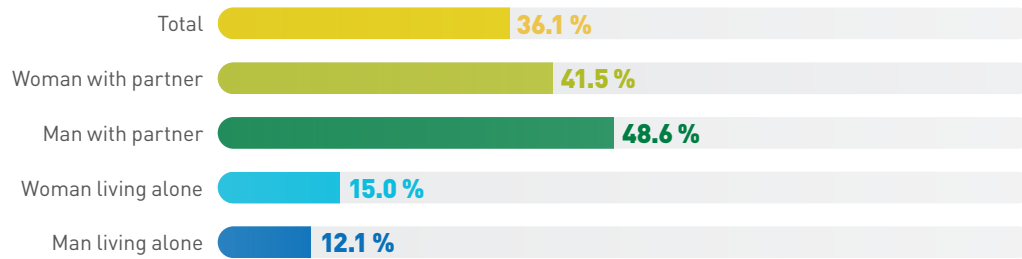
\* Results for another gender identity are presented where sufficient to protect privacy.

\*\* Response categories have been collapsed to protect privacy.



## RELATIONSHIP STATUS AND DEPENDENTS

The following graphic takes both living arrangement and gender into account, men living with a partner were more likely than women in the same living arrangement to report that they had dependents under 18 (48.6% vs. 41.5%). In contrast, women living alone (15.0%) were more likely than men living alone (12.1%) to say they had dependents under 18.



Includes respondents who indicated they had dependents under 18.

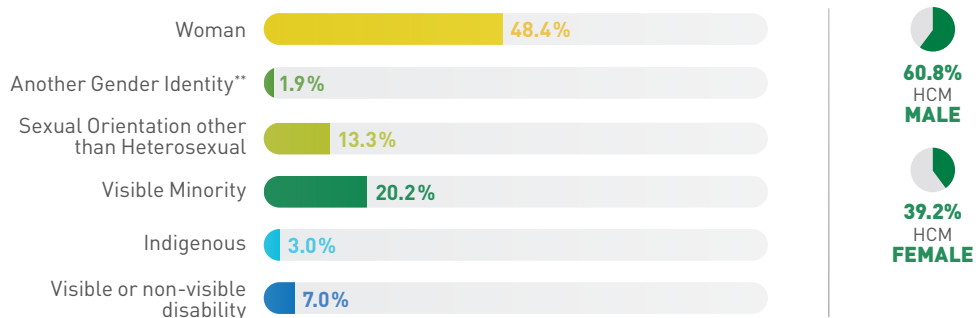
**DEMOGRAPHIC CHARACTERISTICS BY EMPLOYMENT TYPE\***

This section summarizes demographic characteristics by employee type. As biological sex is also captured in the U of A’s administrative system (HCM), those percentages are also reported. These reflect the entire population (i.e. all 10,077 employees) as opposed to the survey respondents.

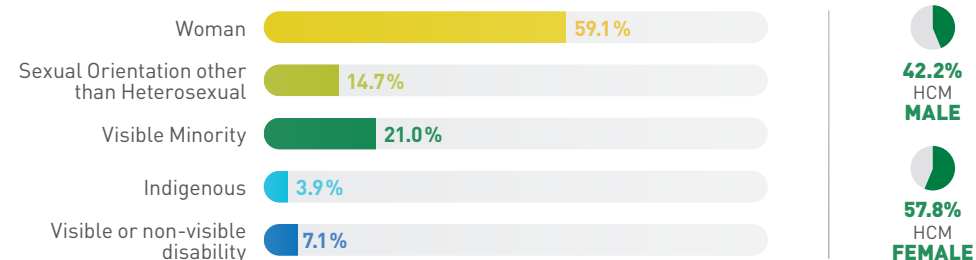
The Faculty and PDF groups have a higher proportion of men than women. All other groups have a higher proportion of women.

**DEMOGRAPHIC CHARACTERISTICS BY EMPLOYMENT TYPE**

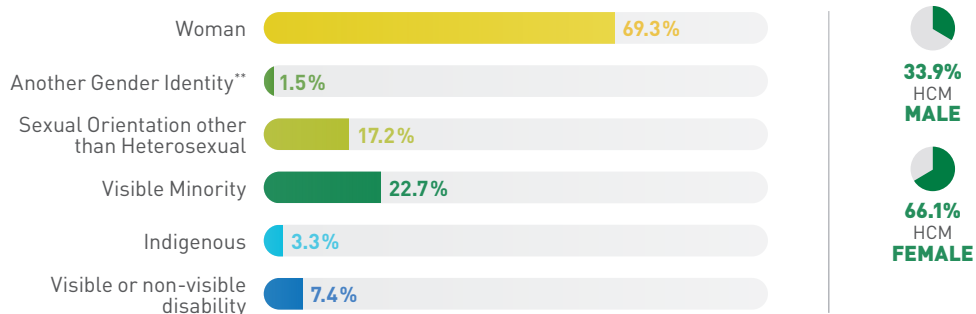
**FACULTY, FSO, LIBRARIAN AND EXCLUDED ACADEMIC ADMINISTRATORS**



**ACADEMIC TEACHING STAFF (ATS)**



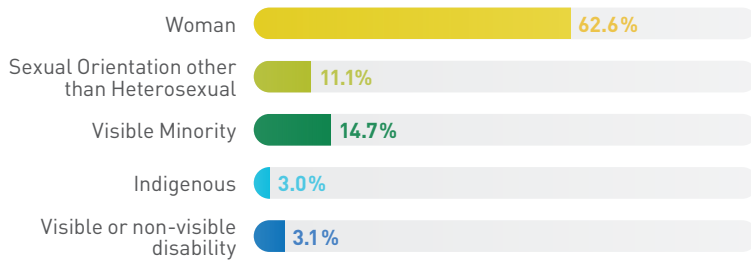
**NASA AND EXCLUDED SUPPORT**



\* Results are presented where sufficient to protect privacy.

\*\* Response categories have been collapsed to protect privacy.

**APO + MAPS**



Does not include excluded academic administrators who were reported in the faculty category.

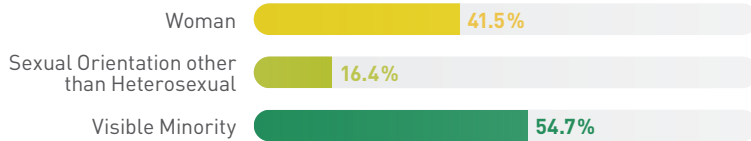


**38.5%**  
HCM  
**MALE**



**61.5%**  
HCM  
**FEMALE**

**POST DOCTORAL FELLOW**

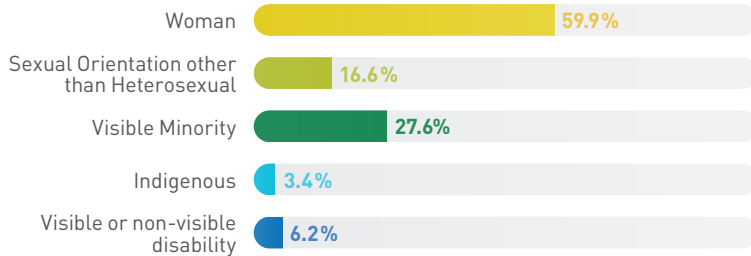


**64.4%**  
HCM  
**MALE**



**35.6%**  
HCM  
**FEMALE**

**OTHER (SESSIONAL & TEMPORARY STAFF, TRUST RESEARCH ACADEMIC STAFF)**



**44.8%**  
HCM  
**MALE**



**55.2%**  
HCM  
**FEMALE**

**APPENDIX**  
SURVEY INSTRUMENT

## **WORKFORCE DIVERSITY QUESTIONNAIRE\***

The University of Alberta is committed to having an equitable, diverse, and inclusive workforce, since our teaching, scholarship and other activities take place in a highly diverse society and because a diverse university workforce contributes to varied ideas and perspectives, enriching teaching, scholarship and other activities.

To assess progress toward this commitment, we are conducting a demographic census to collect data on relevant equity, diversity, and inclusion measures. Specifically, we are asking you to answer a short set of questions to help us understand how you identify in each instance. We are asking all university employees to participate to help us obtain an accurate picture of our workforce. Resulting data can then be used to conduct statistical analysis, to identify areas where we may not be meeting our objectives.

Completing this census is completely voluntary. If you do not wish to respond, please check the box at the beginning of the census. You will also have the option to decline to answer any of the specific questions. The census will take less than five minutes to complete.

Thank you for assisting the university with its commitment to having an equitable, diverse, and inclusive workforce.

If for any reason(s) you do NOT wish to complete this survey, please check the box below:

- I wish to NOT take the survey (this will bring you to the end of the survey)  
Would you like to share your reason of declining the survey?

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## **GENDER IDENTITY**

1. Do you identify as (choose all that apply):

- Gender-Fluid and/or Non-Binary  
 Man  
 Transgender  
 Two-Spirit<sup>1</sup>  
 Woman  
 Another gender identity (please specify in the box below):

- I prefer not to answer

<sup>1</sup> Two-Spirit is an umbrella term used by many Indigenous people to describe their sexual, gender, and/or spiritual identity.

\* Introduction has been summarized.

## SEXUAL ORIENTATION

The options listed below are based on the Alberta Human Rights Commission's definition of sexual orientation.

2. Do you identify as (choose all that apply):

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Two-Spirit
- Another orientation (please specify in the box below):  
\_\_\_\_\_
- I prefer not to answer

## INDIGENOUS / ABORIGINAL PEOPLES

In accordance with Statistics Canada and the Canada Employment Equity Act, "Aboriginal" is defined by the Government of Canada as First Nations (Status, Non-Status, Treaty), Métis, or Inuit, and was established by the federal government as an umbrella term for diverse Indigenous peoples in Canada. However, this may not be how you identify. Instead, you may identify as Cree, Blackfoot, Mi'kmaq, Dene, or Nakota Sioux, etc. All of these identities are part of the umbrella term of Aboriginal Peoples. You may also identify as an Indigenous person from outside of Canada.

3. Do you identify as an Indigenous / Aboriginal person?

- Yes
- No
- I prefer not to answer

4. Please indicate your geographic origin. (choose one only)

- Indigenous / Aboriginal from Canada
- Indigenous / Aboriginal from the United States
- Indigenous / Aboriginal from another country.
- I prefer not to answer

5. Please indicate which apply to you (choose all that apply):

- First Nations (both Status and Non-Status Indians)
- Inuk (Inuit) (within Canada)
- Métis (within Canada)
- Another (please specify in the box below):  
\_\_\_\_\_
- I prefer not to answer

6. What Nation(s) do you belong to? (please specify in the box below):  
\_\_\_\_\_

- I prefer not to answer

## MEMBER OF A VISIBLE MINORITY / PERSON OF COLOUR

The Government of Canada's Canada Employment Equity Act and Statistics Canada both define visible minorities as persons – other than Aboriginal peoples – who are non-white in colour. General groupings defined by Statistics Canada for the visible minority variable are included below.

We recognize that there may be a preference to instead identify as a "person of colour," or by an individual's race or ethnicity. However, for the purposes of this question, please use the definition provided by the Canada Employment Equity Act and Statistics Canada.

7. Do you identify as:

- Indigenous / Aboriginal
- White
- Visible Minority
- I prefer not to answer

8. Please indicate which apply to you (choose all that apply):

- Arab
- Black
- Chinese
- Filipino
- Japanese
- Korean
- Latin American
- South Asian (e.g., Indian, Pakistani, Sri Lankan, etc.)
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, etc.)
- West Asian (e.g., Iranian, Afghan, etc.)
- Another (please specify in the box below):  
\_\_\_\_\_
- I prefer not to answer

## COUNTRY OF BIRTH AND LANGUAGE

9. Where were you born?

- Canada
- Outside of Canada (please specify in the box below):  
\_\_\_\_\_
- I prefer not to answer

10. What is the language that you first learned at home in childhood?

- English
- French
- Other language (please specify in the box below):  
\_\_\_\_\_
- I prefer not to answer

11. Do you have at least a basic proficiency in speaking, reading, writing, and/or understanding English, French, and/or other languages? (choose all that apply)

	CHECK IF "YES"		
	English	French	Other Language(s)
Speaking			
Reading			
Writing			
Understanding			

I prefer not to answer

**BELIEF SYSTEM / RELIGIOUS AFFILIATION**

Census studies and surveys have found that religious affiliation is an important element of identity. Therefore, understanding this relationship can complement other equity, diversity, and inclusion data in a meaningful way.

12. What belief system(s) / religious affiliation(s) do you identify with? (choose all that apply)

	CHECK IF "YES"
Agnosticism	
Atheism	
Bahá'í	
Buddhism	
Christianity	
Confucianism	
Hinduism	
Indigenous Spirituality	
Islam	
Jainism	
Judaism	
Paganism	
Shintoism	
Sikh	
Secular Humanism	
Spiritual, not Religious	
Taoism	
Other (please specify in the box below)	
No Religious Affiliation	
I prefer not to answer	



## RELATIONSHIP & CAREGIVER STATUS

We are collecting relationship and caregiver data because this information can affect things such as employer-supported health and dental benefits plans (for individuals, partners and/or children), work/life balance, commitments outside of work, university-provided employee services, etc. Learning more about the items below can therefore lead to more comprehensive analysis.

13. Which of the following best describes your current relationship status?

- Common law (living as a couple but not legally married)
- Divorced
- Legally married
- Separated, but still legally married
- Single (never legally married)
- Widowed
- I prefer not to answer

14. Do you have any dependents (including children and/or adults) for whom you are a parent / guardian / primary caregiver?

- Yes
- No
- I prefer not to answer

15. For how many dependents in each age group are you a parent / guardian / primary caregiver?

- 0 to 12 years
- 13 to 17 years
- 18 to 60 years
- over 60 years
- I prefer not to answer

## PERSONS WITH DISABILITIES AND DEAF PERSONS

According to the definition used by the Government of Canada's Federal Contractors Program, a person with a disability is someone who has a "long-term or recurring physical, mental, sensory, psychiatric or learning impairment(s)" (for the purposes of this questionnaire "long-term" is defined as lasting more than six months). This person also considers themselves to be disadvantaged in employment by reason of that disability, or believes that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that disability. This also includes persons with disabilities who have been accommodated in their current job or workplace (e.g., by the use of technical aids, changes to equipment or other working arrangements).

16. Given the definition above, do you identify as (choose all that apply):

- A person with a disability
- A Deaf person
- Another identity that should be protected on similar grounds as disability  
(please specify in the box below):  
\_\_\_\_\_
- An able-bodied or non-disabled person
- I prefer not to answer

17. Please indicate the type(s) of challenges you experience (choose all that apply):

- Chronic health condition
- Emotional, psychological, or mental health
- Hearing
- Learning, remembering, or concentrating
- Seeing
- Stair climbing
- Walking distances
- Using your hands or fingers, or doing other physical activities
- Other (please specify in the box below):  
\_\_\_\_\_
- I prefer not to answer

Please feel free to share any comments you may have about this questionnaire

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Item No. 15.B

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

<b>Agenda Title</b>	<b>University of Alberta Museums Annual Report: July 2019 – June 2020</b>
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**Item**

Proposed by	Frannie Blondheim, Interim Executive Director / Associate Director, University of Alberta Museums, and Dr. Michael Caldwell, Chair, University of Alberta Museums Policy and Planning Committee (Professor, Department of Biological Sciences)
Presenter	Frannie Blondheim, Interim Executive Director / Associate Director, University of Alberta Museums, and Dr. Michael Caldwell, Chair, University of Alberta Museums Policy and Planning Committee (Professor, Department of Biological Sciences)

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To file an annual report, as requested, with General Faculties Council.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>The Annual Report of the University of Alberta Museums is structured around the Strategic Plan for the University of Alberta Museums unit which is available on-line and is titled <a href="#">Contributing to the Public Good</a>. It also includes a summary of the University of Alberta Museums Policy and Planning Committee meetings over the last year.</p> <p>The University of Alberta Museums Policy and Planning Committee is a committee of the Provost and Vice-President (Academic), reporting to the Vice-Provost (Library and Museums), to advise University administration and governance bodies, as appropriate or required, on matters relating to the UAlberta Museums.</p>
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><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Vice-Provost (Library and Museums) (as voting member of the Policy and Planning Committee)</li> <li>• University of Alberta Museums Policy and Planning Committee (February 19, 2021) for review and approval.</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 13: Enable University of Alberta researchers to succeed and excel.</p> <p><i>Strategy iv.</i> Secure and sustain funding for the continuous evolution and operation of research facilities and resources (e.g., libraries, labs, Research Services Office, museums and collections, performance</p>
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Item No. 15.B

	spaces, fine arts facilities, and U of A Press) to meet the changing needs of our broad-based research community.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<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 type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success

Attachments (each to be numbered 1 - <>)

1. University of Alberta Museums Annual Report 2019 - 2020 (page(s) 1 - <20>)

*Prepared by:* Jill Horbay, Communications and Marketing Manager, University of Alberta Museums, [horbay@ualberta.ca](mailto:horbay@ualberta.ca), 780.492.3802





**museums**  
UNIVERSITY OF ALBERTA

**ANNUAL REPORT**

July 2019 — June 2020



**UNIVERSITY OF ALBERTA MUSEUMS ANNUAL REPORT**

*including the report of the University of Alberta Museums  
Policy and Planning Committee*





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## University of Alberta Museums Policy and Planning Committee Overview

The University of Alberta Museums Policy and Planning Committee is a committee of the Provost and Vice-President (Academic), reporting to the Vice-Provost (Library and Museums), to advise University administration and governance bodies, as appropriate or required, on matters relating to the UAlberta Museums.

The Museums and Collections Policy in UAPPOL governs the UAlberta Museums collections under which there are 29 registered museum collections from 11 departments in five faculties. Each UAlberta Museums collection is administered by a designated academic curator who is a full-time academic member. UAlberta Museums is the central unit that is the Office of Administrative Responsibility for the UAPPOL Museums and Collections Policy and is also responsible for the UAlberta Museums Art Collection and the Mactaggart Art Collection.

The University of Alberta Museums Policy and Planning Committee met in person on October 3, 2019, November 28, 2019, January 30, 2020 and virtually on May 7, 2020.

The following issues and items of business were brought forward at the Policy and Planning Committee Meetings during the reporting period.

### **POLICY COMPLIANCE: ACQUISITION STRATEGY APPROVALS**

In order to be policy compliant and meet accreditation requirements, a cycle of review of Acquisition Strategies for each registered collection was begun. These strategies outline the purpose and parameters for collecting new objects and specimens. The first seven strategies of this process were approved by the Committee:

- E.H. Strickland Entomological Museum
- Freshwater Invertebrate Collection
- Mactaggart Art Collection
- Meteorite Collection
- Renewable Resources Natural History Collection
- Vascular Plant Herbarium
- W.G. Hardy Collection of Ancient near Eastern and Classical Antiquities.

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## **POLICY COMPLIANCE: DEACCESSION REQUESTS**

The permanent removal of objects and specimens from the university's extant collections is a careful process governed by policy, museum ethics, and accreditation requirements. Eight deaccession packages with 443 museum objects that were approved by the Policy and Planning Committee in the previous reporting period was subsequently approved for deaccession by the Board of Governors on September 11, 2019. Following this approval, UAM unit staff have been completing the disposition phase to permanently remove the physical objects from University of Alberta Museums collections. This includes internal and external transfers to other departments or institutes, sale by auction, destruction, and returning objects to artists where appropriate.

In this reporting period, the UAM unit, in accordance with the UAPPOL Museums and Collections Policy, brought a deaccession request to the Policy and Planning Committee for one (1) object from the University of Alberta Bryan / Gruhn Archaeology Collection. The Committee approved the object for deaccession as it could be shown that an individual has better entitlement to the property than the University of Alberta. The request is currently being reviewed by the Provost and Vice-President (Academic) on behalf of the Board of Governors.

## **CHAIR AND CURATOR ROLES UPDATE**

Chair and Curator roles were reviewed and updated as a result of discussions between the UAlberta Museums unit and Chairs and Curators during previous Benchmark Survey meetings. It was clear there was a need to articulate and clarify roles and responsibilities for these positions related to museum collections. A draft document was prepared by UAMU in consultation with Academic Human Resources to ensure that that information was consistent with University policy and collective agreements. This document will be distributed to Curators and Chairs and housed on the UAlberta Museums unit website when complete.

## **FRIENDS OF THE UALBERTA MUSEUMS**

The Friends of the University of Alberta Museums voted at their Annual General Meeting in September 2019 to dissolve. Their remaining financial assets of approximately \$3,000 were deposited in an exhibition fund for the UAlberta Museums.



# Introduction

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## EXECUTIVE SUMMARY

The 2019/ 2020 Annual Report of the UAlberta Museums reflects the strategies, activities, and progress towards achieving the goals of the UAlberta Museums Strategic Plan 2017-2021 *Contributing to the Public Good*.

This year was one of great transition and change for the UAlberta Museums. In February 2020, Executive Director Janine Andrews retired, after 30 years of leading the UAlberta Museums unit. Associate Director Frannie Blondheim was appointed interim Executive Director until March 31, 2021.

This Annual Report also covers the first four months of the Covid-19 pandemic, the University of Alberta's closure, and remote working directive. Under Provincial Government guidelines, care of cultural collections was permitted, so essential UAlberta Museums unit projects have continued to take place on-site following strict public health and university guidelines. The majority of the unit staff, curators, and collection staff worked away from campus.

The impact of the pandemic and its associated restrictions resulted in the deferral of some programs, projects and activities, however others were able to flourish such as the further development of the search site and its use in online courses, online exhibitions and associated programming, and pilot testing remote training and internship delivery. Closures also had an unexpected and adverse impact on facilities. The UAlberta Museums are distributed throughout campus buildings and many sites experienced issues ranging from leaks to HVAC malfunctions, and rodent infestation. This is an ongoing issue, but has been amplified during the closure.

At the time this Report was drafted, remote work continues at the University of Alberta and has been confirmed for the upcoming 2021 winter semester. University restructuring is happening concurrently and the effects on the UAlberta Museums are yet to be known, including a proposal to put forward by the Committee Chair, in Fall 2021 that would see the UAlberta Museums report to the Office of the Vice-President (Research and Innovation).



## GOAL 1

# Excel

University of Alberta Museums and Collections excel at contributing to a University of Alberta sustainable culture that fosters and champions distinction in teaching, learning, research and service.

**1.1. Strategy – Academic Alignment:** Align UAlberta Museums with established and emerging areas of signature research and teaching to ensure museum programs are prioritized to meet University of Alberta needs.

### Progress

- Following the resolution of signing authority requirements, museum object acquisition information was combined into a draft training document for UAlberta Museums Curators, Chairs, and Collections Staff. This document was distributed and discussed at a Curator's Committee meeting in October 2019. A similar training document for loans has been developed and will be distributed at a future Curator's Committee meeting.
- A document that defines the roles of Chairs and Curator associated with registered museum collections has been developed and has been made available to Chairs and Curators.
- Seven museum collection acquisition strategies were revised, reviewed, and approved by the Policy and Planning Committee.
- UAlberta Museums unit hired a textile conservator to work on 11 textiles from the Mactaggart Art Collection starting in August 2019. Treatment primarily involved stitching stabilization to support weak areas of the textiles, and removal of old repairs and creases that were causing strain or distortion. The textiles that received treatment were included in the exhibition *Dragons on the Tibetan Plateau*.



**1.2. Strategy – Training to Excel:** Proactively train curators, professors, staff and students to excel at integrating UAlberta Museums collections into teaching, learning and research activities.

### Progress

- Activities deferred to 2020/2021.

**1.3. Strategy – Facilities Review:** Plan and advocate for multi-purpose museum accessible facilities that support strategic research and teaching areas across disciplines and programs.

### Progress

- The UAlberta Museums unit will be relocated to Rutherford South in early spring 2021, uniting staff currently located in Ring House #1 and the Telus Centre. Telus will remain a collections space, but Ring House #1 will be vacated. Planning for the move is underway led by Facilities and Operations.
- Discussions to relocate the Paleontology Collections currently housed in the Biological Sciences building and in spaces on south campus to Enterprise Square have been cancelled for budgetary reasons.
- UAlberta Museums continued to have facility issues throughout all museum collection spaces during this reporting period. Due to the Covid-19 pandemic and university building closures, some additional issues occurred. For example:

- » With the shutdown of university buildings due to Covid-19, several museum collections reported high heat in collection storage spaces which could cause long-term damage to museum objects. The UAlberta Museums unit has been working with the Office of Insurance and Risk Management and UAlberta Museums Curators and Collections Staff to ensure UAM collections are protected during the closure period and regularly inspected for further facility issues.
- Prior to the pandemic closure, the UAlberta Museums continued to have facility issues throughout all museum collection spaces. For example:
  - » **New incidents:**
    - › Several pipe/water/flood incidents in various buildings impacting several UAlberta Museums collections, including:
      - A leaking pipe above Jim van Es Marine Invertebrate and Malacology Collection display case in Biological Sciences resulting in water ingress into a museum collection display case. No objects were damaged and Facilities and Operations repaired the pipe.
      - A flood in the room above the Anne Lambert Clothing and Textile Collection caused water ingress into the museum collections storage space. Twenty objects received water damage as a result and need to be assessed for conservation needs.
      - An unknown source caused a flood in the Paleobotanical Collection storage space in sub-basement of Biological Sciences Building. Facilities and Operations cleaned up the water and there was no damage to museum objects.
    - › Four separate rodent infestations impacting the following collections: Anne Lambert Clothing and Textile Collection (conservation lab, Human Ecology Building); Laboratory for Vertebrate Paleontology (collection storage space, Biological Sciences Building); Bohdan Medwidsky Ukrainian Folklore Archives (Kule Folklore

Centre offices, Old Arts and Convocation Hall); and Mactaggart Art Collection (building atrium, Telus Centre). No damage to museum collections have been reported due to the rodent infestations and Facilities and Operations has responded by placing more bait stations and moving pest attractors (e.g. garbage bins) to other locations.

- › A major roof project on the Telus Centre began in June 2020 to repair roof and resolve several leaks throughout the building. In preparation of this project, UAlberta Museums unit staff worked with Facilities and Operations to seal all open art racks, shelving units, exhibit furniture, and enclosed cabinets in plastic sheeting to mitigate risk of water ingress.

» **Updates on last year's incidents:**

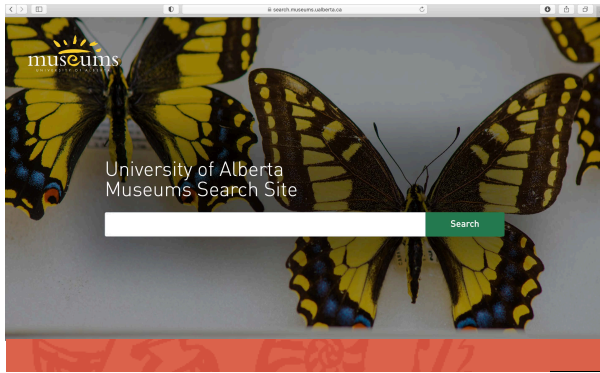
- › Repairs on the cracked drain pipe above the Anne Lambert Clothing and Textile Collection (Human Ecology) occurred, however the majority of objects still require conservation treatment due to water damage.
- › Facilities and Operations has confirmed they are unable to repair the cracked foundation above the Drill Core Collection. They have provided temporary patches to block some water ingress. Nevertheless, the collection is still at risk of significant and irreparable damage.

**1.4. Strategy – Innovate Online Catalogue Access:**

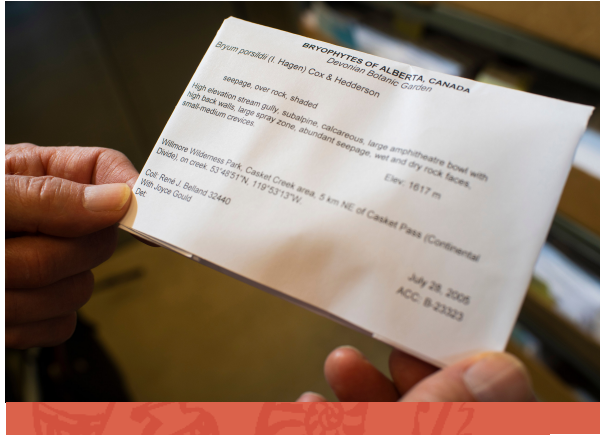
Innovate online catalogue access to advance priority research and teaching areas (e.g., Biodiversity Interfaces).

**Progress**

- The UAlberta Museums Search Site soft-launched in December 2019 with 12 museum collections and over 500,000 object records. All out-bound links to the individual UAlberta Museums search sites on the UAlberta Museums website were replaced with those directing to the new Search Site.



- In February 2020, the UAlberta Museums unit signed a six-month maintenance contract with Box Clever to continue building features on the new Search Site and maintain what has already been built. New features will include building information pages, which contains map and taxonomic hierarchy displays; exporting results; and increased data mapping functionality. New features will be ready to launch in September 2020.
- UAlberta Museums received funding to hire a Young Canada Works internship position for six months in order to complete a digitization project for the UAlberta Museum Search Site. The Collections Assistant - Digitization was responsible to build the foundations of a digitization environment within the UAlberta Museums.
  - » As a result of this internship, the Collections Assistant - Digitization created several important digitization documents and contributed to the addition of over 3,000 image and media files to MIMSY and therefore the UAlberta Museums Search Site.
- Four registered museum collections have migrated their object records into the supported museum collections management system, Mimsy XG. These museum collections include: Bryan/Gruhn Ethnographic Collection, Drill Core Collection, Fossil Hominid Cast Collection, and the UAlberta Botanic Garden Herbarium. In total, 36,800 object records were added into Mimsy.



### 1.5. Strategy – Respectful Acquisitions>Returns:

UAlberta Museum collections are respectfully acquired, managed and returned (if appropriate) within our diverse cultural and scientific obligations, relationships and priorities with our communities.

#### Progress

- During the 2019/2020 fiscal year, 11 museum collections acquired approximately 8,488 new museum objects. Museum collections are guided by an acquisitions strategy to determine what they should collect. The main methods of acquiring new objects were through donations, transfers/exchanges, and field collecting.
- Within these new acquisitions, approximately 144 museum objects were recorded in the UAlberta Museums annual insurance report to Risk Management Services, including:
  - » **Anne Lambert Clothing and Textile Collection** – 110 museum objects (including clothing, shoes, hats, gloves, scarves, and more)
  - » **Bryan / Gruhn Archaeology Collection** – nine museum objects of raw material sample
  - » **Fossil Hominid Cast Collection** – three museum objects (including cast reproductions of early hominid skulls)
  - » **Meteorite Collection** – 18 meteorite specimens (including several type specimens from Northwest Africa)
  - » **University of Alberta Museums Art Collection** – 4 museum objects (including prints and a painting by an Indigenous artist)
- The disposition process for the 443 objects approved for deaccessioning by the Board of Governors is ongoing and near completion.
- The UAlberta Museums unit, in accordance with the UAPPOL Museums and Collections Policy, brought a deaccession request to the Policy and Planning Committee for one (1) object from the University of Alberta Bryan / Gruhn Archaeology Collection. Approved by the Committee, it is currently under final review. by the Provost and Vice-President (Academic) on behalf of the Board of Governors.



## GOAL 2

# Experience



University of Alberta Museums are integral to the learning experience at all stages of life through the development of inspiring opportunities that nurture talents, expand knowledge and skills, and enable individual success.

**2.1. Strategy - Volunteer Program:** UAlberta Museums Volunteer Program is an integral part of the University of Alberta learning and development experience and the priorities of the UAlberta Museums.

### Progress

- There were 237 volunteers across 13 UAlberta Museums collections, totalling approximately 6,156 volunteer hours during this reporting period as documented in the Benchmark Survey.

**2.2. Strategy – Student Internship Program:** UAlberta Museums Student Internship Program is a meaningful, paid program and aspirational learning experience that is accessible to all students and is sustained as a dynamic complement to the UAlberta Museums and Collections strategic priorities.

### Progress

- One student intern was hired in the summer of 2019 as part of the annual Friends of the UAlberta Museums Internship in Museum Innovation, which was established in 2009.
  - » Fatme Elkadry completed her undergraduate degree in Human Geography at the University of Alberta in Spring 2019 and worked with the UAlberta Museums for Summer 2019. She worked in several collections over the summer including the Bryan/Gruhn Archaeology Collection, the E.H. Strickland Entomological Collection, and the Mactaggart Art Collection and covered areas of museology including collections management, research, exhibitions, communications, and education.



- 
- Due to the Covid-19 pandemic and the closure of the University of Alberta to follow of public health guidelines, the internship for Summer of 2020 was suspended. The infrastructure to host an online internship was not in place at the time, but will be considered moving forward.

**2.3. Strategy** – Use of UAlberta Museums collections and exposure to UAlberta Museum unit practices is an integral component to student learning at the University of Alberta.

**Progress**

- Activities deferred to subsequent years pending resources being collected as part of the Benchmark Survey and will be available in the 2018/2019 Annual Report.



## GOAL 3

# Engage

### FAST FACT

UAlberta Museums websites and pages were viewed **113,980 times** during this reporting period.

University of Alberta Museums are fully accessible and engage individuals and communities by creating reciprocal, mutually beneficial learning experiences, research projects and collaborations.

### 3.1. Strategy – Focused Communications Tools:

UAlberta Museums communication tools (e.g., website; social media; print media; presentations) are focused and built to effectively engage our priority communities.

#### Progress

- The UAlberta Museums website will be migrated over to Cascade CMS in September 2020. UAlberta Museums unit staff have been working through procedures and steps outlined for a successful migration as provided by the University of Alberta Relations - Digital Team.
- UAlberta Museums social media plan was revised at the beginning of the Covid-19 pandemic to take advantage of a more engaged online audience but also to ensure important health information is shared in a timely manner.

**3.2. Strategy – Public Programs:** Facilitate and promote public research and aspirational information experiences through innovative and meaningful access to UAlberta Museum and Collections on and off campus.

#### Progress

- Out of the 29 registered museum collections, there have been an estimated 26,600 visitors to collections according to the 2018/2019 Benchmark survey. This figure includes tours, K-12 school visits, public programs, exhibition attendance, researchers, students, and independent visitors.
- Three UAlberta Museums collections installed four new temporary exhibitions over this reporting period. The museum collections were: the Anne Lambert Clothing and Textiles Collection, the UAlberta Museums Art Collection, and the Mactaggart Art Collection.
- The Invertebrate Paleontology collection

installed two new permanent exhibition displays in the Paleontology Museum. "Ontogeny" and "Dynamic Diversity" opened in August 2019 and demonstrate the diversity of trilobites through time, as well as their development and growth. An interactive content feature was installed in December 2019.

- The Covid-19 pandemic provided UAlberta Museums collections an opportunity to pilot virtual reality and online exhibitions. *Shifting Geographies: Inuit Art from the UAlberta Museums Art Collection* was turned into a virtual reality tour and launched it in April 2020. The Anne Lambert Clothing and Textiles Collection built an online exhibition: *Dress & Escapism* that was launched in June 2020. The Mineralogy and Petrology collection also built an online exhibition: "Minerals of Alberta" that will be launched in July 2020.





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**3.3. Strategy – Public Art Program:** UAlberta Museums Public Art Program is an inspiring learning program offered across all campuses for the public good.

**Progress**

- The UAlberta Museums unit lead the process of commissioning the official portrait for outgoing UAlberta president, Dr. David Turpin. This new portrait was installed in the South Academic Building (SAB) in May 2020. Additionally, the labels for all president’s portraits on display in SAB were redesigned to meet accessibility standards and were reinstalled in May 2020.



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### 3.4. Strategy – Relationship Building & Recognition:

Build strategic, meaningful reciprocal relationships and collaborations with our UAlberta Museums communities.

#### Progress

- UAlberta Museums recognition program was planned and implemented within the Covid-19 health and safety guidelines. Therefore, no in-person event was held this year, but the awards announcement was made virtually.
- Two curators, a service staff, and three volunteers received awards during the UAlberta Museums Celebration virtual announcement in May 2020.
  - » **Curator Hall of Fame Inductee:**  
**Jeremy Rossiter** (Curator of the W.G. Hardy Collection of Ancient Near Eastern and Classical Antiquities)
  - » **Curator Hall of Fame Inductee:**  
**Christopher Herd** (Curator of the Meteorite Collection)
  - » **Outstanding Service Staff Recipient:**  
**Janine Andrews** (retired Executive Director, University of Alberta Museums)
  - » **Volunteer of the Year Recipient:**  
**Judy Madden** (Volunteer with the Laboratory for Vertebrate Paleontology Dino Lab)
  - » **Volunteer of the Year Recipient:**  
**Adrian Thyse** (Volunteer with the E.H. Strickland Entomological Museum)
  - » **Honorary Volunteer of the Year Recipient:**  
**Douglas Stollery** (outgoing Chancellor of the University of Alberta)







## Exhibitions

### FACULTY OF AGRICULTURAL, LIFE AND ENVIRONMENTAL SCIENCES

#### Department of Human Ecology

- *Be My Guest: The Performance of Femininity Through Food and Fashion* (April 9 - October 25, 2019) – Anne Lambert Clothing and Textiles Collection
- *Dress & Historical Escapism - The Dress Research Exhibition Series Part 1 of 3: Dress Artifacts, Scholarly Research & Curatorial Practices* (June 30, 2020 - June 30, 2021) – Anne Lambert Clothing and Textiles Collection – Online Exhibition

### FACULTY OF SCIENCE

#### Department of Earth and Atmospheric Sciences

- **Trilobite Displays** – “Ontogeny” and “Dynamic Diversity” (August 2019) – Invertebrate Paleontology Collection – Paleontology Museum – Permanent Exhibition Display

### UNIVERSITY OF ALBERTA MUSEUMS

#### University of Alberta Museums Art Collection

- *Shifting Geographies: Inuit Art from the University of Alberta Art Collection* (September 19 - October 26, 2019)
- *Shifting Geographies: Inuit Art from the University of Alberta Art Collection* – Virtual Reality Exhibition
- *A Collector's Eye: The Halvarson Gift of Inuit Art* (November 14 - December 14, 2019)

#### Mactaggart Art Collection

- *Dragons on the Tibetan Plateau: Selected Textiles from the Mactaggart Art Collection* (February 27 - March 13, 2020) – closed early to comply with health and safety guidelines during the Covid-19 pandemic.

## GOAL 4

# Sustain

**FAST FACT**  
7,495 images across all museum collections were loaded into Mimsy XG during this reporting period.

University of Alberta Museums people and their work are sustained and enhanced by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

### 4.1. Strategy – Best Practice/ Policy Compliance:

Implement continuous improvement in UAlberta Museums practice and adherence to UAlberta Museums policies campus-wide through training, communication, collaboration and best practice.

#### Progress

- Annual Benchmark Survey was created to collect data to track compliance, tailor services, provide data to reports, surveys and fulfil accreditation requirements.
- Year three (2019/2020) of data collection was deferred due to the pandemic, as most designated curators were shifting their teaching to online delivery and requested a postponement of this activity.
- The UAlberta Museums unit annual Benchmark Survey collected year two of data for the 2018/2019 fiscal year.
- Data was obtained from 23 designated curators for registered museum collections. Highlights from the second year of the survey include:
  - » Nineteen (19) collections reported a total of 421 individuals using UAM collections for research in the 2018/2019 fiscal year. This does not include outgoing loans for research purposes.
  - » Ten (10) collections reported at least 23 publications that include objects/specimens in the 2018/2019 fiscal year.
  - » Objects and specimens from approximately nine museum collections continue to be loaned to other institutions for research, educational, and display purposes.
  - » Twenty-three (23) collections reported their objects/specimens were used in a total of 112 courses taught to approximately 5,500 students.



- The UAlberta Museums successfully completed the first submission requirements to the Alberta Museums Association Recognized Museum Program towards renewal of the UAlberta Museums accreditation.

**4.2. Strategy – External Resource Building:** Secure and steward financial and other resources to support the UAlberta Museums goals and strategies.

#### Progress

- Use of funds acquired through the Friends of the University of Alberta Museums' last casino, to be used for individual collection projects, has been suspended as part of the university's broader "freeze" on funds in specific accounts while restructuring is taking place.
- The UAlberta Museums applied for Covid Relief Funds through the Government of Canada Department of Canadian Heritage.

## APPENDICES

# A

## POLICY AND PLANNING COMMITTEE MEMBERSHIP 2019/20

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### Committee Chair

Dr. Michael Caldwell  
*Curator, Lab for Vertebrate Paleontology*

### Ex-Officio – Voting

Janine Andrews (until February 29, 2020)  
*Executive Director*  
*University of Alberta Museums*

Frannie Blondheim  
*Associate Director / (appointed)*  
*Interim Executive Director University of*  
*Alberta Museums (started March 1, 2020)*

Dr. Dale Askey  
*Vice-Provost (Library and Museums) and*  
*Chief Librarian*

Dr. Jocelyn Hall  
*Chair, Curators Committee*

### Elected – Voting

#### General Faculties Council

Dr. James Dempsey  
*Associate Professor,*  
*Faculty of Native Studies*

Dr. Robert Smith  
*Professor, Faculty of Arts*  
*(History and Classics)*

### Curators Committee

Dr. Michael Caldwell  
*Curator, Lab for*  
*Vertebrate Paleontology*

Dr. Andy Derocher  
*Curator, Mammalogy/UAMZ*

Dr. Murry Gingras  
*Curator, Trace Fossil Collection*

Dr. Chris Herd  
*Curator, Meteorite Collection*

### GSA Elected Representative

Cate Peter

### Undergraduate Student Representative

Jemma Forgie

### Committee Secretariat (non-voting)

Frannie Blondheim (until February 29, 2020)  
*Associate Director*  
*UAlberta Museums*  
*(Issues Management)*

## B

## DIRECTORY OF REGISTERED COLLECTIONS OF THE UNIVERSITY OF ALBERTA MUSEUMS

## FACULTY OF ARTS

**Department of Anthropology**

Bryan/Gruhn Archaeology Collection  
Curator: Pamela Willoughby

Bryan/Gruhn Ethnographic Collection  
Curator: Pamela Mayne Correia

Fossil Hominid Cast Collection  
Curator: Pamela Mayne Correia

Osteology Collection  
Curator: Pamela Mayne Correia

Zooarchaeology Reference Collection  
Curator: Robert Losey

**Department of History and Classics**

W.G. Hardy Collection of Ancient Near Eastern and Classical Antiquities  
Curator: Jeremy Rossiter

**Department of Music**

Canadian Centre for Ethnomusicology  
Curator: Michael Frishkopf

**Kule Folklore Centre**

Bohdan Medwidsky Ukrainian Folklore Archives  
Curator: Maryna Chernyavska

## FACULTY OF AGRICULTURAL, LIFE AND ENVIRONMENTAL SCIENCES

**University of Alberta Botanic Garden**

University of Alberta Botanic Garden Herbarium  
Curator: René Belland

**Department of Human Ecology**

Clothing and Textiles Collection  
Curator: Anne Bissonnette

**Department of Renewable Resources**

Renewable Resources Natural History Collection  
Curator: John Acorn

Soil Science Collection  
Curator: Scott Chang

## FACULTY OF MEDICINE &amp; DENTISTRY

**Department of Laboratory Medicine and Pathology**

Larry Jewell Pathology Gross Teaching Collection  
Curator: David Rayner  
Curator: Roberta Martindale

**School of Dentistry**

Dentistry Museum Collection  
Curator: Loren Kline

## FACULTY OF SCIENCE

**Department of Biological Sciences**

Cryptogamic Herbarium  
Curator: Catherine La Farge-England

Vascular Plant Herbarium  
Curator: Jocelyn Hall

Paleobotanical Collection  
Curator: Eva Koppelhus

E.H. Strickland Entomological Museum  
Curator: Felix Sperling

Freshwater Invertebrate Collection  
Curator: Heather Proctor

Jim van Es Marine Invertebrate and Malacology Collection  
Acting Curator: Michael Caldwell

Museum of Zoology  
Acting Curator: Michael Caldwell (Amphibian and Reptile Collection / Ornithology Collection)  
Curator: Alison Murray (Ichthyology Collection)  
Curator: Andrew Derocher (Mammalogy Collection)

Parasite Collection  
Curator: Vacant

Laboratory for Vertebrate Paleontology  
Curator: Michael Caldwell (Higher Vertebrates)  
Curator: Philip Currie (Dinosaur Collection)  
Curator: Alison Murray (Fossil Fishes Collection)  
Curator: Corwin Sullivan (Philip J. Currie Dinosaur Museum)



## B

**Department of Earth  
and Atmospheric Sciences**

## Drill Core Collection

*Curator: John-Paul Zonneveld*

## Invertebrate Paleontology Collection

*Curator: Lindsey Leighton*

## Meteorite Collection

*Curator: Christopher Herd*

## Mineralogy and Petrology Collection

*Curator: Tom Chacko*

## Trace Fossil Collection

*Curator: Murray Gingras***UNIVERSITY OF ALBERTA  
MUSEUMS UNIT**University of Alberta Museums  
Art Collection*Curator: Nadia Kurd*

## Mactaggart Art Collection

*Curator: Isabel (Pi-fen) Chueh*

## C

**UNIVERSITY OF ALBERTA MUSEUMS UNIT STAFF**

Janine Andrews (retired February 2020)

*Executive Director*

Alyssa Becker-Burns

*Assistant Director,  
Collections Management*

Emily Beliveau

*Collections Management  
Advisor (Humanities)*

Frannie Blondheim

*Associate Director /  
Interim Executive Director*

Jennifer Bowser

*Moveable Cultural Property Advisor*

Isabel (Pi-fen) Chueh

*Curator, Mactaggart Art Collection*

Jill Horbay

*Communications and  
Marketing Manager*

Tom Hunter

*Collections Assistant,  
University of Alberta Art Collection*

Emerald Johnstone-Bedell

*Assistant Curator, University of Alberta  
Art Collection (until August 2019)*

Nadia Kurd

*Curator,  
University of Alberta Art Collection*

Denis La France

*Systems Administrator*

Katherine Mallalieu

*Collections Management Advisor  
(Natural Sciences)*

Christina Marocco

*Human Resources and Financial  
Lead*

Sarah Spotoski

*Curatorial Assistant,  
University of Alberta Art Collection***UNIVERSITY OF ALBERTA  
MUSEUMS UNIT  
TEMPORARY STAFF**

Christina Borys

*Collections Assistant – Digitization  
(Young Canada Works Internship)  
(September 2019 – March 2020)*

Fatme Elkadry

*Intern (Summer 2019)*

Shannon Fox

*Community Engagement Assistant  
(started September 2019)*

Angela Green

*(started November 2019)*

Holly Peterson

*Collections Assistant – Deaccessions  
(September 2019 – January 2020)*



  
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**Office of the Provost and Vice-President (Academic)**  
2-40 South Academic Building (SAB)  
Edmonton, Alberta, Canada T6G 2G7

Tel: 780.492.3443  
Fax: 780.492.1438  
www.provost.ualberta.ca

Date: March 11, 2021

To: Deans, Chairs and Directors  
Faculty, Staff and Students – Faculty of Science

From: Steven Dew  
Provost and Vice-President (Academic)

Re: Acting Dean, Faculty of Science

I am pleased to announce that Dr. Frederick West has been appointed Acting Dean of the Faculty of Science for a two-year term from July 1, 2021 to June 30, 2023. Dr. West will replace Dr. Matina Kalcounis-Rueppell, who has been appointed College Dean for the College of Natural and Applied Sciences for that same period.

Fred is Professor in the Department Chemistry, Co-Director of the Cancer Research Institute of Northern Alberta -Translational Science Institute. He is currently vice-dean of the Faculty of Science.

Earlier this term, following the appointments of Joseph Doucet as College Dean of the College of Social Sciences and Humanities, and Greta Cummings as College Dean of the College of Health Sciences, we announced the appointment of Dr. Kyle Murray as Acting Dean of the Alberta School of Business and Dr. Diane Kunyk as Acting Dean of the Faculty of Nursing, both effective July 1.

Fred, Kyle and Diane will play critical roles in leading their respective faculties through implementation of the U of A for Tomorrow vision over the next two years, including the active participation of their faculties in their respective colleges and on their Councils of Deans. I am grateful for their leadership and willingness to play such critical roles in this important journey.



Steven Dew

- c President
- Vice-Presidents
- Deputy Provost and Vice-Provosts
- Presidents, AASUA and NASA
- Presidents, Students' Union and Graduate Students' Association
- Senate, Board and GFC

**COVID-19 GOVERNANCE EMERGENCY PROTOCOLS DECISION TRACKER**

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
1.	March 13, 2020	President and Vice Chancellor	S. 62 - <a href="#">Post-Secondary Learning Act (PSLA)</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>• As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended.</li> <li>• On Monday, March 16, all in-person, online and alternate delivery classes and exams are suspended to allow time for preparation for all in-person instruction to move on-line.</li> <li>• All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17.</li> <li>• No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats.</li> </ul>	March 13, 2020	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Staff</li> <li>• Employees</li> <li>• Students</li> </ul>	Specific Delegation:  Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances. :
2.	March 16, 2020	General Faculties Council Executive Committee	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• 4.1 of <a href="#">Terms of Reference</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">See Agenda Item 5 Motions</a></li> </ul>		<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Students</li> <li>• Staff</li> </ul>	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• 4.1 of <a href="#">Terms of Reference</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">See Agenda Item 3 Motions</a></li> </ul>	March 20, 2020	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Students</li> <li>• Staff</li> </ul>	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>• For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide</li> </ul>	April 6, 2020	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Students</li> <li>• Employees</li> </ul>	By Email - Discussed by email with Chair of BFPC and Board Chair on April 2
5.	April 6, 2020	General Faculties Council Executive Committee	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• 4.1 of <a href="#">Terms of Reference</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">See Agenda Item 4 Motions</a></li> </ul>	April 6, 2020	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Staff</li> <li>• Employees</li> </ul>	Communication occurred following the passing of the relevant motion during the open session meeting of the General Faculties Council Executive Committee
6.	April 20, 2020	General Faculties Council	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">See Agenda Item 6 C Motions from the Floor</a></li> </ul>	April 22, 2020	<ul style="list-style-type: none"> <li>• GFC Members/ GFC Members' Assistants.</li> </ul>	

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
7.	May 14, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Presidential Announcement on the Fall 2020 Term</a></li> </ul>	May 14, 2020	<ul style="list-style-type: none"> <li>University Community through <a href="#">The Quad</a> on the U of A's initial plans for welcoming incoming and current students to the new academic year in September.</li> </ul>	Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the <a href="#">Covid-19 Fall 2020 Planning Website</a> )].
8.	May 25, 2020	General Faculties Council	S. 26 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">See Agenda Item 11 C Motions from the Floor</a></li> </ul>	May 26, 2020	<ul style="list-style-type: none"> <li>GFC Members/GFC Members' Assistants</li> </ul>	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term.</li> </ul>		<ul style="list-style-type: none"> <li>Faculty</li> <li>Students</li> <li>Employees</li> </ul>	<b>Consultations:</b> <ul style="list-style-type: none"> <li>Joint University Student MNIF Oversight Committee</li> <li>Representatives of Athletics and Recreation</li> </ul>
10.	July 30, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory use of masks on University Campuses.</li> </ul>	July 30 and 31, 2020	<ul style="list-style-type: none"> <li>University Community through <a href="#">The Quad</a>.</li> <li><a href="#">COVID-19 Information</a></li> </ul>	Alignment with <a href="#">City of Edmonton bylaw</a>
11.	September 24, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>The Winter 2021 semester will be a combination of in-person, remote and online instruction.</li> </ul>	September 24, 2020	<ul style="list-style-type: none"> <li>University Community through <a href="#">The Quad</a>.</li> <li>Email FYI: Announcement on the Winter 2021 Semester</li> </ul>	Subject to evolving public health guidelines
12.	November 19, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA COVID-19 related policies, directives, orders and guidelines which are required to comply with the Government of Alberta Public Health Orders,</li> </ul>	December 7, 2020	<ul style="list-style-type: none"> <li>General Faculties Council, link to Tracker document on Agenda</li> </ul>	Subject to evolving public health guidelines

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
					Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders.			
13.	November 26, 2020	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Delayed start of Winter 2021 term.</li> </ul>	November 26 and 27, 2020	<ul style="list-style-type: none"> <li>University Community through <a href="#">The Quad</a></li> <li><a href="#">COVID-19 Information</a></li> </ul>	
14.	November 26, 2020	Public Health Response Team	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Delegated per I.D. 12</li> </ul>	<ul style="list-style-type: none"> <li>Safety Measures General Directives Enforcement Procedure</li> </ul>	November 27, 2020	<ul style="list-style-type: none"> <li><a href="#">COVID-19 Information</a></li> </ul>	
15.	January 22, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Approval of Program Delivery Framework for the university's Spring/Summer 2021 terms.</li> </ul>	January 28, 2021	<ul style="list-style-type: none"> <li><a href="#">COVID-19 Information</a></li> </ul>	Subject to evolving public health guidelines
16.	February 11, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Approval of the Faculty of Extension's Fall 2021 communication of course delivery plans.</li> </ul>	mid-February	<ul style="list-style-type: none"> <li>Extension's Continuing and Professional Education (CPE) learners</li> </ul>	
17.	February 18, 2021	President and Vice-Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li>Fall Planning Update including delay of Fall 2021/Winter 2022 registration to mid-May.</li> </ul>	February 23, 2021	<ul style="list-style-type: none"> <li>University Community through <a href="#">The Quad</a></li> </ul>	
18.	March 11, 2021	President and Vice Chancellor	S. 62 - <a href="#">PSLA</a>	<ul style="list-style-type: none"> <li>Yes</li> <li>Executive Position Description (Approved by the Board)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Approval of the recommendations of the COVID-19 Vaccination Working Group Report</a></li> </ul>	Pending	<ul style="list-style-type: none"> <li>Pending</li> </ul>	Subject to evolving public health guidelines
19.				<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
20.				<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	