Monday, April 26, 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 (no documents)   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.]

3   A. Approval of the Open Session Minutes of February 22, 2021

        B. Approval of the Open Session Minutes of March 22, 2021

4.   New Members of GFC

        Motion: To Approve Items in the Consent Agenda

ACTION ITEMS 2:10 – 2:25 p.m.

5.   Ethics and Academic Citizenship Requirement for Graduate Students   Brooke Milne
        (formerly titled the Academic Integrity and Ethics Training)   Ali Shiri
                                                                                   Deanna Davis
        Motion: To Approve

DISCUSSION ITEMS 2:25 – 4:00 p.m.

6.   Question Period   Bill Flanagan
        2:25 - 2:55
        6.1 Facilities Development Committee
        6.2 Nominating Committee
        6.3 Library Databases
        6.4 Future Library Cuts
        6.5 Telus 5G Living Lab
        6.6 FGSR Supervisory Initiatives
        6.7 University Teaching Awards Committee and Remote Teaching
        Awards

7.   Proposal for the Establishment of the GFC Committee on the   Florence Glanfield
        Documentation of Indigeneity (CDI)   Melissa Padfield
        2:55 - 3:10   Shana Dion
                                                                                 Chris Andersen

| 8. | Delegated Authority of the Undergraduate Awards and Bursaries Committee (UABC)
3:10 - 3:20 | Kate Peters
Brad Hamdon |

| 9. | Executive ad hoc Governance Procedural Review Committee
3:20 - 3:30 | Kate Peters
Brad Hamdon
Moin Yahya |

| 10. | Development of a GFC Position on Metrics Associated with Academic Restructuring
3:30 - 3:45 | Steven Dew |

| 11. | Recommendations of the Committee of the Whole
3:45 - 3:55 | Bill Flanagan |

| 12. | Replenishment of GFC, Standing Committees, and other bodies (no documents)
3:55 - 4:00 | Jonathan White |

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.]*

13.   Report of the GFC Executive Committee

14.   Report of the GFC Academic Planning Committee

15.   Report of the GFC Programs Committee

16.   GFC Nominations and Elections
        A. 2021-2022 Anticipated Membership Vacancies

17.   Information Items:

        A. Helping Individuals at Risk (HIAR) Annual Report 2019-2020

        B. Office of Safe Disclosure and Human Rights (OSDHR) Annual Report 2019-2020

        C. Centres and Institutes Committee (CIC) Annual Report 2020

        D. University of Alberta for Tomorrow Update

        E. COVID-19 Governance Emergency Protocols Decision Tracker

18.   Information Forwarded to GFC Members Between Meetings:
        -Email 2021-2022 Calendar for GFC and GFC Standing Committees

CLOSING SESSION

19.   Adjournment
        - Next Meeting of General Faculties Council: June 7, 2021

Presenter(s):

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Brooke Milne	Vice-Provost and Dean, FGSR
Ali Shiri	Associate Dean, FGSR
Deanna Davis	Senior Lead, Educational Curriculum Developer, FGSR
Florence Glanfield	Vice-Provost (Indigenous Programming & Research)
Chris Andersen	Dean, Faculty of Native Studies
Shana Dion	Assistant Dean, First Nations, Metis and Inuit Students
Melissa Padfield	Vice-Provost and Registrar
Brad Hamdon	General Counsel and University Secretary
Kate Peters	GFC Secretary and Manager, GFC Services
Steven Dew	Provost and Vice-President (Academic)
Jonathan White	Chair of GFC Nominating Committee

Documentation was before members unless otherwise noted.

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT*:*

The following undergraduate student representatives to serve on GFC for terms commencing May 1, 2021 and ending April 30, 2022:

Nicole de Grano	Faculty of Arts
Chris Beasley	Faculty of Arts
Maddie Dempsey	Faculty of Arts
Julia Villoso	Faculty of Arts
Vaughn Beaulieu-Mercredi	Faculty of Arts
Georgia Koref	Faculty of Arts
Tia Marko	Faculty of Arts
Lisa Glock	Faculty of Arts
Rama Taha	Augustana Faculty
Ghalia Aamer	Faculty of Business
Levi Flaman	Faculty of Business
Yusuf Oliya	Faculty of Business
Emily Motoska	Faculty of Education
Reagan Morris	Faculty of Education
Devin Doherty	Faculty of Education
Phillip Vandevalk	Faculty of Education
Adrian Wattamaniuk	Faculty of Engineering
Chanpreet Singh	Faculty of Engineering
Andrew Batycki	Faculty of Engineering
Tahmid Al Hafiz	Faculty of Engineering
Siddharth Thakur	Faculty of Engineering
Farhana Rahman	Faculty of Engineering
Andy Deprato	Faculty of Kinesiology, Sport & Recreation
Kyle Whitlock	Faculty of Law
Jesse Lafontaine	Faculty of Medicine & Dentistry
Cindy Sun	Faculty of Nursing
Jenny Lam	Faculty of Nursing
Chiara Concini	Faculté Saint-Jean
Mohit Sinha	Faculty of Science
Aadhavya Sivakumaran	Faculty of Science
Nikita Adekar	Faculty of Science
Akanksha Yeola	Faculty of Science
Samar Barazesh	Faculty of Science
Devshri Lala	Faculty of Science
Simran Dhillon	Faculty of Science
Ashmeen Aneja	Faculty of Science

Item No. 4

The following undergraduate student members elected by the Students' Union to the Board of Governors and appointed to GFC for a term that is concurrent with terms on the Board (May 1, 2021 to April 30, 2022):

Rowan Ley	President, Students' Union
David Konrad	Student Appointee (Board of Governors Representative)

The following graduate student representatives at-large to serve on GFC for terms commencing May 1, 2021 and ending April 30, 2022:

Khandaker Akib Shahriar	Chemistry
Maggie Lin	Nursing
Adekunle Mofolasayo	Civil and Environmental Engineering
Sophie Shi	Chemical and Material Engineering
Ding Xu	Political Science
Emily Holden	Biological Sciences

The following graduate student member elected by the Graduate Students' Association to the Board of Governors and appointed to GFC for a term that is concurrent with a term on the Board (May 1, 2021 to April 30, 2022):

Anas Fassih	President, Graduate Students' Association

The following appointed NASA representative to the Board of Governors to serve for a three-year term concurrent with the appointment to the Board of Governors:

Andrei Tabirca	NASA Appointee to the Board

MOTION II: TO RECEIVE*:*

The following statutory undergraduate student members nominated by the Students' Union to serve on GFC for terms beginning May 1, 2021 and ending April 30, 2022:

Abner Montiero	Students' Union Nominee
Talia Dixon	Students' Union Nominee

The following statutory graduate student member nominated by the Graduate Students' Association to serve on GFC for a term beginning May 1, 2021 and ending April 30, 2022:

Kathy Haddadkar	Graduate Students' Association Nominee

The following ex officio members to serve on GFC for a term beginning July 1, 2021 and extending for the duration of the appointment:

Kyle Murray	Acting Dean of the Faculty of Business
Diane Kunyk	Acting Dean of the Faculty of Nursing
Frederick West	Acting Dean of the Faculty of Science
Tammy Hopper	Interim Dean of the Faculty of Rehabilitation Medicine
Nick Holt	Interim Dean of the Faculty of Kinesiology, Sport, and Recreation
Simaan AbouRizk	Interim Dean of the Faculty of Engineering

Governance Executive Summary
Action Item

Agenda Title	Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)

Motion

THAT the General Faculties Council approve the revision of the Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement) as set forth in Attachments 1-4, for immediate implementation, and inclusion in the 2022-2023 *Calendar*.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Brooke Milne - Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne - Vice-Provost and Dean, FGSR Ali Shiri - Associate Dean, FGSR Deanna Davis - Senior Lead, Educational Curriculum Developer, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because FGSR seeks to standardize academic integrity and ethics education by taking responsibility for the foundational training that all graduate students need.
Executive Summary (*outline the specific item – and remember your audience*)	FGSR will lead the design, development, implementation, and maintenance of two online, zero-credit courses (INT D 710 and INT D 720). The proposed design of these courses aligns with guidance and feedback already gathered through extensive campus consultation, and an environmental scan of UofA resources and external institutions with ethics education as a bonafide requirement. The proposed calendar entry and course design were approved by FGSR Council February 17, 2021 for inclusion in the 2022-2023 calendar. These are zero-credit courses in BearTracks, and their successful completion will appear on students' transcripts. Students who do not complete the course(s) within the first term of their program will be blocked from registering in subsequent terms until such time they are completed or a plan is submitted noting when they will be. By proposing required, zero-credit and flexibly accessible courses to be completed by all graduate students, FGSR aims to support the early development of graduate students as academic citizens, and offer timely and equitable access to information about academic integrity, research and scholarship integrity, and university policies. With attention given to EDI and Indigenization and decolonization, FGSR also seeks to support UAlberta's Strategic Plan for EDI by offering students a foundational understanding of equity, diversity and inclusivity, and Indigenization and decolonization. By taking responsibility for ethics education, FGSR seeks to standardize academic integrity and the foundational ethics education that all graduate students require to be successful in their programs. The proposed changes would reflect FGSR's minimum institutional requirement and would not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies.

The proposed Ethics and Academic Citizenship Requirement addresses issues related to deadlines for completion, curriculum, tracking, and resources identified in the formal review:

1. Implement an early intervention and clear deadlines to better educate students about their rights and responsibilities as members of the university community
2. Ensure completion of the requirement within the first term of study by blocking registration for students who fail to meet this deadline
3. Better support international students who come from different academic backgrounds where issues of plagiarism, copyright, and intellectual property are approached differently
4. Implement early intervention and standardized curriculum to reduce the number of complicated and resource intensive cases associated with the Code of Student Behaviour and academic misconduct through early, centralized, standardized, and coherent ethics education
5. Differentiate ethics education for Masters and Doctoral students to better address the complex research work and teaching responsibilities associated with doctoral studies through program specific courses:
   a. INT D 710: Ethics and Academic Citizenship (6 hours; zero-credit, online; to be completed by all graduate students)
   b. INT D 720: Advanced Ethics and Academic Citizenship (2 hours; zero-credit online; to be completed by all Doctoral students)
6. Integrate institutional priorities related to EDI, including Indigenization and decolonization into ethics education for graduate students
7. Support the safety and dignity of all members of the university campus through education on sexual violence, discrimination, harassment, and duty to accommodate
8. Support UAlberta's teaching mission by offering Doctoral students foundational knowledge of ethical principles related to teaching and learning
9. Reduce barriers for requirement completion by offering flexible access to ethics education that is designed in accordance with principles of universal design for learning
10. Reduce the administrative burden on departments currently tracking the completion of the requirement and standardize acceptable proof of completion
11. Reduce the burden on departments/faculties and student-service units currently providing foundational ethics training and thereby increase departmental capacity to offer discipline specific research and/or professional ethics training.

Ethics and Academic Citizenship Requirement: The Ethics and Academic Citizenship Requirement would be fulfilled with two online, zero-credit courses, including: INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship. Modular in design, the courses would adhere to principles of universal design for learning and would include assessments of learning. The design of these courses would align with guidance and feedback gathered through the consultative process outlined below. FGSR would lead the development and implementation of these courses in consultation and partnership with key stakeholders as outlined below and in the proposed course design, and would assume responsibility for maintaining these courses, including regularly refreshing the content.

	INT D 710 Ethics and Academic Citizenship (6 hours, online) provides foundational knowledge of ethical principles and relevant university policies, including: land acknowledgement and relationship with land, academic integrity, plagiarism, research ethics, conflict of interest, and workplace ethics and self-care. INT D 720 Advanced Ethics and Academic Citizenship (2 hours, online) provides advanced treatment of ethical principles, including: land acknowledgement and Indigenization, research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching. *[See attached Course Description and Module Structure for details.]* **Resources:** Additional funds are not required for the development, implementation, and ongoing support for the proposed requirement. **Next Steps--Timelines and Transition:** The requirement would come into place in Fall 2022. The courses that would make up the new requirement will be available for completion in July 2021. Development and implementation of these courses would continue to embrace principles of consultation and partnership with key stakeholders and subject experts. The 2021-2022 academic year would serve as a transition period. FGSR's current programming would continue during the 2021-2022 academic year to support current students who may be midway through completing the requirement under the current calendar guidelines. All incoming students (Fall 2021) would be strongly encouraged to complete the requirement through these courses. Current students are also encouraged to complete their requirement through the courses; however, this would not be mandatory. A communication plan will be developed to ensure students and departments/faculties are informed of the changes to the requirement and will be instructed of the various options available to students during the transition period. Coordination between the FGSR's Senior Lead and Educational Curriculum Developer, Program Services Team (responsible for ethics education), and graduate coordinators and administrators will further support the transition to the proposed requirement.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	*Those who are actively **participating**:* ● Brooke Milne - Vice-Provost and Dean, FGSR ● Ali Shiri - Associate Dean, FGSR ● Deanna Davis - Senior Lead, Educational Curriculum Developer, FGSR ● Members of the FGSR Decanal Team and FGSR Staff Team
	*Those who have been **consulted**:* ● An external environmental scan was completed, including a review of the University of Waterloo, University of Manitoba, McMaster, John Hopkins School of Public Health, University of Guelph, and the University of Toronto. An internal scan of campus resources, support, and subject expertise has also been completed. ● FGSR assembled an advisory group to seek input and support for this proposal. The changes highlighted here were informed by consultation with this advisory group. The advisory group was comprised of a cross disciplinary group of graduate coordinators (from Medicine, Arts, Native

	Studies and Engineering) as well as campus partners, including the Academic Success Centre (Mebbie Bell, Director), Office of the Student Ombuds (Brent Epperson, Graduate Ombuds), Copyright Office (Amanda Wakaruk, Copyright Librarian), Office of Research Ethics (Susan Babcock, Director). ● FGSR has also consulted with the Office of the Provost (John Nychka, Vice-Provost of Learning Initiatives; Florence Glanfield, Vice-Provost of Indigenous Programming and Research; and, Nella Sajlovic, Indigenous Strategies Manager), the Office of Student Conduct and Accountability (Chris Hackett, Student Conduct Officer), and Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning. Further consultation is set with Ellen Watson, Lead Educational Developer, Assessment and Evaluation with the Centre for Teaching and Learning. ● Consultation on the logistics with the FGSR Program Services Leads ● GEFAC - December 3 and January 28, 2021 ● Policy Review Committee - January 6 FGSR Council - January 20, 2021 ● Graduate Program Support Team - January 28, 2021
Approval Route (Governance) (including meeting dates)	● Policy Review Committee - Approved calendar and proposed course design February 3, 2021 ● FGSR Council - Approved February 17, 2021 ● GFC Programs Committee - March 18, 2021 ● GFC Executive Committee - April 12, 2021 ● General Faculties Council - April 26, 2021

Strategic Alignment

Alignment with *For the Public Good*	Objective 4 Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐Enrolment Management ☐Faculty and Staff ☐Funding and Resource Management ☐IT Services, Software and Hardware ☐Leadership and Change ☐Physical Infrastructure	☐Relationship with Stakeholders X Reputation X Research Enterprise ☐Safety X Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act General Faculties Council GFC Programs Committee Terms of Reference	

Attachments:

1. Calendar - Ethics and Academic Citizenship Requirement
2. New Courses - Ethics and Academic Citizenship Requirement
3. Course Description and Module Structure
4. Additional Information: Overview, Mapping, and Transition Overview - Images

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

Item: Ethics and Academic Citizenship Requirement
(formerly titled the Academic Integrity and Ethics
Training Requirement)
Date: January 28, 2021 (Course numbers added on Feb. 25, 2021; Friendly Amendment
updated on April 22, 2021)

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

CURRENT	PROPOSED
Regulations of the Faculty of Graduate Studies and Research	**Regulations of the Faculty of Graduate Studies and Research**
[…]	[…]
~~Academic Integrity and Ethics Training~~ Requirement	**Ethics and Academic Citizenship Requirement**
~~The University of Alberta expects~~ graduate students, as members of the University community, to uphold the highest degree of ethical practice in the conduct of their education, research, and professional activities.	Graduate students, as members of the University of Alberta community, are expected to uphold the highest degree of ethical practice in the conduct of their education, research, workplace behaviour, and professional activities.
Students are responsible for understanding ~~and following the various~~ policies and practices ~~mandated by the University (~~including~~, but not limited to,~~ the Code of Student Behaviour, the Discrimination and Harassment Policy, the Research and Scholarship Integrity Policy, the Animal Ethics Policy, the Standards for the Protection of Human Research Participants, ~~and~~ the Conflict of Commitment and Conflict of Interest Policy)~~, FGSR-specific guidelines and expectations,~~ departmental guidelines and expectations, Tri-Council or other funding bodies ethical requirements, and any ethical codes mandated by the students' professional governing body.	Graduate students are responsible for understanding their rights, responsibilities, and obligations and for adhering to approved university policies and practices including the Code of Student Behaviour, Intellectual Property Guidelines for Graduate Students and Supervisors, Discrimination and Harassment and Duty to Accomodate Policy, Research and Scholarship Integrity Policy, Animal Ethics Policy, Standards for the Protection of Human Research Participants, Conflict of Commitment and Conflict of Interest Policy, and Sexual Violence Policy, among others. Graduate students are also responsible for meeting departmental guidelines and expectations, Tri-Council or other funding bodies ethical requirements, and any

ethical codes mandated by a student's professional governing body.

The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understands what it means to act with integrity, and are equipped to conduct themselves in ways that uphold the values of the University of Alberta.

To meet this requirement, graduate students will complete the following by the end of the first term of registration in their degree program:

Master's Course Based and Thesis

- The six hour, online, non-credit course INT D 710 - Ethics and Academic Citizenship

Doctoral

- The six hour, online, non-credit course INT D 710 - Ethics and Academic Citizenship
- The two hour, online, non-credit course INT D 720 - Advanced Ethics and Academic Citizenship

Doctoral students who completed their Master's degree at the University of Alberta and previously passed INT D 710 Ethics and Academic Citizenship are only required to take INT D 720 - Advanced Ethics and Academic Citizenship.

If a student does not complete the above noted courses by the end of their first term of registration in their degree program, their registration in subsequent terms will be restricted until such time as the course(s) is completed and/or a plan for completion is submitted by the student to the Faculty of Graduate Studies and Research. Note: FGSR will send students reminders to complete the requirement prior to the end of their first term (if not completed already).

Ethics ~~training~~ is ~~a critical~~ part of ~~the education of all graduate students and in addition to their required ethics training~~ students are expected to seek opportunities to broaden their knowledge of ethics and good practice ~~early in~~ their programs. ~~Like all members of the University community, graduate students should be aware that they will be held accountable for their actions under these various codes even if they have not yet completed their required ethics training or are acting on the advice of others.~~

The INT D 710 Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: land acknowledgement, academic integrity, plagiarism, introduction to research ethics, conflict of interest, and workplace ethics and self-care.

The INT D 720 Advanced Ethics and Academic Citizenship course provides advanced treatment of ethical principles, including: Indigenization, academic citizenship, research and scholarship, , and ethical principles in university teaching.

For information about INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship, students should refer to the FGSR website at: <<Link: https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics/index.htm>>

The Ethics and Academic Citizenship Requirement is a minimum institutional requirement mandated by the Faculty of Graduate Studiesand Research and does not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies. All graduate students are responsible for completing the requirement to successfully complete their course work and/or the conduct of research.

Ethics education is an integral part of all graduate programming. In addition to the Ethics and Academic Citizenship Requirement, students are expected to seek opportunities to broaden their knowledge of ethics and good practice throughout their programs.

~~Graduate degree requirements include a mandatory component that provides training in the areas of academic integrity and ethics.~~ ~~The normal requirements of this training component will include participation in activities such as workshops, presentations, discussion groups and course work related to each of the following areas:~~ ~~1. Intellectual Property Guidelines for Graduate Students and Supervisors www.uofa.ualberta.ca/graduate-studies/about/graduate-program-manual/section-10-intellectual-property~~ ~~2. The University of Alberta Research and Scholarship Integrity Policy https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/Research.aspx~~ ~~3. The relevant Tri-Council and Canadian Council on Animal Care requirements for ethics approval for research-including emphasis on the limitations of the requirements, i.e., for which areas of research is ethics approval necessary.~~ ~~To fulfil these requirements, each student is normally expected to complete the equivalent of at least eight hours of structured academic activity for this training component. Students should consult the department for guidance about specific requirements for ethics training and refer to the FGSR website at https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics.~~ […]	[…]
Justification: Approved by: Policy Review Committee - February 3, 2021 FGSR Council - February 17, 2021	

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Item: Ethics and Academic Citizenship Requirement Courses

Date: February 8, 2021 (Course numbers updated Feb. 25, 2021)

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

CURRENT	PROPOSED
*NEW COURSE	**INT D 710 Ethics and Academic Citizenship** **[*0; fi 0]** **(to be completed in a student's first term but offered in all terms, unassigned)** **[Faculty of Graduate Studies & Research]** This 6-hour Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: academic integrity, plagiarism, introduction to research ethics, conflict of interest, and workplace ethics and self-care. Master's students who have already completed the INT D 710 Ethics and Academic Citizenship course and pursue a second master's degree are not required to repeat the course.
Justification: See Explanatory Memo / Governance Executive Summary Approved by: FGSR Council Feb. 17, 2021 [Pending Approval]	

CURRENT	PROPOSED
*NEW COURSE	**INT D 720 Advanced Ethics and Academic Citizenship** **[*0; fi 0]** **(to be completed in a student's first term but offered in all terms, unassigned)** **[Faculty of Graduate Studies & Research]** This 2-hour course provides advanced treatment of ethical principles, including: research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching. While this advanced course is only required for all Doctoral students at the Uof A, it is open to any graduate students who have already completed the INT D 710 Ethics and Academic Citizenship course, and who wish to participate in the advanced modules. Prerequisite: INT D 710

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH

ETHICS AND ACADEMIC CITIZENSHIP REQUIREMENT
Course Descriptions, Module Structure, Outcomes, and Supporting Resources

INT D 710 Ethics and Academic Citizenship Course Overview
INT D 720 Advanced Ethics and Academic Citizenship Course Overview

Requirement Summary:

Graduate students, as members of the University of Alberta community, are expected to uphold the highest degree of ethical practice in the conduct of their education, research, workplace behaviour, and professional activities. The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understands what it means to act with integrity, and are equipped to conduct themselves in ways that uphold the values and policies, and practices of the University of Alberta.

The Ethics and Academic Citizenship Requirement will be fulfilled with two online, zero-credit courses, including: INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship. Modular in design, the courses will adhere to principles of universal design for learning and will include assessments of learning. The design of these courses align with guidance and feedback gathered through extensive campus consultation and an environmental scan of UofA resources and external institutions with ethics training as a bonafide requirement. FGSR will lead the development and implementation of these courses in consultation and partnership with key stakeholders as outlined below.

Reference Documents:

Thesis-Based Master's and PhD Learning Outcomes
Learning Outcomes and Quality Assurance

INT D 710 ETHICS AND ACADEMIC CITIZENSHIP

(Masters and Doctoral Students | 6 Hours | online, zero-credit)

COURSE DESCRIPTION
INT D 710 Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: academic integrity, plagiarism, research ethics, conflict of interest, and workplace ethics and self-care.

COURSE OBJECTIVES
Equip graduate students with a basic understanding of university policy, including their rights and responsibilities Provide foundational knowledge of the behavioural expectations that support academic integrity, ethical research, and and atmosphere of safety and dignity for all members of the University of Alberta

INTENDED LEARNING OUTCOMES
Identify ethical concerns related to academic citizenship, including: relationship with land, academic integrity and research ethics, information and data handling, workplace ethics and self-care Define, recognize, analyse ethical matters related to academic citizenship

MODULE 1: INTRODUCTION		
Time	AoL	Module Breakdown
.12	0	1.0 Introduction to ethics and academic citizenship and why it matters
		1.1 Overview of course objectives and outcomes

Supporting Resources/Resources on Hand
The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI) (2021)
University of Alberta: Vision, Mission, and Values

MODULE 2: LAND ACKNOWLEDGEMENT AND RELATIONSHIP WITH LAND

Time	AoL	Module Breakdown	Intended Learning Outcomes
.25	.12	1.0 Land Acknowledgement	
		1.1 Why do we have a land acknowledgement [FMNI]	Explain why land acknowledgement is important as a member of the university community Define key terms related to Indigenous-settler relations Explore your relationship to land and Indigenous communities
		1.2 What does it mean to live, work, research, and study with the land	Identify responsibilities members of the university community have as they live, work, research and study with the land

Campus Consultation/Design Partners

Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning
Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic
Florence Glanfield, Vice-Provost--Indigenous Programming and Research
Indigeneous Research Task Force
Kisha Supernant, Co-lead, Situated Knowledges (Anthropology)
Adam Gaudry, Faculty of Native Studies
Sean Robertson, Faculty of Native Studies

Supporting Resources/Resources on Hand

Acknowledgement of Acknowledgement of Traditional Territory
What is Reconciliation?
Team ReconciliAction YEG (2018) "As Long as The Sun Shines, The Grass Grows and The River Flow," *Faculty Blog*, Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021,
https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flows.html

Resources for Further Investigation:

Territorial Acknowledgements
Indigenous Canada MOOC, Faculty of Native Studies
First Nations, Métis, Inuit Subject Guides
Aboriginal/Indigenous Resources
North Campus Indigenous Student Services (First Peoples' House)

MODULE 3: ACADEMIC INTEGRITY

Time	AoL	Module Breakdown	Intended Learning Outcomes
.75	.25	3.1 What is the Code of Student Behaviour (CoSB) and why is it in place?	Define who is a student under the CoSB Describe students' rights and responsibilities under the code Outline the sections of the code Identify possible consequences of cheating to the student, field of study and university Describe the disciplinary process and the various sanctions that can be applied Identify campus resources that support students in aligning their behaviour with the CoSB and resources that support students facing an allegation
		3.2 Cheating under the CoSB	Define cheating under the CoSB Distinguish cheating from other violations under the CoSB
		3.2 Misuse of Confidential Materials	Define misuse of confidential materials under the CoSB
		3.3 Misrepresentation of facts	Define misrepresentations of facts under the CoSB
		3.4 Bribery	Define bribery the CoSB

Campus Consultation/Design Partners
Bryan Hogeveen, Vice-Dean, FGSR

Remonia Stoddart-Morrison, Student Ombuds

Supporting Materials and/or Resources on Hand
Code of Student Behaviour
Graduate Ethics Training (GET) FGSR (Online Course)
Code of Student Behaviour and Your Graduate Studies: What you Need to Know, Academic Integrity and Ethics Training Series (FGSR, hybrid workshop, 2 hours)

Resources for Further Investigation
Code of Student Behaviour
Academic Success Centre
Research and Writing Library Guide
UofA Libraries Foundational Tutorials

MODULE 4: CITING THE WORK OF OTHERS

Time	AoL	Module Breakdown	Intended Learning Outcomes
1	.25	4.1 Why do we cite the work of others?	Describe why citing the works of others is important students, readers, and researchers
		4.2 What is Plagiarism?	Define plagiarism and identify potential consequences of plagiarism as it relates to the University of Alberta Code of Student Behaviour List the types of plagiarism and evaluate writing examples for plagiarism Identify common reasons students plagiarize Identify strategies to avoid plagiarism Differentiate between material that does and does not need to be cited
		4.3 When and how to cite: The Basics	Differentiate between material that does and does not need to be cited Identify correct strategies for paraphrasing and evaluate examples Identify different citation styles used in academic writing

Campus Consultation/Design Partners
Mebbie Bell, Director, Academic Success Centre
Stephen Kuntz, Associate Director, Academic Success Centre

Supporting Materials and/or Resources on Hand
Code of Student Behaviour
To Your Credit (CTL)
FGSR Understanding and Avoiding Plagiarism (2 hour online course)
Graduate Ethics Training (GET) FGSR (Online Course)

Resources for Further Investigation:
To Your Credit (CTL)
Avoiding Plagiarism (2 hour online course) [transition course to focus on paraphrasing and summarizing]
Academic Success Centre
Citation Guides, UAlberta Libraries

MODULE 5: INTRODUCTION TO RESEARCH ETHICS

Time	AoL	Module Breakdown	Intended Learning Outcomes
1	.25	5.1 Introduction to Research Ethics	Define research integrity Described why research integrity is important the field of study, individual researcher, and institution Explain how research ethics emerged and why research ethics is important to both human and animal research Explain who is responsible for research ethics Identify when ethics approval is needed Identify campus resources that support and provide expertise in the ethical conduct of research
		5.2 Indigenous Research	Explain the ethical imperative of Indigenous involvement in research Identify the role of Indigenous knowledge in research design, implementation and outputs

			Explain the importance of community engagement in Indigenous research List three key skills for building respectful relationships with Indigenous community, particularly in relation to post-TRC responsibilities at the University of Alberta Explain the importance of Indigenous knowledge systems

Campus Consultation/Design Partners

Susan Babcock, Director, Research Ethics Office

Charmaine Kabatoff, REB Consultant, Research Ethics Office

Indigeneous Research Task Force Florence Glanfield, Vice-Provost--Indigenous Programming and Research)

Jennifer Ward, Lead Ed. Developer, Indigeneous Focus

Kisha Supernant, Co-lead, Situated Knowledges (Anthropology)

Adam Gaudry, Faculty of Native Studies

Sean Robertson, Faculty of Native Studies

Anne Carr-Wiggin, Native Studies Librarian

Supporting Resources/Resources On Hand

Guidelines for Authorship

Guidelines for Ownership of Research Materials

Graduate Student Supported by Research Contracts or Affiliated

Academic and Research Integrity (FGSR, 1 hour online course)

Graduate Ethics Training (GET) FGSR (Online Course)

Truth and Reconciliation Commission

Resources for Further Investigation:

Foundational Research Tutorials

Research Ethics Office

TCPS 2 Tutorial Course on Research Ethics (CORE)

CITI Courses

Part 1: Ethics of Animal Use

Part 2: Species and Procedure/Technique Training

Truth and Reconciliation Commission of Canada

Residential Schools Library Guide

Indigenous Canada MOOC, Faculty of Native Studies

MODULE 6: CONFLICT OF INTEREST

Time	AoL	Module Breakdown	Intended Learning Outcomes
.75	.25	6.1 Student-supervisor Relationships	Describe strategies for establishing and maintaining a strong relationship with your graduate supervisor Explain strategies understanding and setting expectations, roles, and responsibilities with your supervisor Identify strategies that support effective student-supervisor communication Describe strategies that support productive conflict resolution Identify campus resources that support graduate students with their supervisory relationship Analyse cases studies related to the student-supervisor relationship
		6.2 Intellectual Property	Define intellectual property as it relates to intellectual, artistic, and entrepreneurial creations and innovations Distinguish between copyright and patents Describe key components the University of Alberta's intellectual policy as it relates to graduate students' research, discoveries, and/or invention Explain graduate students' rights to intellectual property as outlined in the University of Alberta's Intellectual Property Guidelines
		6.3 Intellectual Property: Copyright	Explain who has the rights to content protected by copyright in their thesis and why List three options graduate students have related to including third party content in their theses

			Identify when it is appropriate to conduct a preliminary fair dealing assessment related to using third party content in your thesis. Identify resources to support students in interpreting policies and author agreements relevant to their published articles; and

Campus Consultation/Design Partners:
Vicki Ruétalo, Associate Dean, FGSR
Remonia Stoddart-Morrison, Student Ombuds
Amanda Wakaruk, Copyright Office
FGSR Decanal Team

Supporting Resources/Resources on Hand:
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
Intellectual Property Guidelines for Graduate Students and Supervisors
Frequently Asked Questions about Inventions and Commercialization at the University of Alberta
Research and Scholarship Integrity Policy
Copyright and Your Graduate Studies, Academic Integrity and Ethics Training Requirement Series (FGSR, hybrid workshop)
Graduate Ethics Training (GET) FGSR (Online Course)

Resources for Further Investigation:
Intellectual Property Guidelines for Graduate Students and Supervisors
Frequently Asked Questions about Inventions and Commercialization at the University of Alberta
Research and Scholarship Integrity Policy
Intellectual Property--An Entrepreneur's Guide (FGSR Online Course)
Copyright Office, UAlberta

MODULE 7: WORKPLACE ETHICS AND SELF-CARE

Time	AoL	Module Breakdown	Intended Learning Outcomes
0.75	.25	7.1 Policy and legislation frameworks that support inclusive approaches	Identify the rights and responsibilities of students and employees, as they relate to human rights in learning and work spaces Identify the connection between human rights and accommodation, and inclusive learning and work spaces Define the terms: equity, diversity, inclusion, intersectionality, and oppression Define accessibility and universal design Identify strategies to support an inclusive approach
		7.2 Discrimination, Harassment and Duty to Accomodate	Define the terms discrimination, harassment, and accomodation Identify key components of the Discrimination, Harassment, and Duty to Accommodate policy Explain the value of cultivating an inclusive learning and work spaces Analyse case studies related to the Discrimination, Harassment, and Duty to Accommodate policy Analyze cases studies related to discrimination, harassement and duty to accomodate
		7.3 Sexual Violence Policy	Define sexual violence Define consent Define the difference between a disclosure and a complaint List the options available for survivors of sexual violence
		7.4 Ethics of Self-Care	Explain the ethical imperative of self-care as a member of the academic community Describe how self-care is connected to an individual's ability to manage personal conduct, including workplace ethics, and ethical standards that govern the academic community Describe strategies for self-care including setting, monitoring and revising milestones

			Describe how understanding your rights relates to self-care Identify campus resources that support students' self-care, personal conduct and ethical behaviours

Campus Consultation/Design Partners

Deb Erekes, Student Conduct and Accountability

Sexual Assault Centre

Donnell Willis, Advisor, Office of Safe Disclosure

Evelyn Hamdon, Senior Advisor, Equity and Human Rights, Office of the Provost and Vice-President (Academic)

Remonia Stoddart-Morrison, Student Ombuds

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

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

Inclusive Work and Learning Spaces: Policy and Practices, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.75 hours)

Responding to Sexual Violence at the University of Alberta, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.5 hours)

Episode 2: Scholars in a Dangerous Time: Loneliness, Isolation and COVID-19, Postcase, FGSR Grad School Confidential, December 2021

Episode 3: Hitting the Wall: On Burnout in Grad School, Podcast, FGSR Grad School Confidential, February 2021

Resources for Further Investigation

Grad School Confidential

Sexual Violence Information and Resources

Sexual Assault Centre

Discrimination, Harassment and Duty to Accommodate Policy

Sexual Violence Policy

Suicide Prevention Training (QPR)

Office of Safe Disclosure and Human Rights

Education, Office of Safe Disclosure and Human Rights

Student Services

Strategic Plan for EDI, UAlberta

6	COURSE TOTAL

INT D 720 ADVANCED ETHICS AND ACADEMIC CITIZENSHIP

(Doctoral Students | 2 Hours | zero-credit, online [optional for Masters Students])

Course Description: INT D 720 Advanced Ethics and Academic Citizenship provides advanced treatment of ethical principles, including: research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching.

Prerequisite: INT D 710 Ethics and Academic Citizenship

Course Objectives:

Equip graduate students with a basic understanding of university policy, including their rights and responsibilities

Provide doctoral students with a deeper understanding understanding of academic citizenship, including duties, responsibilities and values as it relates to their personal conduct, research and scholarly activities, and role as educators

Intended Learning Outcomes:

Identify ethical concerns related to indigenizing and decolonizing the academy, academic citizenship, research and scholarship integrity, ethical principles in university teaching

Define, recognize, analyse ethical matters related to indigenization, research and scholarship integrity, academic citizenship, and teaching and learning

Module 1: Introduction to Advanced Ethics and Academic Citizenship

Time	Module Breakdown	Intended Learning Outcomes
.12	1.0 Introduction to Ethics and Academic Citizenship as a Doctoral Student 1.2 Overview of course objectives and outcomes	

Module 2: Land Acknowledgement and Indigenization

Time	Module Breakdown	Intended Learning Outcomes
.25	1.0 Land Acknowledgement	
	1.1 Indigenizing and Decolonizing the Academy	Explain TRC of Canada's *Calls to Action* (2015) Describe three approaches to indigenization within post-secondary institutions (indigenous inclusion, reconciliations indigenization, decolonial indigenization) that attempt to response to the TRC *Calls to Action*

Campus Consultation/Design Partners

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

Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic

Indigeneous Research Task Force

Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning

Adam Gaudry, Faculty of Native Studies

Sean Robertson, Faculty of Native Studies

Anne Carr-Wiggin, Native Studies Librarian

Supporting Resources/Resources on Hand

Acknowledgement of Traditional Territory

What is Reconciliation

Adam Gaudry and Danielle Lorenz (2018) "Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy," *AlterNative*, 14(3) 218-227.

Team ReconciliAction YEG (2018) "As Long as The Sun Shines, The Grass Grows and The River Flow," *Faculty Blog*, Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021.

https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flows.html

Mae Cook, Jordan (2019) "What do people really mean when they say 'indigenization'? *Folio (*21 February 2019), Accessed 5 February 2021. https://www.ualberta.ca/folio/2019/02/what-do-people-really-mean-when-they-say-indigenization.html

Resources for Further Investigation

Indigenous Canada MOOC, Faculty of Native Studies

Truth and Reconciliation Commission, UAlberta Libraries

First Nation, Métis, and Inuit Subject Guide, UAlberta Libraries

Indigenous Research Guide, UAlberta Libraries

MODULE 3: ACADEMIC CITIZENSHIP

Time	Module Breakdown	Intended Learning Outcomes
0.25	3.0 What is academic citizenship	Define academic citizenship

	3.1 What duties, behaviours, attitudes, and values characterize academic citizenship	Identify duties, behaviours, attitudes, and values characterize academic citizenship Analyze case studies that explore issues related to academic citizenship

Campus Consultation/Design Partners

FGSR Decanal Team

Mebbie Bell, Academic Success Centre

Chris Hackett, Student Conduct and Accountability

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

Supporting Resources/Resources on Hand

The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI)

Bruce Macfarlane (2007) Defining and Rewarding Academic Citizenship: The implications for university promotions policy, *Journal of Higher Education Policy and Management*, 29:3, 261-273, DOI: 10.1080/13600800701457863

Academic Career Pathways: Case studies across the Academic Pathways Criteria, The University of Sheffield

Resources for Further Investigation

The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI)

Bruce Macfarlane (2007) Defining and Rewarding Academic Citizenship: The implications for university promotions policy, *Journal of Higher Education Policy and Management*, 29:3, 261-273, DOI: 10.1080/13600800701457863

MODULE 4: RESEARCH AND SCHOLARSHIP INTEGRITY

Time	Module Breakdown	Intended Learning Outcomes
.75	5.0 Research and Scholarship Integrity	Explain excellence in research is critical to the field of study, the university, and society Explain the purpose of the Research and Scholarship Integrity Policy Outline the responsibilities of researchers and scholars Outline the responsibilities of the principle investigator List behaviours defined as misconduct in research scholarship
	5.1 Intellectual Property and Your Graduate Research	Define intellectual property Explain the University of Alberta's intellectual property policy as it relates to graduate students' various research roles Identify supervisors' rights to students' discovery/invention Explain who owns data produced in a students' thesis Identify resources to support students should a dispute arise with respect to intellectual property and/or co-authorship

Campus Consultation/Design Partners

Susan Babcock, Director, Research Ethics Office

Charmaine Kabatoff, REB Consultant, Research Ethics Office

FGSR Decanal Team

Supporting Resources/Resources on Hand

Intellectual Property Guidelines for Graduate Students and Supervisors

Frequently Asked Questions about Inventions and Commercialization at the University of Alberta

Guidelines for Authorship

Guidelines for Ownership of Research Materials

Graduate Student Supported by Research Contracts or Affiliated Institutions

FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course)

Graduate Ethics Training (GET) FGSR (Online Course)

Research and Scholarship Integrity Policy

Human and Animal Research Ethics, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.5 hours)

Resources for Further Investigation

CITI: Responsible Conduct of Research (Ethics Credit: 2.5 hours)

CITI: Good Clinical Practice: Social and Behavioral Research Best Practices for Clinical Research (Ethics Credit: 2.5 hours)

CITI: Good Laboratory Practice (Ethics Credit: 2.5 hours)

CITI: Biomedical Basic (Ethics Credit: 2.5 hours)

TCPS 2 Tutorial Course on Research Ethics (CORE) [Human Research Ethics] (Ethics Credit: 3 hours)

FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course)

Intellectual Property Guidelines for Graduate Students and Supervisors
Graduate Program Manual: Intellectual Property
Frequently Asked Questions about Inventions and Commercialization at the University of Alberta

MODULE 5: ETHICAL PRINCIPLES IN UNIVERSITY TEACHING

Time	Module Breakdown	Intended Learning Outcomes
.75	6.0 Twin Pillars of Ethical Teaching in University Teaching 6.1 Indigenizing and Decolonizing the Classroom 6.2 Assessment and Grading Policy	Describe the ethical areas of responsibility held when teaching in the university setting Explain what it means to indigenize and decolonize the classroom Identify strategies that support inclusion Outline the key features of the assessment and grading policy Analyze case studies focused on ethical issues in university teaching

Campus Consultation/Design Partners
Chris Hackett, Student Conduct and Accountability
Bryan Hogeveen, Vice-Dean, FGSR
Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning
Cosette Lemelin, Assistant Director, Centre for Teaching and Learning
Lead Educational Developer, Assessment and Evaluation, Centre for Teaching and Learning
John Nychka, Vice-Provost, Teaching Initiatives

Supporting Resources/Resources on Hand
Intellectual Property Guidelines for Graduate Students and Supervisors
Graduate Program Manual: Intellectual Property
FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course)
Ethical Principles in University Teaching, Graduate Teaching and Learning Program (GTLP), Level 1 Workshop (1.75 hours)
Decolonizing and Indigenizing the Academy, GTLP, Level 1 Hybrid Workshop (1.75 hours)
Fundamentals of Grading and Assessment, GTLP, Level 1Hyrbrid Workshop (2 hours)

Resources for Further Investigation
Graduate Teaching and Learning Program
Centre for Teaching and Learning
STLHE Ethical Principles in University Teaching
Assessment and Grading Policy
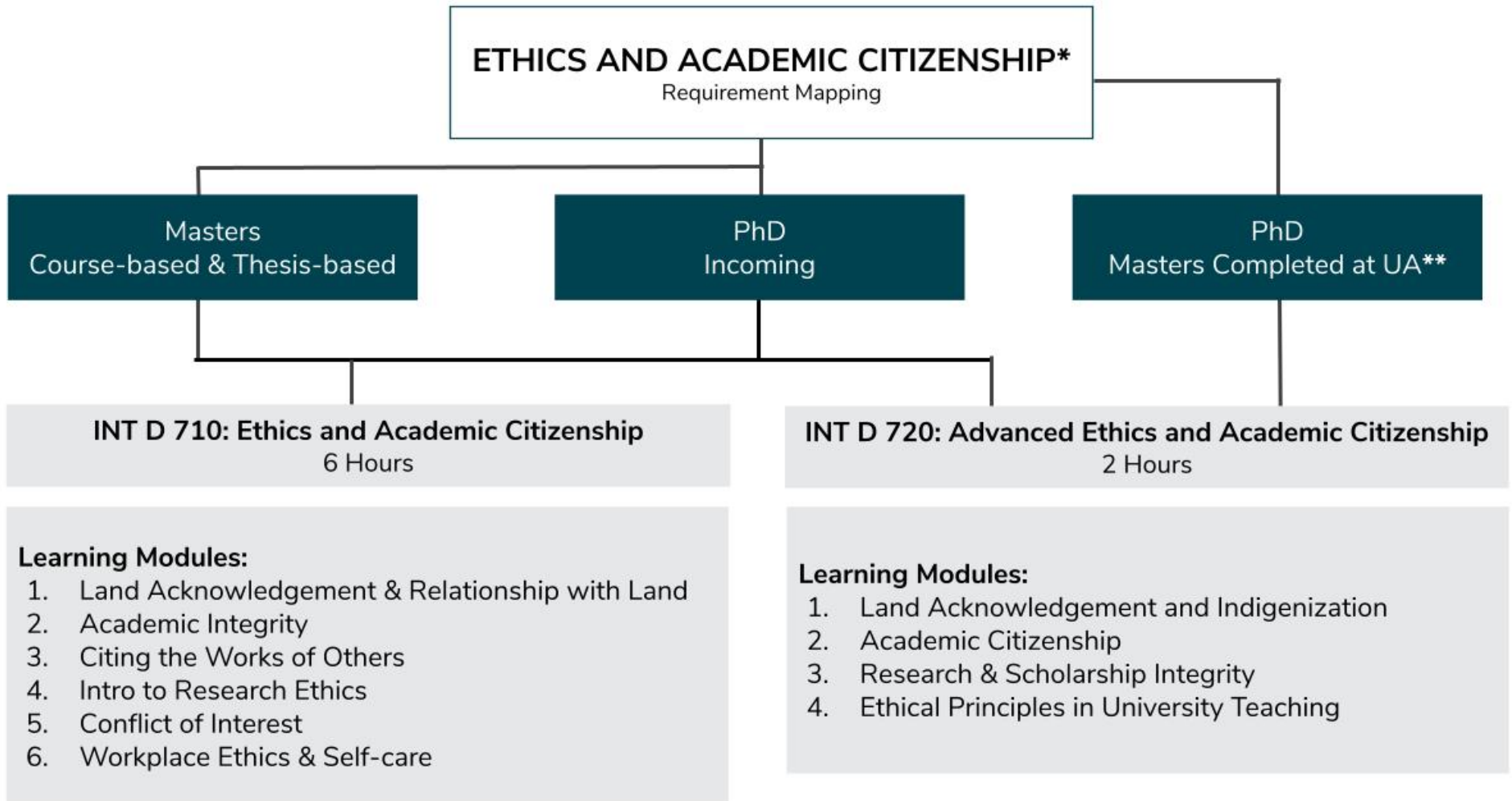Access to Evaluative Course Material Procedure
Grading Procedure
Indigenous Canada MOOC, Faculty of Native Studies

MODULE 7: AOL

.25	Final Course Assessment (see ILOs outlined above for assessment strategies)
2	**COURSE TOTAL**

ETHICS AND ACADEMIC CITIZENSHIP*
Requirement Mapping

Masters
Course-based & Thesis-based

PhD
Incoming

PhD
Masters Completed at UA**

INT D 710: Ethics and Academic Citizenship
6 Hours

INT D 720: Advanced Ethics and Academic Citizenship
2 Hours

Learning Modules:
1. Land Acknowledgement & Relationship with Land
2. Academic Integrity
3. Citing the Works of Others
4. Intro to Research Ethics
5. Conflict of Interest
6. Workplace Ethics & Self-care

Learning Modules:
1. Land Acknowledgement and Indigenization
2. Academic Citizenship
3. Research & Scholarship Integrity
4. Ethical Principles in University Teaching

*Failure to complete requirement in first term will result in registration being blocked
**Student must have taken INT D 710: Ethics and Academic Citizenship

FGSR Council: January 20, 2021

Additional Information: Ethics and Academic Citizenship Requirement
Overview

Approved by FGSR Council, February 17, 2021 for implementation Fall 2022

6XX Ethics and Academic Citizenship

Format & Delivery

- Online, non-credit course
- Offered in eClass
- Designed in compliance with universal & accessibility principles

Timeline & Tracking

- Should be completed within the first term
- Appears on the student's transcript
- Streamlines the tracking and administration of the requirement and reduces workload for departments

Curriculum & Content

- Academic Integrity, Plagiarism
  Intro to Research Ethics
  Conflict of Interest
  Workplace Ethics and Wellbeing
  (all students)
- Research and Scholarship
  Intellectual Property
  Ethical Practices in University Teaching
  Academic Citizenship
  (PhD students)

FGSR's minimum institutional requirement and does not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies.

Transition Plan for Current Students

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH

Current Programming will continue until August 31, 2022

Academic Integrity and Ethics Training Series

Online courses (eClass)

- GET Course
- Understanding and Avoiding Plagiarism
- Academic and Research Integrity
- Intellectual Property

Other (such as):

- TCPS 2 Tutorial Course on Research Ethics
- CITI Courses
- Departmental Offerings used for the fulfilment of the FGSR Requirement

Communication Channels to Support Requirement Transition

Shortlist for Students

Shortlist for Staff

Special announcements

Listservs (GPAC, FGSR Council)

eClass announcements

FGSR social media

FGSR website

All current students are encouraged to complete the new requirement; however, they will be given one year to meet the requirement under the old calendar entry. After August 31, 2022, students will be required to meet the new calendar guidelines.

FGSR Council: January 20, 2021

Consultation Overview

| Advisory Group October 16, 2020 | GEFAC (1) December 3, 2020 | PRC (1) January 6, 2021 | FGSR Council (1) January 20, 2021 | GEFAC (2) January 28, 2020 | GPST January 28, 2020 | PRC (2) February 3, 2021 | FGSR Council (2) February 17, 2021 |

Consultation

Advisory Group members representing five faculties:

Arts
Science
Native Studies
Engineering
Medicine

Campus Partners:

Research Ethics Office
Copyright Office
Academic Success Centre
Student Ombuds Service
Student Conduct and Accountability

Vice-Provost Indigenous Programming & Research

Vice-Provost Learning Initiative

Envionmental Scan

Guelph
Manitoba
McMaster
John Hopkins
Toronto
Waterloo

Question from GFC Elected Faculty Member Kathleen Lowrey on the Facilities Development Committee (FDC)

As you know, many meetings of the GFC Facilities Development Committee have been cancelled over the past year (most recently, that planned for March 18th). This despite the fact that an enormously contentious issue relevant to its functioning has been roiling the wider University community: the demolition of the Ring Houses. As you will recall, at the February 11 meeting I asked whether, if the entire committee voted against the demolition of the Ring Houses, such a vote would carry any force. It was a hypothetical question, as I had not polled the membership of the Committee and had no idea how they would vote (nor was I a partisan on the question – I have not been at all involved in any side of the Ring House controversy). Andrew Sharman replied that no, it would not, because ultimately the decision about demolition is his to make.

At this meeting, we received a very long presentation / report about the progress of the Dent-Pharm renovations. As I noted at that time, I have been on the committee for less than one year yet this was already the third such long presentation / report for information for which I had played audience member during that time.

My question is: why does the GFC Facilities Development Committee exist? It has neither decision-making powers nor has it been regularly convened on a consultative basis even at a moment when its normally unshowy business has become widely contentious across the campus, the city, and even the province.

Response from Wendy Rodgers, Deputy Provost and Chair of FDC

FDC has the delegated authority from the Board and from GFC to approve General Space Programs for Academic Units and to approve proposals concerning design and use of all new facilities and repurposing of existing facilities. Over its long history, there have been periods of intense growth where FDC had a greater volume of approvals. There are natural periods of growth and stability and, given the current situation of the University, there are fewer items that require decisions from FDC. The authorities for decision-making on facilities and development lay with the Board, the Vice-President (Facilities and Operations), and other senior administrators. At present, most facilities-related decisions are those that exist within the authorities delegated to Administration.

Question from GFC Elected Faculty Member Kathleen Lowrey on Nominating Committee

Earlier this term, I was asked by a colleague to put my name forward for the GFC's Nominating Committee and did so. I received word on February 25th, that I had not been selected. I sent a follow-up inquiry to the Committee's chair, Jonathan White, and learned that the Nominating Committee still had two open spots: meaning that the decision not appoint me was not the outcome of a competitive vote among candidates but a direct rejection of my candidacy. He elaborated as follows:

> "I would like to thank you for putting your name forward to serve. The Nominating Committee takes into account a lot of different factors when recommending a name for a particular committee, as set out in our Terms of Reference. We do occasionally recommend that a seat is left temporarily unfilled in the hope of improving a committee's composition in the future."

I'm interested to learn more about these criteria of "improved composition" and, in particularly, how this aligns with the new EDI policies approved by GFC last year. As the record will show, I was the only faculty member of GFC to vote against the passage of that suite of policies. My concern was, precisely, that these would give rise to ideological litmus tests that have no place on a university campus. Because of my feminist critique of the replacement of "sex" with "gender" in these policies, I anticipated – quite rightly as events were to show – that EDI policies would be grounds for blackballing ideologically non-compliant faculty within the University.

My question is: on what criteria did I fail to potentially "improve" the composition of the Nominating Committee?

Response from Dr Jonathan White, Chair GFC Nominating Committee and Elected member, Faculty of Medicine and Dentistry

Many thanks for this question.

The Terms of Reference and Membership Replenishment Procedures of the Nominating Committee are posted here and the Principles for GFC Standing Committee Composition are posted here.

From the Terms of Reference: "in putting forward its recommendations, the Committee will ensure the best possible match between prospective members and the committees to which they are nominated, and ensure the broadest possible base of representation and diversity."

When preparing their recommendations to GFC, members of the Nominating Committee consider a range of factors including the materials submitted by each nominee, current committee composition, and the length of time remaining in the academic year. Decisions on recommendations to be put forward are taken by a majority vote.

I hope this information is helpful, and thanks once again for offering to serve our University community in this way.

Question from GFC Elected Faculty Member Carolyn Sale on Library Databases

Over the last year, many library databases have been cut. A list of the cut databases is here:
https://www.library.ualberta.ca/about-us/collection/budget

(a) Is this list comprehensive and fully up-to-date?
(b) How were the databases that have been cut selected?
(c) What are the total savings from the databases that have been cut?
(d) What analysis has been done on the impact of these cuts across Faculties? Which Faculties are affected, and to what degree? How is the library assessing these impacts?

Response from Dale Askey, Vice-Provost (Library & Museums) and Chief Librarian and librarians of the Collection Strategies Unit

A. Yes and yes.
B. The Collection Strategies librarians make these decisions based on a number of factors, including data that indicates level of usage and thus cost per use, but also the degree to which the resource may duplicate content available via other licensed resources. This analysis is an ongoing facet of their work as they manage a large and complex collections budget.
C. In FY20-21 the total reduction in expenditures for ongoing resources (e.g. databases, journals) was $2M.
D. Many of the resources the Library licenses for the University are inherently interdisciplinary in scope, and the degree to which cancellation of resources on the list noted above affect a given Faculty is likely impossible to ascertain with any certainty. Librarians have made carefully considered decisions based on data, and take seriously any concerns raised by faculty.

Question from GFC Elected Faculty Member Carolyn Sale on Future Cuts to Library Holdings

The library page "Collections Budget Update" states the following:

> The next phase for FY 2021 will involve reviewing various categories of ongoing expenditures (e.g., databases, e-journal and e-book packages, remaining print journals) and making cancellation decisions based on data and consultation. We will also reduce the number of print books purchased by the library.

It also states: "As reductions continue, consultation with faculty may be undertaken to inform more difficult decisions."

What are the plans for these consultations?

Response from Dale Askey, Vice-Provost (Library & Museums) and Chief Librarian and librarians of the Collection Strategies Unit

Depending on the nature of the decision that needs to be made, academic librarians consult with faculty in subject specific areas. Librarians have been undertaking this type of collegial consultation on an ongoing basis.

Question from GFC Elected Faculty Member Carolyn Sale on Telus 5G Living Lab

On 23 March 2021, the University announced a five-year "partnership" with Telus for a 5G "living lab." The *Folio* article claims that Telus's $15 million "investment" will:

> help the university prioritize research projects with a direct path to public or commercial viability in the areas of precision agriculture and autonomous vehicles, with potential subsequent partnerships in precision health, virtual medicine and smart cities. It will also leverage strengths in artificial intelligence and machine learning to deliver innovation and technology solutions in these areas.

Is the University's contract with Telus publicly available? If not, could the General Faculties Council please receive a copy of it in advance of its meeting of 26 April 2021?

Response from Vice-President (External Relations) and Vice-President (Research and Innovation) portfolios

The agreement with TELUS is a Memorandum of Agreement (MOA) and it is marked as a confidential document. An MOA is the first step in developing an overarching collaboration or master agreement between the University and TELUS that will identify more detailed terms that will be consistent with University of Alberta policies and practices. As will be outlined in the collaboration or master agreement, individual research projects will be described and executed/signed via subsequent research agreements with individual research teams. Any decisions about involvement in research activities related to the TELUS 5G Living Lab will be at the discretion of individual researchers. All agreements will undergo legal review to ensure consistency with University of Alberta policies and procedures, and with the overarching collaboration or master agreement.

Question from GFC Elected Faculty Member Sue-Ann Mok on FGSR Supervisory Initiatives

Response (*in line***) from Brooke Milne, Vice-Provost and Dean, FGSR**

Regarding the FGSR Graduate Supervisory Initiatives: As part of my efforts to better understand these initiatives, I observed the Program Committee meeting on April 15, 2021. During the meeting, Dr. Brooke Milne (Dean of FGSR) stated that all of the directives for fostering communications between graduate students and their supervisors are essentially already in place as expected practices and the report is simply a formal record of this. Therefore, I am struggling to understand if there is significant added value of completing annual reports with respect to improving the student-supervisor relationship or helping those students who encounter issues during their degree. Another growing concern is that I have not seen any documentation of the calculated cost in time and resources to the University to run the annual report initiative. There is also a lack of details about what happens to these reports after they are filed, including the process by which student issues are identified and addressed.

The University is currently facing an unprecedented financial crisis coupled with massive academic restructuring efforts. To ensure that graduate students are effectively supported, we need to confirm that the proposed initiatives can be successfully implemented, no matter how the organization of the academy is altered. Therefore, it is critical that details and clarity about the logistics, the personnel requirements and the concrete accountability measures that will be in place to support this initiative are provided.

The annual progress meeting and initial "checklist" meeting are existing requirements in the university calendar. However, they are not being consistently or uniformly met across programs, and there is presently no way to track completion of the requirements. As these are institutional requirements, FGSR is proposing an institutional approach to meet them. Further, the proposal aims to draw on best practices used by some academic units to create a standardized approach to the requirements as a way to ensure consistency when establishing that foundational relationship between supervisors and their graduate students, and the discussions of student progress and feedback in their graduate programs. Both initiatives aim to improve aspects of the graduate student and graduate supervisor experience.

The guidelines help foster foundational conversations when establishing the working relationship between graduate students and their supervisors. Most supervisory conflicts, as documented in supporting evidence in the proposals, frequently begin with either miscommunication or a breakdown in communication. The guidelines will facilitate setting out details on the respective roles, obligations, responsibilities, accountabilities, and expectations for graduate students and supervisors. The progress report ensures graduate students and their supervisors (and supervisory committees when established) are meeting at least once every 12-months to review the student's progress in their program, set new goals and timelines, and to deal with contingencies should they arise. The progress report form can, however, be filled out once every academic term should progress need to be monitored and supported more closely.

My questions for Dr. Brooke Milne are:

Is FGSR responsible for the storage of annual reports, the reviewing of annual reports and ensuring compliance in reporting? Beyond generating the annual reports, do faculty or staff outside of FGSR have any responsibilities in carrying out the annual report initiative? If University faculty or staff outside of FGSR are required, please indicate their delegated roles.

FGSR is responsible for registrarial administrative tasks and stewardship of all official graduate student records. All completed forms will become part of the graduate student's official record and retained within the institutional Electronic Document and Records Management System (EDRMS). Academic units will have full access to the forms in EDRMS and can consult them as needed to facilitate student progress. Unit level staff will not have any new or additional responsibilities to carry out the initiative.

What are the accountability mechanisms in place to identify and deal with issues documented in annual reports? Please provide any detailed procedural documents outlining what the responsibilities are of the personnel involved and the steps they must take to investigate and resolve supervisor-student issues.

FGSR will run reports on submitted forms to flag those with unsatisfactory ratings and work with the supervisor and the academic unit on how to action a recommendation to withdraw, if that is the decision that the supervisor in consultation with the student (and committee when established) has made. Similarly, FGSR reports will flag for units the first "in needs of improvement" rating for students in their program so that they are aware of and can monitor, as necessary, the student's progress in the following 12-month period or academic term. Should a second consecutive "in needs of improvement" rating be submitted in the next 12-month period, or sooner, FGSR will flag it for the unit and follow up with the supervisor to assist in either actioning a recommendation to withdraw or to devise a probationary plan for the student to continue with clear time-to-task requirements that must be adhered to as set by the supervisor, and supervisory committee when established, or the student will be required to withdraw.

Because students are registered in FGSR as their home faculty, the actioning of a recommendation to withdraw is FGSR's responsibility. Thus, the progress report will provide administrative support to supervisors and academic units to deal transparently with unsatisfactory student progress in their graduate program.

Given that the initiative states that the reporting is mandatory, what will be the mechanisms to enforce compliance? In the past supervisors have been forced to comply with mandatory regulations through bars imposed in student's progress. Will there be any blocking of student registration, defence scheduling, or graduation, for students whose reports are not on file

If the question is referring to compliance for completion of either the student-supervisor guidelines and/or the progress report, reminders will be sent via EDRMS to both the graduate student and their supervisor that the form(s) need to be completed by a set date (for progress reports, no later than 12-months after the first registration or once per academic term as needed; for the guidelines, no later than 12-months after the first registration). As the date(s) approach and if the forms have yet to be completed, FGSR will check in with students and supervisors to see what support, if any, they may need to complete the form

before the registration is restricted. To be clear, registration will not be restricted automatically without warning and is only a last resort; every effort will be made by FGSR to facilitate timely completion.

We expect that with the lead time and the ease of completing a form, there will be comparatively few situations where the forms are incomplete. If there are circumstances beyond the control of either the graduate student and/or their supervisor that prevent the timely completion of the forms, then FGSR will aim to support the graduate student and supervisor to devise a plan to complete the form as expeditiously as possible. Failing to make a plan and complete the form, students' registration for the upcoming term will be restricted until the forms are completed. Defense scheduling and graduation will not be impacted in any way and are not cited anywhere in the proposals as compliance levers.

Question from GFC Elected Faculty Member Dilini Vethanayagam on the Undergraduate Teaching Awards Committee (UTAC) and Teaching Awards

The GFC committee UTAC has ceased operations as of December 2020. In this time of heightened stress for faculty at the U of A, it would be good to recognize outstanding teaching across the institution.

1. What is the plan to re-model UTAC?

2. Are there additional venues for teaching faculty to be recognized during the COVID pandemic?

Response from University Governance and the Office of the Provost and Vice-President Academic

1.) The adjudication of the Awards for Faculty Excellence and Awards for Teaching Excellence were paused for the 2020-2021 academic year to allow for a committee to be convened to review these awards and their processes from the perspective of equity, diversity and inclusion. The meetings of UTAC were cancelled for the remainder of the academic year.

   The rationale for striking the review was explained by Dr. Nychka in a December, 2020 Blog Post. There is a longstanding diversity gap across the suite of teaching awards. The committee's work may have an impact on how UTAC awards are adjudicated because they will review the nomination and adjudication processes, as well as eligibility criteria. The work of UTAC will need to be examined in light of the committee's findings.

   University Governance has administrative authority over the teaching award procedures under the Awards for Teaching Excellence, however GFC is accountable for them. Any changes to the policy or to the structure of UTAC would need to be made by General Faculties Council.

2.) The 2020 COVID-19 Remote Teaching Awards were created to recognise the extraordinary efforts made by instructors to transition to remote teaching in response to the COVID-19 pandemic. Recipients were chosen for exemplifying the University of Alberta's values - excellence in teaching, creativity and innovation, delivering an intellectually rewarding education environment for all learners, and, above all else, an unwavering commitment to serving the public good in the face of adversity and unprecedented challenges. The award winners were announced in the Quad on the one year anniversary of the move to remote teaching.

Item No. 7

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Proposal for the Establishment of the GFC Committee on the Documentation of Indigeneity (CDI)

Item

Proposed by	Steven Dew, Provost and Vice-President Academic
Presenter	Florence Glanfield, Vice-Provost (Indigenous Programming & Research) Melissa Padfield, Vice-Provost and University Registrar Chris Andersen, Dean, Faculty of Native Studies Shana Dion, Assistant Dean, First Nations, Metis and Inuit Students, Office of the Dean of Students

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	This proposal recommends the establishment of the Committee on the Documentation of Indigeneity (CDI) as a standing committee with delegated authority from General Faculties Council to determine the standards and approve policy respecting the documentation of Indigeneity. Documentation of Indigeneity is required to determine eligibility for admissions, awards and financial support that are specifically reserved for Indigenous students and applicants. Given the specific responsibilities to respond to the Truth and Reconciliation Commission Calls to Action, the proposed delegation of GFC authority to the Committee on the Documentation of Indigeneity (CDI) has been designed to ensure that decision-making on the documentation of Indigeneity is informed by Indigenous perspectives and the specific Indigenous knowledge regarding questions of Indigeneity. The proposal includes an update to the calendar section currently entitled "Admission of Aboriginal Applicants," which would bring the section into alignment with the proposed functions of the CDI and its delegated authority from GFC.
Executive Summary (*outline the specific item – and remember your audience*)	This proposal recommends the establishment of the Committee on the Documentation of Indigeneity (CDI) as a standing committee with delegated authority from General Faculties Council to determine the standards and approve policy respecting the documentation of Indigeneity. Given the specific responsibilities to respond to the Truth and Reconciliation Commission Calls to Action, the proposed delegation of GFC authority to the Committee on the Documentation of Indigeneity (CDI) has been designed to ensure that decision-making on the documentation of Indigeneity is informed by Indigenous perspectives

and the specific Indigenous knowledge regarding questions of Indigeneity.

The proposal includes an update to the calendar section currently entitled "Admission of Aboriginal Applicants," which would bring the section into alignment with the proposed functions of the CDI and its delegated authority from GFC.

The University of Alberta is committed to the recruitment, retention and graduation of Indigenous students. Recognizing that Indigenous voices have traditionally been under-represented in higher education, we strive towards increasing the University's Indigenous student population.

To assist the University in achieving this overall goal, some Faculties have set aside places specifically for qualified Indigenous applicants. The University also administers financial supports specifically reserved for Indigenous students of, and applicants to, the university, to support their success.

In order to determine eligibility for admissions, awards and financial support that are specifically reserved for Indigenous students and applicants, the University requires students and applicants to present documents that establish their Indigenous status. In current practice, the calendar lists the forms of acceptable documentation of Indigenous identity, and notes that other forms of proof may be considered. Verification of documentation is managed either through the admitting Faculty or through First People's House.

Over time, the demand for admissions, awards and financial support specifically reserved for Indigenous students and applicants has grown, as have the types of documentation being presented by students and applicants to establish their status as Indigenous. This has resulted in significant pressure to make decisions about documentation of Indigenous status being shouldered by a small number of Indigenous colleagues.

To address the growing demand and ensure that the University has the capacity to determine the standards and approve policy respecting the documentation of Indigeneity, we propose the establishment of the CDI with delegated authority from GFC to:

- determine the types of documentation of Indigeneity that establish a person's status as Indigenous.
- where no authority or process exists to obtain documentation of Indigeneity, to determine the eligibility of students and applicants for Indigenous admissions, awards and financial supports specifically reserved for Indigenous students.

As proposed, the committee will have 12 members, and a minimum of 11 of those members will be Indigenous. In addition to the eight Indigenous Faculty and Staff, the committee will include three

	Indigenous community members suggested by the Indigenous representatives on the committee, and agreed upon by consensus of the whole committee.
	The committee membership does not align with the [Principles for General Faculties Council Standing Committee Composition](#) in order to ensure Indigenous representation. Specifically, the majority of members will not be drawn from GFC and the number of elected members will not exceed ex-officio members. There are two cross-appointed GFC members to make the connection with GFC: The Dean of the Faculty of Native Studies and the Vice-Provost and University Registrar. Decisions made by the committee will be reported to GFC. Student involvement in the committee is currently under discussion. In bringing this item for your advice and discussion, we request your feedback on the proposed delegation of GFC authority for decision making on documentation of Indigeneity to the CDI.
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	**Stakeholders who developed the proposal:** Florence Glanfield, Vice-Provost (Indigenous Programming & Research) Chris Andersen, Dean, Faculty of Native Studies Melissa Padfield, Vice-Provost and University Registrar Shana Dion, Assistant Dean, First Nations, Métis and Inuit Students Kate Peters, GFC Secretary and Manager of GFC Services Jax Oltean, Senior Legal Counsel, Office of General Counsel Amy Dambrowitz, Associate Registrar Carlo Dimailig, University Calendar Editor **Consultation and approvals pathway:** Programs Support Team (Undergraduate & Non-Credit) (January 21,2021) (For discussion) GFC Programs Committee (February 11, 2021) (For discussion) Aboriginal Student Council Indigenous Graduate Students Association GFC Academic Planning Committee (March 17, 2021) (For discussion) GFC Executive (April 12, 2021) (For discussion) General Faculties Council (April 26, 2021) (For discussion) GFC Executive (May 10, 2021) (For recommendation) GFC (June 7, 2021)(For approval)

Strategic Alignment

Item No. 7

Alignment with *For the Public Good*	Objective 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.	
	Strategy 2: Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.	
	Strategy 4: Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	1) The *Post-Secondary Learning Act (PSLA),* gives the General Faculties Council (GFC) has the authority to: ● "determine standards and policies respecting the admission of persons to the university as students" s. 26(1)(n), ● "make rules and regulations respecting academic awards" s. 26(1)(m), and ● "delegate any of its powers, duties and functions under [the *PSLA*]" s. 26(3). 2) The GFC Programs Committee Terms of Reference 3) The GFC Academic Planning Committee Terms of Reference 4) General Faculties Council Terms of Reference	

Attachments (each to be numbered 1 - 3)

1. Case for Action (pages 1 - 2)
2. Terms of Reference (pages 1 - 4)
3. Calendar Change (pages 1 - 6)

Prepared by: The Office of the Registrar, and University Governance

CDI Terms of Reference – A Case for Action

Background:

The Committee on the Documentation of Indigeneity (CDI) is being proposed as a GFC Standing committee with the delegated authority to determine appropriate standards and policy to equitably consider the documentation of students and applicants making claims to Indigenous status at the University of Alberta. The proposal for the committee comes in the midst of the University of Alberta's response to the Truth and Reconciliation Commission's Calls to Action and the growing acknowledgment by Canadian universities (and Canadian society more generally) that we have created a social context in which students who formerly did not do so, have come to feel safe to self-identify as some category of Indigenous.

For many newly identifying students, advancing claims to self-identification can be confusing and often, are not based on ongoing relationships with extended family members or communities. Rather, claims are made through various forms of official and unofficial documentation, which ranges from official government archives to information from www.ancestry.ca to family documentation to, for that matter, family stories and even lore.

Many students making claims to Indigenous status hold membership to a recognized Indigenous organization/registration process – for example Indigenous and Northern Affairs Canada; the Métis Nation of Alberta (or other provincial Métis affiliate). However, not all of these are officially recognized, nor should they be; several scholars have noted the growing phenomenon of "race shifting", a process by which otherwise white individuals have begun to make claims to Indigeneity for the purpose of making claims to Indigenous resources and even Indigenous territories (and we invite interested readers to explore Dr. Darryl Leroux's website http://www.raceshifting.com/ for more information on this phenomenon and its very real and damaging impacts on longstanding Indigenous communities).

It is in the context of these new claims – which have greatly accelerated in the last decade at Canadian universities – that this committee has been proposed. A fundamental premise of emerging definitions of Indigeneity in a university context – a premise that underlines the orientation of this committee – is that Indigeneity must encompass more than individual claims; it must also fundamentally include who claims them. Toward that end, this committee would be concerned with creating standards for appropriate documentation to evaluate evidentiary submissions to a broader Indigenous collectivity.

Given the specific responsibilities to respond to the Truth and Reconciliation Commission Calls to Action, this proposal recommends that GFC delegate authority to the Committee on the Documentation of Indigeneity (CDI) in order to ensure that decision-making on the documentation of Indigeneity is informed by Indigenous perspectives and the specific Indigenous knowledge regarding questions of Indigeneity.

Proposed Areas of Responsibility:

1. Determine the types of documentation of Indigeneity that are issued by government, or other entities with authority to make those determinations, that establish a person's status as Indigenous.

    Students and applicants to the university will be required to present such documentation of Indigeneity in order to be eligible for admissions, awards and financial support specifically reserved for Indigenous students of, and applicants to, the university.

2. Where no authority or process exists to obtain documentation of Indigeneity, determine the eligibility of students and applicants for Indigenous admissions, awards and financial supports specifically reserved for Indigenous students of, and applicants to, the university.

    This includes, but is not limited to, determining standards and policy respecting the kinds of information which students or applicants could present in support of a finding of eligibility for admissions, awards and financial support specifically reserved for Indigenous students of, and applicants to, the university. This is to be distinguished from the case of a student or applicant who could obtain an Indigeneity Document but who has not done so.

GFC Committee on the Documentation of Indigeneity (CDI)

DRAFT- Terms of Reference

1. Mandate and Role of the Committee

The Committee on the Documentation of Indigeneity (CDI) is a standing committee with delegated authority from GFC to determine the standards, and approve policy and calendar language respecting the documentation of Indigeneity in Canada. These documents are presented by students of and applicants to the University to determine eligibility for admissions, awards and financial support that are specifically reserved for Indigenous students and applicants.

Given the specific responsibilities to respond to the Truth and Reconciliation Commission Calls to Action, GFC has delegated authority to the Committee on the Documentation of Indigeneity (CDI) in order to ensure that decision-making on the documentation of Indigeneity is informed by Indigenous perspectives and the specific Indigenous knowledge regarding questions of Indigeneity.

2. Areas of responsibility

2.1 Determine the types of documentation of Indigeneity in Canada that are issued by government, or other entities with authority to make those determinations, that establish a person's status as Indigenous.

Students and applicants to the university will be required to present such documentation of Indigeneity in order to be eligible for admissions, awards and financial support specifically reserved for Indigenous students of, and applicants to, the university.

Where awards or scholarships are endowed or established by an external body, the CDI will work to ensure that the terms and conditions regarding any specific criteria for Indigeneity for the award or scholarship are met.

2.2 Where no authority or process exists to obtain documentation of Indigeneity in Canada, determine the eligibility of students and applicants for Indigenous admissions, awards and financial supports specifically reserved for Indigenous students of, and applicants to, the university.

This includes, but is not limited to, determining standards and policy respecting the kinds of information which students or applicants could present in support of a finding of eligibility for admissions, awards and financial support specifically reserved for Indigenous students of, and applicants to, the university. This is to be distinguished from the case of a student or applicant who could obtain documentation of Indigeneity but who has not done so.

3. Composition:

Membership shall respect the need for majority Indigenous voices at the table. Because GFC may not have sufficient Indigenous membership to allow for principles of composition to be respected, the four Indigenous faculty or staff members are not required to be members of GFC. The membership will be reviewed annually when the Committee's terms of reference are reviewed.

Members (12)

       Ex-Officio (5)

- Vice-Provost Indigenous Programming and Research, co-Chair
- Vice-Provost & University Registrar (or designate), co-Chair
- Dean, Faculty of Native Studies (or designate)
- Assistant Dean, First Nations, Metis and Inuit Students (or Director of First Peoples' House)
- Manager, Indigenous Recruitment

       Appointed (7)

- 3 Indigenous faculty and/or staff from Faculties with admissions pathways specifically reserved for Indigenous applicants
- Indigenous faculty and/or staff member appointed by the Vice-Provost & Dean, Faculty of Graduate Studies & Research
- 3 Indigenous community members:
  - One First Nations representative
  - One Métis representative
  - One Inuit representative
  - These individuals should be suggested by the Indigenous representatives on the committee; and agreed upon by consensus of the whole committee.
  - Individuals will be asked to serve 3-year terms

       Non-Voting Membership & Resource Contributors
- Assistant Registrar, Student Financial Support (Resource Member)
- Representative from Legal Counsel (Resource Member)
- Representative from University Governance (Resource Member)

4. Delegated Authority from General Faculties Council

Should be reviewed at least every three years and reported to GFC.

Under the *PSLA,* the General Faculties Council (GFC) has the authority to:

- "determine standards and policies respecting the admission of persons to the university as students" s. 26(1)(n),
- "make rules and regulations respecting academic awards" s. 26(1)(m), and
- "delegate any of its powers, duties and functions under [the *PSLA*]" s. 26(3).

Specifically, the GFC CDI has delegated authority from the GFC to determine the standards and policy

- respecting the documentation of Indigeneity in Canada; or,
- only where no process exists to obtain documentation of Indigeneity in Canada, respecting other information supporting documentation of Indigeneity in Canada

that students / applicants will need to present in order to be eligible for admissions, awards and financial support specifically reserved for Indigenous students of, and applicants to, the university.

5. Responsibilities Additional to Delegated Authority

5.1 Document Identification:

In relation to section 2.1, the CDI will have the responsibility to:

Each academic year,

- Prepare a list of the Indigeneity Documents in Canada that students and applicants will need to present in order to be eligible for admissions, awards and financial support at the university which are specifically reserved for its Indigenous students and applicants.

- Submit the list of Indigeneity Documents in Canada to the GFC as an annual report and to be distributed to academic and academic service units, that administer, manage or determine Indigenous admissions, awards and financial supports, to ensure all such units across the university determine eligibility for Indigenous admissions, awards and financial support in a consistent manner across the university.

- As needed, approve changes to the *University Calendar* as it relates to the Documents of Indigeneity in Canada that must be produced by students or applicants in order to be eligible for admissions, awards and financial supports specifically reserved for Indigenous students / applicants at the university.

5.2 Determine Eligibility When There is No Authority that Issues Documents of Indigeneity in Canada

In relation to section 2.2, the CDI will have the responsibility to report to GFC annually on the Committee review process, on cases that were submitted and reviewed.

6. Reporting to GFC

The committee should regularly report to GFC with respect to its activities and decisions.

7. Definitions

Academic Units – include Faculties, Departments, and Schools. Faculties are defined as academic units with authority over student programs.

Academic Service Units – administrative units, excluding ancillary units, that have academic impact

Indigenous Applicant - For the purpose of application and admission to the University of Alberta, and consistent with the Constitution Act, 1982, Part II, Section 35(2), an Indigenous applicant is an Indian, Inuit, or Métis person of Canada.

Formal Documentation of Indigeneity in Canada - Indigenous applicants who wish to be considered for admissions, awards, and financial support reserved for Indigenous students will be required to provide documentation of Indigeneity in Canada.

10. Links
Calendar Section
Admissions Policy
Student Financial Supports Policy

Revising Admissions of Aboriginal Applicants in the Calendar

General Admission Requirements - Admission of Aboriginal Applicants

Current	Proposed
## Admission of ~~Aboriginal~~ Applicants ## General Statement The University of Alberta is committed to the recruitment, retention and graduation of ~~Aboriginal~~ students. The University also recognizes that ~~Aboriginal~~ applicants have traditionally been under represented in higher education and strives towards having the University's ~~Aboriginal~~ student population attain a level that is at least proportionate to the ~~Aboriginal~~ population of the province. All ~~Aboriginal~~ students are encouraged to self-identify. In order to facilitate appropriate representation of ~~Aboriginal~~ students on campus, additional qualified applicants may be considered over and above the ~~Aboriginal~~ students who are admitted in the regular competition for places in a Faculty. ~~Aboriginal~~ applicants who wish to be considered for such additional places must attain the minimum admission requirements of their chosen program as prescribed by the University and its Faculties and programs. To assist the University in achieving this overall goal,	## Admission of Indigenous Applicants ## General Statement The University of Alberta is committed to the recruitment, retention and graduation of Indigenous students. The University also recognizes that Indigenous applicants have traditionally been under-represented in higher education and strives towards having the University's Indigenous student population attain a level that is at least proportionate to the Indigenous population of the province. All Indigenous students are encouraged to self-identify. In order to facilitate appropriate representation of Indigenous students on campus, additional qualified applicants may be considered over and above the Indigenous students who are admitted in the regular competition for places in a Faculty. Indigenous applicants who wish to be considered for such additional places must attain the minimum admission requirements of their chosen program as prescribed by the University and its Faculties and programs. To assist the University in achieving this overall

Faculties are encouraged to set aside places specifically for ~~Aboriginal~~ applicants, the number being consistent with the available pool, student interests, and available teaching and learning support services.

Definition of ~~Aboriginal~~ People for the Purpose of Admission

1. **Definition of an ~~Aboriginal~~ Applicant:** For the purpose of application and admission to the University of Alberta, and ~~in accordance with~~ the Constitution Act, 1982, Part II, Section 35(2), an ~~Aboriginal~~ applicant is an Indian, Inuit, or Métis person of Canada.
2. **~~Proof of Aboriginal Identity~~**: Aboriginal applicants who wish to be considered for ~~places~~ reserved for Aboriginal students will be required to provide ~~proof of Aboriginal identity~~. Documentation will be verified by

   a. ~~the Faculty of Law, if application is made to the Faculty of Law;~~
   b. ~~the Faculty of Medicine and Dentistry, if the application is made to the Dentistry, Medicine, Dental Hygiene, Radiation Therapy or Medical Laboratory Science programs;~~
   c. First Peoples' House~~, acting on behalf of all other Faculties, if application is~~

goal, Faculties are encouraged to set aside places specifically for Indigenous applicants, the number being consistent with the available pool, student interests, and available teaching and learning support services.

*Definition of Indigenous People for the Purpose of Admission

1. **Definition of an Indigenous Applicant:** For the purpose of application and admission to the University of Alberta, and consistent with the Constitution Act, 1982, Part II, Section 35(2), an Indigenous applicant is an Indian, Inuit, or Métis person of Canada.
2. **Formal Documentation of Indigeneity**: Indigenous applicants who wish to be considered for admissions, awards, and financial support reserved for Indigenous students will be required to provide documentation of Canadian Indigeneity. Documentation will be verified by one of:

   a. The Faculty to which the student is applying for admission that is reserved for Indigenous students.
   b. The Office of the Registrar, for the purpose of scholarships, awards, and financial support dedicated to Indigenous peoples.

A list of the formal documentation of Indigeneity that students / applicants will

~~made to any other program.~~

~~The following is accepted as proof of Aboriginal identity, for the purpose of application. Other forms of proof may be considered.~~

~~a. a certified copy of a Status card;~~
~~b. certified copy of citizenship or membership in a Metis Settlement from one of the five Métis Provincial Affiliates: Métis Nation of Alberta, Métis Nation of Ontario, Manitoba Métis Federation, Métis Nation-Saskatchewan, Métis Nation British of Columbia.~~
~~c. a certified copy of a Nunavut Trust Certificate card;~~
~~d. proof that an ancestor's name has been entered~~

~~1. in the Indian Register according to the Indian Act, or~~
~~2. on the band list of an individual band, or~~
~~3. as beneficiaries of the Nunavut Land Claims Agreement or other claim regions such as Nunatsiavut, Nunavik, and Inuvialuit;~~

~~e. written confirmation of Aboriginal identity from Aboriginal Affairs and Northern Development Canada (AANDC) or Nunavut Tunngavik Incorporated;~~
~~f. written confirmation of membership by a band council which has enacted its~~

need to present is prepared annually by the Committee on the Documentation of Indigeneity (CDI) and can be found on this website. Students who have questions regarding these documents are encouraged to contact their Faculty or the Office of the Registrar.*

Indigenous applicants must be aware that providing documentation of Indigeneity does not guarantee admission to any program. All positions at the University are competitive and admission

~~own band membership code.~~

~~Aboriginal~~ applicants must be aware that ~~proof of Aboriginal identity~~ does not guarantee admission to any program. All positions at the University are competitive and admission committees will make their selections from among the best qualified candidates. Candidates may also be required to demonstrate their connection to an ~~Aboriginal~~ community.

3. **Residence**

   a. Regarding Application: Residence regulations affecting application to any program at this University shall be waived for ~~Aboriginal~~ applicants.
   b. Regarding Admission: For the purpose of determining admission to a program, an ~~Aboriginal~~ applicant who is not resident in Alberta will be considered in the following categories and in the order specified:

      1. First, as a candidate for the positions reserved for out-of-province applicants.
      2. Second, as a candidate for the positions reserved for Alberta residents. Residence regulations shall be waived for this purpose.
      3. Third, as a candidate for positions set aside specifically for ~~Aboriginal~~ applicants. Preference for these

committees will make their selections from among the best qualified candidates. Candidates may also be required to demonstrate their connection to an Indigenous community.

3. **Residence**

   a. Regarding Application: Residence regulations affecting application to any program at this University shall be waived for Indigenous applicants.
   b. Regarding Admission: For the purpose of determining admission to a program, an Indigenous applicant who is not resident in Alberta will be considered in the following categories and in the order specified:

      1. First, as a candidate for the positions reserved for out-of-province applicants.
      2. Second, as a candidate for the positions reserved for Alberta residents. Residence regulations shall be waived for this purpose.
      3. Third, as a candidate for positions set aside specifically for Indigenous applicants. Preference for these positions may be given to those who are resident in

positions may be given to those who are resident in Alberta.	Alberta.

4. **Appeal on Aboriginal Status**

Appeals regarding proof of Aboriginal identity for the purpose of application can be made to the Office of the Provost and Vice-President (Academic).

Appeals may be made on proof of Aboriginal identity only, and not on the admission decision, and must be received, in writing, within 30 days of the date on the letter advising that proof submitted in support of Aboriginal identity has not been accepted for the purpose of application to a program. In the case of an appeal, the Office of the Provost and Vice-President (Academic) shall authorize a panel to review the decision, consisting of the following members:

- in the Chair, the Provost and Vice-President (Academic) (or delegate)
- President, Aboriginal Students Council (or delegate)
- an Elder (appointed by the Council on Aboriginal Initiatives)
- an appropriate representative of a First Nations, Métis or Inuit community (appointed by the Council of Aboriginal Initiatives)
- a member of a Faculty not associated with the case [appointed by the Provost and Vice-President

~~(Academic)]~~. ~~The decision of the appeal panel is final and binding.~~	

Item No. 8

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Review of the Legislative Authority of the Undergraduate Awards and Bursaries Committee (UABC)

Item

Proposed by	Brad Hamdon, General Counsel and University Secretary Kate Peters, Secretary to General Faculties Council (GFC)
Presenter	Brad Hamdon, General Counsel and University Secretary Kate Peters, Secretary to General Faculties Council (GFC)

Details

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is (please be specific)	The proposal is before General Faculties Council because University Governance has reviewed the legislative authority of the Undergraduate Awards and Bursaries Committee (UABC). The analysis by University Governance found that the responsibilities and tasks identified in the Terms of Reference for the UABC exceed the authority of the General Faculties Council (GFC) over "rules and regulations respecting academic awards". They recommend that this authority be moved to a different standing committee and that UABC be disbanded as of July 1, 2021.
Executive Summary (*outline the specific item – and remember your audience*)	University Governance has reviewed the delegated authority of GFC as set out in the *Post-Secondary Learning Act (PSLA)* and described in the Terms of Reference for the UABC. This work was recommended in the *GFC Report of the Ad Hoc Committee on Academic Governance* where UABC was described as a "task-oriented" GFC standing committee. **UABC Terms of Reference** The UABC holds delegated authority from GFC over "a. Approval of new undergraduate awards and bursaries and amendments to existing undergraduate awards and bursaries" and "b. New policy or revisions to existing policy governing awards and bursaries for undergraduate students" The Terms of Reference describe the delegated authority from GFC to approve: - Minimum award amounts for undergraduate awards - Minimum award amounts for "major awards" UABC's mandate as described in their terms of reference reflects both the authority set out in the *PSLA*, and administrative or task-based work of approving award terms and approving award amounts. This goes beyond the authority set out in the PSLA which is limited to approval of the "rules and regulations respecting academic awards" (*PSLA* (26(1)m)). **Legislative Authority**

	The *PSLA* legislates authority for GFC over rules and regulations related to academic awards. Section 26(1)(m) requires GFC to "make rules and regulations respecting academic awards". GFC also has broad oversight over "academic affairs" (*Section 26 (1)).*
	UABC's task-based work related to the administration of awards exceeds this legislated authority.
	Task-based compared to Governance work By approving award terms, UABC's decision-making goes beyond GFC's authority as set out in the *PSLA*. This has consequences on the committee's ability to play their governance role: - The majority of the decision-making of the committee is focused on approval of individual award terms. - These approvals are vetted and approved through administrative processes before they come to UABC, meaning the work in the GFC standing committee may be duplicating processes that happen administratively. - The review and approval of the Student Financial Supports Policy suite requires strategic and high level analysis. Most of the committee's task-based work does not prepare them for this kind of governance work. - Policy review is required on a five-year cycle.
	Key Findings: ● The Adhoc finding that UABC was a task-oriented committee was confirmed by a review of the legislative authority. The authority of GFC is limited to the approval of rules and regulations respecting academic awards, such as the Student Financial Supports Policy suite. ● The committee's responsibility to approve individual award terms exceeds GFC's authority. ● The committee's task-based focus makes it difficult for them to play the important strategic role in reviewing and approving regulation and policy as set out in the *PSLA*. Review and approval of the SFS Policy suite on a five-year cycle does not merit a full sub-committee.
	Recommendations: ● That GFC move the authority in the UABC Terms of Reference over "b. New policy or revisions to existing policy governing awards and bursaries for undergraduate students" to the GFC Academic Planning Committee effective July 1, 2021. ● That GFC continue to receive an annual report on all undergraduate award terms approved. ● That GFC play a role in decision-making in cases where policy is unclear for the creation of new awards. ● That the UABC be disbanded effective July 1, 2021.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Item No. 8

Consultation and Stakeholder Participation	GFC Undergraduate Awards and Bursaries Committee - December 8, 2020 Melissa Padfield and Fiona Halbert - Office of the Registrar Jennifer Jennax and Matt Weaver - Advancement Services Brooke Milne and Bryan Hogeveen - Faculty of Graduate Studies and Research Office of the Provost and Vice-President (Academic) Student Financial Support/Office of Advancement Joint Meeting GFC Executive Committee - March 8, 2021 GFC Academic Planning Committee - April 14, 2021 General Faculties Council - April 26, 2021

Strategic Alignment

Alignment with *For the Public Good*	Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware X Leadership and Change ☐ Physical Infrastructure	X Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	The *Post Secondary Learning Act (PSLA)* Section 26(1)(m): gives General Faculties Council (GFC) the authority to "make rules and regulations respecting academic awards". Section 26(1) gives GFC broad oversight over "academic affairs". UABC Terms of Reference GFC Principles of Delegation	

Attachments

1. Terms of Reference - UABC

Prepared by: Kate Peters, peters3@ualberta.ca

1. **Mandate and Role of the Committee**
   The Undergraduate Awards and Bursaries Committee (UABC) is a standing committee of General Faculties Council (GFC) charged with approving new awards and bursaries, and amendments to existing awards and bursaries for undergraduate students in accordance with the UAPPOL Awards and Bursaries for Students Policy and its Procedures. From time to time, the Chair will bring forward items where the Provost and Vice-President (Academic), in consultation with other units or officers of the University, is seeking the advice of the committee within its areas of responsiblitiy.

2. **Areas of Responsibility**
   a. Approval of new undergraduate awards and bursaries and amendments to existing undergraduate awards and bursaries
   b. New policy or revisions to existing policy governing awards and bursaries for undergraduate students

3. **Composition**
   Voting Members (11)
   Elected by GFC (10)
   - 5 academic staff members (A1.1, A1.5, A1.6, A1.7), at least 3 of whom are members of GFC (with no more than one representative from any Faculty) – one of whom will be elected by the committee to serve as Chair and one elected to serve as Vice-Chair
   - 4 undergraduate students, at least 2 of whom are members of GFC
   - 1 staff member (A1.0, A2.0 and/or S1.0, S2.0) from a Faculty who is responsible for the administration of undergraduate awards

   Cross Appointed (1)
   - 1 academic staff member cross-appointed from the GFC Academic Standards Committee (ASC), elected by ASC

   Non-voting Members
   - Assistant Registrar, Student Financial Support
   - Senior Representative, Office of Advancement
   - Assistant Dean Student Success, Office of the Dean of Students
   - GFC Secretary
   - University Secretary

4. **Delegated Authority from General Faculties Council**
   Should be reviewed at least every three years and reported to GFC.

   4.1 Approve new awards and bursaries for students other than graduate students registered in the Faculty of Graduate Studies and Research (FGSR)

   4.2 Approve proposed changes to any award or bursary previously approved by UABC

   4.3 Approve the minimum value of a major award for undergraduate students, and to review that value regularly.

   4.4 Approve the minimum value of an undergraduate award administered by the Student Financial Support Office, and to review that value regularly.

5. Responsiblities Additional to Delegated Authority
    5.1 Recommend to GFC on any new policy and procedures governing awards and bursaries for undergraduate students.
    5.2 Regularly review GFC policy and procedures on undergraduate awards and bursaries and recommend changes where required.
    5.3 Receive regular reports for the purpose of identifying trends and gaps in the financial support available to students.

6. Sub-delegations from the GFC Undergraduate Awards and Bursaries Committee
Should be reviewed at least every three years and reported to GFC.

    None.

7. Limitations to Authority
The following further refines or places limitations on authorities held by or delegated to UABC:
    7.1 GFC has delegated the authority to approve awards and bursaries for graduate students registered in FGSR to FGSR.
    7.2 Awards and bursaries to which both undergraduate students and graduate students registered in FGSR are eligible must be approved by both FGSR and UABC.

8. Reporting to GFC
The Committee shall regulary report to GFC with respect to the manner in which the Committee has exercised its delegated authority and to highlight any identified trends, gaps, and concerns in regards to undergraduate financial support available to students at the University of Alberta.

9. Definitions
Staff – as defined by the [Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues](#) and [Recruitment Policy (Appendix B) Definition and Categories of Support Staff](#) in UAPPOL

Awards and Bursaries – as defined by the [Awards and Bursaries for Students Policy](#) in UAPPOL

10. Links
[Awards and Bursaries for Students Policy](#)
[Awards for Undergraduate Students Procedure](#)
[Bursaries for Students Procedure](#)
[Creation of New Awards and Bursaries for Undergraduate Students Procedure](#)
[University Medal Requirements Procedure](#)

Approved by General Faculties Council: January 28, 2019

Item No. 9

Governance Executive Summary
Discussion Item

Agenda Title	Executive *ad hoc* Governance and Procedural Review Committee

Item

Proposed by	University Governance
Presenter(s)	Brad Hamdon, General Counsel and University Secretary Moin Yahya, Professor, Faculty of Law, Elected Member, General Faculties Council Kate Peters, General Faculties Council Secretary & Manager, GFC Services

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	The proposal is before General Faculties Council to consult on the work of the Executive *ad hoc* Governance and Procedural Review Committee on the Meeting Procedural Rules, Roles and Responsibilities of Members, and Question Period Procedure. The Executive *ad hoc* committee's work is being done as a part of GFC's commitment to regular review of its processes.
Executive Summary (*outline the specific item – and remember your audience*)	**Committee Mandate** On April 21, 2017, GFC endorsed the recommendations of the *Ad Hoc* Committee on Academic Governance including Delegated Authority and approved four guiding documents: ● Principles for GFC Delegation of Authority ● Principles for GFC Standing Committee Composition ● Roles and Responsibilities of Members ● Meeting Procedural Rules In accordance with good governance principles, that *ad hoc* committee agreed that the guiding documents, delegations of authority, and terms of reference should be reviewed at least every three years. The review of these documents falls under GFC Executive Committee's responsibility related to governance rules and procedural oversight. The Executive *ad hoc* committee began with a review of the Meeting Procedural Rules, Roles and Responsibilities of Members, and GFC's Question Period Procedure and reported back to GFC Executive Committee with the directions identified on April 12, 2021. In addition to the Review of the GFC Guiding Documents, the GFC Executive Committee tasked the Executive *ad hoc* Committee with reviewing Recommendations 3 & 4 from the GFC Report of the Committee of the Whole. The Executive *ad hoc* committee had a preliminary discussion on April 15th and will report back to GFC Executive Committee on May 10th. This will be brought back to GFC for further discussion at their June 7th meeting.

Item No. 9

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Meeting Procedural Rules

The Committee met twice to review potential changes to the Meeting Procedural rules and suggested changes to clarify or amend:

- How decisions are made; including how agendas are proposed to GFC, how motions can be added to the agenda and how votes are tallied;
- GFC Question Period procedure; including the information that needs to be moved from the existing procedure and the possibility of placing Question period as the first discussion item on the agenda; and
- Debate at GFC Meetings; including the required majority to call the question, the use of a Speakers list, and the possibility of limiting speaking times.

Roles and Responsibilities of Members

The *ad hoc* Committee reviewed the addition of language approved by GFC at their March 30th meeting and suggested other changes to clarify or improve:

- The commitment to equity, diversity, inclusivity, and Indigeneity;
- A responsibility to contribute to renewal of GFC;
- The process for replacing GFC members.

Question Period Procedure

The Committee reviewed the language in the GFC Question Period Procedure and discussed the possibility of eliminating the document after transferring necessary information to the Meeting Procedural Rules.

GFC Feedback

The proposed changes in tracked changes versions of the Meeting Procedural Rules and Roles and Responsibilities of Members will be circulated to GFC along with a google form requesting feedback before the Executive *ad hoc* committee meets to finalize their recommendations on these two documents

Committee of the Whole Recommendations 3 & 4

The Executive *ad hoc* committee discussed the recommendations coming out of the GFC Report of the Committee of the Whole and committed to providing advice to GFC Executive Committee at their May 10, 2021 meeting. This will come back for further discussion at the June 7th meeting of GFC.

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<td>Supplementary Notes and context</td>
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Engagement and Routing

Item No. 9

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	*Those who are actively **participating**:* ● GFC Executive Committee ● General Faculties Council ● The Executive *ad hoc* Review Committee (meeting dates March 29, 2021, April 15, 2021; May 3, 2021)
Approval Route (Governance) (including meeting dates)	GFC Executive Committee, February 10, 2021 (for approval of Terms of Reference) GFC Executive Committee, March 8, 2021 (for discussion of Committee of the Whole recommendations 3 & 4 being referred to the Exec *ad hoc* committee. General Faculties Council, March 22, 2021 (to inform GFC that the Executive *ad hoc* Review Committee would discuss recommendations 3 &4) GFC Executive Committee, April 12, 2021 (to receive the work plan and the revised Terms of Reference and to be consulted on the Meeting Procedural Rules and the GFC Question Period Procedure) General Faculties Council, April 26, 2021 - Update on the work of the committee to date and workplan.

Strategic Alignment

Alignment with *For the Public Good*	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
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure ☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* General Faculties Council GFC Executive Committee

Attachments

1. Terms of Reference Revised by the GFC Executive *ad hoc* Governance Procedural Review Committee
2. Workplan for the GFC Executive *ad hoc* Governance Procedural Review Committee

Prepared by: University Governance

TERMS OF REFERENCE

Purpose:

The Committee will have the responsibility to review GFC's Guiding Documents and Question Period Procedure.

This review is in accordance with the recommendations of the <ins>*ad hoc* Committee on Academic Governance including Delegated Authority</ins> and GFC's commitment to regular review of its processes.

In addition, the committee will review recommendations 3 & 4 of the <ins>GFC Report of the Committee of the Whole</ins> to advise GFC Executive Committee on recommendation #3, concerning consultation; and recommendation #4, concerning decision-making on academic restructuring.

Membership:

President or delegate, Chair
Two members of the GFC Executive Committee
One SU student representative
One GSA student representative
Four elected GFC faculty members, of whom one shall be the co-chair
One GFC student member at the time of election

Resource members: University Governance staff and others as required

The *ad hoc* committee may add to its membership as it deems necessary.

Meetings:

The *ad hoc* committee will meet once or twice a month until their recommendations have been submitted to GFC Executive Committee.

Guests will be invited to attend as required. The *ad hoc* committee will determine if other consultation activities are needed.

Members may break out into groups to tackle individual documents or principles.

University Governance will provide administrative support to the committee and its working groups.

Terms of Reference:

1. To recommend revisions for review by GFC Executive Committee to the following documents:
   - <ins>Meeting Procedural rules</ins>
   - <ins>Roles and Responsibilities of Members</ins>
   - <ins>GFC Question Period Procedure</ins>
   - <ins>Principles for GFC Delegation of Authority</ins>

- Principles for GFC Standing Committee Composition
2. To recommend a process for the required three-year review of GFC subcommittee terms of reference.
3. To review the Delegations of Authority and recommend any areas requiring further review and action.
4. To discuss the Report of the Committee of the Whole and advise GFC Executive Committee on recommendation #3, concerning consultation; and recommendation #4, concerning decision-making on academic restructuring.
5. To report regularly to GFC Executive Committee and GFC, and to consult members of GFC as required.

Roles and Responsibilities:

The Exec *ad hoc* Review Committee will be responsible for making recommendations to the GFC Executive Committee who holds delegated authority over Governance Procedural Oversight. Final decisions on documents will be made by GFC.

University Governance will be responsible for gathering data, researching and identifying options and making suggestions for the Exec *ad hoc* Review Committee.

Timeline:

To be confirmed in consultation with the Chair and GFC Executive. The Committee shall review the scope of work and submit a workplan to GFC Executive Committee for review no later than April 12, 2021.

Priority shall be given to a review of the Meeting Procedural rules.

WORKPLAN

Objective	Meeting #1 - March 30	Exec April 12, 2021 GFC April 26	Meeting #2 - April 15	Meeting #3 - May 3	Exec May 10, 2021 GFC June 7
1) GFC Meeting Procedural Rules	For discussion	Consultation	Review draft changes	Finalise proposed changes	For approval
2) GFC Question Period Procedure	For discussion	Consultation	Review draft changes	Finalise proposed changes	For approval
3) GFC Roles and Responsibilities Document	For discussion	Consultation	Review draft changes	Finalise proposed changes	For approval
4) Report of the Committee of the Whole	For information	N/A	For discussion (Recommendation 3)	For discussion (Recommendation 4)	Consultation (Recommendations 3 & 4)
5a) Principles of GFC Delegation of Authority	N/A	N/A	For information	For discussion	Consultation
5b) Recommend a process for review of GFC Delegations of Authority	N/A	N/A	For information	For discussion	Consultation
6a) Principles for GFC Standing Committee Composition	N/A	N/A	For information	For discussion	Consultation
6b) Recommend a process for review of GFC Standing Committee Terms of Reference	N/A	N/A	For information	For discussion	Consultation

Item No. 10

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Development of a GFC Position on Metrics Associated with Academic Restructuring

Item

Proposed by	Steve Dew, Provost and Vice-President (Academic)
Presenter	Steve Dew, Provost and Vice-President (Academic)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee in response to a recommendation included in the report generated from the committee of the whole discussion at the GFC meeting on February 8, 2021.
Executive Summary (*outline the specific item – and remember your audience*)	On December 11, 2020, the Board of Governors passed a motion that approved a leadership model for the new colleges that includes leadership by a Council of Deans, with implementation led by a College Dean chosen from among the members of the Council. The motion noted that the structure would be reviewed in 18 months. Reporting requirements were described as follows: *With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months.* On February 8, 2021, GFC participated in a committee of the whole discussion on collegial governance. One of the motions passed during that session was: *That the Committee of the Whole adopt for inclusion in its report the recommendation that the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics.* On February 22, GFC agreed that the Academic Planning Committee was an appropriate venue to develop a recommendation on metrics for GFC's consideration. In considering GFC's position on metrics, the Academic Planning Committee has focused on the following areas, which are priorities for the Board of Governors: ● Cost-Reduction: One of the goals of the new structure is to reduce costs by realizing economies of scale in larger academic units. ● Quality Assurance: The new model must entrench high quality shared services. ● Interdisciplinarity: The new model is intended to enhance interdisciplinary program and research opportunities within and across Colleges.

Item No. 10

	The attached document is a draft for discussion only. Members of APC continue to have discussion about these metrics, and have raised questions and concerns related to the service quality metric in particular.
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	General Faculties Council, Committee of the Whole, Feb 8, 2021 General Faculties Council, February 22, 2021 Academic Planning Committee (APC), March 17, 2021 APC Working Group on Metrics, March 29, 2021 GFC Executive - April 12, 2021 GFC APC- April 14, 2021 GFC - April 26, 2021

Strategic Alignment

Alignment with *For the Public Good*		
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware x Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference	

Attachment 1: DRAFT FOR DISCUSSION: Development of a GFC position on metrics associated with academic restructuring (pages 1-2)

Prepared by: Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

Development of a GFC position on metrics associated with academic restructuring
Draft for Discussion

Background:

On December 11, 2020, the Board of Governors passed three motions that created the new College structure and its leadership model for the University. Reporting requirements were described as follows:

With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months.

The intent of this part of the motion is to provide a mechanism to monitor the effectiveness and progress of the college model through the first year of implementation. However, a major complication is that academic restructuring and SET are tightly integrated and complementary. Both are strategies (economies of scale vs workflow/workforce optimization) to mitigate the organizational impacts that result from the budget cuts so that the academic mission is sustained even as the number of people available to support it is significantly reduced. That they produce overlapping outcomes makes it virtually impossible on a month-by-month basis to separate the financial and service quality impacts resulting from the two strategies. For that reason, the financial and service metrics below are looking at outcomes that result from both elements of UAT.

1) Financial
   The purpose of this metric is to track progress towards achieving the UAT goal for cost reduction.

   Proposed metric: The annualized cost related to administrative staff and academic leader salaries and benefits is intended to meet a reduction target of $29M by March 31, 2022. These reductions are inclusive of all administrative staff with the exception of casual and student employees.

2) Quality of Shared Services
   The purpose of this measure is to provide reassurance that acceptable quality of service is being maintained despite the reduction in expenditure to provide those services.

   Proposed Approach: Through a monthly survey of key stakeholders, shared service quality will be monitored at a high level through standardized questions using a 5 point Likert scale, recognizing that different services are being restructured at different times. This will be administered by the SET office to faculty, staff and students as part of its monthly pulse surveying.

   (Note that experience at other institutions indicates that service quality indicators generally initially fall before eventually recovering when restructuring occurs as both

providers and users struggle to adjust to new processes. For that reason, a target is not proposed.)

3) Interdisciplinarity
   The purpose of this measure is to validate that the college structure is successful at supporting interdisciplinary academic activities.

   Proposed Approach: Interdisciplinary scholarship occurs in diverse contexts across the university, making it difficult to quantify in a manner that reflects the different approaches to scholarly work across the academy. We propose that this is an area that is more appropriately assessed through qualitative means and narrative and is perhaps better assessed at the 18 month review rather than on a month by month basis.

Item No. 11

Governance Executive Summary
Discussion Item

Agenda Title	Recommendations of the Committee of the Whole

Item

Proposed by	The Committee of the Whole of GFC
Presenter(s)	Bill Flanagan, President and Vice-Chancellor, Chair of the GFC

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	The purpose of this proposal is to continue to update 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 decision-making as a result of the report.
Executive Summary (*outline the specific item – and remember your audience*)	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:

1. the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics.
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.
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.
4. there be a formal review of the consultations and action processes for academic restructuring in the Fall of 2020. The 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.
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.

Recommendation 1 – Metrics |

- 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
- On February 22, 2021, GFC referred the item to the Academic Planning Committee (APC)
- On March 17, 2021, APC discussed the item and resolved to form a Working Group made up of members of APC and resource members
- On March 29, 2021, the APC Working Group on Metrics was convened and resolved to make recommendations on financial, and shared services metrics in the near term and to request more time to formulate recommendations on interdisciplinarity
- A Special Meeting of APC was convened on April 7, 2021 to further discuss the issue of metrics
- On April 9, 2021, the APC Working Group on Metrics met to discuss an early draft
- On April 14, 2021, APC reviewed the draft with feedback from the Working Group

Recommendation 2 – Joint GFC and Board Committee

- 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.
- On March 31, 2021, the General Faculties Council Executive Committee and the Board of Governors Governance Committee met to discuss the decision-making in December.
- The Board Governance Committee committed to sharing notes on what they heard with the Executive Committee and to scheduling a follow-up meeting.

Recommendation 3 – Development of Procedures for Meaningful Consultation

- On February 10, 2021, the Executive Committee approved the creation of the Executive ad hoc Governance & Procedural Review Committee to be tasked with review of GFC Guiding Documents and procedures
- On February 22, 2021, GFC was informed that the Exec *ad hoc* Review Committee would consider this recommendation.
- On March 29th, the Exec *ad hoc* Review Committee met for the first time and committed to discussing the Committee of the Whole Report at the April 15th meeting.
- On April 15, the Exec *ad hoc* Review Committee discussed Recommendations 3 & 4 and committed to reporting back to Executive Committee on May 10

Item No. 11

| | **Recommendation 4 – Review of the Consultation and Action Processes for Academic Restructuring**

- On February 10, 2021, Executive Committee was informed about this recommendation.
- On February 10, 2021, APC was informed about this recommendation and asked to consider their role.
- On February 22, 2021, GFC was informed that the Exec *ad hoc* Review Committee would consider this recommendation.
- On March 29th, the Exec *ad hoc* Review Committee met for the first time and committed to discussing the Committee of the Whole Report at the April 15th meeting
- On April 15, the Exec *ad hoc* Review Committee discussed Recommendations 3 & 4 and committed to reporting back to Executive Committee on May 10.

Recommendation 5 – Commitment to Equal Participation

- On February 10, 2021, Executive Committee was informed about this recommendation and asked to consider action in advance of the March GFC meeting.
- 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.
- On March 8, 2021, Executive Committee was asked to recommend that GFC approve this recommendation in the form of an endorsement of the statements in the Roles and Responsibilities of GFC Members Guiding Document, as set out in Attachment 2.
- On March 22, 2021, GFC approved a statement reaffirming their commitment to equal participation that will be integrated into the GFC Member Roles and Responsibilities Document.. |
| Supplementary Notes and context | *<This section is for use by University Governance only to outline governance process.>* |

Engagement and Routing (Include meeting dates)

	*Those who are actively **participating**:*
Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	● Members of GFC ● Members of the GFC Executive Committee ● Members of the GFC Executive *ad hoc* Review Committee ● Members of the Executive ad hoc Governance & Procedural Review Committee ● Members of the GFC Academic Planning Committee ● The Office of the President and Vice-Chancellor ● The Office of the Provost and Vice-President (Academic) ● University Governance ● The Chair of the Board of Governors ● The Board Governance Committee
Approval Route (Governance) (including meeting dates)	GFC, February 8, 2021 – For approval of the Report of the Committee of the Whole GFC Executive Committee, February 10, 2021 – For information

Item No. 11

	GFC Academic Planning Committee (APC), February 10, 2021 – For information GFC, February 22, 2021 – For discussion of Recommendation 1 and approval of referral of the Item to the Academic Planning Committee GFC Executive Committee, March 8, 2021 – For Recommendation on action relating to recommendation 5 GFC APC, March 17, 2021 – For discussion of Recommendation 1, *Development of a GFC position on metrics associated with academic Restructuring* GFC, March 22, 2021 – For approval of action relating to recommendation 5 GFC APC, April 7, 2021 – For discussion of Recommendation 1 GFC Executive Committee – For discussion of the Exec *ad hoc* Review Committee work on Recommendations 3 & 4.

Strategic Alignment

Alignment with *For the Public Good*	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.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ 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	

Prepared by: Kate Peters, Secretary to GFC, peters3@ualberta.ca

Item No. 13

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on April 12, 2021.

2. <u>Items Approved With Delegated Authority</u>
   - Proposal from the Faculty of Science to Add STAT 161, 252, and MATH 154, 146, 214, 125, 225, 144, 156, 215 to the List of Courses with Consolidated Exams
   - Proposed Changes to Composition of Faculté Saint-Jean Council, Faculté Saint-Jean
   - Proposed Changes to Composition of Kinesiology, Sport, and Recreation Faculty Council
   - Draft Agenda for the April 26, 2021 meeting of General Faculties Council

3. <u>Items Recommended to GFC</u>
   - Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)

4. <u>Items Discussed</u>
   - Proposal for the Establishment of the GFC Committee on the Documentation of Indigeneity (CDI)
   - Executive ad hoc Governance Procedural Review Committee
   - Development of a GFC Position on Metrics Associated with Academic Restructuring
   - 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

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 March 17, April 7, and April 14, 2021.

2. Items Discussed
    March 17, 2021
    - Proposal for the Establishment of the GFC Committee on the Documentation of Indigeneity (CDI)
    - Indigenous Strategic Plan (Early Consultation)
    - Public Report on the University of Alberta Equity, Diversity and Inclusivity Employee Census
    - Development of a GFC Position on Metrics Associated with Academic Restructuring
    April 7, 2021 (Special Meeting)
    - Development of a GFC Position on Metrics Associated with Academic Restructuring
    - 2021-22 Mandatory Non-Instructional Fees (MNIFs) Annual Report
    - Budget Update
    April 14, 2021
    - Proposals for Exceptional Tuition Increases (Comments from the Chair)
    - Development of a GFC Position on Metrics Associated with Academic Restructuring
    - Online Programming Strategy
    - Delegated Authority of the Undergraduate Awards and Bursaries Committee (UABC)
    - Changes to Faculty of Extension (Early Consultation)

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

Submitted by:
Steven Dew, Chair
GFC Academic Planning Committee

Item No. 15

General Faculties Council Standing Committee Report

GFC Programs Committee

1. Since last reporting to GFC, the GFC Programs Committee (PC) met on March 18, and April 15, 2021.

2. <u>Items Approved with Delegated Authority from GFC</u>
March 18, 2021
- Course and Minor Program Changes
  - Arts
  - Education
  - Engineering
- Items Deemed Minor/Editorial
  - Proposed Changes to Admissions Charts 4 and 5
  - Proposed Changes to Entrance and Program Requirements for the Maîtrise en sciences de l'éducation - Études en langue et culture
  - Proposed Change to the Application Deadline for Graduate Programs in Psychology
  - Proposed Changes to Entrance Requirements and Application Deadline for the Certificate in Indigenous Governance and Partnership
- Digital Marketing Certificate Program Proposal, Faculty of Extension Science
- User Experience / User Interface Design Certificate Program Proposal, Faculty of Extension
- Full Stack Web Development Diploma Program Proposal, Faculty of Extension
- Proposed New Graduate Certificate in Coaching, Faculty of Kinesiology, Sport and Recreation, and Faculty of Graduate Studies and Research

April 15, 2021
- Course and Minor Program Changes
  - Augustana
  - Education
  - Rehabilitation Medicine
  - Saint-Jean
  - Science
- Proposed New Course Designator, CCALS (Centre collégial de l'Alberta Anglais Langue Seconde), Centre collégial de l'Alberta, Faculté Saint-Jean
- Proposed New Graduate Certificate in Educational Studies, Faculty of Education and Faculty of Graduate Studies and Research

3. <u>Items Recommended to GFC</u>
March 18, 2021
- Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)

4. <u>Items Discussed</u>
March 18, 2021
- Faculty of Graduate Studies and Research Graduate Supervisory Initiatives

April 15, 2021
- Communications Between Members (Comments from the Chair)
- Continuing Professional Education, an Overview
- FGSR Graduate Supervisory Initiatives

UNIVERSITY OF ALBERTA UNIVERSITY GOVERNANCE	**GENERAL FACULTIES COUNCIL** For the Meeting of April 26, 2021

Item No. 15

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

Submitted by:
Tammy Hopper, Chair
GFC Programs Committee

Item No. 17A

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Helping Individuals at Risk (HIAR) Annual Report 2019-20

Item

Proposed by	Wendy Rodgers, Deputy Provost
Presenter	Wendy Rodgers, Deputy Provost, Kris Fowler, Director, HIAR

Details

Office of Administrative Responsibility	Provost and Vice President (Academic)
The Purpose of the Proposal is (please be specific)	HIAR reports annually to GFC Executive and to the Board Learning, Research, and Student Experience Committee on data related to the previous years' reports, services provided, and on priorities.
Executive Summary (*outline the specific item – and remember your audience*)	The HIAR program provides a centralized location for reports of at risk behavior in order to facilitate a "connecting of the dots" of what could otherwise be viewed as isolated and less urgent incidents. One impetus behind the creation of this program was the key finding from the 2007 Virginia Tech shootings that failure to share information on what were considered isolated incidents resulted in an underestimation of risk. The HIAR program helps connect Individuals at Risk of harm to self or others to resources before a situation escalates, and ensures a coordinated response across campus.

This report spans the period of July 1, 2019 - June 30th, 2020.

Please note that, effective April 1, 2021, HIAR has moved from the University Services and Finance portfolio to the Portfolio of the Provost and Vice-President (Academic). |
| 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 | Office of the Provost
Office of University Services and Finance
GFC Executive (April 12)
General Faculties Council (April 26)
Board Learning, Research, and Student Experience Committee (April 30) |
|---|---|

Strategic Alignment

| Alignment with *For the Public Good* | OBJECTIVE 19:

Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives. | |
|---|---|---|
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. | |
| | ☐ Enrolment Management | ☐ Relationship with Stakeholders |

Item No. 17A

	x Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Reputation ☐ Research Enterprise x Safety x Student Success
Legislative Compliance and jurisdiction	GFC Executive Terms of Reference Board Learning, Research, and Student Experience Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Helping Individuals at Risk 2019-2020 Annual Report

Prepared by: Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

HELPING INDIVIDUALS AT RISK (HIAR) ANNUAL REPORT 2019-20

Helping Individuals At Risk (HIAR)

The HIAR program provides a centralized location for reports of at risk behavior in order to facilitate a "connecting of the dots" of what could otherwise be viewed as isolated and less urgent incidents. One impetus behind the creation of this program was the key finding from the 2007 Virginia Tech shootings that failure to share information on what were considered isolated incidents resulted in an underestimation of risk. The HIAR program helps connect Individuals at Risk of harm to self or others to resources before a situation escalates, and ensures a coordinated response across campus.

REPORTS TO HIAR

The HIAR program received 910 reports in 2019-20 a decrease of 15% from the previous year; the first time the program has experienced a decline in reports. The number of reports received significantly decreased during the months of March through May 2020 which can likely be attributed to the closure of campus due to the COVID-19 pandemic. Interestingly, although the total number of reports decreased, the number of individuals at risk reported to HIAR increased by 77 (15%) compared to the previous year. This would seemingly indicate that individuals at risk were more often reported once, rather than multiple reports about a single individual.
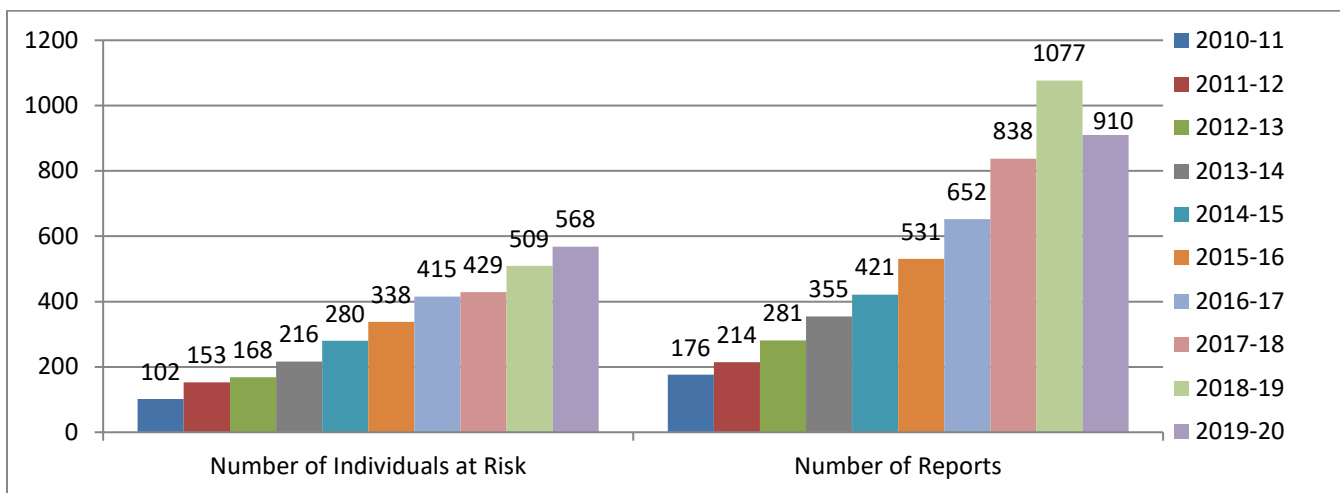
Figure 1: Reports to the HIAR Program

UNDERGRADUATE STUDENT SUCCESS STORY: A female undergraduate student disclosed to her instructor that she was having thoughts of suicide. The instructor contacted HIAR, who reached out to the student to check-in and provide information about crisis and ongoing support services. The student stated that her symptoms of depression resulted in not being able to complete her course work, and that she was worried about failing. HIAR contacted the student's Faculty and asked them to reach out to the student to discuss her academic options. After talking to her Faculty, and receiving help from one of the support services that HIAR referred her to, the student was able to achieve passing grades in the term, and successfully continue in her program.

The busiest 5 months for receiving reports in the 2019-20 reporting year were as follows:

1. December 2019 (114 reports, **13%**)
2. October 2019 (108 reports, **12%**)
3. January 2020 (106 reports, **12%**)
4. March 2020 (96 reports, **11%**)
5. February 2020 (95 reports, **10%**)
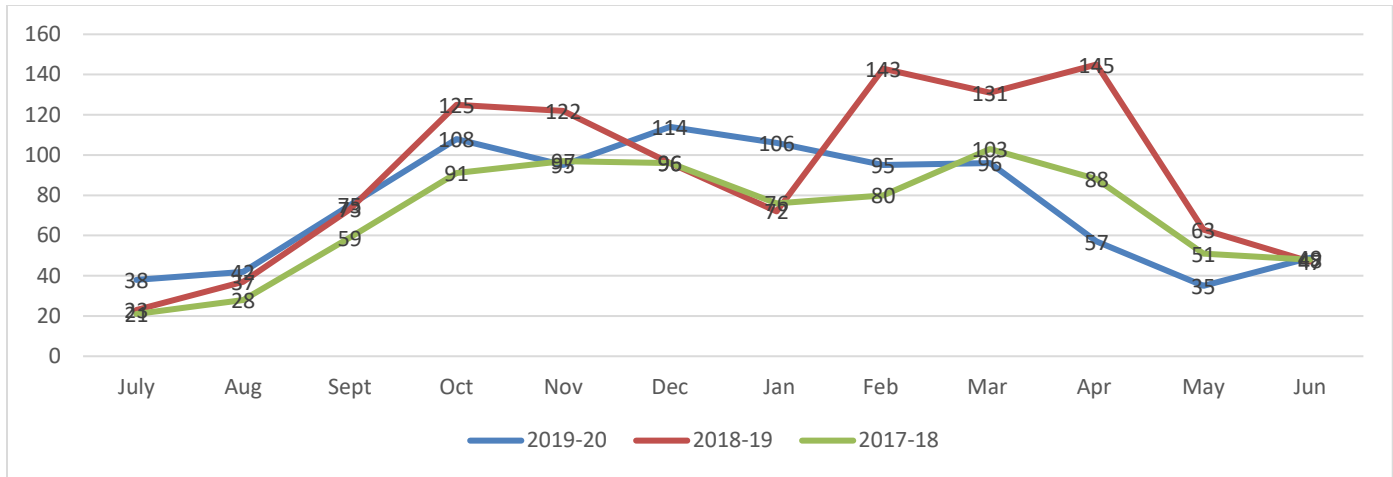
Figure 2: Number of Reports per Month

Compared to the 2018-19 year, HIAR received less reports in October 2019, November 2019 and February 2020, but more reports in July 2019, December 2019 and January 2020. The increased number of reports received in January 2020 may be partially attributed to the impact on the university community of the plane crash of Ukraine International Airlines Flight 752 which led to HIAR receiving reports about those directly and indirectly affected. It is important to note that reports in February and March of the previous year (2019) were higher than normal due to an increased number of reports about individuals at risk from Residence Services after a student death in residence.

Historically, the busiest months for receiving reports of at risk behaviour are October/November in the fall semester and March/April in the winter semester. Unlike previous years, December 2019 was the busiest month of the fall semester, while March and April 2020 saw a significant drop in the expected number of reports, likely due to the global COVID-19 pandemic which forced the university to instantly move to online learning and require staff to work from home. The disruption caused by the pandemic, led the university to adopt mandatory Credit/No Credit grades for the Winter 2020 term, and several Faculties decided not to complete academic standing as a result. HIAR often receives numerous reports in May about students in distress due to their academic standing and being required to withdraw (RTW), or may not continue (MNC) in their Faculty.

Prior to the onset of the pandemic, HIAR was trending towards having a similar number of reports received as the previous year. The total reports received July 2019 to February 2020 were 673 reports, compared to the 691 reports received July 2018 to February 2019.

	2019-20	**2018-19**	**2017-18**
Reports July-February	673	691	548

Figure 3: Number of Reports July – February

INDIVIDUALS AT RISK

The breakdown of the status of individuals at risk was similar to previous years, with the vast majority of reports to the program continuing to be regarding students (796 reports, 87%). Of this, 655 reports (72%) were concerning undergraduate students, 120 reports (13%) were about graduate students, and 21 reports (2%) were concerning students registered in Open Studies. In addition, 67 reports (7%) were about faculty or staff, 6 reports (less than 1%) were about Post-Doctoral Fellows, 10 reports (1%) concerned former students, and the remainder (33 reports, 4%) were regarding individuals with other relationships to the university (i.e. alumni, visiting student, former employee, partner of a student or staff member, and those not affiliated with the university).
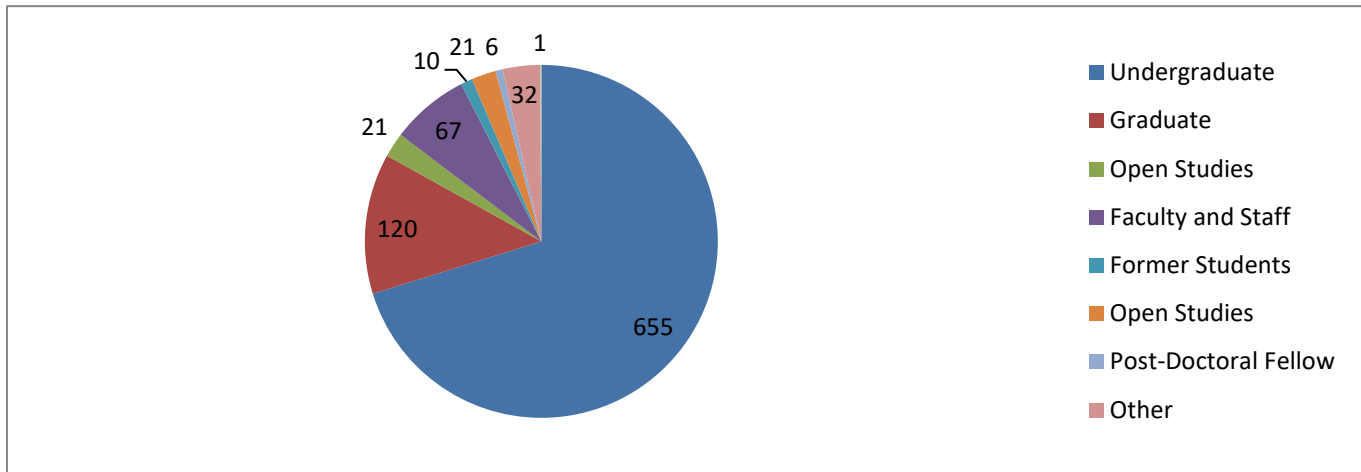
Figure 2: Status of the Individual at Risk

HIAR also tracks reports received about international students regardless of undergraduate or graduate status. This reporting year, there were 270 reports concerning international students, which comprised 30% of all reports to HIAR, an increase from 27% of all reports in 2018-19. For context, international students comprised 21% of the student population at the U of A in 2019-20.

INTERNATIONAL STUDENT SUCCESS STORY: A female international graduate student at risk of harm to self was unable complete her Master's degree due to significant debt, and ongoing physical and mental health issues. She was feeling completely overwhelmed and hopeless about how to complete her degree when she reached out to one of her former instructors who then contacted HIAR. HIAR organized a meeting between the key stakeholders (Faculty of Graduate Studies and Research, Dean of Students, International Student Services, Student Financial Support, and the Department) who together developed a plan to provide the student with retroactive medical leave, assist with her debt, secure a valid study permit, and connect her to counselling and medical support which allowed her to re-enroll and continue in her graduate program.

Unlike last year where the majority of reports (57%) about individuals at risk concerned females, this year the majority of reports concerned males (488 reports, 54%). Three hundred and ninety reports (43%) were regarding females and seven reports (less than 1%) concerned non-binary or transgender individuals (an increase of 1 report compared to last year). Reviewing the report statistics from previous years, the ratio of reports concerning males and females has usually been fairly evenly split, and HIAR was unable to determine any particular reason as to why the past two years have deviated from this trend.
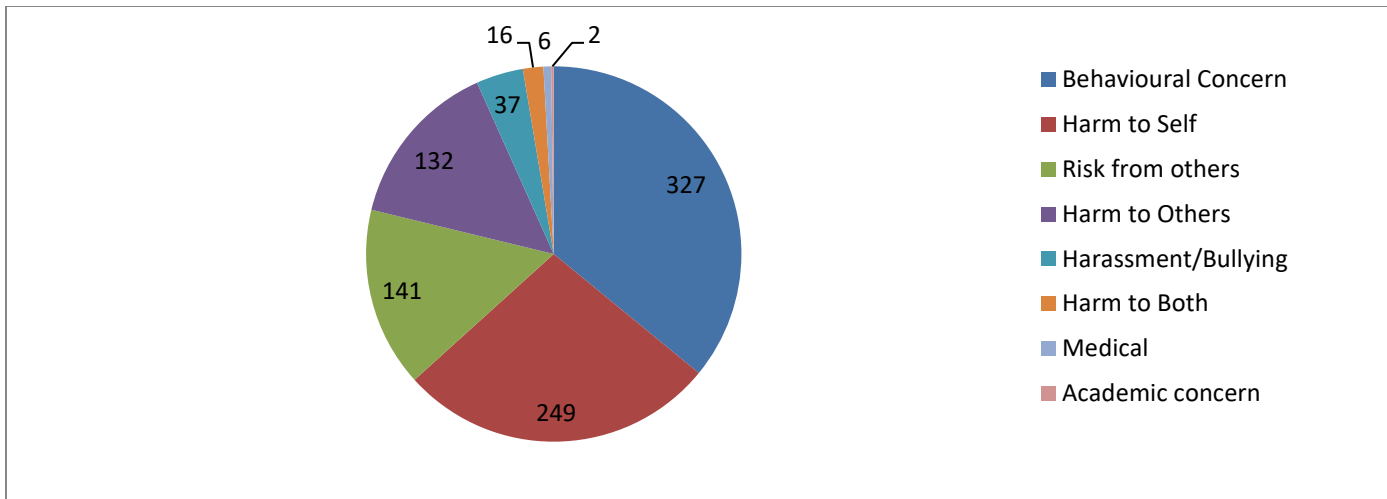
Figure 3: Type of At-Risk Behavior

The majority of reports received by HIAR (327 reports, 36%) were regarding individuals who exhibited a behavioural concern, or those who displayed worrisome behaviour that did not yet meet the assessment of harm. This was a similar percentage of the total reports (39%) as last year. There was a significant decrease in the number of reports about harm to self with 249 reports (27%), compared to 410 reports (38%) last year and 379 reports (45%) in 2017-18. There also was a significant increase in the number of reports about harm to others with 132 reports (15%), compared to 103 reports (10%) last year and 77 reports (9%) in 2017-18. One hundred and forty-one reports (15%) concerned individuals who were at risk of harm from others, and 16 reports (2%) concerned individuals who were at risk of harming both themselves and others. Thirty seven reports (4%) were regarding incidents of harassment or bullying, an increase in the percentage of reports (2%) from the previous year. The balance of the reports pertained to those that were regarding medical concerns (6 reports) and those that were only about an academic concern (2 reports).

The significant changes in reports about harm to self, harm to others and harassment/bullying may be due to the disruption caused by the pandemic and the sudden decline in reports to HIAR at the end of winter term, a time when many reports are traditionally made to HIAR and when many struggling students tend to be at risk of harm to self. In addition, making a report to HIAR was likely overshadowed by the need to focus on mastering a new way of teaching and learning online, adapting to working from home, and not yet knowing what the cues for at risk behaviour were in an online environment.

REPORTERS OF AT RISK BEHAVIOUR

As seen in previous years, HIAR continued to receive the greatest number of reports from University of Alberta Protective Services (UAPS), the Dean of Students (DoS) Portfolio, and Residence Services.

The areas of campus submitting the highest number of reports concerning Individuals at Risk for 2019-20 reporting year were as follows:

1. UAPS (197 reports, **22%**), an increase from 17% in 2018-19
2. Dean of Student Portfolio (164 reports, **18%**), a slight increase from 16% in 2018-19
3. Residence Services (158 reports, **17%**), a decrease from 22% in 2018-19
4. Senior Administration (116 reports, **13%**), an increase from 10% in 2018-19
5. Instructors (86 reports, **9%**), similar to the 10% in 2018-19
6. Staff Members (80 reports, **9%**), similar to the 10% in 2018-19

The balance of reports received by the HIAR program were from student advisors (43 reports, 5%), other students (21 reports, 2%), Human Resources (19 reports, 2%), family members or friends (10 reports, 1%), Students Union (5 reports,

less than 1%), and supervisors (4 reports, less than 1%). In general, these numbers were similar to the reports received in 2018-19.
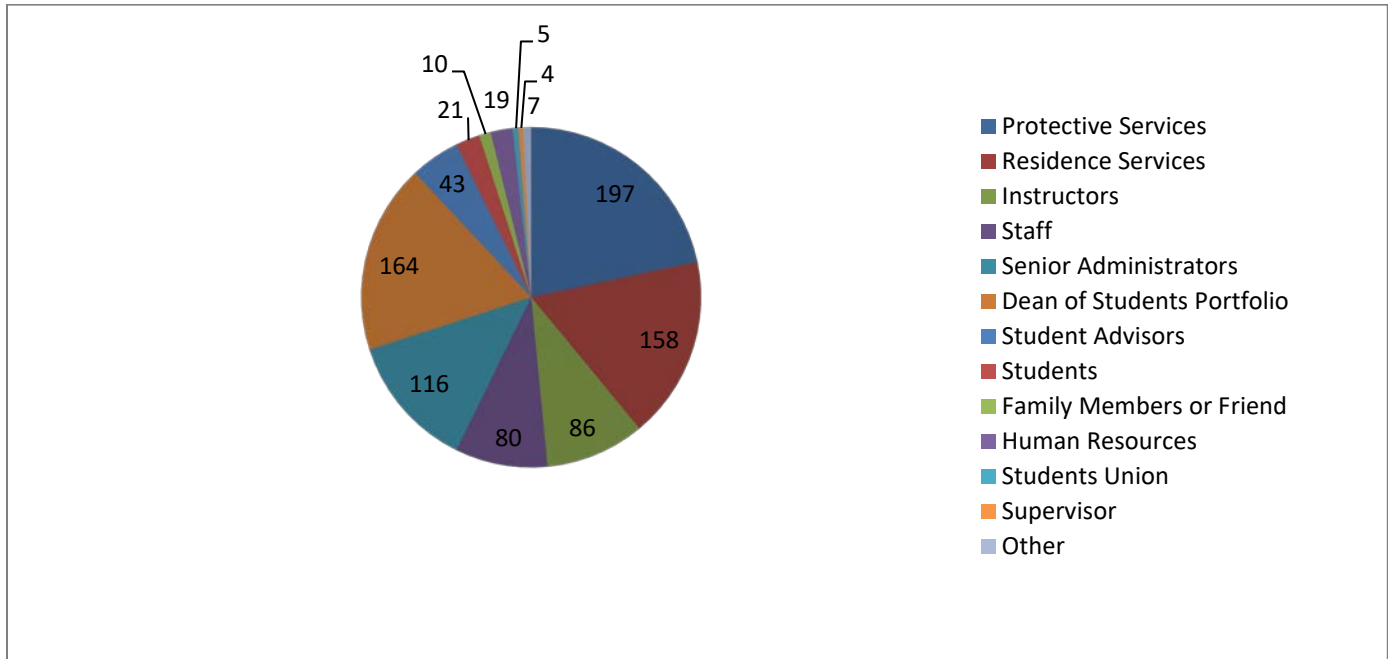
Figure 4: Reporters of At-Risk Behavior

Analyzing the reports by Faculty and School, the largest number of reports were received from the Faculty of Arts (80 reports, **9%**), Faculty of Science (51 reports, **6%**), and Faculty of Engineering (46 reports, **5%**). This is the same top three reporting faculties as the last two years. Though reports were not received from all faculties during this reporting year, HIAR did continue to extend their reach across campuses with reports originating from both Augustana and Faculte St. Jean, as well as Peter Lougheed Leadership College and St. Joseph's College.

"The Faculty of Nursing has found HIAR to be a wonderful support for students and faculty. Thanks again for your time and support!"   *~Faculty member*

SERVICES PROVIDED

During this reporting year, HIAR added two new categories of services provided (in purple in the chart below), Contacting Children's Services (when minor is believed to be at risk) and Provide Crisis Support (to an individual imminently at risk. Although these services are provided infrequently, they are critical and important services to track. In addition, the category of Information Sharing was expanded to include when information is shared with the Office of the Dean of Students, General Counsel, Human Resources and Protective Services, as well as a health care provider. This expansion accounts for the significant increase in the number of reports where this service was provided.

It is important to note that when HIAR receives a report regarding an individual at risk, the intake process includes documenting the concerns, informally assessing the level of risk of the behaviour(s) of concern, ascertaining if HIAR has received any previous reports and if that history changes the level of risk, determining if the case needs to be escalated to the police, UAPS, Protocol 91 or the HIAR Case Team, checking for relevant social media (in high risk cases), and checking to see if UAPS has any relevant reports. For reports about students at risk, the intake process also includes

determining if the individual is an international student, lives in residence, has any academic concerns, or is connected to Accessibility Resources.

The services provided below are in addition to the intake process, and may be provided to both the individual at risk and the reporter. Typically more than one service is provided, depending on the situation and the level of risk. The only type of report that requires no additional action from a HIAR team member is the 'Information Purposes Only' report; usually a report that is being managed already, or is the second (or more) report about the same incident. During this reporting year, only 14% of the reports fell into this category, meaning that in **86%** of reports (787 reports) HIAR staff provided at least 1 service, for a total of 2,602 recordable and reportable services, or an **average of 3.3 services per report**. Even though HIAR received less reports this year, this was an increase over last year (2,559 recordable and reportable services, or an average of 2.9 services per report).

Service Provided	Number of Services			% of Total Services		
	2017-18	*2018-19*	*2019-20*	*2017-18*	*2018-19*	*2019-20*
Total Services Provided	2,127	2,559	2,602	n/a	n/a	n/a
Information Purposes Only	125	197	123	15%	18%	14%
Coaching/Advice for Reporter	302	404	**294**	36%	38%	**32%**
Contact Individual at Risk	175	238	**232**	21%	22%	**25%**
Discuss Safety Measures	30	22	29	4%	2%	3%
Monitor Situation	131	70	59	16%	6%	6%
Resources for Individual at Risk	350	446	**380**	42%	41%	**42%**
Referral to HIAR Case Team	220	287	**235**	26%	27%	**26%**
Refer to or Attend Protocol 91 Team	86	98	131	10%	9%	14%
Reporter/Victim Provided Resources	69	48	50	8%	4%	5%
Formal Assessment of Risk	38	15	98	5%	1%	11%
Follow up (TOTAL)	564	695	**814**	67%	65%	**91%**
Follow up General	240	57	64	29%	5%	7%
Follow up Academics	137	90	81	16%	8%	9%
Follow up Residence	100	133	115	12%	12%	13%
Follow up Student Services	87	67	71	10%	6%	8%
Follow up Dean of Students	N/A	111	136	N/A	10%	15%
Follow up UAPS	N/A	56	62	N/A	5%	7%
Follow up Reporter	N/A	179	253	N/A	17%	28%
Follow up Human Resources	N/A	2	32	N/A	<1%	4%
Information Sharing	21	26	122	3%	2%	13%
Welfare check/contact police	16	13	4	2%	1%	<1%
Contact AB Children's Services	N/A	N/A	2	N/A	N/A	<1%
Provide Crisis Support	N/A	N/A	2	N/A	N/A	<1%

The most common services (in bold above) delivered by the HIAR team were:

1. Follow ups (814 reports, 91%)
2. Providing resources for the Individual at Risk (380 reports, 42%)
3. Coaching/advice for the reporter (294 reports, 32%)
4. Referral to HIAR Case Team (235 reports, 26%)
5. Directly contacting the Individual at Risk (232 reports, 25%).

There was a significant increase in the number of cases where HIAR staff attended or referred reports to the Protocol 91 Team (131 occasions or 14% this year versus 98 occasions or 9% last year) and the completion of a formal assessment of risk (98 occasions or 11% this year versus 15 occasions or 1% last year). This is likely correlated to the increase in reports about harm to others as HIAR staff will often conduct a formal violence risk triage with a reporter to help them understand the level of concern, and reports about individuals at risk of harm to others are frequently escalated up to the Protocol 91 Team (or Student of Concern team on the student side).

"Thank you again for all you've done! Reaching out to you has been very helpful, and I don't think I'd have been on the path to recovery right now if you hadn't come in to help me out! I hope you continue to do the wonderful work that you do!"   *~Individual at Risk*

HIAR CASE TEAM

The mandate of the HIAR Case Team is to utilize a multi-disciplinary approach to triage the risk of an Individuals at Risk's behavior and develop an action plan to manage the risk. The Case Team meets on a weekly basis (bi-weekly during the summer months) and is comprised of representatives from UAPS, Office of the Dean of Students, Residence Services and Human Resource Services. The Case Team is not a disciplinary body, nor does it deal with imminent danger or emergencies, as the University has systems in place for dealing with these issues.

HIAR staff refer a case to the HIAR Case Team when a report is received regarding an individual at risk of harm to others (not currently being managed by the Protocol 91 Team, police or UAPS), or when a report is about a second (or more) incident about an individual at risk who has previously been brought to the attention of the HIAR program.

The percentage of reports to HIAR that were referred to the HIAR Case Team remained steady at 26%. The majority of the reports escalated to the HIAR Case Team (180 reports, 77%) were regarding more than one incident about an individual at risk, while the remainder (55 reports, 23%) were regarding individuals at risk of harm to others.
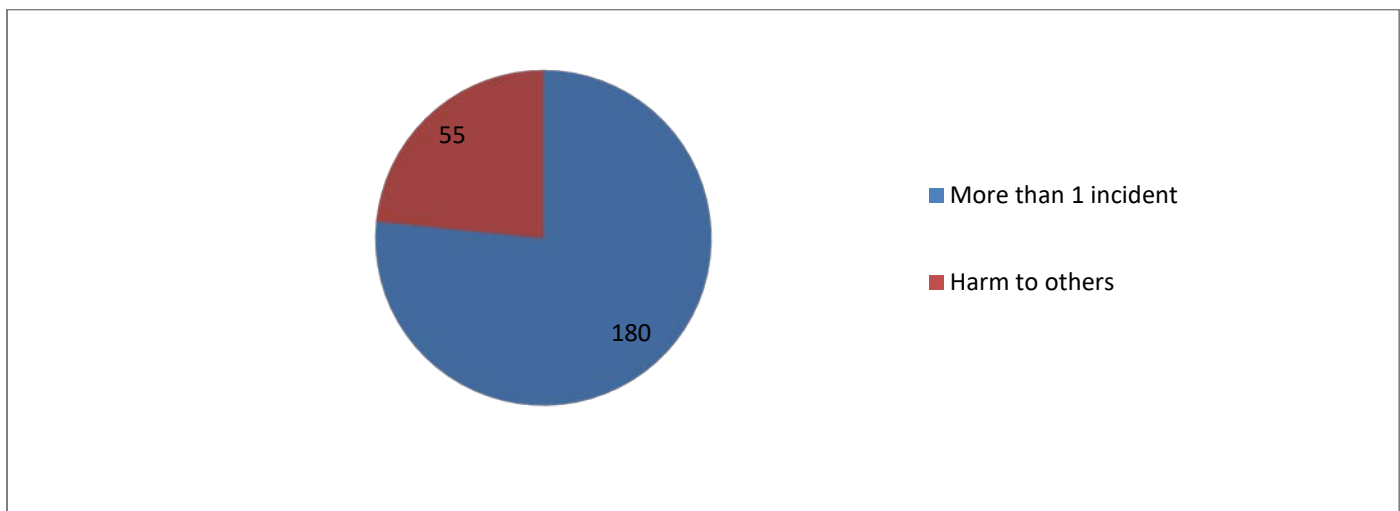
Figure 6: Types of reports escalated to HIAR Case Team

1. **Implemented Symplicity Advocate GME Case Management Software**, a database for the efficient intake of reports, ongoing case management and reporting. The 6-month implementation process culminated with a go-live date of July 1, 2020, the start of the new reporting year. It is important to note that the statistical reporting for the 2020-21 reporting year will be significantly different than previous years as it will be generated through the new case management software.
2. **Met with 21 key stakeholders to review the HIAR program** to get their feedback on what was working well with the program, what could be improved, how to increase awareness of the program, and the HIAR Case Team.
3. **Participated in the following university activities**:
   - Office of the Provost's "Controversial Topics" workshop on intimate partner violence
   - Human Resources confidential file check (monitoring for individuals at risk during position disruption and termination processes)
   - Residence Services process mapping for student staff of concern cases
   - Development of a self checklist for student's travelling abroad to help them understand their physical and mental health needs and connect them to appropriate resources before, during and after travelling (Created for the School in Cortona, now utilized by University of Alberta International and the Faculty of Nursing)
   - Establishment of a process for handling anonymous posts on Reddit about students of concern
   - Supported English and Film Studies with the development of internal processes regarding the Sexual Violence Policy
   - Peer Support Centre Protocol Review
   - OSDHR Information Sharing meetings
4. **Moved office location** from Campus Towers (leased space) to Li Ka Shing Centre for Research to support cost savings for the university
5. **Updated and redesigned the HIAR website** (to be implemented in 2020-21)

1. Build out reporting processes in Symplicity Advocate GME to allow for weekly, monthly and annual reporting, as well as the ability to report at the College and faculty level
2. Continue to educate and increase awareness of the HIAR program to the university community, as highlighted by several key stakeholders during the review process. Ideas to be implemented in the coming year include:
   - Write an article for the Human Resources newsletter (800 staff)
   - Develop a slide on the HIAR program to add to the set of slides about services developed by the Office of the Dean of Students for faculty members
   - Promote the HIAR program on the student groups listserv
   - Facilitate a presentation at a Human Resource Partner meeting, Arts student advisor meeting, Arts Teaching Learning and Engagement Committee (ATLEC), Office of Student Ombuds in-service, and others as required
   - Partner with key stakeholders (UAPS, Dean of Students, Residence Services, Environmental Health and Safety) to develop brief messages about HIAR that can be shared on their social media accounts
   - Develop a banner ad for the UofA web page
   - If resources allow, facilitate presentations to faculty and department councils
3. Continue the provision of core services (intake and management of reports) in an effective and efficient manner

Item No. 17B

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Office of Safe Disclosure and Human Rights (OSDHR) 2019-20 Annual Report

Item

Proposed by	Dr. Wendy Rodgers, Deputy Provost
Presenter	Dr. Wendy Rodgers, Deputy Provost, Donnell Willis, Advisor, Office of Safe Disclosure and Human Rights

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The OSDHR reports annually to General Faculties Council Executive and the Board Audit and Risk Committee on activity and areas of focus.
Executive Summary (*outline the specific item – and remember your audience*)	The Office of Safe Disclosure & Human Rights (OSDHR) has two functions: ● provision of the University of Alberta's confidential (safe) disclosure services, and; ● promotion, stewardship and advice pertaining to human rights (including the duty to accommodate). To support these functions, the office provides intake, advisory, and educational services to students, staff, and faculty at all University of Alberta campuses. This report spans the period of July 1, 2019 - June 30th, 2020. Please note that, effective April 1, 2021, the OSDHR has moved from the University Services and Finance portfolio to the Portfolio of the Provost and Vice-President (Academic).
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	Office of the Provost Office of University Services and Finance GFC Executive (April 12) General Faculties Council (April 26) Board Audit and Risk Committee (April 26)

Strategic Alignment

Alignment with *For the Public Good*	OBJECTIVE 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives.

Item No. 17B

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management x Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise x Safety x Student Success
Legislative Compliance and jurisdiction	General Faculties Council Exec Terms of Reference Board Audit and Risk Committee Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Office of Safe Disclosure and Human Rights (OSDHR) 2019-2020 Annual Report

Prepared by: Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

Office of Safe Disclosure and Human Rights (OSDHR)
Annual Report 2019-20

Program Goals

The Office of Safe Disclosure & Human Rights (OSDHR) has two functions:

- provision of the University of Alberta's confidential (safe) disclosure services and;
- promotion, stewardship and advice pertaining to human rights (including the duty to accommodate).

To support these functions, the office provides intake, advisory, and educational services to students, staff, and faculty at all University of Alberta campuses.

This report spans the period of July 1, 2019 - June 30th, 2020.

Disclosure Activity

OSDHR operates on a confidential intake and referral model.

Where required, individuals or groups that make disclosures to the office are referred to the most appropriate university service provider(s) in order for the matter to be addressed. Disclosures can be made in person, online, over the telephone or via email. Disclosures made via email or through the online reporting tool, have the option of being made anonymously. Where possible (that is when we are provided with contact information) anonymous disclosures are responded to with an invitation to speak directly to an advisor.

During the reporting period, the OSDHR provided intake and referral services for **244** members of the University community.

Referrals

Matters reported to the Office are typically referred to existing campus resources for resolution. While disclosures related to a range of issues including theft, fraud, safety, academic integrity, and research ethics, the majority of disclosures allege discrimination and harassment.

The OSDHR maintains working relationships with colleagues across campus to ensure our referral services are effective. While there are over 21 potential resources we draw upon, the majority of our referrals are to the Non-Academic Staff Association (NASA), Office of

Student Ombuds, the appropriate Chair/Dean, Academic Association of Staff University of Alberta (AASUA), Employee and Family Assistance Program (EFAP), and Graduate Students' Association (GSA). Other services referred to less frequently include Faculty Relations, Protective Services, Helping Individuals at Risk, Immediate Supervisor, Internal Audit Services, and Academic Success Centre.

Human Rights

The Discrimination, Harassment, and Duty to Accommodate policy provides direction for Human Rights at the University. The policy states "The University is enriched by diversity, and it welcomes and seeks to include many voices, including those that have been under-represented or excluded."

The OSDHR undertakes a variety of activities that enhance awareness and understanding of the principles of human rights, including the provision of training, consulting, and coaching to faculty, staff, students, and postdoctoral fellows.

We also monitor current trends, demographics, case law, and legislation to ensure we are proactively identifying and addressing both current and emerging human rights matters.

Education, Outreach and Research

OSDHR continues to respond to the educational needs of the University of Alberta as they relate to human rights and related policies and strategies. These sessions occur in response to requests from our colleagues and often are developed and delivered in collaboration with staff and faculty in other academic or administrative units.

In 2019-20 the office provided **34** unique workshops/presentations to students, faculty, and staff. We wish to highlight our ongoing collaboration with Human Resources through our participation in EDI Week, the Supervisory Leadership Program, and responding to needs identified by the EDI Advisor and HR Partners. OSDHR also participated in New Deans' and Chairs' School, (with a focus on the implications of the Equity, Diversity and Inclusivity Strategic plan for leadership) and the "Controversial Topics" workshops developed by the Office of the Provost.

OSDHR participated in selecting and hosting for the annual Visiting Lectureship in Human Rights. This year Adam Bodnar, Poland's Commissioner for Human Rights, delivered a lecture on "The Fight for Rule of Law in Poland."

The OSDHR Advisor continued as a co-Investigator for, New Frontiers in Research - Re-imagining Intersectional Inclusion. This is a multi-disciplinary, three-year research project which examines inclusionary praxis.

When possible, OSDHR collaborates with community organizations to lend expertise or build awareness of the University's commitment to human rights. OSDHR has also been involved with membership and leadership in the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE).

Human Rights Advisory Services

OSDHR provides advice and expertise to both University initiatives/programs and in many areas of University operations.

University initiatives include:

- EDI Scoping Committee
- EDI Action Committee
- Faculty/Departmental EDI committees
- Visiting Lectureship in Human Rights
- New Deans' School
- New Chairs' School
- New Employee Orientation
- Ad-hoc sub-committees of GFC
- Staff Leadership and Development
- EH&S Committee - OH&S changes
- Aboriginal Admissions Committee (FoMD)

Input on University operations include:

- Advising with senior administrators, managers, supervisors on how to resolve discrimination, harassment, and ethical conduct allegations brought to their attention
- Advising on the application of the Duty to Accommodate Policies and Procedures in work and learning environments
- Providing advice on the Public Interest Disclosure Act (PIDA) and the Alberta Human Rights Act
- The development of faculty/department EDI initiatives and plans
- Identifying areas in need of an "human rights/equity environmental review" and participating in the process
- Advice to conference planners and hosts on EDI and Disclosure best practices
- Providing human rights/disclosure trends and analysis to assist unit-business planning
- Input into the development of training and awareness activities across campus
- Input into communication strategies and activities
- Supporting dissemination of EDI data
- Student support
  - Advising student support units on Human Rights, the Duty to Accommodate and Equity that pertain to their operations
  - Scholarships and awards
  - Liaising with student government on matters of human rights
  - Working with Student Groups on initiatives or concerns
- Human resource operations
  - Recruitment & Selection
  - Inclusion of employees
  - Advice on considerations related to protected grounds and employment
  - Monitoring for retaliation within termination processes
  - Advice to HR Partners and Sr. Admin
  - Administration of the NASA Agreement Article 18 Intake process.

Further, OSDHR provides consultations to faculty members and university leaders, such as Deans, Chairs, and Supervisors, on a wide array of issues.

Areas of Focus for 2019-20

Implementation of the University of Alberta Strategic Plan for Equity, Diversity, and Inclusivity.

In 2019-20 OSDHR continued to participate in the activities of the EDI Scoping Group and Action Group. Through our membership on these committees, we contributed to the development of the EDI Strategic Plan, to the socialization of The Plan, and to the ongoing implementation of The Plan. We would like to highlight the significant contribution OSDHR made with respect to the implementation of the Strategic Plan for EDI. OSDHR also supports the work of the Research Services Office, VP-Research and the Deputy Provost as it relates to EDI and the University of Alberta's Canada Research Chairs program.

Finally, OSDHR undertook a research project with a focus on equity issues in academic recruitment, advancement, and retention. This project was designed to inform OSDHR's capacity to advise where Human Rights intersects with Equity issues. This document and resource continues to inform the work of recruitment committees that are focused on senior leadership recruitment.

Address Implications of New Occupational Health and Safety Act (Alberta)

OSDHR has been participating in and providing expertise on the process to ensure the University's policies, practices and culture are aligned and adhere to the Occupational Health and Safety Act revisions of 2018. These revisions impose requirements on the university pertaining to harassment and violence, including policy and training requirements. This process is being led by Environmental Health and Safety.

Implement New Database (Symplicity Advocate GME Case Management Software)

OSDHR has implemented a new intake and workflow system for receiving disclosures which will enable better data collection on the volume and types of disclosures OSDHR receives. The 6-month implementation process culminated with a go-live date of July 1, 2020, the start of the new reporting year. It is important to note that the statistical reporting for the 2020-21 reporting year will be significantly different from previous years as it will be generated through the new case management software.

Upcoming Strategic Areas of Focus

For 2020-2021, the focus of OSDHR will continue to be the provision of core services (disclosure and human rights advising / education) in an effective and efficient manner.

Demands for OSDHR resources continue to increase and are anticipated to grow in the future, particularly in light of the pandemic, additional legislative oversight (OHS Act), the EDI Strategic Plan, and reduced capacity of the Office.

In the upcoming year (2020-21) it is anticipated that the number of disclosures will also increase due to the challenging times ahead, such as University wide restructuring, ongoing budget restrictions, the pandemic, and current political and social movements.

In order to continue to meet our core mandate as effectively as possible, OSDHR will focus on:

- Reporting on the volume and nature of disclosures that the office receives. Given the implementation of the new database, OSDHR will be better positioned to report on:
  - The percentage breakdown of disclosures made by graduate students, undergraduate students, staff, and/or faculty;
  - The types of disclosures received, including but not limited to discrimination, harassment, accommodation, sexual violence policy, academic appeal, health and safety, etc. Additionally, this reporting capability will enable OSDHR to track and analyze disclosure trends over time. This data may also be utilized to help identify systemic wide issues or specific areas of concern.
- Review of the Discrimination, Harassment and Duty to Accommodate Policy and Procedures.
- Training to the university community, such as presentations and workshops on inclusive work and learning spaces, the duty to accommodate, harassment and discrimination, and university services, policies and procedures.
- Collaboration with key stakeholders to further university initiatives and support current policies and practices (e.g. Sexual Violence Policy).
- Tools, training and advice to support the Equity, Diversity, and Inclusion Strategic Plan Implementation.

Item No. 17C

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Centres and Institutes Committee (CIC) Annual Report 2020

Item

Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Randy Goebel, Associate Vice-President (Research Partnerships) and Chair, Centres and Institutes Committee (CIC)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To provide the 2020 Centres and Institutes Committee (CIC) Annual Report to the GFC Academic Planning Committee (APC).
Executive Summary (*outline the specific item – and remember your audience*)	The role of the CIC is to ensure the integrity and maintenance of the University's rigorous processes for the establishment, operation, termination, oversight and accountability of academic centres and institutes and maintains close communication with Deans and Vice-Presidents as well as with directors responsible for the daily oversight of academic and affiliated centres and institutes at the University of Alberta. One new academic centre was established in 2020, one strategic review was reported, and one institute was terminated. Additionally, administrative responsibility for the Community-University Partnership (CUP) was transferred from the Faculty of Extension to the School of Public Health.
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	- Centres and Institutes Committee (CIC) - Vice-Provosts' Council (VPC) - GFC Academic Planning Committee - General Faculties Council (April 26) - Board Learning, Research and Student Experience Committee (BLRSEC) - Board Audit and Risk Committee (BARC)

Strategic Alignment

Alignment with *For the Public Good*	**ENGAGE: GOAL:** Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. **EXCEL: Objective 11**: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.

Item No. 17C

	☐ Enrolment Management ☒ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☒ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Centres and Institutes Policy UAPPOL Academic Centres and Institutes Establishment Procedure UAPPOL Academic Centres and Institutes Operation Procedure UAPPOL Academic Centres and Institutes Termination Procedure UAPPOL Affiliated Centres and Institutes Establishment Procedure UAPPOL Affiliated Centres and Institutes Operation Procedure UAPPOL Affiliated Centres and Institutes Termination Procedure GFC Academic Planning Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference Board Audit and Risk Committee Terms of Reference	

Attachments:

Centres and Institutes Committee (CIC) Annual Report 2020

Prepared by: Suzanne French, Portfolio Initiatives Coordinator, suzanne.french@ualberta.ca

CENTRES AND INSTITUTES COMMITTEE (CIC)
2020 Annual Report

1.	ACADEMIC CENTRES AND INSTITUTES	
APPROVED by GFC Academic Planning Committee (APC):		
Faculty of Arts	Centre for Criminological Research	Approved by GFC APC June 24, 2020
FIVE YEAR STRATEGIC REVIEW/AGREEMENT RENEWAL COMPLETED, UNDERWAY OR PENDING		
Faculty of Education	JP Das Centre on Developmental and Learning Disabilities	Completed September 2020
TERMINATION OR IN THE PROCESS OF REVIEW/SUSPENSION (approved and submitted by Reporting Faculty Dean and/or Vice-President)		
Vice-President (Research & Innovation)	Integrative Health Institute (IHI)	Terminated, effective July 1, 2020
Faculty of Arts	Canadian Institute for Research Computing in the Arts (CIRCA)	Under Review
Faculty of Education	Canadian Centre for Research on Literacy (CCRL)	Suspended
Faculty of Education	Western Canadian Centre for Deaf Studies (WCCDS)	Suspended
RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President)		
Faculty of Arts	Institute of Prairie Archaeology renamed the Institute of Prairie & Indigenous Archaeology	Approved by Provost February 3, 2020
Campus Saint-Jean	Institute d'études canadiennes/Institute for Canadian Studies and Institut du Patrimoine francophone de l'Ouest Canadien merged and to be renamed the Institut Marcelle et Louis Desrochers	Approved by Provost February 3, 2020
PROPOSALS FOR NEW ACADEMIC CENTRES/INSTITUTES PENDING OR UNDER REVISION: <u>**None during this reporting period.**</u>		

2.	AFFILIATED CENTRES AND INSTITUTES	
APPROVED by the President's Executive Committee-Operations (PEC-O) AND/OR AGREEMENT SIGNED: <u>**None during this reporting period.**</u>		
PROPOSALS FOR NEW AFFILIATED CENTRES/INSTITUTES PENDING OR UNDER REVISION: <u>**None during this reporting period**</u>		
STRATEGIC REVIEW AND/OR AGREEMENT RENEWAL (5 YEAR) (or as directed by contractual agreements and submitted by Reporting Faculty Dean and/or Vice-President): <u>**None during this reporting period.**</u>		

TERMINATION OR IN THE PROCESS OF TERMINATION (approved by Reporting Faculty Dean and/or Vice-President): <u>None during this reporting period</u>

RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President): <u>None during this reporting period</u>

3.	**UAPPOL CENTRES AND INSTITUTES POLICY AND PROCEDURE REVISIONS (as approved by GFC Executive Committee, or Board of Governors, or President's Executive Committee) AND FORM DOCUMENT UPDATES (as approved by the Centres and Institutes Committee):**	
	There have been no UAPPOL revisions during this reporting period.	

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Item No. 17D

Governance Executive Summary
Information Item

Agenda Title	Service Excellence Transformation (SET) Update

Item

Proposed by	Todd Gilchrist, Vice President (University Services and Finance)
Presenter	Todd Gilchrist, Vice President (University Services and Finance) Rob Munro, Executive Lead, Service Excellence Transformation

Details

Office of Administrative Responsibility	Vice-President University Services and Finance
The Purpose of the Proposal is (please be specific)	To provide an update on the progress of the Service Excellence Transformation (SET) program.
Executive Summary (*outline the specific item – and remember your audience*)	The Service Excellence Transformation (SET) program is designed to meet required cost savings targets, while improving structure and efficiency in order to continue to provide the necessary services. Following Board approval of an operating model on October 16, 2020, the SET program has been developing implementation plans through an iterative/agile project management structure. Staff transition will occur in two phases. Phase I covered the period from August 1, 2020 to March 31, 2021 and focused on reducing labour costs by $30 million and concurrently planning for the organizational structures to enact the operating model. Phase II covers the period from April 1, 2021 to March 31, 2022; it will achieve an additional $30 million in labour savings and will complete the transition to the more centralized operating model taking advantage of economies of scale. On December 11, 2020, the Board approved a new academic structure that established three colleges and three community faculties. SET has started the process of integrating the administrative processes as defined by the approved operating model into the College model. This presentation provides an overview of the SET program, progress to-date and looking ahead, as well as a summary of engagement and communications activities.
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	*Leadership:* ● PEC-S ● Service Excellence Steering Committee (SESC) ● Deans' Council ● Chairs' Council ● Engagement with Chair groups within each faculty *Staff:* ● UAT Staff Advisory Team

	Ask Set Anything events, - Functional discovery groups - NASA meetings - AASUA meetings - SET Change Network - Faculty of Medicine & Dentistry Staff Advisory Team *Students:* - Students' Union - Graduate Students' Association (GSA)

Strategic Alignment

Alignment with *For the Public Good*	*For the Public Good* Objective 3: Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic staff by enriching the University of Alberta's working environment. 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. .		
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.		
	☐ Enrolment Management ☒ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure		☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].		

Attachments (each to be numbered 1 - 31)

1. Slide deck with SET update information (page(s) 1 - 31)

Prepared by: Rob Munro, Executive Lead, Services Excellence Transformation, rbmunro@ualberta.ca

Agenda

- Overview of SET

- Current SET program status

- Looking ahead

- Engagement and communications activities

Vision/Purpose of SET

Service Excellence Transformation critically supports the *U of A for Tomorrow* vision by:

- Resetting our administrative structures to align with our core mission of excellence in teaching, research, and community engagement

- Enabling a more collaborative, accountable, strategic, and responsive leadership team

- Enabling academic staff to focus on the frontline delivery of our mission, rather than unit-level administration, and promoting greater professionalism and leadership across our administrative staff

- Providing an overall enhanced student experience

- Supporting institutional objectives for equity, diversity, and inclusivity

- Simplifying workflows, automating processes, reducing bureaucracy, and finding efficiencies
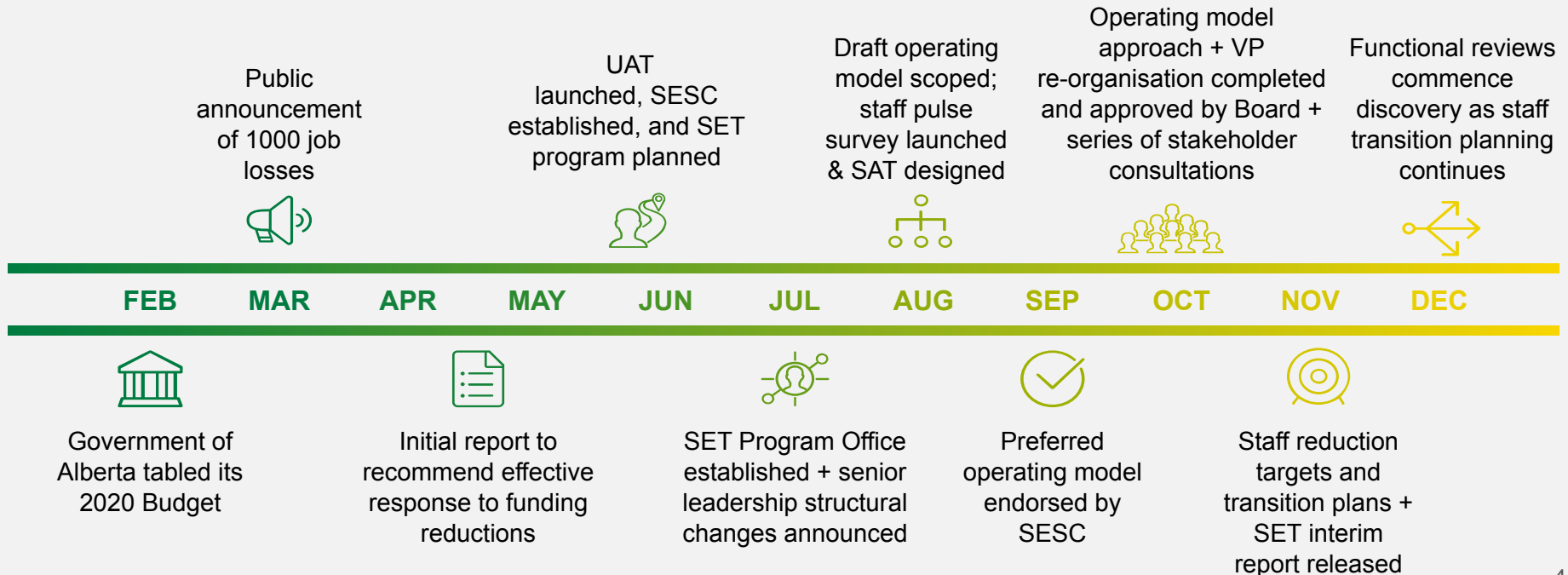
Development of the new Administrative Operating Model
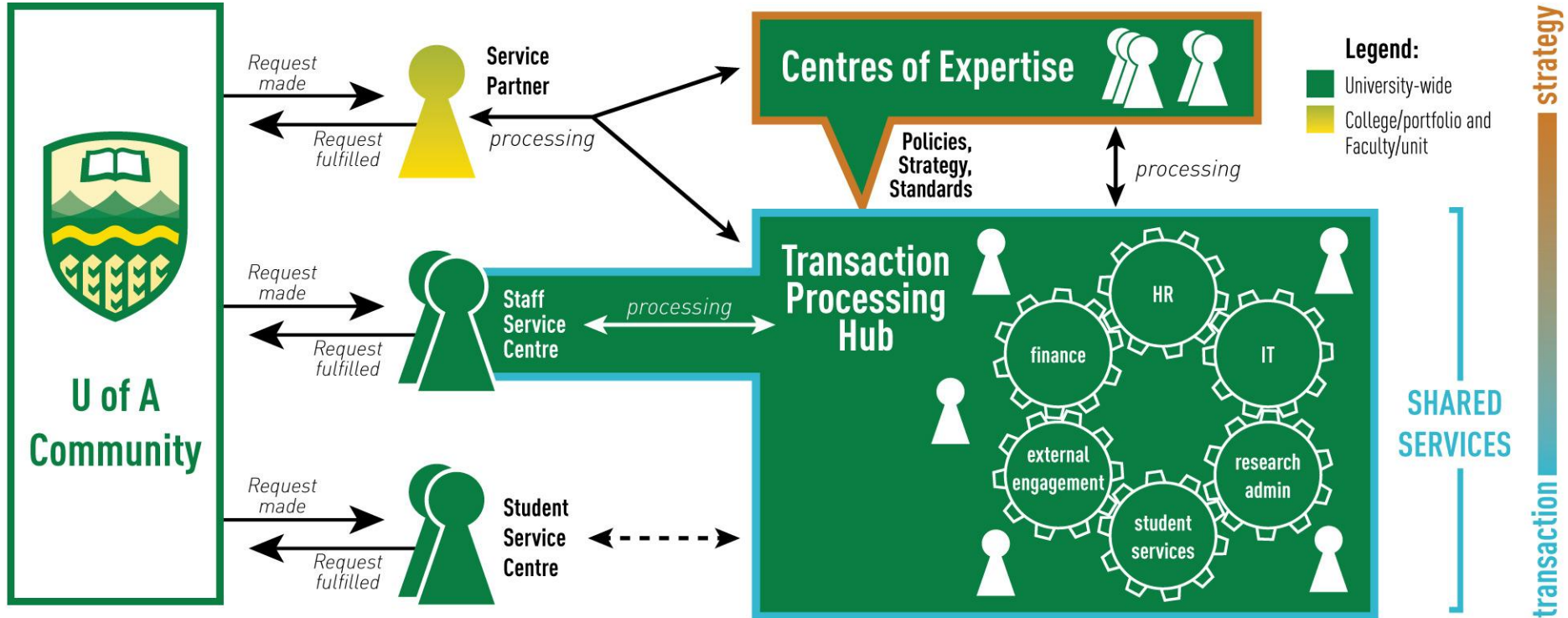
Five core elements form an effective framework

Creating a university-wide service culture is a key component of the new operating model. Elements of service culture have been discussed through the process of the developing the new operating model. The purpose of this session is to outline a framework for service culture at the U of A, beginning with service accountability. The following slides set out each element of the accountability framework.

1. University-wide **shared vision** of service excellence (at the institutional level)

2. **Ownership and accountability** for service delivery (at the portfolio level)

3. Clear language around **service expectations** (at the functional level)

4. **Formal service standards** (at the service level)

5. **Transparency & feedback** mechanisms (across multiple layers)
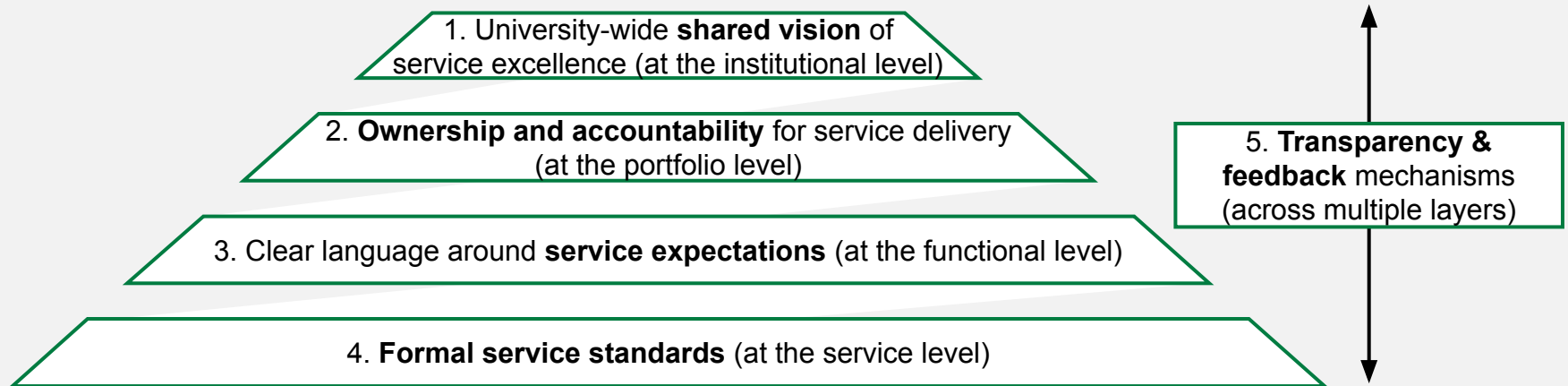
Current SET Program Status

Status of Administrative Workstreams:

- **IT** has kicked off transition activities with KSR, FoMD, and Student Services

- **HR and Finance** have completed discovery

- **Research Administration** is working through the discovery phase

- **Student Services** has completed much of the work to soft launch the Student Service Centre in July, having recently hired a director for the SSC

- **External Engagement** has ramped up the discovery process since AVP ER hired in January

- **Shared Services** has hired an AVP

- Service catalogues for HR, IT, Finance, and Research Administration have been released with the other streams forthcoming

8

Workstreams have implemented functional reviews

DISCOVER

PREPARE

TRANSITION

GATHER INFORMATION

Understand key processes and staff activities of each stream. Identify opportunities to consolidate and automate processes.

REDESIGN PROCESSES AND PLAN FOR TRANSITION

Form working groups and design future state processes. Develop plans for transitioning.

IMPLEMENTATION

Transition people and processes into the new organizational structure.

Phase 1: Discovery

- Provide an accurate picture of the processes and staff activities
- Identify opportunities to simplify processes and/or consolidate redundant activities
- Identify opportunities for automation and digitization
- Identity faculty/unit specific needs

Phase 2: Prepare

- Prepare and plan for transitioning staff and services to the new operating model

- Redesign current processes within the function to a more efficient and enduring state

- Conduct a process impact assessment and validate the end-to-end operating model

- Finalize catalogue

Phase 3: Transition

- Moving people, processes, and services to their future homes

- Iterative process

- Streams at different stages

VP portfolios are being reorganized

- The units within the University Services and Finance (USF) portfolio identified their functional needs and laid out new structures to meet SET requirements

- Other central portfolio units will similarly assess their structures, creating Centres of Expertise and determining the positions that need to transfer to shared services or to service partner roles

College & Faculty General Managers have been hired

Two new general manager roles have been developed to create better cohesion and take on the role of managing administrative resources to allow academics to focus on the academic mission.
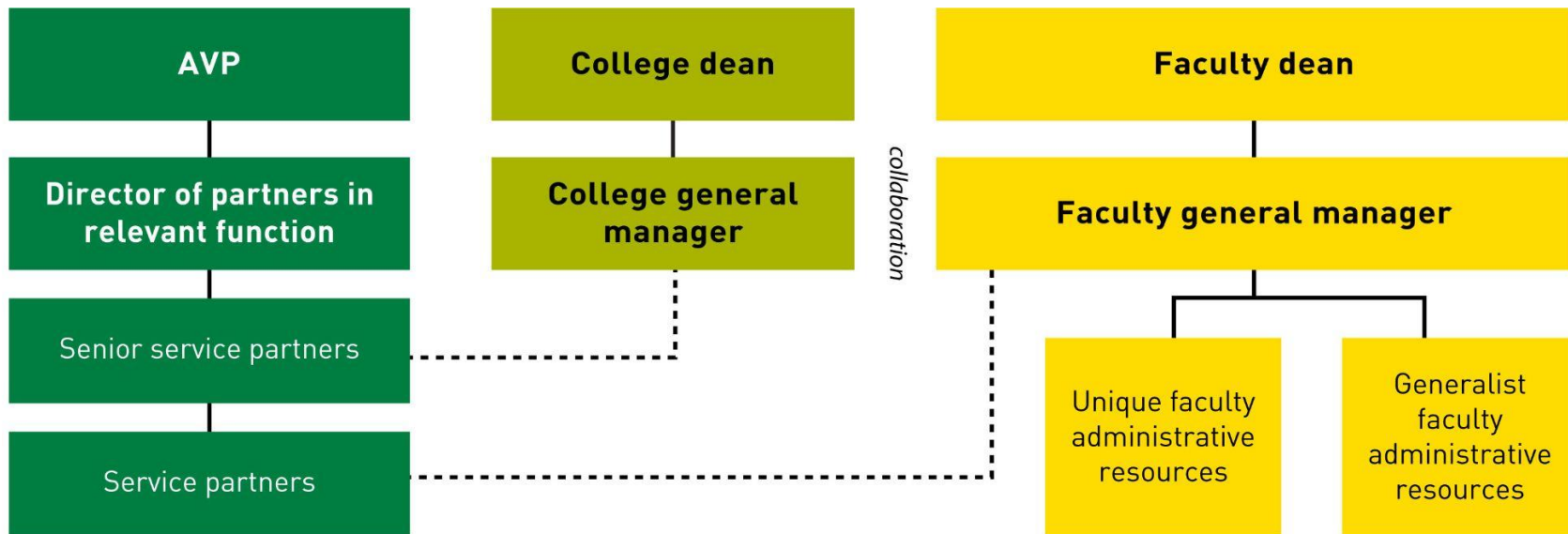
Status of the Procurement Initiative:

- Procurement initiative tasked with finding $29 million in savings

- Realized $8.5 million in savings from a variety of sources

- Identified 25 initiatives to help achieve up to $9 million in annual savings by 2023 year end

- Continuing to identify other ways to reduce spending

Status of the Space & Facilities Initiative:

- The Space & Facilities initiative is reviewing all operational costs associated with all university spaces to inform how to better optimize space usage

- External, third-party conducted this review

- Recommendations from the report will impact the university's approach to optimizing space usage on all five campuses

Development and Implementation of an IT Strategy

- In partnership with IST, SET will develop and implement an IT strategy for the university

- RFP has been been developed to identify external expertise to develop the strategy

Looking Ahead

This will be a year of wide-scale transition as we work to embed the new operating model...

Launch procurement implementation

Integrate admin redesign model with new academic structure

Roll out service accountability framework, expectations, and indicators

Launch Transaction Processing Hub >

Launch Staff Service Centre >

Transitions > (processes + people)

HR >

Finance >

External Engagement >

IT >

Student Services > (incl. launch of Student Service Centre)

Research Admin >

JAN	FEB	MAR	APR	MAY	JUN	JUL

Hire College and Faculty General Managers

Launch Space & Facilities implementation

Complete phase 1 of staff layoffs (Mar. 31)

Move staff to new positions in the operating model

Design service culture/ accountability training >

Roll out service culture/ leadership training programs >

Final staff transitions and reductions for phase 2 >

Focus on service/staff transition

Apr. 7, 2021

Status		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Vision & Framework
- ● Design college-level roles | Recruit staff to college roles

Structure & Staff Transition
- ● Plan organizational structures for division of service delivery of Student Service Centre
- ● Phase 2 staff reductions (continuing to March 2022)
- ● Staff hired to new roles (AVPs, Director of Partners, Service Partners, and Centre of Expertise (CoE) staff) ⌄
  - ● CoE staff > Service Partners
  - ● AVP > CoE staff > Service Partners
  - ● Managers > Staff
  - ● Director of Partners > CoE staff > Service Partners
  - ● Service Partners > CoE staff
  - ● Director of Partners > Service Partners > CoE staff
  - ● AVP > Director of Partners > Service Partners > CoE staff

Process & Service Quality
- ● Discovery > Prepare (functional review, process redesign) > Transition (moving to new structures) ⌄
  - ● Transition (KSR > FoMD > student services) | Transition (others)
  - ● Prepare (HR/Finance) | Transition (HR/Finance)
  - ● Discovery | Prepare | Transition
  - ● Discovery, visioning, and prepare | Transition
  - ● Discovery | Prepare
- ● Launch Transaction Processing Hub
- ● Design and pilot | Launch Staff Service Centre
- ● Design and pilot Student Service Centre | Soft Launch
- ● Establish and launch program to review program quality and effectiveness

Non-Labour
- ● Implementation of procurement recommendations from review (continues into 2023)
- ● Implementation of space and facilities recommendations from review
- ● IT strategy

Orientation & Training
- ● Develop orientation and training materials and deliver training to transitioned / front-line staff, by workstream

Culture & Leadership
- ● Design service excellence leadership program | Deliver service culture training for managers and front-line staff
- ● Establish and launch service excellence governance committee

Status: ● On track ● Minor delays ● Major delays ● Not started   *Streams:* ■ IT ■ HR ■ Finance ■ External Engagement ■ Research Admin ■ Student Services ■ Shared Services ■ University-wide

Upcoming in administrative workstreams

- **IT** has scheduled transition kick off with three more faculties
- **HR and finance** have started process redesign
- **Research administration** will continue discovery workbook review & analysis
- **Student services** plans to launch the Student Service Centre in July (and has hired a director), has begun a visioning project, and is launching a few immediate processes
- **External engagement** will continue developing the service catalogue through staff engagement, have started discovery to understand EE activity, and will continue engagement
- **Shared services** is working through the priority 1 HR and finance process redesigns
- **AVP - Shared Services** started with the University on April 12, 2021

Upcoming for Procurement

- The Procurement team is working on a proposal to identify ways to save an additional $11 million

- 2021 projects in progress:
  - Central travel and expense reconciliation tool and electronic P-Card reconciliation tool
  - Preferred supplier agreements (ex: office supplies and IT equipment)
  - Campus-wide event management software solution
  - Reinforce procurement policies, procedures and processes

Upcoming for Space & Facilities

- PEC-S to review the report and provide approval on next steps

- SET and Shared Services will move to Enterprise Square

Upcoming for IT Strategy

- Evaluate proposals from third parties to develop and IT strategy and award the contract

- Create a IT strategy for direction and approval from PEC-S

Engagement and Communications

Change management and engagement summary

- Support for leadership with the executive and senior leadership toolkits

- Launch of SET Change Network

- Monthly pulse surveys

- Released articles on leading through change

- Collaborated with HRHSE on the new Wellbeing Through Change page

- Continued engagement with the Staff Advisory Team (SAT)

- Engagement with Chairs

- *Ask SET Anything* events: HR, Finance, IT, Shared Services

- Feedback forms: general SET form and workstream-specific forms

- Regular attendance at BoG, Dean's Council, PEC-S, COSA, various student groups, and union meetings

Communications summary

- Articles released weekly on the UAT updates page and distributed in *The Quad*

- Consistently updated SET web pages to reflect new information

- Launched the position opportunities page (POP) with regular updates

- Launched stream pages to provide updates for each workstream, as well as Shared Services and Procurement

- Regularly updated answers to SET FAQs

- Weekly SET update to leaders from Todd Gilchrist, VP USF

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 - Post-Secondary Learning Act (PSLA)	• Yes • Executive Position Description (Approved by the Board)	• As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended. • 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. • All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17. • No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats.	March 13, 2020	• Faculty • Staff • Employees • Students	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 - PSLA	• Yes • 4.1 of Terms of Reference	• See Agenda Item 5 Motions		• Faculty • Students • Staff	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	• Yes • 4.1 of Terms of Reference	• See Agenda Item 3 Motions	March 20, 2020	• Faculty • Students • Staff	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide	April 6, 2020	• Faculty • Students • Employees	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 - PSLA	• Yes • 4.1 of Terms of Reference	• See Agenda Item 4 Motions	April 6, 2020	• Faculty • Staff • Employees	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 - PSLA	• No	• See Agenda Item 6 C **Motions from the Floor**	April 22, 2020	• GFC Members/ GFC Members' Assistants.	

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 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Presidential Announcement on the Fall 2020 Term	May 14, 2020	• University Community through The Quad on the U of A's initial plans for welcoming incoming and current students to the new academic year in September.	Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the Covid-19 Fall 2020 Planning Website)].
8.	May 25, 2020	General Faculties Council	S. 26 - PSLA	• No	• See Agenda Item 11 C **Motions from the Floor**	May 26, 2020	• GFC Members/GFC Members' Assistants	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term.		• Faculty • Students • Employees	Consultations: • Joint University Student MNIF Oversight Committee • Representatives of Athletics and Recreation
10.	July 30, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Mandatory use of masks on University Campuses.	July 30 and 31, 2020	• University Community through The Quad. • COVID-19 Information	Alignment with City of Edmonton bylaw
11.	September 24, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• The Winter 2021 semester will be a combination of in-person, remote and online instruction.	September 24, 2020	• University Community through The Quad. • Email FYI: Announcement on the Winter 2021 Semester	Subject to evolving public health guidelines
12.	November 19, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• 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,	December 7, 2020	• General Faculties Council, link to Tracker document on Agenda	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 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Delayed start of Winter 2021 term.	November 26 and 27, 2020	• University Community through The Quad • COVID-19 Information	
14.	November 26, 2020	Public Health Response Team	S. 62 - PSLA	• Yes • Delegated per I.D. 12	• Safety Measures General Directives Enforcement Procedure	November 27, 2020	• COVID-19 Information	
15.	January 22, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of Program Delivery Framework for the university's Spring/Summer 2021 terms.	January 28, 2021	• COVID-19 Information	Subject to evolving public health guidelines
16.	February 11, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of the Faculty of Extension's Fall 2021 communication of course delivery plans.	mid-February	• Extension's Continuing and Professional Education (CPE) learners	
17.	February 18, 2021	President and Vice-Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Fall Planning Update including delay of Fall 2021/Winter 2022 registration to mid-May.	February 23, 2021	• University Community through The Quad	
18.	March 11, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of the recommendations of the COVID-19 Vaccination Working Group Report	Pending	• Pending	Subject to evolving public health guidelines
19.				•	•		•	
20.				•	•		•	

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

2021-2022 Calendar for GFC and GFC Standing Committees

Kate Peters <peters3@ualberta.ca>   14 April 2021 at 16:13
Cc: Brad Hamdon <bhamdon@ualberta.ca>, Heather Richholt <richholt@ualberta.ca>

Dear Members of General Faculties Council,
Please note that the 2021-2022 Calendars for the meetings of General Faculties Council and the Committees of GFC are
now available on the University Governance website.
Thank you,
Kate

Kate Peters

**General Faculties Council (GFC) Secretary
and Manager of GFC Services**
University of Alberta | University Governance
3-04 South Academic Building (SAB) Edmonton, AB | Canada | T6G 2G7 Tel: 780.492.4733
University Governance | www.governance.ualberta.ca

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

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

SAB (South Academic Building)
UA Council Chamber (2-100 University Hall)

Document Deadline: 2 Weeks Prior to scheduled meeting date

Please note: Due to the COVID-19 pandemic, all meetings will be held virtually until further notice.

MEETING/EVENT		MEETING DATE	START	END	LOCATION
Nominating Committee	NC	Wednesday, August-25-2021	10:00 AM	12:00 PM	TBD
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, September-07-2021	2:00 PM	4:00 PM	TBD
Academic Planning Committee (*Tentative)	APC	Wednesday, September-08-2021	2:00 PM	4:00 PM	TBD
Council on Student Affairs	COSA	Thursday, September-09-2021	4:00 PM	6:00 PM	TBD
GFC Development: GFC Committee Chairs' Orientation	GFC	Monday, September-13-2021	11:00 AM	12:00 PM	TBD
Executive Committee	EXEC	Monday, September-13-2021	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, September-16-2021	10:00 AM	12:00 PM	TBD
GFC Development: GFC New Members' Orientation	GFC	Monday, September-20-2021	1:00 PM	2:00 PM	TBD
General Faculties Council	**GFC**	**Monday, September-20-2021**	**2:00 PM**	**4:00 PM**	**TBD**
Academic Planning Committee	APC	Wednesday, September-22-2021	2:00 PM	4:00 PM	TBD
Student Conduct Policy Committee	SCPC	Thursday, September-23-2021	9:30 AM	11:00 AM	TBD
Facilities Development Committee	FDC	Thursday, September-23-2021	1:30 PM	4:00 PM	TBD
Committee on the Learning Environment	CLE	Wednesday, September-29-2021	2:00 PM	4:00 PM	TBD
University Teaching Awards Committee	UTAC	Thursday, September-30-2021	1:00 PM	2:00 PM	TBD
Executive Committee	EXEC	Monday, October-04-2021	2:00 PM	4:00 PM	TBD
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, October-05-2021	2:00 PM	4:00 PM	TBD
Academic Planning Committee (*Tentative)	APC	Wednesday, October-06-2021	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, October-14-2021	10:00 AM	12:00 PM	TBD
Academic Planning Committee	APC	Wednesday, October-20-2021	2:00 PM	4:00 PM	TBD
Student Conduct Policy Committee	SCPC	Thursday, October-21-2021	9:30 AM	11:00 AM	TBD
General Faculties Council	**GFC**	**Monday, October-25-2021**	**2:00 PM**	**4:00 PM**	**TBD**
Nominating Committee	NC	Wednesday, October-27-2021	10:00 AM	12:00 PM	TBD
Committee on the Learning Environment	CLE	Wednesday, October-27-2021	2:00 PM	4:00 PM	TBD

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MEETING/EVENT		MEETING DATE	START	END	LOCATION
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, November-02-2021	2:00 PM	4:00 PM	TBD
Academic Planning Committee	APC	Wednesday, November-03-2021	2:00 PM	4:00 PM	TBD
Council on Student Affairs	COSA	Thursday, November-04-2021	4:00 PM	6:00 PM	TBD
Executive Committee	EXEC	Monday, November-15-2021	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, November-18-2021	10:00 AM	12:00 AM	TBD
Facilities Development Committee	FDC	Thursday, November-18-2021	1:30 PM	4:00 PM	TBD
MEETING/EVENT		**MEETING DATE**	**START**	**END**	**LOCATION**
Student Conduct Policy Committee	SCPC	Thursday, November-25-2021	9:30 AM	11:00 AM	TBD
General Faculties Council	**GFC**	**Monday, November-29-2021**	**2:00 PM**	**4:00 PM**	**TBD**
Committee on the Learning Environment	CLE	Wednesday, December-01-2021	2:00 PM	4:00 PM	TBD
Executive Committee	EXEC	Monday, December-06-2021	2:00 PM	4:00 PM	TBD
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, December-07-2021	2:00 PM	4:00 PM	TBD
Academic Planning Committee (*Tentative)	APC	Wednesday, December-08-2021	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, December-09-2021	10:00 AM	12:00 PM	TBD
Executive Committee	EXEC	Monday, January-10-2022	2:00 PM	4:00 PM	TBD
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, January-11-2022	2:00 PM	4:00 PM	TBD
Academic Planning Committee	APC	Wednesday, January-12-2022	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, January-13-2022	10:00 AM	12:00 PM	TBD
Council on Student Affairs	COSA	Thursday, January-13-2022	4:00 PM	6:00 PM	TBD
Student Conduct Policy Committee	SCPC	Thursday, January-20-2022	9:30 AM	11:00 AM	TBD
GFC Development: Board of Governors/GFC/Senate Summit	GFC	Friday, January-21-2022	12:00 PM	5:00 PM	TBD
Nominating Committee	NC	Wednesday, January-26-2022	10:00 AM	12:00 PM	TBD
Committee on the Learning Environment	CLE	Wednesday, January-26-2022	2:00 PM	4:00 PM	TBD
General Faculties Council	**GFC**	**Monday, January-31-2022**	**2:00 PM**	**4:00 PM**	**TBD**
University Governance Budget Briefing with APC	APC	Friday, February-04-2022	8:30 AM	10:30 AM	TBD

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

SAB (South Academic Building)
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Undergraduate Awards and Bursaries Committee	UABC	Tuesday, February-08-2022	2:00 PM	4:00 PM	TBD
Academic Planning Committee	APC	Wednesday, February-09-2022	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, February-10-2022	10:00 AM	12:00 PM	TBD
Facilities Development Committee	FDC	Thursday, February-10-2022	1:30 PM	4:00 PM	TBD
Executive Committee	EXEC	Monday, February-14-2022	2:00 PM	4:00 PM	TBD
University Teaching Awards Committee	UTAC	Thursday, February-17-2022	1:00 PM	2:30 PM	TBD
General Faculties Council	**GFC**	**Monday, February-28-2022**	**2:00 PM**	**4:00 PM**	**TBD**
Nominating Committee	NC	Wednesday,March-02-2022	10:00 AM	12:00 PM	TBD
Council on Student Affairs	COSA	Thursday, March-03-2022	4:00 PM	6:00 PM	TBD
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, March-08-2022	2:00 PM	4:00 PM	TBD
Academic Planning Committee	APC	Wednesday, March-09-2022	2:00 PM	4:00 PM	TBD
MEETING/EVENT		**MEETING DATE**	**START**	**END**	**LOCATION**
Executive Committee	EXEC	Monday, March-14-2022	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, March-17-2022	10:00 AM	12:00 PM	TBD
Facilities Development Committee	FDC	Thursday, March-17-2022	1:30 PM	4:00 PM	TBD
General Faculties Council	**GFC**	**Monday, March-21-2022**	**2:00 PM**	**4:00 PM**	**TBD**
Academic Planning Committee (*Tentative)	APC	Wednesday, March-23-2022	2:00 PM	4:00 PM	TBD
Committee on the Learning Environment	CLE	Wednesday, March-30-2022	2:00 PM	4:00 PM	TBD
University Teaching Awards Committee (Adjudication)	UTAC	Thursday, March-31-2022	1:00 PM	4:00 PM	TBD
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, April-05-2022	2:00 PM	4:00 PM	TBD
University Teaching Awards Committee	UTAC	Thursday, April-07-2022	10:00 AM	12:00 PM	TBD
Executive Committee	EXEC	Monday, April-11-2022	2:00 PM	4:00 PM	TBD
Nominating Committee - Student Replenishment	NC	Wednesday, April-13-2022	9:00 AM	12:00 PM	TBD
Academic Planning Committee	APC	Wednesday, April-13-2022	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, April-14-2022	10:00 AM	12:00 PM	TBD

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Student Conduct Policy Committee	SCPC	Thursday, April-21-2022	9:30 AM	11:00 AM	TBD
Committee on the Learning Environment	CLE	Wednesday, April-27-2022	2:00 PM	4:00 PM	TBD
General Faculties Council	**GFC**	**Monday, May-02-2022**	**2:00 PM**	**4:00 PM**	**TBD**
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, May-03-2022	2:00 PM	4:00 PM	TBD
Academic Planning Committee	APC	Wednesday, May-04-2022	2:00 PM	4:00 PM	TBD
Executive Committee	EXEC	Monday, May-16-2022	2:00 PM	4:00 PM	TBD
Academic Planning Committee (*Tentative)	APC	Wednesday, May-18-2022	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, May-19-2022	10:00 AM	12:00 PM	TBD
Facilities Development Committee	FDC	Thursday, May-19-2022	1:30 PM	4:00 PM	TBD
Nominating Committee - Staff Replenishment	NC	Wednesday, May-25-2022	9:00 AM	12:00 PM	TBD
Student Conduct Policy Committee	SCPC	Thursday-May-26-2022	9:30 AM	11:00 AM	TBD
General Faculties Council	**GFC**	**Monday, June-06-2022**	**2:00 PM**	**4:00 PM**	**TBD**
Executive Committee	EXEC	Monday, June-13-2022	2:00 PM	4:00 PM	TBD
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, June-21-2022	2:00 PM	4:00 PM	TBD
Academic Planning Committee	APC	Wednesday, June-22-2022	2:00 PM	4:00 PM	TBD
Programs Committee	PC	Thursday, June-23-2022	10:00 AM	12:00 PM	TBD