Monday, October 25, 2021
Remote meeting by Zoom
2:00 PM - 4:00 PM

## OPENING SESSION

1.     Approval of the Agenda                                             Bill Flanagan

2.     Comments from the Chair (no documents)                            Bill Flanagan

## CONSENT AGENDA

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

3.     Approval of the Open Session Minutes of September 20, 2021

4.     New Members of GFC

5.     Proposed Suspension of Majors for the Bachelor of Science/Bachelor
       of Education Combined Degrees Program, Augustana Faculty, and
       Faculty of Education

       *Motion: To Recommend Board of Governors Approval*

## ACTION ITEMS

6.     Decommission of Section 65.3 (University of Alberta Student Housing          Katherine Huising
       Policy) from the GFC Policy Manual

       *Motion: To Approve*

## DISCUSSION ITEMS

7.     Question Period                                                    Bill Flanagan

8.     Institutional Indigenous Strategic Plan                           Florence Glanfield

9.     Proposed Changes to the General Faculties Council Guiding          Brad Hamdon
       Documents

       *Motion: To Approve*

10.    GSA and UASU Goals                                                 Anas Fassih
                                                                          Rowan Ley

11.    Residence Community Standards Policy                              Janice Johnson

## INFORMATION REPORTS

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

12.    Report of the GFC Executive Committee

13.    Report of the GFC Academic Planning Committee

14.    Report of the GFC Programs Committee
       (no meeting since the September 20 meeting of GFC)

15.    GFC Nominations and Elections

16.    Report of the Board of Governors

17.    A. Student Demographic Equity, Diversity and Inclusivity Census
       B. COVID-19 Governance Emergency Protocols Decision Tracker

18.    Information Forwarded to GFC Members Between Meetings
       - Call for nominations – Executive Governance and Procedural Oversight Committee (Exec GPO)
       - Memo from the Chair and Orientation on GFC Meeting Procedural Rules

## CLOSING SESSION

19.    Adjournment - Next Meeting of General Faculties Council: November 29, 2021

Documentation was before members unless otherwise noted.

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

## New Members of GFC

**MOTION I: TO APPOINT/REAPPOINT**:

The following undergraduate student representatives to serve on GFC for terms commencing October 25, 2021 and ending April 30, 2022:

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| Gurleen Kaur | Arts |
| Rokhand Khademi | Pharmacy |

The following College Deans to serve on GFC for terms commencing September 20, 2021 and extending for the duration of the appointment:

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| Matina Kalcounis-Rueppell | College of Natural and Applied Sciences, |
| Joseph Doucet | College of Social Sciences & Humanities |
| Greta Cummings | College of Health Sciences |

The following delegate for the Acting President of the AASUA, to serve on GFC for term of office beginning October 25, 2021 and for the duration of the appointment:

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| Brian Fleck | Director, AASUA Executive |

**MOTION II: TO RECEIVE:**

The following statutory faculty members who have been elected/re-elected by their Faculty, to serve on GFC for term of office beginning October 25, 2021 and ending June 30, 2024:

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| Marie Carrière | Arts |

Item No. 5

**Governance Executive Summary**
**Action Item**

| Agenda Title | Proposed Suspension of Majors for the Bachelor of Science/Bachelor of Education Combined Degrees Program, Augustana Faculty, and Faculty of Education |
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**Motion**

| THAT the General Faculties Council recommend the Board of Governors approved proposed suspension of admissions to the majors in Mathematical Sciences, and Physical Sciences, in the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), to take effect upon approval. |
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**Item**

| Action Requested | ☐ Approval    ☒ Recommendation |
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| Proposed by | Demetres Tryphonopoulos, Dean, Augustana Faculty Jennifer Tupper, Dean, Faculty of Education |
| Presenter(s) | Jonathan Hawkins, Assistant Registrar, Augustana Faculty |

**Details**

| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
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| The Purpose of the Proposal is (*please be specific*) | The proposal is before the committee to make significant program changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana), offered by Augustana Faculty and the Faculty of Education. |
| Executive Summary (*outline the specific item – and remember your audience*) | In 2017, Augustana Faculty Council committed to an in-depth program review in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties. |
| | Since the initial commitment, Augustana has made significant changes to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences Project-based Core, and curriculum revitalization across the Fine Arts, Humanities, Social Sciences, and Sciences. More details on the review and changes to date are contained in the overview document (Attachment 1). |
| | Augustana, in close collaboration with the Faculty of Education, has now moved to the final stage of its curricular renewal, namely updating the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program by integrating the recent Augustana Project-Based Core and Bachelor of Science changes into the Combined Degrees offering. |
| | <u>Changes to Majors</u> |

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| **UNIVERSITY OF ALBERTA** <br> UNIVERSITY GOVERNANCE | **GENERAL FACULTIES COUNCIL** <br> For the Meeting of October 25, 2021 |

Item No. 5

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| | To facilitate the realization of a new and dynamic curriculum, the following changes to the majors in the BSc/BEd Combined Degrees program are proposed: <br><br> • The 'General Sciences' major has been redesigned to include the new Science Foundations component, with students then selecting a subject specialization in Biology, Chemistry, General Sciences, or Mathematics. <br> • The former Augustana BSc majors in 'Biology' and 'Chemistry' (renamed to 'Integrative Biology' and 'Chemical and Physical Sciences', respectively, effective July 1, 2021) will be removed from the Combined Degrees program. <br> • The former 'Mathematical Sciences' major and 'Physical Sciences' major, offered only as part of the Combined Degrees program, will be suspended internally to the University – as these majors do not exist as distinct programs under the BSc program, Government approval of the suspension is not required. <br> • The former 'Mathematics and Physics' major was suspended as part of the recent Augustana BSc program changes, effective July 1, 2021. <br><br> The significant revisions to BSc/BEd Combined Degrees program continues the initiative within Augustana Faculty of developing programs with a greater multidisciplinary focus. The revised program integrates elements of the new Augustana Liberal Arts and Sciences Project-Based Core while retaining the Core Knowledge requirements, and draws upon broader disciplinary subjects which can complement and enhance the flexibility of the revised General Sciences major. Greater opportunities for experiential and community-based learning have also been built into the program requirements where possible, in order to broaden the undergraduate experience. <br><br> Ultimately these changes will continue to facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty. |
| Supplementary Notes and context | *<This section is for use by University Governance only to outline governance process.>* |

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

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| Consultation and Stakeholder Participation <br> (parties who have seen the proposal and in what capacity) <br><br> <For information on the protocol see the Governance Resources section Student Participation Protocol> | *Those who are actively **participating**:* <br> • Faculty members in Biology, Chemistry, Computing Science, Environmental Science, Mathematics, and Physics in Augustana Faculty <br> • Augustana Department of Science (Department Council includes undergraduate student representatives). <br> • Augustana Academic Council |
| | *Those who have been **consulted**:* <br> • Office of the Provost and Vice-President (Academic) (Tammy Hopper, Suzanne French, Andrea Patrick) <br> • University Governance |

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| | • Office of the Registrar<br>• Undergraduate Program Support Team<br>• Faculty of Education (William Dunn and Faculty subject-matter experts in Sciences)<br>• Undergraduate Program Support Team |
| | *Those who have been **informed**:*<br>• These changes represent a continuation of the ongoing Augustana curricular reform process and have been referenced and discussed in multiple presentations of Augustana changes at the Academic Standards Committee – Subcommittee on Standards, the Academic Standards Committee, the Program Support Team, the Programs Committee, the Academic Planning Committee, and General Faculties Council from 2018- 2021. |
| Approval Route (Governance) (including meeting dates) | Augustana Department of Science – February 12, 2021<br>Faculty of Education Undergraduate Academic Affairs Council – April 22, 2021<br>Augustana Curriculum Committee – April 28, 2021<br>Augustana Faculty Council – May 10, 2021<br>GFC Programs Committee (for approval of admission and program changes): June 24, 2021<br>GFC Academic Planning Committee (for recommendation on suspensions): September 22, 2021<br>General Faculties Council (for recommendation on suspensions): TBD<br>Board Learning, Research and Student Experience Committee (approval of suspensions): TBD |

**Strategic Alignment**

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| Alignment with *For the Public Good* | *For the Public Good*<br>**BUILD**<br>**GOAL**: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.<br>Objective 4:<br>Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.<br>    • Strategy1<br>      Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.<br><br>**EXPERIENCE**<br>**GOAL:** Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.<br>Objective 7:<br>Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.<br>    • Strategy 1<br>      Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, |

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| | and government organizations locally, nationally, and internationally<br>Objective 9:<br>Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.<br>   • Strategy 1<br>     Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.<br><br>**EXCEL**<br>**GOAL:** Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.<br>Objective 14:<br>Inspire, model, and support excellence in teaching and learning.<br><br>**ENGAGE**<br>**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.<br>Objective 17:<br>Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.<br>   • Strategy 2<br>     Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates |
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. |

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| ☒ Enrolment Management | ☐ Relationship with Stakeholders |
| ☐ Faculty and Staff | ☐ Reputation |
| ☐ Funding and Resource Management | ☐ Research Enterprise |
| ☐ IT Services, Software and Hardware | ☐ Safety |
| ☒ Leadership and Change | ☒ Student Success |
| ☐ Physical Infrastructure | |

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| Legislative Compliance and jurisdiction | *Post-Secondary Learning Act*<br>GFC Programs Committee<br>GFC Academic Planning Committee<br>General Faculties Council<br>Board Learning, Research and Student Experience Committee |

Attachments (each to be numbered 1 - <>)

1. Overview of Augustana Curricular Reform (8 pages)

*Prepared by:* Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

# Overview of Curricular Renewal in Augustana Faculty

The proposed changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program (specifically outlined beginning on page 6) are presented as the culmination of an extended process of curricular review and renewal by Augustana Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its Core and majors in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties as well as other institutions within the province. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the formation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC). CICC was given two central mandates: 1) oversee the creation of a new Augustana 'Project-based Core', and 2) facilitate the development of innovative new programs that would address the issues raised by Augustana Faculty Council in 2017.

## THE PROJECT-BASED CORE:

After a great deal of study and consultation within and beyond the Faculty, the new Augustana Project-based Core was presented to Augustana Faculty Council by CICC on May 9, 2019.

The Project-based Core facilitates the integration of skills students acquired by pursuing degrees in different areas of study. In developing a suite of Project-based Core courses at the 100-, 200-, 300-, and 400-level, students work together to tackle real-world issues, preparing graduates for the constantly changing workplaces of the future. The new Core encourages students to be critical thinkers, competent researchers, persuasive communicators, and effective collaborators across a wide spectrum of disciplines. Completing projects tied to real-world issues in partnership with community organizations are designed to equip students with the skills not just to thrive as learners but as valuable employees and citizens.

There are several key differences between the previous Core and the renewed Core. The renewed Core:

- consists of fewer course credits than the previous Core (i.e., 18 credits compared to 36 credits),
- follows a project-based learning model,
- is multidisciplinary,
- is intended to develop students' collaborative skills, and
- is designed to apply to every Augustana degree program.

The new Core consists of four Interdisciplinary (AUIDS) courses intended for completion over the span of a typical 4-year undergraduate degree program:

### AUIDS 101 - Topics in Liberal Studies

★ 3 (fi 6) (either term, 3-0-0) Selected topics that highlight the interdisciplinary nature of the Liberal Arts and Sciences. This seminar-style class is a key aspect of the Augustana First Year Experience. The focus and content of each course are determined by faculty interests, and vary from year to year.

### AUIDS 201 - Collaborative Learning

★ 3 (fi 6) (variable, variable) The course allows students to learn about approaches, methodologies and/or analytic techniques specific to a discipline, while offering an opportunity to practice working collaboratively in groups on a large project. Prerequisite: AUIDS 101.

### AUIDS 301 - Community Partnership Project

★ 6 (fi 12) (variable, variable) The Community Partnership Project is a project-based course in the Augustana Core. With the support of a faculty advisor, students will work in small multidisciplinary groups on a specific issue raised by a community partner. This course introduces students to the skills and knowledge they need to work professionally with community partners, while reinforcing their ability to work collaboratively on a project. Prerequisite: AUIDS 201.

### AUIDS 401 - Advanced Integration Project

★ 6 (fi 12) (variable, variable) A project-based course which allows students to work in small interdisciplinary teams to propose a solution to a real-world issue with the support of a faculty advisor. Prerequisite: AUIDS 301.

The Project-based Core was overwhelming approved by Faculty Council, and subsequently received final approval for inclusion in all Augustana Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs by the GFC Academic Planning Committee on September 11, 2019.

**PROGRAM INNOVATION:**

Shortly after its inception in August 2018, CICC challenged faculty members at Augustana to envision the creation of new integrative and multi-disciplinary programs. Initially described as 'concentrations' to distinguish the programs from current majors, discussions have evolved to consider this framework as a way to re-imagine current majors in accordance with the guidelines provided for concentrations.  In order to assist in the envisioning discussions, CICC provided a set of guidelines that could serve as a general framework for what a new concentration might look like.  The framework included the provisions that a concentration should consist of:

- 60-69 credits
- a multidisciplinary approach (max of 36 credits in 1 discipline)
- incorporate a meaningful distribution requirement (i.e., embed the current 21-credit 'Knowledge' component of the Augustana Core - with required credits in each of Fine Arts, Humanities, Social Sciences, and Science – within the concentration, thus simplifying the degree completion process for students)

- a scaffolded approach

In addition, each concentration required indications of how students would demonstrate the following proficiencies that correspond to competencies currently taught as Core Skills at Augustana:

- quantitative reasoning
- experiential learning
- writing
- public speaking
- research and methods

Faculty members who developed a new program were given the opportunity to offer a rationale to depart from any of these guidelines if necessary (particularly in respect to the 60-69 credit guideline).

With these guidelines in place, CICC coordinated wide-ranging discussions at Augustana Faculty regarding Core and program innovation. CICC presented an initial report on its progress to Augustana Faculty Council on May 9, 2019, and its final report was adopted by Augustana Faculty Council on October 4, 2019.

**CURRICULAR RENEWAL:**

The pathway to curricular renewal superintended by CICC proceeded with variations in pace from program to program.

**Bachelor of Management:**
Even prior to the creation of CICC, faculty members in the 'Bachelor of Management in Business Economics' program had been exploring significant changes to that degree, in order to incorporate alternate components of Management education and develop of other areas of Management-related interest, especially as the new Augustana 3-11 Calendar created opportunities for creative program and exploration of interdisciplinary learning.

The change in name to simply 'Bachelor of Management', with the designation of a common set of Management and Economics Foundation courses, maintained the desire for a solid Management and Economics experience, but allowed for the introduction of other Management elements within the degree for students with a greater interest in Management through the creation of various streams of study within the Management degree/major.

Much of the discussion on these changes had occurred prior to CICC, but the opportunity offered by the new Project-based Core to enhance the knowledge and skills developed in the Management program by introducing multi-disciplinary opportunities for students to develop collaborative abilities in large and small group project-based studies was eagerly embraced. As such, the revised Bachelor of Management degree fully incorporated the new Project-based Core when it was approved by the GFC Academic Planning Committee on June 19, 2019, with the Core being reaffirmed by the GFC Academic Planning Committee on September 11, 2019.

**Bachelor of Arts Suspensions and BA Interdisciplinary Studies programs:**
Much of the discussion fostered by CICC in the 2018-2019 academic year centred on programs offered in the Bachelor of Arts degree at Augustana, particularly among faculty members who shared similar teaching and/or research interests, where a new 'concentration' could draw upon the collective resources of that group. The enthusiasm and potential synergies emerging from these explorations resulted in the determination that best way to proceed was to suspend a number of current majors and create three new programs as second-level specializations under Augustana's Bachelor of Arts Interdisciplinary Studies major.

As part of the CICC initial report on May 9, 2019, it recommended the development of three new multi-disciplinary learning opportunities within the structure of the current Bachelor of Arts in Interdisciplinary Studies major:

- Creativity and Culture
- Ethics and Global Studies
- Law, Crime and Justice Studies

To facilitate the creation of these new programs, Faculty Council considered suspending admission into nine of its current BA majors:

- Visual Art
- Drama
- Economics
- English
- History
- Modern Languages
- Music
- Philosophy & Religion
- Political Studies

After much deliberation, all the recommendations were strongly endorsed by Augustana Faculty Council. In summary, Creativity and Culture incorporated many of the elements of Visual Art, Drama, English, Modern Languages, and Music; Ethics and Global Studies drew on History, Philosophy and Religion, Political Studies and the IDS – Global and Development Studies program (a previous second-level specialization in Augustana's BA-IDS program, which was also suspended with the creation of Ethics and Global Studies); and Law, Crime and Justice Studies brought together expertise in History, Political Studies, Psychology, and Sociology.

This collection of curricular changes was reviewed by the GFC Academic Standards Committee on June 20, 2019, and received final approval by the GFC Academic Planning Committee on September 11, 2019. Augustana registered its first cohort of students into these three programs in the Fall 2020 term.

**Bachelor of Music:**

The conversations that culminated in the development of the Creativity and Culture program coincided with the desires of faculty in Music at Augustana to revitalize the Bachelor of Music program. This resulted in a proposal to Augustana Faculty Council in December 2019 to suspend the Piano and Voice majors in the Augustana Bachelor of Music program, and rename the Comprehensive major to create a Bachelor of Music in Performance-Based Pedagogy.

Enhancing the pedagogical elements of the Bachelor of Music degree, the proposal also increased ensemble participation, incorporated opportunities to work with the Augustana Conservatory community music programs as well as the new 'Sing-Able' multigenerational inclusion choir (a diverse community ensemble, including those with disabilities and exceptionalities and their care-givers), and required new music education courses that included elements of Indigenous perspectives in response to the TRC Calls for Action. Notably, the proposal also included full participation in the Project-based Core; the previous Bachelor of Music program had never included the Augustana Core as part of its program.

The proposal was overwhelmingly approved by Augustana Faculty Council on December 6, 2019, and subsequently endorsed by the GFC Academic Standards Committee on February 13, 2020, receiving approval by the GFC Academic Planning Committee on March 18, 2020.

**Program Renaming and Further Suspensions:**
In the 2019-2020 academic year, Augustana Faculty continued to build on the work of CICC by reviewing programs in the Bachelor of Science degree and majors in the Bachelor of Arts degree that had not been included in the package of changes approved in May 2019. This set of proposals included most of Augustana's largest and strongest programs, meaning additional time and consideration was desired before initiating significant changes in these areas. Nevertheless, on May 20, 2020, Augustana Faculty Council authorized the suspension of admission into another 7 majors, and approved the learning objectives of 8 new program changes.

The suspensions included:

- Bachelor of Arts majors in:
    - Biology
    - Chemistry
    - Computing Science
    - Mathematics and Physics
    - Sociology
- Bachelor of Science majors in:
    - Mathematics and Physics
    - Psychology

These suspensions were subsequently reviewed by the GFC Academic Standards Committee on June 25, 2020 and the GFC Academic Planning Committee on September 9, 2020, receiving final approval by the University Board of Governors on December 11, 2020.

Work continued over the summer of 2020 to finalize details for the revised programs, including name changes for several majors summarized as follows:

- In the Bachelor of Arts:
    - The 'Environmental Studies' major was renamed to the 'Sustainability Studies' major
    - The 'Psychology' major was renamed to the 'Psychology and Mental Health' major
- In the Bachelor of Science:
    - The 'Biology' major was renamed to the 'Integrative Biology' major
    - The 'Chemistry' major was renamed to the 'Chemical and Physical Sciences' major
    - The 'Computing Science' major was renamed to the 'Computing Science and Mathematics' major

The Bachelor of Arts and Bachelor of Science majors in Physical Education and the Bachelor of Science in Environmental Science underwent significant changes within their program structure, but currently continue under the same names.

These changes were all approved at the GFC Programs Committee on October 15, 2020.

**The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program:**

The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program was developed in 2010-2011, and first made available as a program choice for students in Fall 2011. During the subsequent decade, it has proven a popular option for Augustana Bachelor of Science students interested in pursuing a career in Education. However, certain facets of the program as initially designed have increasingly created difficulties for students. The nature of a combined degree program is for a strongly proscribed and condensed pathway of studies, in order to allow students to complete two degree programs in a shortened period of time. In many cases, the original designers attempted to incorporate an exceptionally demanding set of major requirements which made completion of the Augustana portion of the program increasingly problematic, particularly given the nature of Augustana's need to schedule many senior science courses in alternating years. Also, the full inclusion of the standard 2011 'Augustana Core', which had very little overlap with other degree components, further added to the frustrations students encountered in successfully completing necessary pre-requisites and/or program requirements in order to progress in a timely manner.

The proposed changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program builds on the previous Augustana curricular reforms in order to offer students a flexible and diverse opportunity for study in Sciences and Education, by integrating a mixture of technical and theoretical learning in both the classroom and laboratory to develop observation and experimentation skills along with enhanced interpretation abilities. The program aims to offer an expanded knowledge and awareness of a wide range of topics within the sciences to increase students' disciplinary and interdisciplinary analytical skills, as well as to prepare graduates of the program for a wide variety of career options through the provision of

diverse experiences and educational opportunities.  This is accomplished notably by the integration of the new Augustana Project-Based Core, and a revision of the major structure that builds on the framework of the recent BSc renewals.

**Project-Based Core:** The revised program incorporates the new Project-Based Augustana Core into the BSc/BEd program.  As noted above, this Core consists of fewer course credits than the previous Core, offers more flexible learning opportunities, and enhances students' collaborative skills.  In acknowledgement of the compressed nature of the BSc/BEd program, students will only be required to complete **the first three** elements of the Core – AUIDS 101, 201, and 301 – thereby offering a solid grounding in the principles of the Core, but relieving the demands experienced from the previous inclusion of the full Core requirements.

**Restructure of Majors:**

The current BSc/BEd program offers majors in Biology, Chemistry, General Sciences, Mathematical Sciences, Mathematics and Physics, and Physical Sciences.  The proposed revision creates a significantly redesigned General Sciences major while removing the remaining options.

The **General Sciences major** begins by including the Science Foundations framework introduced in the recent BSc major renewals.  This creates a common first year structure for all Augustana BSc students, including those in the BSc/BEd program, thereby establishing a strong multi-disciplinary grounding the sciences while removing the scheduling difficulties that previously forced BSc/BEd learners to make programming selections that were different from other first-year students in Augustana BSc programs.

Students in the General Sciences major then choose one of four subject specializations: Biology, Chemistry, General Sciences, or Mathematical Sciences. The Biology, Chemistry, and Mathematical Sciences specializations provide the firm grounding in the respective disciplines that is required for student success upon the attainment of their degrees, but does so in a more streamlined and flexible manner than the previous majors, or than what is offered in the newly-developed intensive majors within the Augustana BSc program.  The General Sciences specialization offers even greater flexibility for students seeking an expansive knowledge and diverse skill set, and includes the previously-unavailable opportunity for students to incorporate elements of Computing Science, and Environmental Science, into their BSc/BEd degree.

In respect to the rest of the previous majors:

- Biology and Chemistry were initially modeled after the Augustana BSc majors of the same name.  These were renamed in 2020 – Integrative Biology, and Chemical and Physical Sciences, respectively – and will continue as majors within the Augustana BSc program, but will be deleted as choices in the BSc/BEd.
- The BSc major in Mathematics and Physics was suspended as part of the package of Augustana revisions in 2020, with Government approval of the suspension resulting in the suspension of the BSc/BEd version of the major as well.
- Mathematical Sciences, and Physical Sciences were majors offered at Augustana specifically as part of the BSc/BEd program, but not as separate majors in the BSc.  As

such, they are proposed for suspension. Since they do not exist beyond the BSc/BEd program, this suspension process occurs internally to the University of Alberta.

With respect to Mathematical Sciences and Physical Sciences, both of these programs have experienced extremely small enrollments over the period in which the BSc/BEd program has been offered.  In many years, no student has been registered in either major; the highest enrollment was 3 students in Mathematical Sciences in 2017-2018, none of whom continued in that major in the following year.  Other than that, there has never been more than 1 student enrolled in either major in any given academic year.  No student has graduated with a major in Mathematical Sciences or Physical Sciences in the decade during which the program has existed.

Currently, there is one Year-1 student registered in Physical Sciences. This student will be given the option to either complete their existing program, or transition into the redesigned General Sciences major. Advisors in the Augustana Student Academic Services (SAS) Office will assist the student with any course selection and planning required.  The Augustana Science Department will find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable the student to complete the Physical Science program as expeditiously as possible if that is the desire of the student.

The presentation of these changes signifies the completion of the Augustana Curriculum Renewal project, encompassing every Augustana program and major offered at the start of the 2018-2019 academic year.  Augustana is excited about the potential offered for students at the culmination of this project, and looks forward to the opportunities for further refinements and student success in the years to come.

Item No. 6

**Governance Executive Summary**
**Action Item**

| Agenda Title | Decommission Section 65.3 (University of Alberta Student Housing Policy) from the General Faculties Council (GFC) Policy Manual |
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**Motion**

| THAT the General Faculties Council approve, the deletion of Section 65.3 (University of Alberta Student Housing Policy) of the GFC Policy Manual, to take effect upon final approval. |
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**Item**

| Action Requested | ☒ Approval ☐ Recommendation |
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| Proposed by | Katherine Huising, Associate Vice President, Campus Services |
| Presenter(s) | Katherine Huising, Associate Vice President, Campus Services |

**Details**

| Office of Administrative Responsibility | Office of the Vice-President (Facilities and Operations) |
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| The Purpose of the Proposal is (*please be specific*) | In an ongoing effort to ensure university policy is consistently prepared, managed, and housed, efforts are being made to, where appropriate, shift university policy into the University of Alberta Policies and Procedures Online (UAPPOL) environment.<br><br>Section 65.3 of the GFC Policy Manual (University of Alberta Student Housing Policy) is dated and the on-campus residence system has undergone significant growth necessitating a policy update. In support of UAPPOL being the one repository for university policy, it is appropriate to rescind what is an out-of-date GFC policy. |
| Executive Summary (*outline the specific item – and remember your audience*) | Section 65.3 of the GFC Housing and Food Services Policy is more than 15-years-old. These fifteen years have seen significant growth and change in all areas of student housing (Campus Services) including how physical assets are managed, finances are stewarded, customers are served, and students are consulted in decision-making.<br><br>When examining the GFC Policy, it became clear that all of the elements inherent to Section 65.3 (e.g. accessibility for students with disabilities) are now addressed within other university policies. And, as residences are part of the institution, the policies such as the Sexual Violence Policy apply equally to staff and students within the residence operations.<br><br>The Students' Union conducted a review of UAPPOL policies and found that no fewer than eight policies are currently addressing elements of the GFC Student Housing Policy - Section 65.3 (GFC Sec. 65.3):<br><br>• Alcohol<br>• Death of a Member of the University Community - University Response<br>• Discrimination Harassment and Duty to Accommodate<br>• Ethical Conduct and Safe Disclosure<br>• Helping Individuals at Risk<br>• Protection of Minors Participating in University Programs<br>• Sexual Violence |

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| **UNIVERSITY OF ALBERTA**<br>UNIVERSITY GOVERNANCE | **GENERAL FACULTIES COUNCIL**<br>For the Meeting of October 25, 2021 |

Item No. 6

| | |
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| | • Student Policy Placeholder<br><br>Absent elements captured in the above UAPPOL policies, there are no elements of the GFC University of Alberta Student Housing Policy - Section 65.3 that remain germane today and, with the GFC policy having been rendered outdated, it should be decommissioned. |
| Supplementary Notes and context | The proposed deletion of Section 65.3 was presented to GFC Executive Committee on January 12, 2015. After a discussion on concerns over the transition to digital sources for policy and process and calls for a replacement policy that should be created and presented to full GFC, the Chair suggested it might be wise to table the item. The motion to table as follows was moved, seconded and approved after a discussion on expectations for consultation and the need to replace the policy. THAT the GFC Executive Committee TABLE the proposed deletion of GFC Policy Manual Section 65.3 (University of Alberta Student Housing Policy), as originally submitted by Facilities and Operations.<br><br>At the October 4, 2021 meeting of GFC, members moved to take the item from the table and discussed how the information would be made available to students and the policies where the information can be found. Members questioned why the GFC Policy Manual was not simply being updated and it was explained that because there are policies that address the elements of the GFC Student Housing Policy – Section 65.4, it could be decommissioned without creating a new GFC approved policy specific to residences. |

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

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| Consultation and Stakeholder Participation<br>(parties who have seen the proposal and in what capacity)<br><br><For information on the protocol see the [Governance Resources section Student Participation Protocol](#)> | *Those who are actively **participating***:<br>• Anas Fassih, VP External, Graduate Students' Association (2020-21)<br>• Katie Kidd, VP Student Life, Students' Union (2020-21)<br>• Mohd Tahsin Bin Mostafa, VP External, Graduate Students' Association (2021-22)<br>• Talia Dixon, VP Student Life, Students' Union (2021-22) |
| | *Those who have been **consulted***:<br>• Joel Agarwal, President, Students' Union (2020-21)<br>• Marc Waddingham, President, Graduate Students' Association (2020-21)<br>• Rowan Ley, President, Students' Union (2021-22)<br>• Anas Fassih, President, Graduate Students' Association (2021-22)<br>• Council on Student Affairs – January 14, 2021 and September 9, 2021 |
| | *Those who have been **informed***:<br>• Andre Costopoulos, Vice-Provost/Dean of Students |
| Approval Route (Governance) (including meeting dates) | • General Faculties Council Executive – October 4, 2021<br>• General Faculties Council – October 25, 2021 |

**Strategic Alignment**

Item No. 6

| Alignment with *For the Public Good* | SUSTAIN<br>21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals.<br>   iv. Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration. | |
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| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. | |
| | ☐ Enrolment Management<br>☐ Faculty and Staff<br>☐ Funding and Resource Management<br>☐ IT Services, Software and Hardware<br>☐ Leadership and Change<br>☐ Physical Infrastructure | ☒ Relationship with Stakeholders<br>☐ Reputation<br>☐ Research Enterprise<br>☐ Safety<br>☒ Student Success |
| Legislative Compliance and jurisdiction | *Post-Secondary Learning Act (26(1))*<br>*COSA Terms of Reference*<br>*GFC Executive Committee Terms of Reference*<br>*GFC Terms of Reference* | |

Attachments:

1. Briefing Note – Rescinding GFC Policy 65. Housing and Food Services (7 pages)

*Prepared by:*  Katherine Huising
      Associate Vice-President, Campus Services
      huising@ualberta.ca

**Issue**

Section 65.3 of the GFC Policy Manual (s.65.3 University of Alberta Student Housing Policy) has been rendered outdated and, as such, should be decommissioned.

**Analysis**

In considering the decommissioning of GFC Policy 65 (Housing and Food Services) [Appendix A], Campus Services collaborated with the Students' Union (SU) and the Graduate Students' Association (GSA) to ensure that the intent behind Policy 65 was captured in the *Guiding Principles for the operation of Residences and Dining Services* [Appendix B] or within Campus Services business practises.

The *Guiding Principles for the operation of Residences and Dining Services (2018)* were developed in consultation with student associations and residence associations and approved by PEC in July 2018.

| GFC Policy (pre-2005) | |
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| The University will conduct its residence administrative affairs in an effective and efficient student orientated manner and will develop mutually supportive, interdependent relationships between the residence communities, the Department of Housing and Food Services and the greater University community. | Quality housing and good nutrition are critical to student academic and experiential success and we recognize this in everything we strive to do.<br><br>*(Residence and Dining Services Guiding Principles)* |
| Residence management will continue to involve students in decision making within the residence which affects them and will encourage and facilitate student involvement in the provision of residence programs and student services; commit to the fullest possible cooperation with the six residence community associations, the Students' Union, the Graduate Students' Association; liaise with these student associations on a regular basis and will assist the six residence student associations to develop and maintain themselves with full involvement from the communities they serve. | **Student Advisory Committees**<br><br>The **Graduate Students' Association** advocates for all graduate students to the University of Alberta and all levels of government in pursuit of a safe, supportive, respectful, accessible, and inclusive community that fosters the multi-faceted roles played by graduate students.<br><br>The **Students' Union** is the official body that represents all undergraduate students and acts as a strong advocate for students at the university, and at all levels of government.<br><br>**Residence Associations** represent and provide services to all students living in their residence. This includes, but is not limited to: representing the students to Residence |

| | Services, the Students' Union, and the Graduate Students' Association, coordinating social events; and providing services as needed. |
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| | **Council of Residence Associations (CORA)** is a consultative body that includes executive members from every Residence Association. It exists to ensure that all Residence Associations are knowledgeable about prevailing issues, to prepare for upcoming meetings of the Residence Advisory Committee, and to offer an opportunity to collaborate efforts. |
| | **Residence Advisory Committee (RAC)** is the senior resident and administration committee that ensures open and effective communication between student resident associations and senior administration in relation to issues which have a direct impact on the student experience, with the exception of budgeting and rent issues which are dealt with by the Residence Budget Advisory Committee. |
| | **Joint Residence Oversight Committee (JROC)** is the committee that informs, involves and engages the university community on matters relating to residence operations and residence life. |
| | *(www.residence.ualberta.ca/content/consultation-and-engagement)* |
| The University will provide a secure, clean and comfortable residence environment for students. Residence management will work with students to keep vandalism, damages and noise to a minimum while maintaining security, cleaning and maintenance standards. Maintenance systems, preventative maintenance programs, energy conservation programs and renovation programs will continue to be developed and maintained to the highest possible standards. Planning, renovation and construction of facilities and grounds will be | Residence and dining services will be operated as a system with long-term capital improvement and deferred maintenance plans in place to support all facilities over time.<br><br>*(Residence and Dining Services Guiding Principles)* |

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| done with their effect upon students' well-being and development as the principal consideration. | |
| Student housing will be kept as relatively inexpensive as possible within the Department of Housing and Food Services' mandate to break-even financially. Housing and board rate increase proposals will take into account housing rates in the Edmonton area but the major emphasis will be on the unique nature of the residences. | Residence and Dining Services must operate on a financially sustainable basis having due regard for operating costs, addressing deferred maintenance, as well as maintaining operating and capital reserves for long term sustainability.  No profit is sought to be made from these operations, but no loss is acceptable either.<br><br>*(Residence and Dining Services Guiding Principles)* |
| The University will offer residence programs, facilities and student services which contribute to the enhancement of the academic, personal and social lives of students. Services and programs in residence will be developed and coordinated in order to enhance students' academic performance and to assist students to realize their own academic goals. | Quality housing and good nutrition are critical to student academic and experiential success and we recognize this in everything we strive to do.<br><br>*(Residence and Dining Services Guiding Principles)* |
| Residence management will effectively train and support its own staff, and offer training and support to the student associations' executive and others involved in the residence communities in order to properly enable them to realize their goals and objectives. Training programs will be offered on a regular, ongoing basis with special emphasis on the needs and interests of new staff, new association executive and new students. | "Training and Competency Procedure"<br><br>*(UAPPOL)* |
| The residences will work closely with and support other University departments, especially Student Services and the Faculty of Physical Education and Recreation, toward realizing common goals and objectives. | No specific policy, but the dual reporting of the Assistant Dean of Students, Residence to the AVP, Campus Services and the Dean of Students ensures this collaboration occurs. |
| Board programs will be included in the | Quality housing and good nutrition are |

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| Lister and Pembina residences which offer varied and nutritional food products at good value. | critical to student academic and experiential success and we recognize this in everything we strive to do.<br><br>*(Residence and Dining Services Guiding Principles)* |
| The residences will provide accommodation which meets the needs of physically handicapped students. | "Duty to Accommodate Procedure"<br><br>*(UAPPOL)* |

**Reason to decommission rather than replace:**

When examining the GFC Policy, it became clear that many elements (e.g. accessibility for students with disabilities) are covered in larger UAlberta policies. As residences are part of the institution, the larger policies (e.g. Sexual Violence Policy) apply equally to the staff and students within the residence operations.

The Students' Union conducted a review of UAPPOL policies and found that no fewer than eight policies are currently addressing elements of the GFC Student Housing Policy:

- Alcohol
- Death of a Member of the University Community - University Response
- Discrimination Harrassment and Duty to Accomodate
- Ethical Conduct and Safe Disclosure
- Helping Individuals at Risk
- Protection of Minors Participating in University Programs
- Sexual Violence
- Student Policy Placeholder

The recommendation to decommission the policy is made with the understanding that the operation of residences on the University of Alberta campuses is governed by the approved Guiding Principles and the UAPPOL policies.

**Recommendation:**

The Council of Student Affairs is asked to recommend the General Faculties Council decommission GFC Policy 65.3.

**Appendix A**

**65. Housing and Food Services**

**65.3 University of Alberta Student Housing Policy**

**Preamble**

Student housing at the University of Alberta provides students with a secure, clean, comfortable and supportive living environment that enhances cooperative community living and students' personal, social and academic development.

Student housing provides community environments which assist students to develop all aspects of their lives to the fullest extent possible. Residence management works with students to ensure that academic, social and personal support systems and programs are made available on an ongoing basis. Services are provided to assist students who experience problems but also to assist residence students achieve higher levels of success in all aspects of their university experience.

The University of Alberta maintains its residence communities as appealing places for students (and their families in Michener Park) to live. The residence facilities maintain high standards of cleanliness, maintenance and security. The residences are kept free from noise, general disruptions, irritations and distractions. They are communities where students feel comfortable, secure and at home.

The management of the University's student housing is committed to the ideal that students are largely responsible for determining their own destinies and that residence management must assist students to accomplish the goals they have identified for themselves within the goals and standards established by the University itself. The residences teach personal and group skills as well as a responsibility to the community. Students are given an opportunity to interact with their peers and to contribute to the management of the residences as a member of the residence community. The residences assist students to learn the human relations skills necessary to effectively socialize with others, to work as members of a community dedicated to the attainment of shared values and ideals and to the achievement of community goals and objectives.

**Mission**

The University of Alberta will provide a physical environment, an administrative climate and full complement of student services in the residences which will challenge and assist all of its residence students to achieve their academic and career goals, and at the same time contribute to their social, psychological and physical well-being and development.

**Goals**

1. The University will conduct its residence administrative affairs in an effective and efficient student orientated manner and will develop mutually supportive, interdependent relationships between the residence communities, the Department of Housing and Food Services and the greater University community.

2. Residence management will continue to involve students in decision making within the residence which affects them and will encourage and facilitate student involvement in the provision of residence programs and student services; commit to the fullest possible cooperation with the six residence community associations, the Students' Union, the Graduate Students' Association; liaise with these student associations on a regular basis and will assist the six residence student associations to develop and maintain themselves with full involvement from the communities they serve.

3. The University will provide a secure, clean and comfortable residence environment for students. Residence management will work with students to keep vandalism, damages and noise to a minimum while maintaining security, cleaning and maintenance standards. Maintenance systems, preventative maintenance programs, energy conservation programs and renovation programs will continue to be developed and maintained to the highest possible standards. Planning, renovation and construction of facilities and grounds will be done with their effect upon students' well-being and development as the principal consideration.

4. Student housing will be kept as relatively inexpensive as possible within the Department of Housing and Food Services' mandate to break-even financially. Housing and board rate increase proposals will take into account housing rates in the Edmonton area but the major emphasis will be on the unique nature of the residences.

5. The University will offer residence programs, facilities and student services which contribute to the enhancement of the academic, personal and social lives of students. Services and programs in residence will be developed and coordinated in order to enhance students' academic performance and to assist students to realize their own academic goals.

6. Residence management will effectively train and support its own staff, and offer training and support to the student associations' executive and others involved in the residence communities in order to properly enable them to realize their goals and objectives. Training programs will be offered on a regular, ongoing basis with special emphasis on the needs and interests of new staff, new association executive and new students.

7. The residences will work closely with and support other University departments, especially Student Services and the Faculty of Physical Education and Recreation, toward realizing common goals and objectives.

8. Board programs will be included in the Lister and Pembina residences which offer varied and nutritional food products at good value.

9. The residences will provide accommodation which meets the needs of physically handicapped students.

**Appendix B**

**Guiding Principles for the operation of Residences and Dining Services**

To fulfill its mandate of providing an array of vital services in support of the University of Alberta's Institutional Strategic Plan "*For the Public Good*", Facilities and Operations (Ancillary Services) operate a suite of self-funded operations. The following principles direct decision-making in this area.

1. Quality housing and good nutrition are critical to student academic and experiential success and we recognize this in everything we strive to do.
2. Residence and Dining Services must operate on a financially sustainable basis having due regard for operating costs, addressing deferred maintenance, as well as maintaining operating and capital reserves for long term sustainability. No profit is sought to be made from these operations, but no loss is acceptable either.
3. All funds received from students for shelter and food stay within the residence and dining system.
4. Similarly, no student tuition or government base, capital, or maintenance funding is available for investment in residences or dining operations.[1]
5. Residence and dining services will be operated as a system with long-term capital improvement and deferred maintenance plans in place to support all facilities over time.
6. Student input is highly valued. Students will assist in shaping the development of plans and priorities to sustain and improve the residence and dining systems.

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[1]The Government of Alberta's Infrastructure Maintenance Program (IMP) provides funding to address deferred maintenance for "supported" infrastructure only, which excludes residences, dining, and parking facilities.

**Question from GFC Elected Faculty Member Nelson Amaral on Parking**

When the construction of the Health Science/Jubilee LRT station started, a large portion of the varsity field located to the West of the Butterdome was converted to a parking lot and temporary construction building. At the time, South LRT Newsletter published in the Summer of 2002 contained the following statements:

> 'Once SLRT Phase 1A has been completed, the current plan is to revert the temporary parking lot on Varsity Field back to what it is today - a grassed sports field.'

> 'Phase 1A which is the work associated with bringing the LRT up to the surface from where it currently exists...'

In 2006, after Phase 1A of SLRT had been completed, and the Jubilee auditorium upgrade was also completed, I submitted a question to you in GFC inquiring about the University plans for the reversion of the Varsity Field back to a grassed sports field.
The answer from your office in 2006 was:

> "It is still the intention of the university to return the area back into green space. The delay in restoration continues due to displaced parking requirements because of capital expansion. We anticipate the pending construction of the Edmonton Clinic may affect parking for the Jubilee Auditorium temporarily, but we will know better after this summer when the construction schedule will be set. We will keep Public Affairs informed and their website will provide updates for stakeholders."

Thus, basically the response was that we would need to wait until the conclusion of the construction of the Edmonton Clinic. Vice-President Hickey was absent from that GFC meeting. Therefore, the response was delivered by Vice-President Phillis Clark.
My reply at that GFC meeting was: "We will remember this." To which Vice-President Clark responded: "And so will we!"
I have not seen any statements from the administration about that space since that GFC meeting.

The Edmonton Clinic construction was completed in 2012 with abundant parking added by the construction of the Garage behind the Edmonton Clinic. Thus, in the January 2012 meeting of GFC I once again asked about the conversion of that space to green space as originally promised
in 2002. The answer from the then Vice-President of Facilities and Operarions Don Hickey was as follows:

> "With the opening of the Edmonton Clinic Health Academy together with a successful Travel Demand Management strategy on campus, there is definitely a lessening in the demand for parking on the North Campus. It is our intention to phase out the current Varsity Field parking lot while ensuring that we optimize the area to facilitate adjacent capital construction requirements. As recently as ten days ago, we met with representatives from the Windsor Park Community

League to discuss our plans for the current Varsity Field parking lot.

During the meeting, we discussed both short-term and long-term issues associated with the site and the associated sector plan. In the short term, we would be looking to maximize the return of green space to aid with campus programing and community use with the needs for a lay-down area for upcoming construction projects including the Physical Activity and Wellness Centre and the recladding of the Butterdome. As we work to refresh the various sector plans, we will continue to consult the neighboring community and the Faculty to determine appropriate use and timing."

Another nine years have passed. The PAW construction has been completed for several years now and the recladding of the Butterdome has not happened. In the meantime, since 2002, several open-air spaces that were available to students for recreational use are no longer available. For instance, volleyball courts have been replaced by the International Student's residence, tennis courts and outdoor ice rink have been replaced with expansions of the Lister Hall buildings.

There is a significant increase in the density of students living on campus, reduced green space, and plenty of parking. Meanwhile, nearby, the soccer field, ice rink, and basketball courts of the Windsor Park neighborhood are seeing a significant increase of usage by UofA student residents.

All these changes affect the quality of life for students residing on campus.

Thus, I submit the following questions to you:
1. Is the University still committed to return the space that was "temporally" used for parking and temporary construction offices almost twenty years ago to green space?
2. If yes, what is the timeline for this?
3. If no, what are the plans for that space?
4. What consultation, if any, has the university undertaking with the Windsor Park Community League about this space and about the significant increase in resident student
population that affect the community?

**Response from the Vice-President (Facilities and Operations) Andrew Sharman**

**1. Is the University still committed to return the space that was "temporally" used for  parking and temporary construction offices almost twenty years ago to green space?**

Since the space was converted into what it is today, much has changed at the university. As yet, no decisions have yet been made as to how that space will be utilized over the long term and, to the degree its eventual use may deviate from that

specified within the university's long-range development plan, appropriate community consultation will occur.

At present, the parking facility remains in high demand and its use for this purpose will continue for the medium-term.

**2. If yes, what is the timeline for this?**

The space will remain as is pending the renewal of the exterior of the Universiade Pavilion (Butterdome), which is awaiting funding. This project has been on our capital plan submission to government for many years and will remain so. This is in keeping with messaging we have delivered to the Windsor Park Community League.

**3. If no, what are the plans for that space?**

As above. However, we are pleased to have provided additional outdoor recreational amenities over the past few years to serve the entire campus community, including three beach volleyball courts immediately north of Thelma Challifoux Hall. Additionally, many student clubs offer recreational sports activities ranging from lacrosse to rugby to quidditch on the sports field west of the Clare Drake Arena. Finally, planning is underway to develop outdoor basketball courts in the summer of 2022 to further serve our students' outdoor recreational needs.

**4. What consultation, if any, has the university undertaking with the Windsor Park Community League about this space and about the significant increase in resident student population that affect the community?**

For quite some time there has been nothing new to share and, as such, we have not reported any new information to the community league executive. That said, we engage frequently and regularly with the executive of every one of our neighbouring community leagues and remain open to discussing any matter the community wishes to raise.

It is true that last decade has seen a modest increase in the student residence population on North Campus, although that has been curtailed over the past two years to better ensure the health and safety of our student population while COVID-19 remains a threat. We must be mindful that, of the approximately 40,000 students who attend the U of A, only about 3,000 reside on North Campus and, even then, mostly in East Campus Village.

**Question from GFC Elected Faculty Member Chris Andersen on Extensions of GFC Meetings**

Over the past eighteen months, every meeting of General Faculties Council has been extended by at least 30 minutes. Meeting extensions have significant consequences for member engagement and lead to exclusion of members who are unable to stay on past the originally scheduled meeting times (due to diverse obligations, not the least of which is child care). Moreover, these persistent extensions can deter members of our community from putting their names forward to serve on GFC and in doing so, can negatively impact the diversity of our Council. While academic restructuring decision making, remote meeting settings, and the pressures of emergency response decision making require rich discussion, the extension of meetings can sit in tension with University commitments to EDI and should be avoided whenever possible.

What mechanisms are available to  GFC members to ensure that GFC meetings take place according to the agreed upon schedule and agenda times?

**Response from the Chair of GFC and the President and Vice-Chancellor, Bill Flanagan**

The GFC Meeting Procedural Rules do set out a Framework for the GFC schedule to ensure that members are informed in a timely manner about meetings (2.1) to ensure participation of members. That said, there have been, over the past 18 months,  additions to the agenda and extensions to allow for additional discussion which are permitted by our Meeting Procedural Rules.  These have made for longer meetings.

Members have full authority over the approval of the agenda as set out in (6.1). Members concerned that the agenda as proposed by GFC Executive Committee is not achievable in two hours can propose an amendment to remove items. This requires a majority vote to pass. In addition, members can vote against proposed amendments to the agenda that will lengthen the time beyond two hours. Members may also vote against proposed meeting extensions.

There are two mechanisms to move the agenda along including Calling the question (10.4) and calling a point of order to indicate to the chair that the agenda as approved is not being adhered to. A point of order does not require a seconder, is not debateable or amendable, and cannot be reconsidered.

Finally, I would note that members of GFC agreed upon the meeting procedural rules as a framework to support inclusive discussions and decision-making. Where members feel that these principles are not being adhered to, especially the fundamental principle that encourages the participation and engagement of members, this should be signalled to the Chair.

Item No. 8.3

**Question from GFC Elected Faculty Member Carolyn Sale on the Ring Houses**

During its July 14, 2021 meeting with President Flanagan, VP External Relations, Elan MacDonald, and Chief Strategy Officer, Catherine Swindlehurst, the University of Alberta Ring Houses Coalition presented <u>its proposal</u> for the redevelopment of the area that incorporates the Ring Houses, and made three requests:

1.  a moratorium on the demolition or removal of the four Ring Houses for one to four years, pending the following:
2.  the completion of a Historic Resource Impact Assessment under the terms of the *Historical Resources Act* (the costs of which the Alberta Ministry of Culture agreed to share with the University and for which the Coalition offered its expertise);
3.  collaboration between the University and the coalition to develop the <u>*Reimagining the Ring Houses*</u> proposal as a model of excellence in heritage restoration and renewal.

The Coalition followed up that meeting with a letter to President Flanagan in which they expressed their understanding that "you have assured us in good faith no action will take place for demolition or removal of the Ring Houses while discussions continue and that you will get back to us again in mid-August."

In addition, the Coalition asked Chancellor Garritty to establish a Senate Task Force to align <u>the University's heritage policy</u> with current municipal, provincial, and national standards and guidelines for heritage conservation. (The Ring Houses are listed on the <u>City of Edmonton Inventory of Historical Resources</u> that "merit conservation.")

Instead of responding to the Coalition's proposal and requests, President Flanagan emailed the co-chairs and presenters on October 1st to inform them that the Ring Houses had been sold and would be removed from the campus.

**Questions**

In light of these events, members of the University community have the following five questions for the President:

1.  Why did the university's senior administrators reject the Coalition's request to postpone a decision regarding the fate of the Ring Houses, given that administration has stated that the university has no immediate plan for the land on which these buildings sit and no compelling reason to remove them?
2.  Why has the administration not conducted the Historic Resource Impact Assessment requested by the Coalition?
3.  On what specific grounds did the President reject the proposal of the University of Alberta Ring Houses Coalition for redevelopment of the site?
4.  Is the University abiding by its own <u>Preservation of University Facilities and Grounds Policy</u>? Where is the review under this policy of the Ring Houses decision?
5.  Does the President agree that the University of Alberta has a duty to consult with faculty, students, staff, and neighbouring communities about plans to develop university properties and that affect heritage buildings and spaces? If so, what are the mechanisms for such consultations?

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

1.  We appreciate all those who showed interest and support for preserving the Ring Houses. Although the houses will be moved from U of A's North Campus, they are becoming part of a project that not only acknowledges their history, but also reimagines and renews them as a living part of an innovative, future community.

    When considering asset management, the university has an obligation to choose the options that best meet the needs of the university in supporting its core mission. Given their size and purpose-built design as individual family dwellings, the houses do not provide adequate space for modern teaching, research, or work activities. With $4 million in deferred maintenance, it would be unsustainable and not in the best interests of the university or community to maintain the Ring Houses.

2.  Historic Resource Impact Assessments are undertaken for development projects that may impact Alberta's historic resources. The Ring Houses are not public historic resources nor does their removal constitute a development project.

    Every campus building that is approaching end-of-life is assessed as to whether it is reasonably capable of supporting the learning and/or research mandate of the university. If it is not, consideration may be given to factors such as a building's history when assessing next steps. The renewal of the 1921 wing of the former Dentistry/Pharmacy Centre is an example of a building that, with some strategic investment, is able to meet the needs of the university for decades to come. Sadly, because the Ring Houses were built as single family homes, there was no feasible renewal path that would have advanced the university's mandate.

    The University manages its own infrastructure assessment processes and is not bound by the City of Edmonton's civic heritage policies.

3.  The Coalition's proposals did not best meet the needs of the university in supporting its research, teaching and learning mission.  While the Coalition's proposals were conceptually intriguing, the University of Alberta is unable to maintain building inventory that does not meet its current or future requirements. In the proposals contemplated, uses ranged from seniors' community housing to leisure and tourism. The university is simply not funded to preserve buildings of limited utility. Further, it would be irresponsible to divert any student tuition or Campus Alberta Grant funding for this purpose.

4.  Yes. While they are a part of the story of the U of A's past, the Ring Houses have never held a historic designation and were not built to be a part of the university's long-term institutional infrastructure. For additional information see Response #2.

5. The Post-secondary Learning Act's Land Use Regulation details the requirement of the university to develop a long-range development plan that describes, in general terms, the current and any future substantial development proposed for university land. The Regulation contains specific provisions related to the university's obligation to consult, but it must be noted that such consultation is limited to elements of "substantial development". Removing buildings such as the Ring Houses from the university's building inventory does not constitute substantial development as contemplated in the Regulation. Nevertheless, the university has comprehensive consultation and public information processes associated with its long-term asset management strategy -- providing regular updates to and opportunity for feedback from the university community.

# UNIVERSITY OF ALBERTA
## UNIVERSITY GOVERNANCE

Item No. 9

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

| Agenda Title | Indigenous Institutional Strategic Plan |
|---|---|

**Item**

| Proposed by | Florence Glanfield, Vice-Provost (Indigenous Programming and Research) |
|---|---|
| Presenter | Florence Glanfield, Vice-Provost (Indigenous Programming and Research), Nella Sajlovic (Indigenous Strategies Manager) |

**Details**

| Office of Administrative Responsibility | Provost and Vice-President (Academic), Vice-Provost (Indigenous Programming and Research) |
|---|---|
| The Purpose of the Proposal is (please be specific) | The proposal is before the committee to determine readiness for early consultation at the GFC meeting of October 20, 2021. |
| Executive Summary (*outline the specific item – and remember your audience*) | In support of the objectives articulated in For the Public Good (FPG) and other key priorities, the Vice-Provost, Indigenous Programming and Research Office (VPIPRO) has been tasked with the consultation, development and approval of an Indigenous Institutional Strategic Plan (IISP). The purpose of this briefing is to provide a high-level, strategic mapping of the thematic groupings, goals and strategies for the proposed five-year Indigenous Institutional Strategic Plan.

Of note, existing institutional commitments make up the majority of the IISP goals and objectives, illuminating that the work has already been approved via governance processes in existing strategic frameworks including For the Public Good and by proxy, the Truth and Reconciliation's (TRC's) Calls to Action, UofA for Tomorrow and the Strategic Plan for Equity, Diversity and Inclusivity. |
| 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 | Indigenous Advisory Council
Office of the Provost and Vice-President (Academic)
Vice-Provosts' Council
GFC Academic Planning Committee
General Faculties Council
President's Executive Committee
Senior Advisor, Equity and Human Rights
Unit EDI Leads
Board of Governors
College Deans
Faculty Deans
Deans' Council
External communities |
|---|---|

**Strategic Alignment**

Item No. 9

| Alignment with *For the Public Good* | **GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.** |
|---|---|
| | Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta will build a community of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We will foster an inclusive culture in which people excel through exchange and collaboration, enriched by the diversity of individuals, groups, disciplines, perspectives, approaches, and questions that comprise our community. We will sustain this culture and community through rich educational and life experiences in a supportive learning environment. We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history. We will celebrate the University of Alberta community and our achievements, enhancing our reputation in Alberta, across Canada, and around the world by defining, telling, and promoting our story. |
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. |
| | x Enrolment Management <br> x Faculty and Staff <br> ☐ Funding and Resource Management <br> ☐ IT Services, Software and Hardware <br> x Leadership and Change <br> ☐ Physical Infrastructure <br><br> x Relationship with Stakeholders <br> x Reputation <br> ☐ Research Enterprise <br> ☐ Safety <br> x Student Success |
| Legislative Compliance and jurisdiction | GFC APC Terms of Reference <br> GFC Terms of Reference |

Attachments (each to be numbered 1 - <>)

1. Briefing Note - Indigenous Institutional Strategic Plan

*Prepared by:* Nella Sajlovic, Indigenous Strategies Manager, Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

![University of Alberta]

# BRIEFING NOTE

Prepared by the
**Office of Indigenous Programming & Research**
**Office of the Provost and Vice-President (Academic)**
October 8, 2021

**Indigenous Institutional Strategic Plan – Map**
Office of the Vice-Provost, Indigenous
Programming and Research

In support of the objectives articulated in *For the Public Good* (FPG) and other key priorities, the Vice-Provost, Indigenous Programming and Research Office (VPIPRO) has been tasked with the consultation, development and approval of an Indigenous Institutional Strategic Plan (IISP). The purpose of this briefing is to provide **a high-level, strategic mapping of the thematic groupings, goals and strategies for the proposed five-year Indigenous Institutional Strategic Plan**.

The language captured here is an attempt to bridge the information provided through wide-ranging internal and external consultations. It also aims to set the scope for the strategic plan, acknowledging that the breadth captured requires a prioritization of the work laid out given current resourcing. To utilize the valuable ideas collected via consultation, a separate, attached document contains a work plan from which key mechanisms might and may also be considered.

Of note, existing institutional commitments make up the majority of the IISP goals and objectives, illuminating that the work has already been approved via governance processes in existing strategic frameworks including *FPG* and by proxy, the Truth and Reconciliation's (TRC's) Calls to Action, UofA for Tomorrow and the *Strategic Plan for Equity, Diversity and Inclusivity*. **The FPG/TRC alignment column provided below is included as background information only and not as part of the plan.**

Given that these commitments have been formally approved elsewhere, this strategic mapping document aims to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities, embedding it into structures and processes to realize the goals outlined. Functional accountability for this plan resides with the President and the Provost and Vice-President (Academic); however, leadership at the college, faculty and unit levels as well as other Vice-Presidential portfolios will be critical. The itemized areas aim to demonstrate the ways that VPIPRO will partner with university leaders to realize this work. This tactic is meant to acknowledge the autonomy of these units, transformational pressures and at the same time realize the need to create institution-wide accountability for capacity to deliver on the objectives.

The goals and strategies aim to move the university along the continuum described by Gaudry and Lorenz[1]: from Inclusion Indigenization (increasing the number Indigenous individuals at the institution) to a fulsome integration of Indigenous understandings: Decolonial Indigenization. This is, "the process of deconstructing colonial ideologies of the superiority and privilege of Western thought and approaches … dismantling structures that perpetuate the status quo, problematizing dominant discourses, and addressing unbalanced power dynamics."[2] Gaudry and Lorenz offer a strategic road map so as to effectively consider the complexities and differences in decolonization and Inclusion Indigenization.

The plan is grouped into three categories meant to represent a sweetgrass braid and accompanying prairie and parkland-based Indigenous understandings (where the University of Alberta is primarily, though importantly, not only, based). In many Indigenous cultures, the braid represents mind, body and spirit and the balance between the three for good health and harmony in individuals and communities. It also represents understandings about the relationality of all Peoples and to all things living. The braid is also a reminder of the beauty of Indigenous peoples, our pride and resilience. The loss of braided

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[1] Alternative, An International Journal of Indigenous Peoples, Adam Gaudry and Danielle Lorenz, "Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy."
[2] Asma-na-hi Antoine, Rachel Mason, Roberta Mason, Sophia Palahicky, and Carmen Rodriguez de France, *Pulling Together: A guide for Indigenization of Post-Secondary Institutions: A professional learning series*. https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/indigenization-decolonization-and-reconciliation/

hair is linked in communal memory to the trauma of colonialism and its assimilative practices. As the resurgence of Indigenous peoples continues, the braid has become a symbol of defiance and identity assertion and also representing that the past, present and future are intertwined, with the impacts of the past overlapping our current reality and threading through to the future. This symbolism is also meant to indicate that this strategic plan is a living document that will evolve as this work progresses.

## STRATEGIC AREAS OF FOCUS - OVERVIEW

| **Levers and Enablers** | |
|---|---|
| **Looking to the Past** | |
| The first grouping of objectives focuses on the "remedial" actions mandated by the Calls to Action issued by the National Truth and Reconciliation (TRC) report and broader Indigenization efforts. This grouping aims to remediate the erasure and exclusion of Indigenous knowledges, histories and knowledge systems. The work recognizes the gaps in traditional Western higher education and also the harm that those gaps have had on the lived experiences of Indigenous peoples. Implicit in this work is the acknowledgement that the university participated, and participates, in aspects of colonialism that were, and are, deeply harmful to Indigenous peoples and that there is a wrong to right. The same power that was employed to disenfranchise Indigenous peoples can now be brought to bear on the education of the students we serve and those beyond the institution. | 1. Indigenous Leadership and Coordination<br>2. Institutional Accountability, Reporting and Metrics<br>3. Indigenization<br>   a) Academics: Faculty-specific and Institutional Calls to Action<br>   b) Academics: Course content and Indigenous Ways of Knowing<br>   c) Infrastructure<br>   d) University Policy<br>4. Reconciliation<br>   a) Research and Scholarship<br>   b) Learning (internal) and Learning (National Truth and Reconciliation Centre) |
| **In-powering the Present** | |
| The second grouping of objectives focuses on actions that support the recruitment and retention of a diverse group of students, faculty and staff. This work acknowledges the urgent need to address the systemic barriers that limit full Indigenous participation in the offerings of the university—barriers that have artificially prevented Indigenous peoples from greater individual and collective sovereignty | 1. Diverse Students, Faculty and Staff: Recruitment and Retention<br>   a) Indigenous Undergraduate Students and Graduate Students<br>   b) Indigenous Students Funding<br>   c) Faculty<br>   d) Staff<br>   e) Safe and Welcoming Spaces |
| **Imagining the Possible** | |
| The third grouping of objectives focuses on those actions that have emerged as critical in support of Indigenous-focused institutional objectives but that are largely at their inception, requiring greater work to establish processes and policy for this work | 1. Ethical Research with Indigenous Communities<br>2. Situated Knowledges, Indigenous Peoples and Place (SKIPP) Signature Area<br>3. Community Engaged Research<br>4. Senate<br>5. Alumni Relations<br>6. Development |

## LEVERS AND ENABLERS

- **Resource** the strategies—acknowledging the goals are only possible with adequate resourcing.
- Support **hiring, delegation** and **capacity** development for Indigenous-focused administrative work—acknowledging the goals are only possible with adequate capacity (acknowledge that institutional Indigenization often places "an inequitable burden on Indigenous staff, students, Elders and communities."[3])
- Ensure that the priorities outlined in the IISP are taken up in **other institutional spaces: i.e.,** unit plans, institutional key messaging, reporting and governance structures
- Map explicit **connections between VPIPRO and other portfolio-level offices**, i.e., Alumni Relations, Development, External Relations, Facilities and Operations, etc.
- Utilize existing Indigenous-focused institutional data, such as the Workforce Diversity Census and Indigenous/Indigenous Student Success Survey, to track, make visible and proactively respond to identified trends

## LOOKING TO THE PAST

| INDIGENOUS LEADERSHIP & COORDINATION | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada<br>FPG, Build, Objective 4<br><br>Broad and TRC-specific objectives<br>Strategic Plan for Equity, Diversity and Inclusivity | Build capacity to centrally connect Indigenous-related teaching, learning, research and supports to share resources, better coordinate, and find efficiencies<br><br>Ensure that Indigenous-focused initiatives are Indigenous-led<br><br>Adequately resource Indigenous initiatives<br><br>Ensure broad institutional accountability | 1. Support the Vice-Provost, Indigenous Programming and Research Role and Office via additional capacity and resources<br>2. Identify and further resource all units responsible for this work, ensuring adequate funding and capacity while linking into other key offices' capacities<br>3. Task each College Dean (Health Sciences; Social Sciences and Humanities; Natural and Applied Sciences) with producing and reporting on their own strategic objectives in relation to the IISP<br>4. Create a permanent Indigenous Advisory Council (IAC) to advise, seek alignment, support and realize Indigenous Initiatives<br>5. Consider a Wisdom Circle, or a similar entity, to assist with high-level, Indigenous-focused and other decision making at the university<br>6. Support the project or committee-based delegation of Indigenous staff from other units to Indigenous-focused administrative work |

| INSTITUTIONAL ACCOUNTABILITY, REPORTING AND METRICS | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| **Evaluate** and **measure** the university's response to the TRC's Calls to Action to ensure effectiveness on an **ongoing** basis<br>FPG, Build, Objective 4, Strategy iii | Evaluate and measure the university's response to the TRC's Calls to Action to ensure effectiveness on an ongoing basis | 1. Publish a TRC Calls to Action "Report to Community" every two years while emphasizing this work is permanent and ongoing<br>2. Identify contributors to the report (units, leaders, etc.) to detail successes and gaps<br>3. Initiate broad accountability mechanisms for this work and its reporting including Deans' and other senior leaders annual reporting |

| INDIGENIZATION: ACADEMICS (FACULTY-SPECIFIC TRC CALLS TO ACTION) | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, | Remediate the curricular knowledge gap about the foundational nature of the treaties, Indigenous histories | 1. Support the faculty-specific Calls to Action by imagining and supporting the implementation of curricular changes via financial and administrative resources, leadership |

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[3] Universities Canada, "Perspectives on Reconciliation: Lessons from the Post-secondary sector", January 2021

| | | |
|---|---|---|
| respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada<br>FPG, Build, Objective 4<br><br>We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history<br>FPG, Build, preamble | and contemporary experiences in specified faculties and the broader university<br><br>*Note: The TRC faculty-specific Calls to Action have been omitted here for brevity* | and mentorship in: Education, Health Sciences, Law and Arts/Native Studies<br>2. Partner with the College Deans to collaborate and coordinate on this work<br>3. Support the faculty-specific Calls to Action to increase the number of Indigenous professionals in the specified faculties and professions via existing programs such as AIM-HI, financial or other supports<br>4. Work to establish institutional relationships with Indigenous-led organizations in support of Indigenous language revitalization, acknowledging the sovereignty of nations in language<br>5. Highlight the faculty-specific responses to the Calls to Action for the proposed Report to Community |

### INDIGENIZATION: ACADEMICS (COURSE CONTENT AND INDIGENOUS WAYS OF KNOWING)

| Alignment | Goals | Strategies |
|---|---|---|
| Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada<br>FPG, Build, Objective 4<br><br>Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation<br>Build, Objective 4, strategy i<br><br>We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history<br>FPG, Build, preamble | Use all teaching opportunities to honor Indigenous Ways of Knowing, recognizing the validity of Indigenous worldviews, knowledge and perspectives and as a means to remediate the knowledge gap about the foundational nature of the treaties, Indigenous histories and contemporary experiences across the university. | 1. Use all available mechanisms to make curricular changes and use other teaching opportunities to increase Indigenous content in the academy and to engage Indigenous Ways of Knowing with university curricula<br>2. VPIPRO to support the work of the Colleges (including the college offices for education and research and for strategic initiatives), faculties, units and portfolios to undertake this work<br>3. VPIPRO to support the Indigenization of programs via new course approval and Quality Assurance processes for all programs, centres and institute proposals<br>4. Create resources and workshops for faculty to illuminate the institutional spaces in which these understandings might be integrated into course materials; promote existing field-specific literature to support this work<br>5. Provide capacity to undertake Indigenization through other mechanisms such as events, panels and experiential learning<br>6. Broadly promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course; consider the development of other materials to meet the need to increase knowledge on Indigenous historical and lived experiences<br>7. Incorporate Territorial Acknowledgements on the UofA main page, in all public addresses and written statements<br>8. Showcase the UofA scholarship that examines reconciliation or advances more accurate understandings of Indigenous peoples<br>9. Provide financial supports to units undertaking this work<br>10. Partner with University of Alberta International to offer relevant programming for international students |

### INDIGENIZATION: INFRASTRUCTURE

| Alignment | Goals | Strategies |
|---|---|---|
| Develop, in consultation and collaboration with internal and external community | Utilize university infrastructure (physical, web and communications) to | 1. Work with the VP, Facilities and Operations portfolio and others to incorporate an acknowledgement of Indigenous lands in land use and space design processes and |

| | | |
|---|---|---|
| stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada<br>FPG, Build, Objective 4<br><br>Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world<br>FPG, Build, Objective 1<br><br>Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation<br>Build, Objective 4, strategy i | acknowledge the significance of Canada's treaty relationships and to create safe and welcoming spaces for all | decision making, affording respect to Indigenous peoples in consultation and considering what it would mean to regard land as a relation<br>2. Increase the symbolic and physical visibility of Indigenous presence on all UofA campuses to acknowledge the long history of our campuses as sites of Indigenous habitation, gathering, and sacred significance and not as Terra Nullius<br>3. Remediate problematic on campus representations of Indigenous peoples, utilizing these opportunities to teach on the subject<br>4. Support the use of university infrastructure for internal and external users' community building and gathering purposes and ceremony; develop the necessary policies to support this<br>5. Increase the digital and communications-based visibility of an Indigenous presence at the UofA<br>6. In partnership with the VP, Facilities and Operations portfolio, create Indigenous specific benefit-driven procurement policies |

### INDIGENIZATION: UNIVERSITY POLICY

| Alignment | Goals | Strategies |
|---|---|---|
| Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada<br>FPG, Build, Objective 4<br><br>Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world<br>FPG, Build, Objective 1<br><br>Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation<br>Build, Objective 4, strategy i<br><br>Celebrate and support diversity and inclusivity<br>Build, Objective 5, strategy ii | Create and revise existing university policy to support and celebrate Indigenous identity, respectfully facilitate connections between the university and the Indigenous community and to bridge university practices with Indigenous-centered protocols | 1. Examine and improve university policy to support Indigenous cultural and spiritual practices, creating welcoming spaces for all<br>2. Document and share appropriate cultural protocols for connecting with Elders, Knowledge Keepers and other Indigenous community members<br>3. Identify and remediate challenges with appropriate remuneration (honoraria) and culturally appropriate gifts within the university context<br>4. Work with and share emerging practices in this area with other post-secondary institutions<br>5. Link to and articulate this work in the revisions of the Equity, Diversity and Inclusivity (EDI) plan |

### RECONCILIATION: RESEARCH AND SCHOLARSHIP

| Alignment | Goals | Strategies |
|---|---|---|
| We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth | Work with relevant partners to advance, fund and showcase reconciliation research and scholarship | 1. Work with government entities to advocate for and create a National Research Program with multi-year funding to advance an understanding of reconciliation<br>2. Create an interdisciplinary conference to offer teachings on past and contemporary Indigenous experiences and reconciliation |

| | | |
|---|---|---|
| and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation<br>TRC Call to Action 65 | | 3. Support mechanisms to share the University of Alberta's Indigenous scholarship in reconciliation internally and externally<br>4. Consider innovative funding mechanisms to fund reconciliation research<br>5. Create a TRC-focused endowed chair |

| RECONCILIATION: LEARNING | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation<br>FPG, Build, Objective 4, Strategy i | Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation | 1. Broadly promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course (MOOC/Mini-MOOC), including offering work time to complete the course to faculty and staff; utilize other developed courses, such as the anti-Indigenous racism module to support this work<br>2. Create a primer on the Indigenous peoples of Alberta including the different nations, cultural and linguistic differences, governance structures, geographical territories, treaty relationships and non-treaty relationships to address the institutional knowledge gap and to facilitate greater understanding and awareness among faculty, researchers, staff and students<br>3. Create and offer free, during work hours, courses, workshops and events and other resources to tackle the knowledge gap around racism, historical and contemporary Indigenous history and the foundational agreements<br>4. Create a fund to provide financial supports to those taking this up work at the University of Alberta<br>5. Partner with external entities, such as libraries, municipalities and public schools, to build partnerships to build capacity for TRC teachings within a larger collaborative system so that opportunities for learning can be taken up<br>6. Create programs that showcase the university's Indigenous cultural, archeological and artistic objects<br>7. Showcase the scholarship of UofA faculty engaged in examining reconciliation or advancing aspects that increase historical understandings for Indigenous peoples |

| RECONCILIATION: LEARNING (NATIONAL TRUTH AND RECONCILIATION CENTRE) | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation<br>FPG, Build, Objective 4, Strategy i | Strengthen the partnership with the National Centre for Truth and Reconciliation to permanently preserve the memory of Canada's Residential School system | 1. Develop activities to support the work of the centre<br>2. Facilitate access for researchers and the public to the online collections of the centre<br>3. Support activities and events to acknowledge and commemorate the victims of the residential school system |

**IN-POWERING THE PRESENT**

| DIVERSE STUDENTS: RECRUITMENT AND RETENTION—INDIGENOUS UNDERGRADUATE STUDENTS | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| Recruit and retain a diverse body of students, faculty and support staff retention through the development and observation of equity sensitive processes and policies<br>FPG, Build, Objective 1-3<br><br>Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada<br>FPG, Build, Objective 1, Strategy ii | Develop and implement an undergraduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada | 1. Convene a group to conduct a review of undergraduate student recruitment and retention practices<br>2. Inventory and audit reserved seats and differential entry processes to improve access and outcomes and to educate faculties on possible changes that support this goal<br>3. Consider innovative methods of supporting the entry of under-represented students, including innovative early and community-specific recruitment, pre-entrance supports and transitional programming<br>4. Implement recruitment practices and programmatic pathways that make the University of Alberta a destination of choice for community-embedded students<br>5. Renew and utilize data from the Indigenous Student Success Survey<br>6. Meet and exceed the provincial undergraduate target for Indigenous students<br>7. Expand the online delivery of programs and courses for Indigenous learners, considering its possible reach to connect with mature and underserved learners<br>8. Develop, implement, track and report on Recruitment Strategy |

| DIVERSE STUDENTS: RECRUITMENT AND RETENTION—INDIGENOUS GRADUATE STUDENTS | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| Recruit and retain a diverse body of students, faculty and support staff retention through the development and observation of equity sensitive processes and policies<br>FPG, Build, Objective 1-3<br><br>Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada<br>FPG, Build, Objective 1, Strategy ii | Develop and implement an graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada<br><br>CA: Figure out how to engage community-based Indigenous students in particular | 1. Partner with the Faculty of Graduate Studies and Research (FGSR) to create and implement Indigenous graduate recruitment strategies<br>2. Offer a required Indigenous governance and leadership course for all graduate students<br>3. Integrate TRC Calls to Action content/Indigenous teachings into introductory courses and materials (currently underway)<br>4. Create specific mentorships and internships for Indigenous graduate students<br>5. Support and promote the Supporting Aboriginal Graduate Enhancement (SAGE) POD<br>6. Create mechanisms to academically acknowledge students' Indigenous understandings as part of coursework, including thesis work and including the translation of theses into different languages<br>7. Explore graduate bridging programs<br>8. Meet and exceed the provincial graduate target for Indigenous students<br>9. Renew and utilize data from the Indigenous Student Success Survey |

| DIVERSE STUDENTS: RECRUITMENT AND RETENTION—INDIGENOUS STUDENTS FUNDING | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| Recruit and retain a diverse body of students, faculty and support staff retention through the development and | Remove financial and other barriers to full Indigenous student participation in the offerings of the university | 1. Systematically examine and advocate for new funding opportunities for Indigenous students with government funders, corporate sponsors and individual donors, partnering with relevant university units |

| observation of equity sensitive processes and policies<br>FPG, Build, Objective 1-3<br><br>Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada<br>FPG, Build, Objective 1, Strategy ii | | 2. Promote student awareness of existing financial supports and provide assistance to Indigenous students in the funding application process<br>3. Consider innovative partnerships to reduce other critical barriers, ensuring that Indigenous students have access to important tools such as internet and computers; family housing options<br>4. Work to create a Youth-in-Care bursary |

### DIVERSE FACULTY: RECRUITMENT AND RETENTION—FACULTY

| Alignment | Goals | Strategies |
|---|---|---|
| Review, improve, and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities<br>FPG, Objective 2, Strategy ii | Review, improve, and implement equity processes and procedures for recruiting and supporting Indigenous faculty | 1. Convene a group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty, identifying challenges and opportunities<br>2. Partner with appropriate entities (i.e. Human Resources (HR), Office of the Provost, etc.) to identify and implement mechanisms to support equity processes and procedures for this group<br>3. Create a dedicated Indigenous advisor HR position and a network of individuals to provide expertise in Indigenous hiring practices to advise and support on these hiring processes and to provide advice to Deans, Associate Deans and Department Chairs regarding recruiting and retaining Indigenous faculty<br>4. Engage with AASUA and Faculty and Staff Relations to build policies that support equity processes<br>5. Link Indigenous recruitment to EDI goals and reporting<br>6. Improve how FEC and HR recognizes, acknowledges and rewards Indigenous community engagement work<br>7. Resource these hires and consider revisiting a dedicated hiring fund<br>8. Track and report on Indigenous faculty hiring, utilizing the institutional census as a possible tracking mechanism<br>9. Offer an Indigenous mentorship program to Indigenous faculty to increase capacity<br>10. Develop training for faculty and staff that focuses on institutional racism and barriers<br>11. Review University of Alberta policies, practices and governance mechanisms for addressing institutional and individual racism<br>12. Increase the availability of Indigenous counsellors via the Employee and Family Assistance Program (EFAP) |

### DIVERSE STAFF: RECRUITMENT AND RETENTION—STAFF

| Alignment | Goals | Strategies |
|---|---|---|
| Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment. | Review, improve, and implement equity processes and procedures for recruiting and supporting Indigenous staff | 1. Convene a group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous staff, identifying challenges and opportunities in this cohort's experience<br>2. Partner with appropriate entities (i.e. Human Resources (HR), Office of the Provost, etc., NASA) to identify and implement mechanisms to support equity processes and procedures for this group |

<table>
<tr><td>FPG, Build, Objective 3, Strategy ii<br><br>Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.<br>FPG, Build, Objective 3, Strategy ii</td><td></td><td>3. Create a dedicated Indigenous advisor HR position and a network of individuals to provide expertise in Indigenous hiring practices to advise and support on these hiring processes and to provide advice to Deans, Associate Deans and Department Chairs regarding recruiting and retaining Indigenous faculty<br>4. Engage with NASA and Faculty and Staff Relations to build policies that support equity processes<br>5. Link Indigenous recruitment to EDI goals and reporting<br>6. Track and report on Indigenous staff hiring, utilizing the institutional census as a possible tracking mechanism<br>7. Offer an Indigenous mentorship program to staff to increase capacity<br>8. Develop training for faculty and staff that focuses on institutional racism and barriers<br>9. Promote and resource the dedicated Métis counsellor via the Employee and Family Assistance Program (EFAP)<br>10. Improve the equity hiring statement on job postings and its visibility</td></tr>
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| DIVERSE STUDENTS, FACULTY AND STAFF: SAFE AND WELCOMING SPACES | | |
| --- | --- | --- |
| **Alignment** | **Goals** | **Strategies** |
| Recruit and retain a diverse body of students, faculty and support staff retention through the development and observation of equity sensitive processes and policies<br>FPG, Build, Objective 1-3<br><br>Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada<br>FPG, Build, Objective 1, Strategy ii | Create safe and welcoming spaces for Indigenous students, faculty and staff while celebrating Indigenous identity | 1. Partner with relevant units to create and offer anti-racism and cultural sensitivity training for all UofA faculty, staff and students<br>2. Examine and improve policies around institutional and individually experienced racism<br>3. Ensure widespread uptake of the Indigenous Canada: Looking Forward, Looking Back MOOC as a mechanism for creating safer spaces for Indigenous peoples on campus<br>4. Continue to build formal and informal Indigenous networks as a community building exercise and in acknowledgement of the fact that, due to colonial trauma, universities are often the first safe place some Indigenous individuals are able to explore identity and reconnect with community<br>5. Offer opportunities for Indigenous faculty, staff and students to gather virtually and in person<br>6. Support the First Peoples' House Round Dance, also promoting participation by the wider community (internal and external); coordinate the participation of multiple units in this event<br>7. Ensure increased and appropriate representations of Indigenous presence on campus linking into institutional communications strategies and External Relations work<br>8. Work in partnership with External Relations to develop an Indigenous Communications Strategy<br>9. Consider how Indigenous Initiatives and EDI (II-EDI) can be used as part of a faculty, staff and student orientation<br>10. Continue conversations about future possibilities for the Maskwa House of Learning as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together celebrate the unique and proud histories of |

| | | Indigenous peoples, and where Indigenous students can access social, cultural, and spiritual supports that enable academic success<br>11. Examine and improve policies that allow for the sharing of UofA infrastructure for community building, spiritual and other purposes<br>12. Consider innovative partnerships to fund the creation of community spaces |
|---|---|---|

**IMAGING THE POSSIBLE**

| ETHICAL RESEARCH WITH INDIGENOUS COMMUNITIES | | |
|---|---|---|
| **Alignment** | **Goals** | **Strategies** |
| Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.<br>FPG, Engage, Objective 18 | Support ethical research with Indigenous communities, lands, and nations | 1. Create a research ethics framework based in Indigenous knowledge and worldviews, in extensive collaboration with Indigenous community to examine, in collaboration with community, ways in which work at the U of A in relation to research ethics, services and field research can be supportive of Indigenous communities and researchers engaged with Indigenous research, in alignment with emerging practices in ethical research and requirements set by national funding agencies<br>2. Ground research relationships with Indigenous communities in reciprocity and shared authority, working to create community-institution research problems, solutions and measures of success, recognizing, respecting and valuing the knowledge, perspectives and resources of Indigenous community partners in defining community-centered research interests and agenda setting<br>3. Strike an external and internal Indigenous Research Advisory Council - to examine how to include involve Indigenous Communities in all aspects of research— from data collection to interpretation to research results and possible implementation<br>4. Create and staff an Indigenous Research Services Office in the Vice-Provost, Research and Innovation (VPRI) to facilitate connections between community and UofA researchers, facilitate funding opportunities, develop and advise on wise, community-specific practices and advise on cultural protocol and create student learning opportunities in the field; ensure this serves as an access point to Indigenous community members and organizations<br>5. Establish Research Chairs in Indigenous Ways of Knowing/Knowledge Systems<br>6. Operationalize federal research policy, supporting Indigenous: data sovereignty, research priorities, leadership, self-determination and capacity in research<br>7. Work with relevant university entities, including the Research Ethics Office, Research Ethics Board Oversight Committee (REBOC) and University Research Policy Committee (URPC) to improve processes and policies related to this work<br>8. Promote UofA Libraries Indigenous Research guide<br>9. Educate on OCAP (ownership, control, access and possession of data) and CARE (Collective benefit, Authority to Control, Responsibility and Ethics), to co-create research protocols |

|  |  | 10. Appropriately compensate Indigenous Elders and Knowledge Keepers for their participation in research (see University Policy above)<br>11. Improve FEC processes to acknowledge and reward relationship building with Indigenous communities and Community Engaged Research<br>12. Implement culturally appropriate intellectual property and copyright processes for engaging with Indigenous knowledge keepers via research<br>13. Develop innovative programming that highlights the research practices of community-recognized Indigenous knowledge keepers |
|---|---|---|

## SITUATED KNOWLEDGES INDIGENOUS PEOPLES AND PLACE

| Alignment | Goals | Strategies |
|---|---|---|
| From our broad-based strength as a comprehensive, research-intensive public university, we will highlight current and emerging areas of global distinction and leadership by building a portfolio of signature areas that distinguish us from among our peer institutions and exemplify the University of Alberta's capacity to engage in big questions and global challenges<br>FPG, Excel, preamble<br><br>Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader<br>FPG, Excel, Objective 1 | Strengthen the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area | 1. Establish a sustainable financial plan for the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area to continue to support a strong community of Indigenous and non-Indigenous scholars, that promote Indigenous-engaged scholarship and Indigenous community-led scholarship and innovation |

## ENGAGEMENT WITH INDIGENOUS NATIONS, COMMUNITIES AND ORGANIZATIONS

| Alignment | Goals | Strategies |
|---|---|---|
| Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.<br>FPG, Engage, Objective 18 | Strengthen engagement with Indigenous Nations, Communities and Organizations | 1. Create a community engagement framework that is based in Indigenous knowledge and worldviews, in extensive collaboration with Indigenous community<br>2. Develop meaningful relationships, where possible, with communities across Treaties 6, 7 and 8 territories and in the territories of Treaty 11 (i.e. Northwest Territories and the Yukon) to identify and respond to Indigenous community interests and needs; actively seek out connections with these organizations rather than having them seek inroads to the university<br>3. Develop a public engagement strategy on Indigenous initiatives, building on existing partnerships with the City of Edmonton and the Province of Alberta in addressing |

| | | the Calls to Action of the TRC and the United Nations Declaration on the Rights of Indigenous Peoples<br>4. Map relationships with Indigenous Nations, Communities and Organizations to establish respectful protocols for engagement and to educate those institutional partners that may engage with these entities |
|---|---|---|
| Participate and provide leadership in municipal, provincial, national, and international consortia, networks, and programs.<br>FPG, Engage, Objective 18, Strategy ii | | |

**INDIGENOUS COMMUNITY-LED AND COMMUNITY-ENGAGED RESEARCH**

| Alignment | Goals | Strategies |
|---|---|---|
| Develop an integrated institutional strategy for fostering and rewarding community-engaged research and evaluation that is intentionally collaborative from research question design through to knowledge mobilization.<br>Engage, Objective 16, Strategy ii | Acknowledge, resource and reward Indigenous community engaged research and Indigenous community-led research and innovation | 1. Identify and implement mechanisms that acknowledge, resource and reward the individuals that engage in the relationship-building that is required for reciprocal, Indigenous-centered research (funding, FEC, others)<br>2. Create and promote a category in the Faculty Evaluation Committee (FEC) that acknowledges and encourages work that is pursued in partnership with Indigenous communities<br>3. Consider work done in support of Indigenous community-engaged scholarship and innovation, in the reviews of Deans and other leaders |

**WORK WITH UNIVERSITY OF ALBERTA - SENATE**

| Alignment | Goals | Strategies |
|---|---|---|
| (Senate) INQUIRE - Identify and explore issues, ask questions, seek community input, and offer recommendations based on experiences and initiatives both within and beyond the focus of post-secondary education.<br>PROMOTE - Advance the reputation of the University of Alberta through informal advocacy and celebration within circles of personal, professional, and community influence.<br>CONNECT - Build bridges, connecting University of Alberta programs and people with initiatives and peers in the community while also engaging community leaders in University opportunities. | Increase the presence of Indigenous peoples, the visibility of Indigenous Initiatives in community and to engage community leaders in Indigenous Initiatives through activities of the University of Alberta Senate | 1. Increase the representation of Indigenous peoples and initiatives in the activities of the University of Alberta Senate |

**WORK WITH UNIVERSITY OF ALBERTA – ALUMNI RELATIONS**

| Alignment | Goals | Strategies |
|---|---|---|
| Identify and increase opportunities to engage alumni and volunteers as valued advisers, mentors, volunteers, and interested constituents. | Connect with, link into and celebrate Indigenous graduates of the University of Alberta by creating an Indigenous Alumni Chapter | 1. Work with Alumni Relations to form a highly visible Indigenous Alumni Chapter<br>2. Work with Alumni Relations to establish an Indigenous Alumni Council |

| FPG, Build, Objective 5, Strategy iii | and an Indigenous Alumni Council | 3. Work with Alumni Relations to assist Indigenous students with the post-graduation transition and employment |
| --- | --- | --- |

| WORK WITH UNIVERSITY OF ALBERTA – DEVELOPMENT | | |
| --- | --- | --- |
| **Alignment** | **Goals** | **Strategies** |
| Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.<br>FPG, Objective 23, Strategy i | Develop and imagine innovative ways to partner with diverse funders on Indigenous Initiatives. | 1. Work with Development to identify priorities for fundraising in support of Indigenous Initiatives<br>2. Collaborate with the Office of Development to create aligned funding strategies for Indigenous students and for innovated Indigenous-engaged research and scholarship activities |

**UNIVERSITY OF ALBERTA**
UNIVERSITY GOVERNANCE

Item No. 7

**Governance Executive Summary**
**Action Item**

| Agenda Title | Proposed Changes to the General Faculties Council Guiding Documents |
|---|---|

**Motion**

| THAT General Faculties Council approve the proposed changes to the Principles for GFC Standing Committee Composition, Roles and Responsibilities of Members, and Meeting Procedural Rules as set forth in attachments 1, 2, and 3 to take effect upon approval. |
|---|

**Item**

| Action Requested | ☒ Approval ☐ Recommendation |
|---|---|
| Proposed by | University Governance |
| Presenter(s) | Brad Hamdon, General Counsel and University Secretary |

**Details**

| Office of Administrative Responsibility | General Faculties Council |
|---|---|
| The Purpose of the Proposal is (*please be specific*) | The proposal is before the committee to review proposed changes to the:<br>• Principles for GFC Standing Committee Composition<br>• Roles and Responsibilities of Members<br>• Meeting Procedural rules<br>The changes were developed in consultation with members of GFC through the work of the GFC Executive *ad hoc* Governance Procedural Review Committee convened in March, 2021 and disbanded in June, 2021. |
| Executive Summary (*outline the specific item – and remember your audience*) | The review of these documents falls under GFC Executive Committee's responsibility related to governance rules and procedural oversight. To accomplish this work, the GFC Executive Committee struck the *ad hoc* Governance Procedural Review Committee in Spring, 2021. The *ad hoc* Review Committee met four times and discussed changes to the GFC Principles documents, the Roles and Responsibilities Document, and to the GFC Meeting Procedural Rules. In addition, they were asked to contemplate adding content from the stand alone Question Period Procedure, to the GFC Meeting Procedural Rules to ensure clarity for members.<br><br>The *ad hoc* Review Committee led consultations with members of GFC including a discussion at GFC on April 26, 2021 and collection of information through an online feedback form distributed on April 28.<br><br>The changes to guiding documents were proposed by the members of the *ad hoc* Review Committee, who integrated feedback collected from 40 members of GFC (see attachment 4). The changes are described below and can be grouped into four categories:<br><br>1) Changes to correct issues identified within the documents<br>2) Clarification of language based on practice<br>3) Integration of the stand-alone question period procedure |

Item No. 7

|  |  |
|---|---|
|  | 4) Changes to enhance participation in GFC and GFC standing committees.<br><br>**GFC Principles for GFC Standing Committee Composition**<br><br>- Reordering of principles to place "Standing Committees should be populated with a commitment to diversity and broad representation from across the university" as first in the list.<br><br>**Roles and Responsibilities of Members**<br><br>- Changes to the principle for collegial academic governance to integrate commitments to Indigenous Initiatives, responding to the Truth and Reconciliation Commission's Calls to Action; to equity, diversity, and inclusion; and to recognize the multiplicity of perspectives, lived experiences and complexity of the diversity within the University.<br>- Removal of language indicating sanctions for missing meetings.<br>- Addition of a responsibility to participate in the renewal of GFC.<br><br>**Meeting Procedural Rules**<br><br>- Changes to clarify that votes are tallied based on votes cast and not members present.<br>- Integration of the stand-alone GFC Question Period Procedure into the GFC Meeting Procedural Rules.<br>- Clarification of process to add an item to the GFC agenda.<br>- Clarification on when a super majority or two-thirds majority of votes cast, is required.<br>- Addition of procedures for debate including limitations to speaking times, to enhance participation.<br>- Removal of language indicating sanctions for missing meetings.<br>- Clarification on electronic voting process and the process for voting in meetings. |
| Supplementary Notes and context | *The Report of the Ad Hoc Committee on Academic Governance Including Delegated Authority approved by GFC on April 21, 2017, stated that in accordance with good governance principles, the Guiding documents should be subject to regular review. The Report also noted that GFC Executive would play an important leadership role in this but not the only role. This is the ongoing responsibility of every standing committee and every member of GFC.*<br><br>*On March 22, 2021, https://www.ualberta.ca/governance/media-library/documents/member-zone/gfc/motions-and-final-document-summary/2021-03-22-gfc-motions.pdf a change to the GFC Roles and Responsibilities Document was approved to note that GFC operates under a principle of collegial governance including:*<br>● A commitment to listening to, and being respectful of, a multiplicity of perspectives, lived experiences and the overall complexity of diversity within the University. |

| | *This bullet was erroneously included as a proposed change on the draft recommended by GFC Executive and has been corrected in the final package.* |
|---|---|

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

| | |
|---|---|
| Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)<br><br><For information on the protocol see the [Governance Resources section Student Participation Protocol]> | *Those who are actively **participating**:*<br>• The GFC Executive Committee *ad hoc* Governance and Procedure Review Committee (March 30, April 15, May 3)<br>• GFC Executive Committee (February 10, March 8, April 12, May 10, June 14, September 13.) |
| | *Those who have been **consulted**:*<br>• Members of General Faculties Council (April 28, September 20)<br>• Members of GFC Standing Committees (April 28)<br>• Chiefs of Staff for the Offices of the Vice-President, Vice-Provost (Indigenous Programs and Research), Special Advisor, Equity and Human Rights (Summer, 2021) |
| | *Those who have been **informed**:*<br>• Members of General Faculties Council (March 22, April 26, June 7, September 20)<br>• Members of GFC Standing Committees (orientation sessions for all standing committees Fall, 2021) |
| Approval Route (Governance) (including meeting dates) | September 13, 2021 – GFC Executive Committee (for discussion)<br>September 20, 2021 – GFC (for discussion)<br>October 4, 2021 – GFC Executive Committee (for recommendation)<br>October 25, 2021 – GFC (for approval) |

**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<br>☐ Faculty and Staff<br>☐ Funding and Resource Management<br>☐ IT Services, Software and Hardware<br>☒ Leadership and Change<br>☐ Physical Infrastructure | ☒ Relationship with Stakeholders<br>☐ Reputation<br>☐ Research Enterprise<br>☐ Safety<br>☐ Student Success |
| Legislative Compliance and jurisdiction | GFC Executive Committee Terms of Reference<br>GFC Terms of Reference | |

Attachments

1. Attachment 1 (page(s) 1 - 1) Principles for General Faculties Council Standing Committee Composition
2. Attachment 2 (page(s) 1 – 3) Roles and Responsibilities of Members
3. Attachment 3 (pages 1 – 7) Meeting Procedural Rules
4. Attachment 4 (pages 1-14) Comprehensive Feedback and Responses document

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

**Principles for General Faculties Council Standing Committee Composition**

**Introduction**

Governance at the University of Alberta relies upon a structure wherein the General Faculties Council has delegated many of its provincially-mandated authorities to its standing committees. As such, the composition of those standing committees is crucial to ensuring that decisions are made in an informed manner that takes into account the breadth of issues, perspectives and opinions on campus. The following principles provide a framework to create committee compositions which are reflective of the membership of GFC and appropriate to the role and mandate of those committees.

**Principles**

1. Standing Committees should be populated with a commitment to diversity and broad representation from across the university.

~~1.~~2. Wherever possible, the majority of elected members of each standing committee should be drawn from the membership of GFC to provide tangible links between GFC and its standing committees and increase engagement of the greater GFC community.

~~2.~~3. Wherever possible, the number of elected members of a standing committee should exceed the number of ex-officio members.

~~3.~~4. The voting status of ex-officio members of standing committees should be consistent with their voting status on GFC and should extend to their delegates.

~~4.~~5. Ex-officio members should be included in the membership of a standing committee only when their portfolio is directly relevant to the mandate and role of the standing committee.

~~5.~~6. Wherever possible, the Vice-Chair of a standing committee should be elected by the committee from its elected academic staff members and ideally be a member of GFC.

~~6.~~ ~~Standing Committees should be populated with a commitment to diversity and broad representation from across the university.~~

7. When cross-appointment of members on standing committees is appropriate, this should be outlined in the terms of reference of each committee and such members shall have voting status on both committees.

Approved by General Faculties Council: April 21, 2017

## Roles and Responsibilities of Members

**Introduction**

General Faculties Council (GFC) is the principal academic decision-making body of the university. It is established in the *Post-Secondary Learning Act* (*PSLA*) and given authority, subject to the Board of Governors, over the academic affairs of the university.

For GFC to be successful in fulfilling its terms of reference and meeting its responsibilities to the university it depends on the active engagement of its members. GFC has delegated much of its authority for routine matters to standing committees allowing GFC to engage in high level strategic and stewardship policy issues. GFC members have the opportunity to serve on the standing committees that approve matters with the delegated authority from GFC.

GFC operates under the principle of collegial academic governance including:

- A commitment to supporting Indigenous Initiatives and the University of Alberta's response to the Truth and Reconciliation Commission's Calls to Action

- A commitment to advancing equity, diversity and inclusion through dedicated resources, strong leadership and by ensuring the work is resourced and distributed fairly
- A commitment to equitable, inclusive and participatory governance decision-making
- A desire to facilitate meaningful individual-level engagement in governance processes
- A commitment to openness, transparency, and respectful communication
- A commitment to responsiveness, respect, and reciprocity between governing bodies and between governing bodies and university administration
- A commitment that, regardless of their membership category, all members of GFC are afforded the same rights to participate within the body
- A commitment to listening to, and being respectful of, a multiplicity of perspectives, lived experiences and the overall complexity of diversity within the University.

**Roles and Responsibilities of Members**

1. **Understand GFC**
   1.1 Members should understand that not all matters under GFC jurisdiction will come before that body for approval. Some decisions are made at the standing committee level as GFC has delegated authority to approve and report on actions taken on certain matters.

   1.2 The university operates in a bicameral governance system. Members should understand the distinction between the role and responsibilities of GFC and the Board of Governors.

2. **Meeting Attendance**
   2.1 Members have a responsibility to attend GFC meetings.

a. If a student misses two consecutive meetings, or more than three meetings in one academic year, the Students' Union or the Graduate Students' Association may request that the Chair declare the position vacant.

b. If a Faculty representative or a non-student member misses two consecutive meetings or more than three meetings in one academic year without a reason satisfactory to the members of the GFC Executive Committee, the Executive Committee shall declare the position vacant.

2.2 Members have a responsibility to serve on GFC committees as appropriate and attend committee meetings.

a. If an elected member is absent from three consecutive meetings or is frequently absent without a reason satisfactory to the remaining members of the committee, the Chair shall declare the position vacant.

2.3 Members should advise the GFC Secretary or committee coordinator if they are unable to attend a meeting.

3. **Participate in GFC Business**

3.1 Members should prepare for meetings by reviewing agenda materials in advance that, for open sessions, are publicly available at ualberta.ca/governance.

3.2 Members should engage in candid and respectful discussion of matters which are brought before GFC and its various bodies.

3.3 When voting on motions:
a. Members must act in good faith with the view to the best interests of the university as a whole. While members may be informed by matters raised by various constituencies, it is the duty of a member to ensure that all constituencies are fairly considered in the process of decision making.
b. When notified of an e-vote, members should vote in a timely manner in order to ensure that quorum requirements are met.

4. **Manage Conflict of Interest and Act Ethically**

4.1 Comply with the university's policies and procedures regarding both ethical conduct and conflict of interest.  Members must declare conflicts when they arise.

4.2 Maintain confidentiality of all information included in closed session meetings.

5. **Ask Questions**

5.1 Information requests may be made of the University Governance office, should members require more information than is provided with the meeting agenda.

5.2 If a member wishes to raise a question at GFC within the jurisdiction of the body, a question may be submitted in writing to the GFC Secretary up to six working days before the next GFC meeting to receive a written response. (See GFC Meeting Procedural Rules 5.2).

5.3 Every GFC meeting has Question Period as a standing item wherein members may raise a question during the time set aside for this item. Procedures for Question Period are available at ualberta.ca/governance

5.4 If a member has a question with regard to an item on the agenda, it ~~may~~ should be raised during consideration of that item at the GFC meeting.

5.5 If a member wishes to add an item to the agenda for debate, the member should contact the Chair or GFC Secretary for assistance.

## 6. Communicate Information to Constituents

6.1 Members should communicate with their Faculty or constituency regarding agenda items coming before GFC.

6.2 Members should communicate with their Faculty or constituency on matters which were discussed/approved at GFC in Open Session.

## 7. Participation in Renewal of GFC

7.1 Members of GFC shall support the renewal of membership by encouraging individuals to put their names forward for election in their respective constituencies. and being purposeful in reaching out to members of Indigenous and other equity-deserving groups.

Approved at General Faculties Council:  April 21, 2017

**Meeting Procedural Rules**

**Introduction**

General Faculties Council (GFC) has on many occasions confirmed its commitment to having a set of rules that assist rather than impede the conduct of business. GFC rules are not meant to unduly restrict debate or limit opportunities for participation. Their purpose is to facilitate inclusive and respectful dialogue, while ensuring efficient decision-making. It is the responsibility of the Chair, with the support of GFC, to employ the rules governing general meetings in a manner consistent with these principles. Substantive motions should be handled with considerable formality, but whenever possible the Chair should deal with matters of procedure by general agreement.

The following rules and procedures are based on a number of fundamental principles that encourage participation and engagement of members. These principles include:
- A commitment to inclusive and participatory decision-making.
- A commitment to openness, transparency and respectful communication.

In addition, members of GFC will adhere to the principles of collegial academic governance as set out in the GFC Member Roles and Responsibilities Document.

1. **Procedural Rules**
   1.1 GFC and its standing committees are governed by the procedural rules set out below. For matters not covered by these rules, or by the *Post Secondary Learning Act* (PSLA) reference shall be made to the current edition of *Robert's Rules of Order*. If this does not provide clear direction regarding a point in question, then the Chair shall decide how to proceed. However, such rulings by the Chair may be overruled via a motion to appeal the decision of the Chair when seconded and supported by a majority of votes cast.

   1.2 The chairs of GFC and its standing committees will be responsible for guiding meetings of GFC and its standing committees, enforcing rules, and deciding questions pertaining to those rules. Any decisions of the chair are subject to challenge (see 10.3).

   1.3 The Chair will not participate actively in debate regarding a motion before GFC without passing the role of the Chair to the Vice-Chair for the duration of the debate and the subsequent vote.

2. **Meetings**
   2.1 GFC and its standing committees shall meet regularly during the academic year, the schedule of which will be published on the governance website at least one month before the beginning of each academic year. GFC meetings will not be scheduled during the periods set aside for final examinations or Reading Weeks, however committee meetings may occur during this time.

   2.2 Cancellation - GFC Executive Committee may cancel a meeting of GFC if it determines that the number and nature of the agenda items make it reasonable to defer consideration, and provided that notice of such cancellation is given to members at least one week prior to the date of the meeting. The Chair of a GFC standing committee may cancel a meeting if the agenda items make it reasonable to defer

consideration, and provided that notice of such cancellation is given to members as early as possible.

2.3    From time to time, the Chair of GFC may call special meetings of GFC, provided that notice of such meetings is given to members at least one month in advance. If required, an electronic vote may be used to waive the one-month notice if approved by a two-thirds majority of votes cast.

2.4    GFC meetings shall normally be scheduled and planned to end two hours after being called to order. Meetings may be extended by a majority of those voting. votes cast.

2.5    Debate on new items of business will not be entertained after GFC has been sitting for three hours.

2.6    No audio or video recording of meetings shall be permitted unless by express authority of the Chair.

## 3.  Open Sessions

3.1    Meetings of GFC and its standing committees are normally held in open session, with the exception of those dealing with nominations and adjudication which are always held in closed session.

3.2    Subject to the limitations of space and orderly conduct as determined by the chair, members of the university community and the general public may attend open meetings as observers. Observers may only speak if expressly invited to do so by the Chair.

## 4.  Closed Sessions

4.1    From time to time, GFC or its committees may hold meetings or portions of meetings as closed meetings; at that point, proceedings will be confidential and all non-members, except those specifically invited, will be asked to withdraw.

## 5.  Questions

5.1    If more information than is provided as part of the meeting agenda is required, information requests may be made of the University Governance office.

5.2    Questions on an issue within GFC's jurisdiction may be submitted in writing to the GFC Secretary up to six working days before the next GFC meeting to receive a written response by the appropriate officer(s) of the University. If the officer considers that a question is not factual, contains argument or opinion or facts other than those necessary for explanation of the question, or is outside the scope of GFC responsibilities, or that an excessive amount of time, effort, expenditure and/or resources will be required to provide an answer, the GFC Secretary shall return the question to the questioner and work with the questioner to narrow the scope of the question.

5.3    Every GFC meeting has Question Period as a standing item wherein members may raise a question during the time set aside for this item (see 6.5). Procedures for Question Period are available at ualberta.ca/governance

5.4 Questions with regard to a specific item on an agenda ~~may~~ should be raised during consideration of that item at the GFC meeting.

**6. Agendas**

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

6.2 If GFC members want to have an issue debated, they are asked to submit the issue to the GFC Executive Committee. ~~Whenever possible, m~~Members wishing to add items to the agenda should contact the Chair or GFC Secretary ~~two weeks~~ five working days in advance of the GFC Executive Committee meeting to allow ~~time~~ for discussion on whether the item is complete and ready to be added to the agenda.

6.3 Should a member wish to add an item to the agenda at a meeting of GFC, a two-thirds majority of votes cast ~~of those present~~ is required; the Chair will then determine where the item appears on the agenda. In cases where the Chair or GFC Secretary has been informed in advance of a planned request to add a new item, but after the agenda has been published, the proposal shall be circulated to members through the normal means.

6.4 When the Agenda is being approved, the Chair will entertain a request to change the order of items, for specified reasons.

6.5 Each agenda of GFC and its standing committees will include Question Period ~~of one half hour in length that may be extended with the approval of members~~.

   a. Question period is comprised of both written questions and, time permitting, questions from the floor.
   b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting.
   c. No debate is to be permitted of either the question or the response. Members who have submitted questions will be permitted to ask one or more supplementary questions, after which, other members of GFC will have the same opportunity.

6.6 Reports from standing committees are included on the GFC agenda for information only. Questions may be asked for clarification, but no debate may take place on such items.

6.7 Reports for Information may be moved to the discussion part of the agenda if a member gives two working days notice to the GFC Secretary to ensure that an appropriate person is present to answer questions that may arise during discussion.

6.8 Agendas and materials for open session meetings are posted at ualberta.ca/governance

**7. Quorum**

7.1 <u>General Faculties Council</u> - The quorum for a GFC meeting is one-third of the total membership, except in the months of May through August when the quorum shall be one-quarter of the total membership.

7.2 <u>GFC Standing Committees</u> – The quorum for standing committee meetings is one-half of the voting members or, in the case where this is an even number, one-half plus 1 member.

7.3 Vacancies on <u>GFC and on GFC standing</u> committees are not included when establishing quorum.

7.4 Maintaining quorum - A duly-called meeting which starts with a quorum present shall be deemed to have a continuing quorum, notwithstanding the departure of voting members, unless the quorum is challenged by a voting member. In the event of a challenge, the remaining members may choose to adjourn or continue the meeting. In the event of a decision to continue a meeting without quorum, the minutes shall record this fact and any decisions taken must be ratified at the next meeting.

**8. Motions**

8.1 Normally, all motions concerning substantive matters shall be published in the agenda materials.

8.2 All motions must be moved and seconded by members of GFC. Motions to appoint new members may only be moved and seconded by statutory members of GFC.

8.3 Motions pass with a majority ~~vote~~<u>of votes cast</u>, except for the following: (1) motions to add an item to the agenda <u>and to close the debate/call the question</u> require a two-thirds majority of ~~those present~~<u>votes cast</u>; (2) motions to rescind a motion require a two-thirds majority of total members <u>if no Notice of Motion was given</u>.

8.4 To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). <u>A two-thirds majority of votes cast will be required to add a motion concerning substantive matters to the agenda as per 8.1 and 8.3.</u> The person making a motion will be invited by the Chair to speak first in any ensuing debate.

8.5 *Amendments to Motions* - A member may make a motion to amend the wording – and within certain limits the meaning – of a pending motion before the pending motion itself is voted upon. The amendment must be germane and cannot be used to introduce a new subject. An amendment is debatable.

8.6 *Motion to Adjourn -* A motion to adjourn is a motion to close the meeting. It must be seconded, is not debatable or amendable, and typically requires a simple majority ~~vote~~<u>of votes cast</u>. During the months of March and April, motions to adjourn require a two-thirds majority <u>of votes cast</u> if substantive items of business remain on the agenda.

8.7 During the course of a GFC meeting, members may make a Notice of Motion for debate at the next GFC meeting. In such cases GFC Executive will be responsible for placement of the motion on the next GFC agenda.

**9. Motions for Specific Purposes**

9.1      ***Motion to Table*** – Enables the pending question to be laid aside until some future time. The motion cannot be debated. The mover may make a statement regarding what information they believe would be required to remove the item from the table, and the proposer of the item may make a brief comment on the impact of tabling the motion.

9.2      ***Motion to Take From the Table*** – Brings the motion back before GFC and cannot be debated.

9.3      ***Motion to Reconsider*** an item which was voted upon at the current or the last meeting. The motion is debatable and i~~If~~ passed, proceedings are restored to the point immediately prior to the vote to which it applies.

9.4      ***Motion to Rescind a Motion*** is only used when a Motion to Reconsider is out of time. Motions to Rescind are debatable, require support of two-thirds of the total membership if no Notice of Motion was given in the meeting materials, but only a simple majority of votes cast if Notice was given.

## 10. Debate

10.1  A list of speakers will be kept by the Chair and/or Secretary. Normally, a member may not speak for a second time until the Chair is satisfied that all members wishing to speak for their first time have done so.

10.2  A member who has the floor may not normally be interrupted. However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the ~~motion~~item. If the Chair does not do so, a member may raise this as a point of order. The Chair may raise the speaker's attention to the time if they have had the floor for more than three minutes.

10.3  **Point of Order -** It is the right of any member who notices a breach of the rules of GFC to insist on their enforcement. If the Chair fails to notice such a breach, any member may make the appropriate Point of Order, calling on the Chair for a ruling. A Point of Order does not require a seconder, it is not debatable or amendable, and cannot be reconsidered.

10.4  **Calling the Question** - Upon hearing a member call the question, the Chair will ask members if they are ready to vote on the motion being discussed. If there appears to be opposition to closing the debate, the Chair may ask for a motion to close debate. If seconded, members will then vote on this motion, which will require a two-thirds majority of votes cast, and proceed accordingly.

## 11. Debates without Motions

11.1  When discussion of an issue and the formal rules pertaining to making motions, debate, and voting seem to be a hindrance to thoughtful discussion, the GFC agenda can allow for a less structured discussion guided by the Chair and the consensus of the members in attendance.

## 12. ~~Attendance~~ Delegates

12.1 Delegates – Members who serve on GFC or its standing committees by virtue of their office may send a delegate; such delegates shall act with all the rights of membership. There shall be no alternates for other members.

12.2 GFC attendance - If a student misses two consecutive meetings or more than three meetings, the Students' Union or the Graduate Students' Association may request that the Chair declare the position vacant . If a faculty representative or a non-student appointed member misses two consecutive meetings or more than three meetings in one academic year without a reason satisfactory to the members of the GFC Executive Committee, the Executive Committee may declare the position vacant.

12.3 Standing committee attendance - If an elected member is absent from three consecutive meetings or is frequently absent without a reason satisfactory to the remaining members of the Committee, the Chair shall declare the position vacant.

## 13. Voting

13.1 All members of GFC are charged with the responsibility of examining issues before Council and voting as they judge fit on such issues. No member of GFC, regardless of how that person gains membership on Council, is an instructed delegate.

13.2 Motions shall normally be adopted on a simple majority of members present except to add items to the agenda which requires a two-thirds majority of those present, or for a Motion to Rescind which requires a two-thirds majority vote of total membership

13.3 An abstention is not considered to be a vote cast.

13.4 The Chair votes only in the instance of a tie. When there is a tie vote, the motion is lost if the Chair abstains.

13.5 All members may participate in discussions; only voting members may move, second and vote on motions.

13.6 Electronic Votes by Committees – In cases where extensive deliberation is not essential to determining a course of action and it is necessary for a business item to be decided before the next scheduled meeting, the Chair and Secretary of a GFC standing committee may hold an electronic vote. The motion will be duly moved and seconded, quorum must be met, and all normal procedures will be followed in conducting the e-mail ballot.   . However, upon receiving the item of business and ballot, any committee member may request that the matter be debated at the next meeting or at a special meeting and the vote delayed until after that debate, with the Chair determining the appropriate course of action.

13.7 Electronic Votes by GFC – In cases where GFC is the electing body to populate certain selection committees and other bodies, the election process may use e-vote mechanisms.

13.8 Electronic Approval of Committee Reports by GFC – Reports of recommendations from the Nominating and Replenishment Committees may be distributed electronically to GFC members and are considered approved if no additional nominations are received by the deadlines indicated on the report subject to receipt of additional nominations.

13.9  Electronic Votes by GFC in Remote Meetings – When meeting remotely, GFC will vote on motions either using a platform made available for this purpose, or by using the features within the remote meeting platform.

## 14. Records of Proceedings

14.1  Official Record – The official record of meetings of GFC shall be the minutes taken by the Secretary and approved by GFC.

14.2  Minutes – The minutes shall reflect the decisions made and a high level summary of the discussion~~reasons for the decision~~.

## 15. Amendment of these Rules and Procedures

Rules and procedures governing meetings of General Faculties Council may be amended by a majority of votes ~~of those present and voting~~cast at a duly constituted meeting of GFC, provided that notice of the proposed amendment has been given in the meeting materials and that a quorum is present at the time the vote is taken.  Rules are reviewed every three years.

## 16. Links

GFC terms of reference
~~Question period procedures~~

Approved by General Faculties Council: April 21, 2017

**Comprehensive Feedback and Responses Document**

40 members submitted feedback on proposed revisions to GFC Meeting Procedural Rules, and Roles and Responsibilities of Members - April 2021

**Meeting Procedural Rules**

| Section | Member Feedback | Response |
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| Intro | could the roles and responsibilities of the members also be included in the same document with meeting procedural rules? This may reinforce respectful use of time and emphasize the focus on university concerns over individual concerns. | Link added |
| Intro | The "fundamental principles" should include all of the principles set out in the "Roles and Responsibilities" document. | Link added |
| 1.1 | Greater precision in wording needed: All rulings of the chair, not just those dependent upon a reading of the PSLA or Robert's Rules, are open to challenge. | This is true and stated in 1.2 "Any decisions of the chair are subject to challenge." |
| 1.3 | I would also consider offering advice that "the Chair should participate in the debate (after relinquishing the chair) if the discussion involves a subject that will be further considered by the Board" because this is one of the issues that we faced in December. The role of the chair is critical in our bicameral governance framework and chair should not be silent when they have to represent the GFC downstream to the Board. | |
| 1.3 | In relation to recent events this rule needs to be more comprehensive: It needs to state that the Chair has the obligation to come out of the chair when they have information or a position on matter being debated. Robert's Rules explicitly states that the Chair's obligation to provide this information or perspective "outweighs [their] duty to preside," and sets out the protocols for such an eventuality. Rule 1.3 needs to state this and either provide the protocols (see §43, p. 395 of the eleventh edition or the relevant section in the twelfth edition) or needs to refer GFC members to those protocols. GFC could of course establish a variant of the Robert's Rules protocols if it wishes. If the Provost is not formally designated as the "Vice-Chair" of GFC, the wording here should refer specifically to the Provost, another Vice-President, or a Dean. | The Exec *ad hoc* Committee did discuss the need for additional language to describe when the chair should leave their role, however, the PSLA is clear on this matter and states that recommendations by GFC are transmitted by the President to the Board. The matter has also been raised by members of GFC Executive at their joint meetings with the Board Governance Committee. |
| 2.1 | This year we had GFC during exams so we should probably include some qualifier | |
| 2.1 | Note that this rule has been recently breached, which begs the question: How are breaches of the rules to be dealt with? By whom? GFC needs to have the opportunity to set a new rule for how breaches of governance rules are to be handled. | The conflict between the meeting on April 26th and the final exam schedule was a result of the extraordinary change to the academic schedule to lengthen the winter break. The rules also lay out the ability for members to call a point of order if they notice at breach under 10.3. |
| 2.1 | In section 2.1 - it says reading week (singular) but we have two now. | Updated |
| 2.3/7 | I think the changes are a great improvement in general and the switch to a majority of those voting is great. However, I note for 2.3 there is a lack of clarity in what the majority is of. Since this is an electronic vote outside a meeting I presume the intention is that it is two thirds of those voting. Shouldn't there also be some quorum rule on the numbers of votes too because it happens outside a meeting so the established quorum rules for meetings in section 7 don't automatically apply? | Updated, 'votes cast" |
| 2.3 | Why two thirds requirement for e-vote for waiving one-month notice, compared to simple majority or no vote (Chair decision to add a special meeting)? Why not just change to notice to 2 weeks instead of one month? | |

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| 2.3 | This new rule needs to be more specific: What is intended? Electronic votes at meetings of GFC? Between meetings of GFC? Both? If the latter, how long is the voting period? No rationale is provided for why this would need to be a two-thirds majority vote. Why is it not a simple majority? The rule also needs to be supplemented. GFC members always have the authority to adjourn a meeting to another date and time. Our rules should state this so that we cannot have the kind of confusion that results in the use of a standard rule for democratic meetings being denounced as "shenanigans." | The rule concerns special meetings, not adjournment of regular meetings to another date and time. The electronic vote would be used to determine if a two-thirds majority of members agreed to meet with less than one-month's notice. Asking for a two-thirds majority will allow for assurance that members agree that waiving notice is appropriate. |
| 2.4 | Why has "normally" been deleted?: We have seen a fair bit of abuse around this rule. The word "normally" is used to provide important latitude — in this case, to GFC Executive as the body that approves a provisional agenda for GFC's meeting. It could be argued, however, that it's the norm that is the problem. A two-hour meeting, as we have regularly seen, is not adequate. The rule should be changed, then, but not to eradicate the "normally," but to change the norm to three hours. It is far better to have GFC members putting a 3-hour meeting into their agendas, and then discovering that they have extra time when a meeting is adjourned early, rather than the reverse. | The proposed deletion of "normally" was removed and language was added to specify that meetings may be extended by GFC. Rule 2.1 also notes that GFC members will be informed one month ahead of the academic year of the GFC schedule via the governance website. |
| 2.5 | Why is this rule still in place? What interests is this rule serving? If GFC votes to extend a meeting beyond the 3-hour mark it should be able to do what it wishes with the extra time to which the body has agreed. We should, however, have a new rule that disallows the introduction of a new item after the time of adjournment, which is what happened at the 22 February 2021 meeting. | Concerning 2.5, the rule does align with historic practice. It has been in place since 1974. This practice also aligns with principles of equity because after three hours, participation in the meeting will be more difficult for members with family or other responsibilities. |
| 2.6 | Why is this rule still in place? We should not have a rule that is not consistent with law. | Photographs, video and audio recordings are "records" as defined in section 1(q) of the Freedom of Information and Protection of Privacy Act (the "Act"). The information contained in photographs, video and audio recordings are considered "personal information" under section 1(n) because the pictures or sound would contain "recorded information" about an "identifiable individual". GFC has decided not to allow audio/video recordings  and complies with legislation in doing so. Live streaming of meetings is an operational decision led by the principles set out by GFC in the meeting procedural rules. We have not discussed limiting observation of GFC meetings and believe the language is consistent with the principles set out in the Freedom of Expression Statement. There is no intention to discontinue live streaming at this point in time. |
| 3.1/3.2 | Why not commit to live streaming as we have established during the pandemic? | |
| 3.2 | This rule needs to be rewritten in two respects. First, it's 2021, and we have technology at our disposal that did not exist when this rule was first written. From now on it should be a matter of course that meetings of GFC and the Board are livestreamed to permit as many people who wish to observe. Second, the reference to "orderly conduct" needs to be carefully reframed to be consistent with the University's freedom of expression statement passed in the Fall of 2019. | |
| 4.1 | This rule needs to be consistent with 3.1. 3.1 limits the use of closed sessions to "those dealing with nominations and adjudication." Here the wording is loose. If it is being suggested that there are other reasons for a closed or in camera meeting of either GFC or any of its committees, this needs to be clarified. And if that is the case, this section should assert a principle consistent with the "Roles and Responsibilities" document, namely, that there is "a commitment to openness [and] transparency." | On 4.1, agree that this should not conflict with the commitment to openness and transparency. That is set out in the principles in the preamble to the document. |
| 4.2 | We also need a new rule in the section. I have raised this concern in the past. The minutes for closed sessions should be made available after a certain period of time, with names redacted in the case of closed sessions for "nominations and adjudication." We are a public university, and for openness and transparency it must be declared what topics have been taken up in closed sessions. This suggestion is of course moot if closed sessions are only ever to be used for nominations and adjudications. | Concerning 4.2, we have very rarely held meetings of GFC Committees in Closed sessions. In our recent past, we have always published the minutes from those sessions afterwards and would continue to advise that as best practice. |
| 5 | If eliminating the GFC Question Period Procedure supports more open environment for members discussion, I would support it. | |

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| 5 | Suggestion: In cases of dispute between the recipient and questioner, or where no agreement can be reached, the recipient or questioner may refer the question to the GFC Executive Committee for a ruling on whether the question is proper. If the Executive Committee deems that the question is not proper, the question will not be answered – the Executive Committee's decision is final and binding. |
| 5 | The essence of the section "Supplementary questions may be asked during the Question Period providing they relate to the subject matter of the question under discussion." could be included in the revised Procedural Rules. |
| 5.2/6.5c | Overall, the proposed changes are agreeable. I see the effectiveness and efficiencies of members time and energy in the change of 5.2 and 6.5c in the Meeting Procedural Rules, |
| 5.2 | "If the recipient considers..." is quite heavy-handed; it reads to me like an easy way to dismiss questions; furthermore, "if an excessive amount of time..." is a statement that cannot be objectively evaluated and reads even worse. In the end, this section basically precludes "big questions" and places anyone with a question at a disadvantage relative to the administrator/proponent of actions, since they can fairly easily to argue the question offers an opinion. Are we not supposed to offer opinions? I thought that most of the work we do is about our informed opinions and arguments, and how could one objectively establish that an argument is irrelevant to the matter at hand? |
| 5.2 | On what grounds will recipients make their decisions? Will these decisions be explained? What constitutes an excessive amount of time, effort, expenditure and/or resources, especially in our current budgetary situation, and with decisions to bypass questions possibly affecting dozens/hundreds of UofA employees/students/stakeholders? |
| 5.2 | I do not think the changes to Item#5.2 are conducive to effective governance. It should not be left to the discretion of the "recipient" to determine or evaluate the appropriateness of a question. Any question posed by a member of GFC should merit a fulsome response -- even if such a response requires significant effort. If there is a concern that superfluous questions are being posed, I would propose that 5.2 be modified to allow for the Chair to consult with the member to scope the question. But ultimately, any question within the scope of GFC's authority under the PSLA should merit a response, even if substantial (or "excessive") effort is required. Anything less than this does not meet the spirit or substance of GFC's authority or responsibilities. I also believe that the proposed changes to 5.2 violate two of the opening principles of the Roles and Responsibilities document, namely: A commitment to openness, transparency, and respectful communication; and A commitment to responsiveness, respect, and reciprocity between governing bodies and between governing bodies and university administration. [1] |
| 5.2 | I think we should restrict this to just being outside of the scope of GFC. I am of the opinion that the references to resources, time, expenditure etc. should be left out. It is easy to determine whether a question is within scope and can be accepted or rejected. It is the responsibility of GFC to provide answers even if it takes a bit of time to delve into the matter and come up with such answers. After all, if transparency is the objective we should strive to provide answers and I feel that references to expenses/resource etc. will come back to create further issues with respect to the perception of a lack of collegial governance. |
| 5.2 | The added language seems predestined to lead to conflict, since many questions will inevitably express--whether explicitly or not--arguments or opinions and "fact" is likely a matter of opinion in itself. I completely understand the intent behind this language, but it seems engineered to thwart a small handful of individuals who have abused the question process this year. Does this language just make it an even larger issue than it deserves to be? |

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| 5.2 | I would suggest that we end it like this, "the recipient shall work with the questioner to narrow the scope of the question." So that the question is not being refused and sent back but rather the scope is narrowed. I dont want people to make an excuse and send back every question that is holding them accountable, so sending back should not be an option but to discuss the scope and narrow it is still fine. | |
| 5.2 | Neither the revised nor unrevised material is appropriate. First, the rule of "up to six working days" before makes no sense given that meeting materials are generally not made available until five working days before the meeting. One of two things needs to change: the date at which the agenda and supporting materials are released or the date by which questions are due. Members of GFC must have received and had the opportunity to consult the agenda and meeting materials before the deadline for questions. Second, the details here must in all respects be consistent with the University's freedom of expression statement. We cannot have a rule that limits either faculty, staff, or students' freedom of expression rights as set out in that statement. The poser of a question must be free to pose their question in their chosen terms. Those submitting questions should be encouraged to state all of the facts that they consider relevant to their question, but they cannot be told that the question somehow fails in limiting itself to the factual; and it is an offense against basic democratic proceedings for any 'argument or opinion' to be disallowed. This rule would make the senior administrator and/or governance staff censors. Third, the new material is inappropriate for it attempts to limit questions to those within "the scope of GFC responsibilities." GFC has authority over academic affairs. It also has a responsibility in regard to matters of high-level strategic interest. And it can make a recommendation to the Board on any matter whatsoever. It then makes no sense for any question to be designated as out of scope. It is also inappropriate for this material to suggest that questions can somehow be deemed inappropriate if they would require "an excessive amount of time, effort, expenditure and/or resources" in order to be answered. There should instead be a positive rule here, one that plainly states that every effort will be made to answer all questions. This statement should reference the principles of transparency and accountability. | The *ad hoc* Committee spent a great deal of time discussing these changes and brainstorming ways to ensure question period was effective as supported the principles of inclusive and participatory decision-making, while ensuring sufficient time for efficient decision-making. The committee debated eliminating the question period from the agenda, but felt that it was valuable and that by changing the order of the agenda to ensure there was time for question period, the need to require it be 30 minutes was alleviated. Concerning cases of dispute, the language was revised to have the Secretary work with the recipient and the questioner. The Question Period Procedure currently states that answers are not debatable, stemming from a GFC decision in 2003. In practice, there have been numerous occasions where discussion of answers took place on the floor of GFC. It is important to note that the language that has been added in these sections is current practice that is articulated in the GFC Question Period Procedure. In reality, every effort is made to answer questions received before GFC in writing, or on the floor to ensure transparency. |
| 5.3 | Need a clear procedure. As it stands, there is a certain chaos to Question Period which revision of the rules at this time should seek to mitigate. All members of GFC should have the opportunity to engage with a question, not just the person who submitted it. To facilitate this, discussion should proceed through the questions, by number. | |
| 5.4 | Why does this proposed revision restrict the ability to raise a question about an agenda item 'during consideration of that item at the GFC meeting'? Members should be free to raise questions as they wish, whether it be in advance of the meeting or during it. | |
| 5.2 | Should it say GFC and Standing Committees (not just GFC)? | It is practice to have a question period on each standing committee agenda but it is a much more informal process |
| 6.1 | "The GFC Executive Committee will ensure that items put before GFC are complete and ready for discussion and published in advance of the meeting." It has been my experience that work often happens on the agenda after the Exec meeting. I would very much like the idea to have the final agenda document approved by email by Exec, or else this sentence should be deleted. | |
| 6.1 | This rule is not currently being adhered to, and should be rewritten to express what is actually desired. As it stands, Executive does not play a meaningful role in agenda setting. It has an agenda placed before it for its approval. This rule should be rewritten in such a way as to specify an active role for Executive in determining if and when items come are to be proposed for GFC's agenda. It should make clear Executive members' ability to initiate the inclusion of agenda items. | GFC Executive approves a draft agenda which is then proposed to GFC but GFC is the ultimate approver of their own agenda. GFC Executive does discuss whether items are ready for GFC before approving the draft agenda. |

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| 6.2 | Thank you for establishing 5 days instead of the much more onerous 2 weeks. | 5 working days would align with the normal posting of documents one week before the meeting. |
| 6.2 | Why five days? Hasn't the agenda already been published by 5 days prior to the meeting? | |
| 6.2 | Minor point: this should specify working days, as does 6.7. | Updated |
| 6.2 | You may want to say "five working days" instead of "five days" to exclude weekends and holidays. | Updated |
| 6.2 | Under current form, the GFC Execs just need time to add item on agenda, but with the proposed changes, the GFC Execs will get a chance to refuse the addition of items on the agenda, by staying its not ready and just kill things being proposed by the members. Five day is fine but discuss item and verify if its complete is not right. | |
| 6.2 | The beginning of this rule should be rephrased so that it does not suggest that it is in any way interfering with GFC members' basic rights either to move the addition of agenda items at the beginning of a meeting or initiate debate during a meeting. More precise wording: "If GFC members wish to arrange in advance for an issue to be included for debate in an agenda to be proposed to GFC, . . . ." | There are other mechanisms for a member to add an item to a GFC agenda, see 6.3, 8.4, and 8.7. |
| 6.3 | "those voting" and later, "votes cast" are used, seemingly interchangeably - are they the same? | Updated, 'votes cast' |
| 6.3 | There is no good reason for the imposing of an additional hurdle in regard to the adding of agenda items. The appropriate hurdle is what Robert's Rules requires, a simple majority. A simple majority is sufficient to determining whether the body thinks a matter is deserving of attention. GFC members could, however, be encouraged to provide advance notice of a motion to move an addition to the agenda proposed by Executive. The rule should be carefully worded, however, so that it is clear that the rule does not interfere with the basic right of a GFC member to move an addition to the agenda. | A two-thirds majority of votes cast is required to add a substantive motion to the agenda, because there has been no notice of motion. Normally, a notice of motion for any substantive decision making will be made well in advance of an item coming to GFC. And often substantive items will come to GFC for discussion before they come forward for a decision. At minimum, notice of motion should be included with the meeting materials to give members several working days to engage with the materials, consult with their colleagues and constituents, and ensure that they are present at the meeting and prepared to make a decision. When no notice has been given, a two-thirds majority vote or super majority, ensures that the body is overwhelmingly in favour of proceeding with the motion. It is important to note that if a two-thirds majority was achieved, the motion would be added and then decided by a simple majority vote. A two-thirds majority of votes cast is also required to rescind a motion - if there has been no notice of motion, and to close debate - recognizing that closing or limiting debate is a significant decision for a body to make. |
| 6.5 | c--It's not clear why there should be no debate or discussion. This would seem to reduce openness and transparency on answers to valid questions being raised and possibly defeat the point of the question in the first place. | |
| 6.5 | As written, Section 6.5c which states that "No debate is to be permitted of either the question or the response." can be perceived as cutting short of any collegial exchange relating to a written question sumitted by a GFC member.<br><br>An article more amenable to collegial discussion could read:<br><br>"Although no debate is to be permitted of either the question or the response, members who have submitted the orginal questions are encouraged to ask additional questions aiming at clarifying the answer received. Following this, other members will be given the same opportunity." | The Question Period Procedure currently states that answers are not debatable, stemming from a GFC decision in 2003. In practice, there have been numerous occasions where discussion of answers took place on the floor of GFC. |
| 6.5 | Concerning question period, the following change might provide greater clarity The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting according to the same procedures for dealing with written questions received in advance of the meeting. | This is current practice. |

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| 6.5 | Is there no time requirement for Question Period? Can QP be extended? c - What is the meaning of no debate is to be permitted? If an answer is factually incorrect, is the answer allowed to stand? If so, what is the reasoning behind this? | |
| 6.5 | c - This states that there can be no debate of the question or the response, but then proceeds to grant everyone on GFC the opportunity to ask supplementary questions, which initiates a de facto debate, it would seem. Question: is it really helpful or necessary to have a verbal question period? It essentially allows a GFC member to blithely bypass all of the other rules around agendas and process and just plunk something into the room. | |
| 6.5 | Question period is very imp for GFC to hold admin accountable and in past this has been ignored many time and skipped, but removing the clause of having a mandatory 1/2 hr QA period we will further kill it. I oppose this change also. | |
| 6.5 | Two issues here: (1) dedicated time frame needs to be retained, and (2) the first sentence in clause c is to be deleted. The ad hoc governance committee has provided no reason why the time frame should be altered. This is a good instance of our need to keep our governing principles in mind. As a basic matter of good democratic functioning, transparency, and accountability, there must be a decent amount of time for Question Period. And it not consistent with our freedom of expression statement for GFC members to be restrained from engaging in 'debate' of a question. | The Question Period Procedure currently states that answers are not debatable, stemming from a GFC decision in 2003. In practice, there have been numerous occasions where discussion of answers took place on the floor of GFC. The committee debated eliminating the required time for question period and felt that by changing the order of the agenda to ensure there was time for question period, the need to require it be 30 minutes was alleviated. |
| 6.6 | Why is this rule proscriptive rather than enabling? The second sentence here should be rewritten to make it clear that GFC members may not simply ask questions of clarification but to identify anything they see as cause for concern. | This rule speaks specifically to reports on decisions that have been made at standing committees. Members are free to ask questions but notice is required to ensure that the appropriate person is in attendance to speak to the item. |
| 6.7 | Here and throughout the document, it should be specific as to whether 'days' refers to working days | Updated |
| 7.1 | It does not make sense to have a differential quorum for the time of year. There should be one number — a number that seems a reasonable minimum in all cases, no matter what the month. We should consider having quorum per constituency (ex officio administrators; elected faculty; other academic staff; non-academic staff; elected undergraduate students; elected graduate students; ex officio undergraduate; ex officio graduate). More complicated, but fairer. | Quorum is different in the months of May through August to recognize that availability of members may be reduced. Since members of our community, especially students, are generally less available in those months, it is also practice for GFC to not to make decisions on matters of institutional significance. |
| 8.1 | It's not clear when you decide to throw in a required 2/3-majority for a vote and when you decide to use a simple majority. I'd have to go through the entire thing in detail to flag all the instances, but there should be a clear, guiding principle on this so that it doesn't look arbitrary or "cooked" in favor of achieving administrations' agendas. | |
| 8.1 | This rule needs to be revised to address a problem that has arisen this year. This year GFC members have been told that motions may not be moved during the meeting unless they have been formally added to the agenda. This is incorrect. Once GFC has approved a discussion item GFC members have the right (once they gain the floor,and if they have a seconder) to move anything they wish under an approved discussion item. The rule should be revised, then, clearly to state that the norm of "normally" does not interfere with a member's right to bring a motion under any approved agenda item. | |
| 8.1/8.3 | it would be helpful to know why two-thirds majority will be required to add a motion concerning substantive matters to the agenda as per 8.1 and 8.3. | |

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| 8.3 | A two-thirds majority of total members for rescinding a motion is anti-democratic. With notice, a motion can be rescinded with a simple majority of those voting; on-the-spot would require two-thirds, but of those voting, not of total members. And one can of course reconsider a motion with a simple majority, but the reconsideration needs to be moved (I believe) by someone who voted for the motion in the first instance. Note that the material here is not consistent with the material under 9.4. | A two-thirds majority of votes cast is required to add a substantive motion to the agenda, because there has been no notice of motion. Normally, a notice of motion for any substantive decision making will be made well in advance of an item coming to GFC. And often substantive items will come to GFC for discussion before they come forward for a decision. At minimum, notice of motion should be included with the meeting materials to give members several working days to engage with the materials, consult with their colleagues and constituents, and ensure that they are present at the meeting and prepared to make a decision. When no notice has been given, a two-thirds majority vote or super majority, ensures that the body is overwhelmingly in favour of proceeding with the motion. It is important to note that if a two-thirds majority was achieved, the motion would be added and then decided by a simple majority vote. A two-thirds majority of votes cast is also required to rescind a motion - if there has been no notice of motion, and to close debate - recognizing that closing or limiting debate is a significant decision for a body to make. |
| 8.4/8.6/10.4 | The term "two-thirds majority" is used without reference to the denominator | |
| 8.4/9.4 | What is the historical reason for the two thirds requirement for a motion to add items to the agenda/ motion to rescind a motion? | |
| 8.4 | I think simple majority is fine, we should not try making complicated in a body of 150 people and raise the caps while claiming we want equal participation. | |
| 8.4 | (1) The interpolated sentence needs to be deleted not only because it should be a simple majority, not a two-thirds majority but also because the specification does not belong in this location. (2) "speak first and last" In other words, the mover has one last opportunity to speak to concerns that have been raised and/or offer any final point before the vote is held. | |
| 9 | I suggest that the committee prepare additions that include 'motion to adjourn to another date and time' | This is covered in *Robert's Rule of Order* but is in conflict with GFC process to publish the meeting shedule in advance as set forth in 2.1. which requires that GFC members be informed about the meeting schedule at least one month in advance of the beginning of the academic year. Motions to adjourn to another date and time will lead to meetings being scheduled when members haven't been able to plan for them, which can lead to equity issues for some of our members. |
| 10 | There should be a new rule in this section between 10.3 and 10.4. The new rule should note that where more than one speaker in a row speaks on the same side of a question the chair will invite speakers on the other side of the question. | The Rules provide guidance in the form of principles in the preamble that could be used by the Chair to make decisions on debate in ways that encourage participation and engagement of members. These principles include a commitment to inclusive and participatory decision-making, and a commitment to openness, transparency and respectful communication. |
| 10.1 | Can the list of speakers be shared with GFC members, to ensure transparency? | The speakers list in zoom is visible in the list of attendees. As we will be working in different scenarios once we are able to hold in person meetings, we may want to reassess at a later date how detailed we are in how the list is created. This was raised by other members and the principles of transparency and openness would need to be adhered to whatever the context. |
| 10.1 | The new rule here in regard to the list needs to be fleshed out. The rule needs to specify how the list is constructed and should specify the difference between how the list is constructed for in-person meeting versus a virtual meeting. | |
| 10.2 | The guideline of "three minutes" looks arbitrary and capricious to me; why not "five" minutes; why not "ten minutes". I'd suggest picking a time that is obviously long, e.g., "ten minutes" OR reword the entire clause to indicate simply that speakers are "encouraged" to keep their comments to within ten minutes, and that they may be reminded of this time if deemed to be speaking excessively. Also, I don't know what the legal meaning of "the Chair may raise the speaker's attention" would be; this could be misused to discourage further commentary. The spirit of my own comment here, by the way, is that THREE minutes is WAY too short for anything of substance, and it will rush people; it could also be used to "silence" people who are making valid points but when those points are not "popular" or in accord, e.g., with administrators' wishes, and this could happen even without any malintent from anyone but simply because of human nature. So, overall, I'd reword this to encourage people to keep their points concise and within reasonable timeframes and leave it at that. If you need a time, I'll throw out ten minutes. | The ad hoc discussed this at length and settled on three minutes as a reasonable amount of time considering the desire for equal opportunity for participation and the large number of members. |
| 10.2 | Who will ensure that speakers' floor time is accurately monitored? | |

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| 10.2 | The proposed use of the word "item" rather than "motion" would be imprecise. A speaker might be speaking to the item but not to the motion in which case they are not speaking to the proposition on the table. | There are discussion items and action items on GFC agendas. There is not always a motion on the floor. |
| 10.4 | Why is there a two thirds majority required for closing the debate? | The committee felt that a two-thirds majority was more appropriate to close debate since the motion could result in a silencing of some members - recognizing that closing or limiting debate is a significant decision for a body to make. |
| 11 | Debates without motions: Aren't these items the ones that we debate/discuss under the "Discussion Items" section of our standing committee agendas? Generally - I would like to see the term "debate" replaced with "discuss" as I think that it signals a culture of respect and collegiality (in the non-governance use of the term) to which we aspire. Otherwise, we might want to consider including the heading "Debates without motions" instead of "Discussion Items" on our agendas, for consistency and clarity. | 11.1 replaced the language describing practice for the committee of the whole in the previous Terms of Reference for GFC. The procedures set out in *Robert's Rules of Order* for committee of the whole allow for unstructured discussion and debate, and 11.1 seeks to accomplish a similar thing, but in keeping with the collegial nature of GFC proceedings. |
| 11 | There should be a new rule in this section to cover 'committee of the whole' discussions. The inclusion of this new rule will help to ensure that proper procedure is followed in the future not just with the discussion itself but with any such committee's recommendations. | |
| 11 | There should also be a new rule here that formalizes the use of 'Early Consultation' items. And somewhere, perhaps in this section, there should be a rule stating that where a presenter wishes to share with GFC extensive power point slides a link to the presentation should be provided to GFC members at least 3 days in advance of a meeting. In other words, GFC's time should not be used for power point presentations or any lengthy presentation. GFC needs the information, but it needs it in advance in order that the collective time of GFC members can be well used during meetings. | The Governance team is responsible to request that substantive materials are shared with members in advance and to ask presenters to limit presentation times to allow for discussion. |
| 12.2 | it appears that the proposed changes is removing the inputs of students from recommendations that the chair should declare a position vacant after some absence at the meeting during the year. Meanwhile, it appears this requirement is being waived for faculty or non-student member. This may not be seen as a move on equity on participation of members of the GFC. It may be nice to consider these questions: "Are non-student member more highly esteemed than student members? Are we trying to encourage suggestions or participation from the Students' Union or the Graduate Students' Association, or are we trying to silence there voice in making recommendations on this? Even if graduate Students' Association may not have the authority to singlehandedly declare a position as vacant without the approval of the chair, I do not think it is a bad advice to leave that avenue of communication open for more engagement between the chair and the student union/representatives in this manner. | Several members raised questions about the proposed language under 12.2 in the Meeting Procedural Rules and 2.1 a, b and 2.2 a in the Roles and Responsibilities of Members, and after the ad hoc discussed of the matter, they decided to remove these sections. |
| 12.2 | What is the problem that the committee is seeking to fix under the revision of 12.2? I suggest there is no problem that needs to be fixed here — we simply have an antidemocratic rule that simply needs to be struck in its entirety. If, however, it is considered a problem that we do not always have the full complement of members present at every meeting of GFC, then the more democratic solution would be for elected members to be able to send delegates just as ex officio members can under 12.1. | |

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| 13 | General comment about voting: we really need to establish rules around votes and use better systems. For example, when we meet in Council Chambers, votes are confidential. We press a button, there's a tally. During the pandemic, we've had the terrible situation where our names and votes are displayed for all to see, which can only lead to grudges and discontent. Also, too often we've had to vote when the language of what we are voting on was vague at best or entirely absent from view. Putting it quickly into the Zoom chat is not sufficient. These need to be posted in definitive form (via a shared slide, perhaps?) so that it is 100% how one is voting and on what language. Even if this means it takes another minute to set up a vote, it would be time well spent. There are some really good and flexible voting systems out there on the market; can we please use one of them rather than Zoom's very dodgy voting tools or the cranky UofA local system that seems to have caused endless issues this year. | Over the past few years when meetings were held in Council Chambers, members voted by show of hands rather than the confidential voting system. The transparency of this method was discussed when the GFC Executive Committee deliberated on the use of the eClicker platform. The committee recommended that member votes be shown. Motions must be included in materials and posted for members in advance of the meetings. |
| 13.6 | The wording that has been inserted here is very awkward. "The outcome will be determined according to a simple majority of votes cast" would be more precise. The more important question: why is this a prerogative of committees only? And how is the outcome of the vote disseminated? Committee members should know how other committee members have voted; and if GFC votes electronically outside meetings, GFC members should know how other committee members have voted. | Updated |
| General MPR | While removing the time limit of the question period may be productive, it is also important to find a good balance between this type of discussion and decision making (that is also a vital part of GFC's task). There is a danger that the question period and also the discussion reserved to the 'discussion items' is dominated by few members despite a possibility now to limit the speaking time for 3 minutes. There is obviously no procedural rules of how the agenda is constructed (action, discussion, early consultation items). Should this be indicated in the rules? | The agenda of each GFC meeting is proposed by the GFC Executive Committee and approved by GFC. The GFC Executive Committee has the responsibility to ensure that items put before GFC are complete and ready for discussion. They have the responsibility to determine if there is an appropriate balance between this type of discussion and decision making. |
| General MPR | I would prefer a 50% majority for everything that requires a vote; I am not sure I understand the rationale for 50% vs. 2/3rds. | A two-thirds majority of votes cast is required to add a substantive motion to the agenda, because there has been no notice of motion. Normally, a notice of motion for any substantive decision making will be made well in advance of an item coming to GFC. And often substantive items will come to GFC for discussion before they come forward for a decision. At minimum, notice of motion should be included with the meeting materials to give members several working days to engage with the materials, consult with their colleagues and constituents, and ensure that they are present at the meeting and prepared to make a decision. When no notice has been given, a two-thirds majority vote or super majority, ensures that the body is overwhelmingly in favour of proceeding with the motion. It is important to note that if a two-thirds majority was achieved, the motion would be added and then decided by a simple majority vote. A two-thirds majority of votes cast is also required to rescind a motion - if there has been no notice of motion, and to close debate - recognizing that closing or limiting debate is a significant decision for a body to make. |
| General MPR | I think the changes that were made offer greater clarity and it was a good review for me who has only been participating in the GFC PC for just under a year. | |
| General MPR | The changes enhance the procedural rules and will improve the discourse in GFC. They appear to be in line with Robert's Rules of Order. | |
| General MPR | they seem well thought out. Perhaps use the same language throughout - rather than "those voting" to "votes cast" | Updated "votes cast" |
| General MPR | The proposed changes are reasonable. Some discussion of blended meetings (combination of in-person/on-line) would be useful, if only to clarify how, for example, voting would be handled. | Updated 13.7 |
| General MPR | I think the proposed changes help to clarify/simplify understanding and processes which is very positive. | |

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| General MPR | I want to acknowledge the positive changes in this proposal – moving to 'majority of votes cast' as opposed to 'majority of members present' (addresses the non-votes that were still counted as NOs). | |
| General MPR | I appreciate the edits that were made. I still believe that part of the challenge at GFC is a cultural one, and no amount of procedural rules will change this. Thank you for entertaining the input of a wide group from GFC. | |
| 10 MPR responses | No comments/changes look good | |
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## Roles and Responsibilities of Members

| Section | Member Feedback | Response |
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| 1.1 | Could an appendix with all motions recently passed through the standing committees be included as an appendix to the GFC meeting materials? I guess this is what 6.6 is? | Reports from Standing Committees, including the decisions made, are included in the GFC meeting materials under Information Items. |
| 2.1 | Does it refer to excused absences also? it should be clarified | |
| 2.1 | I wonder why the responsibility of declaring a student position vacant was shifted from the SU and GSA to the Chair. I think the addition of "after consolation with the member" is important to understanding individual circumstance but it would also seem reasonable that the appropriate body the student is representing also be consulted. | |
| 2.1 | I think that it is a mistake to make the declaration of seat vacancy a responsibility of the Chair. Over time it is bound for there to be gray areas and treatment of different cases that may appear to be different. Given that the Chair is also the University President, this may result in accusations of selective application of the rule. I think that the University will be much better served if the declaration of seat vacancy is by a majority vote of the GFC Executive Committee. | |
| 2.1/2.2 | Why the move from GSA/SU/GFC Exec to Chair? Is this prudent/reasonable to the Chair, given their current workload and the ongoing UAT process? Are we maintaining transparency, when a decision is moved away from a committee discussion? | Several members raised questions about the proposed language under 12.2 in the Meeting Procedural Rules and 2.1 a, b and 2.2 a in the Roles and Responsibilities of Members, and after the ad hoc discussed of the matter, they decided to remove these sections. |
| 2.1/2.2 | I think these changes are fine and very reasonable and a discussion with a member is a very good approach to take if a member is missing a lot of meetings. | |
| 3.1 | Could we make an effort to have a standard URL for materials? | GFC Meeting Materials are posted on the governance website and the link is shared with members by email when materials are posted. |
| 3.2 | I understand well the behaviours we have seen lately that this is intended to address, but I tend to think it's just a potential lightning rod for future debate and may be used as a cudgel by those who want to pursue highly idiosyncratic, personal agendas. | This is current language and is meant to encourage participation of members. |
| 5.2 | I would expect questions to come in any time and to be addressed in a timely manner; if questions come more than 6 days before a GFC meeting the question and the written response become part of this meeting materials; otherwise it becomes part of the next meeting materials. | Every effort is made to answer questions received before GFC in writing, or on the floor to ensure transparency. |

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| 7 | With regards to the renewal of GFC, I would submit that this matter should be the responsibility of all, including senior leadership, and not just "members of GFC". The current wording of new section 7 puts the onus on "members of the GFC" rather than "Members of the University, including senior leadership, shall support the renewal of GFC by encouraging individuals ..." I would, however, like to commend the rest of this language in that it encourages individuals to apply. I am so glad not to see the use of nominations, but instead, the encouragement of self-nomination (e.g. application). Encouraging all interested individuals to apply is so important for gender equality as men tend to get named by others, but women do not. Applications might also encourage new voices to emerge. This obligation to encourage, however, likely needs additional language to be even more specific that the University will use open calls for expressions of interest in serving on GFC, and not simply replenish membership with "taps on shoulders", who they like/who they want, or just the first name that comes to mind to fill a spot. One could expressly put the onus on Deans and Vice Deans to ensure that an open call for applications to serve on GFC is made, but this does not capture student members, so perhaps the route is a sentence that says the leadership within constituencies will use open recruitment processes for replenishment by advertising vacancies and encouraging self-nomination from anyone interested in serving. | Some changes were made to make the language more inclusive and these suggestions will be brought forward for the 3-year review of the GFC Nominating Committee terms of reference and procedures. |
| General RRM | Thank you for making clear that respect and professional behaviour is expected from everyone. | |
| General RRM | The proposed changes are reasonable. If I thought stronger language about members' conduct and courteous, professional communication would result in any improvements, I would recommend changes along those lines. | |
| General RRM | The proposed changes appear to follow EDI policies and should work for now. | |
| General RRM | I think weighing on emphasis in EDI and Truth and Reconciliation Commission's Calls to Action is a great approach to make GFC more inclusive and less barriers. | |
| 24 Responses | No comments/changes look good | |
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## General Feedback Received

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| | I think critical voices should be included on the Ad Hoc Committee: Carolyn Sale would be a good addition. | The suggestion that critical voices be included in the Committee was raised by other members, including at GFC. Members of the Committee and the co-chairs discussed and felt that members were already demonstrating a commitment to providing critical feedback and doing so in an open and transparent manner. |
| | Re Question Period Procedure -- at the end of paragraph 5 "The answer is not debatable". Disagree - GFC Motion (which was changed to a question) on Clinical Research is a good example (Sept 2019). Debate needs to remain - you can adjust as appropriate for the time limit but excluding it altogether would not promote collegial governance toward improved operations. | The Question Period Procedure currently states that answers are not debatable, stemming from a GFC decision in 2003. In practice, there have been numerous occasions where discussion of answers took place on the floor of GFC. |
| | I think these are very good changes that you have proposed, and it should stop some of the grand standing that has been a part of the GFC culture. | |

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| | I would replace any process of nomination that requires an individual to submit an application with the support of, or the names of, nominees. It is just an extra hurdle that seems to serve no purpose. Do the five names of nominees for putting one's name forward to serve on a committee add anything to the process? Perhaps a past practice where the time has come to evaluate why we do this. And more importantly, what if these nomination processes deter women and minorities from applying to serve, particularly when it would seem to suffice to have self-nomination (application). A check for eligibility can be done by administrative practice; that does not need nominees. I see no need for nominees when weighed against the overarching goal of encouraging more diversity in who serves. | Some changes were made to make the language more inclusive and these suggestions will be brought forward for the 3-year review of the GFC Nominating Committee terms of reference and procedures. |
| | A good step forward! | |
| | Thank you for the time and effort in making these changes. | |
| | The changes were not discussed at the April 26th GFC meeting, nor did it seem to be an intention to discuss, according to the Agenda.<br>The deadline for providing feedback should be extended; feedback should also be collated and shared with all GFC members, prior to any discussion of these revisions. The identity of the members submitting their feedback should be confidential, unless the members wish to waive that (on an individual basis).<br>Given the current distrust and disillusionment with the role played by GFC and the overall collegial governance at the UofA, these revisions need to be treated as items of utmost importance. | |
| | Random points below:<br><br>* The Google form is not a very convenient way to get this type of feedback to you.  Just mentioning it.  It's a bit awkward to use and would seem to discourage detailed feedback.<br><br>* The timeline on this, like on many GFC-related items is way too short.  On this note, it would be good to reconsider the timelines involved with GFC meetings, e.g., when meeting materials are made available in relation to a meeting itself.<br><br>* All feedback you get should be ANONYMIZED and shared so that everyone can see the key items flagged and contemplate them.  This will help the assembly converge on a truly helpful revision of the rules and regulations, including appropriate revisions to address issues that have come up at recent GFC meetings.<br><br>* Consider a change in meeting rules to nominally have 3-hour meetings starting at 1 p.m. Why not?  The meetings as presently conducted are extremely rushed, with very little time devoted to matters of substance.  This makes the entire process look disingenuous.<br><br>* I assume nothing is final until revised versions are tabled, debated, further revised / amended, and voted upon at GFC --- I really hope this is the case!<br><br>* Good call on the change to how votes are counted; the old (current) way really doesn't make sense. | The consultation path included the following discussions and consultations with General Faculties Council: March 22, 2021 (to inform GFC that the Executive ad hoc  Review Committee would be reviewing the Meeting Procedural Rules); April 26, 2021 (to update GFC on the work of the committee to date and next steps); April 28, with proposed changes distributed for feedback; June 7, 2021 (with proposed changes including from members of GFC distributed for information); September 20, 2021 (for discussion on the proposed changes). |
| | Thank you for listening. | |
| | No. Thank you for your work. | |
| | I have reviewed the documents and the suggested changes have made some items more clear. | |

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| | Any final document on GFC Meeting Procedural Rules should be member friendly, clear, simple, and always strike positive notes whenever possible.  There should be no perception that those procedural rules favor any group, whether it be faculty members, staff, students, and especially administration. | |
| | Thanks to the committee for their work on this important task! | |

Thanks for providing this opportunity to provide input on the rules that govern GFC. I have served on GFC for eight years, and in general have enjoyed my time there. The meetings were generally very informative, collegial and productive and we got a lot done in just two hours. It was fun to see my colleagues from other disciplines and catch up with them.

In the last year I have grown increasingly concerned about the way that GFC meetings are run, and there has been a reduction in the quality of debate and a general lack of collegiality. Strident voices are often heard loudly, but are not acknowledged or responded to by the Chair, making them ever more strident. As a result, others are very reluctant to speak up in such a charged atmosphere. I have heard from many colleagues that GFC used to be an enjoyable meeting to attend but now it is generally painful, like pulling teeth without an anesthetic. I have several colleagues who are planning to withdraw from GFC because of this. I am hopeful that the work that your committee is beginning has the potential to improve the situation.

I think many of the recent problems stem from the move to an online format in response to the COVID-19 pandemic. This change has been unfortunate as it comes at a time of great financial stress on the institution with major re-organization and cost cutting. These changes would have been very difficult to achieve in the best of circumstances and trying to work through them using an online format at GFC has proven very difficult indeed.

In general, I am supportive of the proposed changes to our guiding documents. I think we need to address the problem of agenda-setting for GFC. Much time has been spent in the last year with arguments over the agenda and it is not unusual to spend the first 45 minutes of each meeting debating the agenda itself without achieving any substantive progress on the actual agenda items. As a result, the meetings are often having to be extended by one hour or more which is very inconvenient to those of us who have busy schedules and other commitments. This is extremely frustrating; members' time is very valuable, and must be respected. I think that the GFC Executive Committee is failing in its duty of setting a robust agenda for GFC, which leads to endless squabbles about the agenda itself, and this must be addressed as a priority.

I would like to see the chair of GFC provide much stronger leadership and guidance in these meetings, instead of passively letting the body spend so much valuable time making so little progress. There is a way to respectfully help the body to move through its work in an efficient manner instead of letting meetings spin endlessly out of control with little or no direction. I would also like to see the chair engage more fully with members who disagree with him, and invite them into the important work that we have to do together – he should bring these voices "inside the tent" so that they can be "pissing out" instead of letting them remain "outside the tent pissing in". I wonder if our Chair is afraid of these discordant voices, and I would like to see him engage with them more confidently and inviting them in to assist with the work, instead of quietly hoping they will somehow go away.

I also think there is a need for more accountability amongst GFC members both in terms of attendance requirements and the quality and tenor of contribution to debate. Being on GFC is a privilege, and we must expect more of each other.

Thanks again for this opportunity to comment, I would also be happy to discuss in person.
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| Glad to see that the principles of collegial academic governance be updated to include the TRC and EDI. | |
| I am looking forward to the committee's work on consultation. | |
| No, thank you for giving me the opportunity to express my thoughts in writing. | |
| I would suggest that given the size of the committee and the amount of information needed to review, I think it may be helpful to have an informal communication channels for the meeting (slack, wonder.me). I think this may help with strengthening uptake and engagement. There are over a hundred members involved and it is difficult to engage without taking up more valuable time. An engaged committee will help move people forward, and provide a more diverse input than a dichotomy of perspectives. | The ad hoc discussed the possibility of University Governance creating and managing an informal discussion board or forum, where GFC members could exchange ideas and comment on items coming forward to GFC, and provide feedback on agendas and minutes before approval. We did a scan of other U15s and looked into what might be required to make something like this work and found that in our counterparts, this is not something that exists.The Governance Office does not have the capacity to moderate a forum like this and would prefer members find alternatives to connect and discuss items before meetings. We do value when members reach out to us with their questions, and have committed to making the website easier to navigate in the future as well. |
| The GFC meetings are sometimes taken over by discussion which may be productive, but that occasionally appears as needing a separate space prior to the meeting. Is it possible to consider discussion fori for the members outside of the actual meeting time, but in connection to GFC? | |

Carolyn Sale
GFC 25 October 2021
<span style="color:blue">**Proposed Agenda Item 7: Revisions to Guiding Documents**</span>

Proposed Amendments to the Proposed Revisions to the "Meeting Procedural Rules"

Seconder: Chanpreet Singh
New rule as subset of 2.3

| Current rule | *Ad Hoc's* Proposed Revision | Proposed amendment |
|---|---|---|
| From time to time, the Chair of GFC may call special meetings of GFC, provided that notice of such meetings is given to members at least one month in advance. | From time to time, the Chair of GFC may call special meetings of GFC, provided that notice of such meetings is given to members at least one month in advance. If required, an electronic vote may be used to waive the one-month notice if approved by a two-thirds majority of votes cast. | From time to time, the Chair of GFC may call special meetings of GFC, provided that notice of such meetings is given to members at least one month in advance. If required, an electronic vote may be used to waive the one-month notice if approved by a two-thirds majority of votes cast.<br><br>The Chair shall call a special meeting for a date within ten Business Days of the receipt by the GFC Secretary of a written request for a special meeting by at least one-quarter (1/4) GFC's members. The request must clearly state the proposed business of the special meeting. |

Seconder: Andrei Tabirca
5.2

| Current rule | *Ad hoc's* Proposed Revision | Proposed amendment |
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| Questions on an issue within GFC's jurisdiction may be submitted in writing to the GFC Secretary up to six working days before the next GFC meeting to receive a written response. | Questions on an issue within GFC's jurisdiction may be submitted in writing to the GFC Secretary up to six working days before the next GFC meeting to receive a written response by the appropriate officer(s) of the University. If the officer considers that a question is not factual, contains argument or opinion or facts other than those necessary for explanation of the question, or is outside the scope of GFC's responsibilities, or that an excessive amount of time, effort, expenditure and/or resources will be required to provide an answer, the GFC Secretary shall return the question to the questioner and work with the questioner to narrow the scope of the question. | Questions on an issue within GFC's jurisdiction may be submitted in writing to the GFC Secretary up to six working days before the next GFC meeting to receive a written response by the appropriate officer(s) of the University. The officer(s) are expected to provide answers consistent with commitment to the principles of transparency and accountability. |

6.5

| Current rule | *Ad Hoc's* Proposed Revision | Proposed amendment |
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| Each agenda of GFC and its standing committees will include Question Period of one half hour in length that may be extended with the approval of members.<br><br>a. Question period is comprised of both written questions and, time permitting, questions from the floor.<br>b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting. | Each agenda of GFC and its standing committees will include Question Period ~~of one half hour in length that may be extended with the approval of members~~.<br><br>a. Question period is comprised of both written questions and, time permitting, questions from the floor.<br>b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting.<br>c. No debate is to be permitted of either the question or the response. Members who have submitted questions will be permitted to ask one or more supplementary questions, after which, other members of GFC will have the same opportunity. | Each agenda of GFC and its standing committees will include Question Period of one half hour in length that may be extended with the approval of members.<br><br>a. Question period is composed of both written questions and, time permitting, questions from the floor.<br>b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting.<br>c. Members who have submitted questions will be permitted to ask one or more supplementary questions, after which, other members of GFC will have the same opportunity. No motions will be entertained during Question Period, but members may provide a Notice of Motion for a motion to be added to the agenda of the next meeting under rule 8.7. |

This is a blanket amendment to cover 6.3, 8.3 and 8.4.

In all places where the proposed revisions refer to the majority of votes needed to add an item to the agenda, the Meeting Procedural Rules shall follow *Robert's Rules* in requiring a simple majority of votes cast.

If an amendment to an individual rule is preferred, we present this.

8.4

| Current rule | *Ad Hoc's* Proposed Revision | Proposed amendment |
|---|---|---|
| To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). The person making a motion will be invited by the Chair to speak first in any ensuing debate. | To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). A two-thirds majority of votes cast will be required to add a motion concerning substantive matters to the agenda as per 8.1 and 8.3. The person making a motion will be invited by the Chair to speak first in any ensuing debate. | To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). Consistent with *Robert's Rules*, a simple majority of votes cast will be required to add a motion to the agenda.* The person making a motion will be invited by the Chair to speak first in any ensuing debate.

*\* This amendment if passed is also an automatic amendment of 6.3 and 8.3.* |

To be added under section 9:
Motion to Postpone

| Current rule (Tabling) | *Ad Hoc's* Proposed Revision | Proposed amendment |
|---|---|---|
| 9.1 Motion to Table – Enables the pending question to be laid aside until some future time. The motion cannot be debated. The mover may make a statement regarding what information they believe would be required to remove the item from the table, and the proposer of the item may make a brief comment on the impact of tabling the motion.<br><br>*Note:*<br>*This rule is a mash-up of two separate rules in Robert's Rules. If 9.1 is to remain unchanged, a new rule needs to be added that properly covers a motion to postpone, which is debatable.* | | The proposed amendment in this case is an **addition**, Motion to Postpone.<br><br>Enables the pending question to be deferred for consideration at a later meeting according to a condition specified in the motion. Both the decision to postpone and the condition to be met during the postponement are debatable. |

10.2

| Current rule | *Ad Hoc's* Proposed Revision | Proposed amendment |
|---|---|---|
| A member who has the floor may not normally be interrupted. However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the motion. If the Chair does not do so, a member may raise this as a point of order. | A member who has the floor may not normally be interrupted. However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the item. If the Chair does not do so, a member may raise this as a point of order. The Chair may raise the speaker's attention to the time if they have had the floor for more than three minutes. | A member who has the floor may not normally be interrupted. However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the item. If the Chair does not do so, a member may raise this as a point of order. The Chair may raise the speaker's attention to the time if they have had the floor for more than ten minutes. The Chair will not otherwise attempt to limit a speaker's time. |

Seconder: Kathleen Lowrey
To be added under section 10:

Alternation in debate

| Current rule | *Ad Hoc's* Proposed Revision | My proposed amendment |
|---|---|---|
| | | Where two speakers in a row have spoken to the same side of a motion being debated, the Chair shall call for anyone who wishes to speak on the other side of the question, and from then on, consistent with *Robert's Rules*, the Chair should let the floor alternate, as far as possible, between those favouring and those opposing the measure. |

**UNIVERSITY OF ALBERTA**                                    **Kate Peters <peters3@ualberta.ca>**

# GFC 25 October 2021: Proposed revisions to Guiding Documents

**Carolyn Sale** <sale@ualberta.ca>                                    20 October 2021 at 16:23
To: Kate Peters <peters3@ualberta.ca>
Cc: Heather Richholt <richholt@ualberta.ca>, Chanpreet Singh <ch12@ualberta.ca>, Kathleen Lowrey
<klowrey@ualberta.ca>, Sourayan Mookerjea <sourayan@ualberta.ca>, Jennifer Branch-Mueller <jbranch@ualberta.ca>,
Andrei Tabirca <tabirca@ualberta.ca>, J Nelson Amaral <jamaral@ualberta.ca>

Dear Kate,

Further to our correspondence and our discussion earlier today about proposed action item 7 for GFC's meeting next
Monday, I write to let you have the several proposed amendments to the proposed revisions to the "Meeting Procedural
Rules" for which I have seconders. I include one item for which I do not yet have a seconder—the need for the rules to
include the rule "Motion to Postpone."

I cc the seconders, along with Nelson Amaral. As you and I discussed, at the beginning of Monday's meeting, when GFC
is approving its agenda, Nelson and I will move that the proposed action item become a discussion item instead.

I also want to let you have the bullet-point that I would like to see added to the "Roles and Responsibilities of Members"
document as the very first bullet-point after "GFC operates under the principle of collegial academic governance
including":

- Accountability for protecting the academic integrity of the University

As we discussed, I have significant concerns about the document "Principles for General Faculties Council Standing
Committee Composition" being approved at this time given that this is the triennial review of the document. If there can be
no further changes to this document for three years it is imperative that GFC have a discussion of what is at stake in it. In
the event that GFC does not choose to make action item 7 into a discussion item I will be working on an amendment to
that document as well.

Thank you again for your time today. Please let me know if you have any questions.

Sincerely,
Carolyn

Carolyn Sale
Associate Professor, Department of English & Film Studies
*Office:*  4-39 Humanities Centre
*Mailing Address:*
Department of English & Film Studies
3-5 Humanities Centre
Edmonton, Alberta
Canada T6G 2E5
*Phone:*  Apologies: none due to budget cuts in 2009-2010.
*Fax:*     780.492.8142
*Blog:*    artssquared.wordpress.com

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📄 **GFC 25Oct2021 Amendments to proposed revisions to Rules.docx**
   20K

**UNIVERSITY OF ALBERTA**                                    **Kate Peters <peters3@ualberta.ca>**

## GFC 25 October 2021: Proposed revisions to Guiding Documents

**Carolyn Sale** <sale@ualberta.ca>                              22 October 2021 at 09:23
To: Kate Peters <peters3@ualberta.ca>
Cc: Heather Richholt <richholt@ualberta.ca>, Chanpreet Singh <ch12@ualberta.ca>, Kathleen Lowrey
<klowrey@ualberta.ca>, Sourayan Mookerjea <sourayan@ualberta.ca>, Jennifer Branch-Mueller <jbranch@ualberta.ca>,
Andrei Tabirca <tabirca@ualberta.ca>, J Nelson Amaral <jamaral@ualberta.ca>, Marsha Boyd <mboyd0@ualberta.ca>

Dear Kate,

This is a further note to let you know that there is now a seconder, Marsha Boyd, for one more proposed amendment:

2.4

| Current rule | *Ad Hoc's* Proposed Revision | Proposed amendment |
|---|---|---|
| GFC meetings shall normally be scheduled and planned to end two hours after being called to order. | GFC meetings shall normally be scheduled and planned to end two hours after being called to order. Meetings may be extended by a majority of votes cast. | GFC meetings shall normally be scheduled and planned to end no later than three hours after being called to order. Meetings may be extended by a majority of votes cast. |

Thank you,
[Quoted text hidden]
[Quoted text hidden]

Item No. 10

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

| Agenda Title | University of Alberta Students' Union (SU) Executive Goals 2020-2021 |
|---|---|

**Item**

| Proposed by | Rowan Ley, President, University of Alberta Students' Union (UASU) |
|---|---|
| Presenter | Rowan, President, University of Alberta Students' Union (UASU) |

**Details**

| Responsibility | University of Alberta Students' Union (UASU) |
|---|---|
| The Purpose of the Item is | The UASU is presenting this information item by invitation, to brief GFC Executive Committee and General Faculties Council on its priorities for 2021-2022. |
| Executive Summary | The presentation outlines the SU's executive goals and priorities within the following themes: <br> **1. Boost Academic Advocacy and Bolster Student Leadership.** <br> *Students have faced immense academic challenges during the pandemic. But the lessons learned from COVID-19, along with the opportunities created by the college model, mean that significant improvements to the academic experience are possible. Through a combination of advancing existing projects and bold new ideas, we hope to improve learning for all students.* <br> **2. Foster an Equitable, Inclusive, and Diverse Campus.** <br> *Universities are meant to serve all of society, but we know from the experience of too many students that that is not true. Ensuring that the U of A lives up to its promise to students from all backgrounds requires both structural changes and dedicated supports. The UASU and University both have opportunities to break down barriers in 2021-22.* <br> **3. Ensure Student Voices Shape the Future.** <br> *Today's students are facing escalating barriers to affordability, and often face a difficult financial future when they graduate. Governments have the power to reduce those barriers, but their decisions have sometimes made university even more inaccessible. To ensure that the next generation has access to employment and opportunity, the student movement needs to bring the attention of governments toward student issues.* <br> **4. Lead the Charge on Sustainability.** <br> *Students want to ensure that our studies today do not create burdens for others tomorrow, and an environmentally, socially, and fiscally responsible Students' Union advances that goal. We know that our sustainability targets do not come at the expense of a financially healthy organization, but strengthen it. In SUB and across campus, we will advance sustainability to benefit all.* |
| Supplementary Notes and Context | |

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

Item No. 10

| Consultation and Stakeholder Participation | • UASU Council<br>• GFC Executive Committee<br>• General Faculties Council<br>• Board Learning, Research and Student Experience Committee |
|---|---|

**Strategic Alignment**

| Alignment with *For the Public Good* | Institutional Strategic Plan - *For the Public Good*<br>• "Support the roles of the Graduate Students' Association and Students' Union… in the promotion of extracurricular programs that create a sense of community and support in the learning environment" (Goal: Experience, Objective 8, Strategy iii). |
|---|---|
| Alignment with Institutional Risk Indicator | Please note below the specific institutional risk(s) this proposal is addressing.<br><br>☐ Enrolment Management ☐ Relationship with Stakeholders<br>☐ Faculty and Staff ☐ Reputation<br>☐ Funding and Resource Management ☐ Research Enterprise<br>☐ IT Services, Software and Hardware ☐ Safety<br>☐ Leadership and Change ☒ Student Success<br>☐ Physical Infrastructure |
| Legislative Compliance and Jurisdiction (please quote legislation and include identifying section numbers) | Alberta Post-Secondary Learning Act<br>• "The students association…shall provide for the administration of student affairs at the public post-secondary institution, including … the promotion of the general welfare of the students" (PSLA s. 93 (3)).<br>• "The council of a student organization is the official channel of communication between the students of a public post-secondary institution… and the board" (PSLA s. 95 (4)).<br><br>Board Learning, Research and Student Experience Committee Terms of Reference<br><br>GFC Executive Committee Terms of Reference |

Attachments:

1. Students' Union Executive Goals (4 pages)
2. Goals Presentation for Exec full (24 pages)

UNIVERSITY OF ALBERTA
**STUDENTS' UNION**

Do what's right, not what's easy. Inspire change for the world.
Act with unbridled compassion. Always keep moving. Plan for tomorrow.

## 2021/2022 Executive Goals

The University of Alberta Students' Union (UASU) is a student-directed non-profit organization that represents the 32,000 undergraduate students at the University of Alberta. Each year, the Executive team sets the goals that direct the operations of this $14 million organization.

With students returning to campus this Fall, even as the COVID-19 pandemic continues to pose challenges to the student body, it's more important than ever for the UASU to provide the support and resources that students have come to expect while still advocating for the changes that matter to you. The UASU will work to ensure that student leadership reflects the diversity and needs of the student body, and that we continue to keep students at the core of everything we do.

This document outlines our goals for 2021/22 as the UASU Executive team.

### 1. Boost Academic Advocacy and Bolster Student Leadership

- Improve affordability and accessibility of education
- Support student leaders

### 2. Foster an Equitable, Inclusive, and Diverse Campus

- Through spaces and events
- Through advocacy

### 3. Ensure Student Voices Shape the Future

- Strengthen our movement
- Secure support for students from all levels of government

### 4. Lead the Charge on Sustainability

- Responsible environmental and social stewardship
- A strong fiscal foundation for future students

**Rowan Ley**
PRESIDENT

**Abner Monteiro**
VP ACADEMIC

**Christian Fotang**
VP EXTERNAL

**Emily Kimani**
VP OPERATIONS
& FINANCE

**Talia Dixon**
VP STUDENT LIFE

## 2021/2022 Executive Goals

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This document outlines our goals for 2021/22 as the UASU Executive team.

## 1. Boost Academic Advocacy and Bolster Student Leadership

Students have faced immense academic challenges during the pandemic. But the lessons learned from COVID-19, along with the opportunities created by the college model, mean that significant improvements to the academic experience are possible. Through a combination of advancing existing projects and bold new ideas, we hope to improve learning for all students.

### Improve Affordability and Accessibility of Education

- Promote Zero Textbook Cost Indicators and Open Educational Resources through the Be Book Smart Fair to save students money on academic materials

- Advocate for the Charter of Student Rights and Responsibilities to be in course syllabi, and better publicized on the Students' Union and University websites to raise awareness around students' rights

- Work to eliminate the use of unjustified online proctoring through the Provost's Task Force on Remote Teaching and Learning, and implement change to the University Calendar and University of Alberta Policies and Procedures

- Work to establish an opt-in pass/fail grading system for course electives to encourage students to explore interdisciplinary learning and provide compassionate grading for students in crisis

- Increase awareness of micro-credentials offered through Students' Union programming that enable students to develop soft skills that will help them stand out post-graduation

- Work to diversify the language accessibility of the University academic appeals process to include major spoken languages on campus so that all students feel supported

- Work collaboratively with Faculty Associations to improve academic advising and fix course prerequisite requirements for Campus Saint-Jean students

- Promote undergraduate research at the University through showcasing student peer-reviewed journals, fields of research, and ways to get involved

- Work to implement university policies and procedures that protect students on experiential learning opportunities

### Support Student Leaders

- Support Student Representative Associations with education on Students' Union bylaws, political policies, and student group granting

- Strengthen communication between the Students' Union and Faculty Associations, Campus Associations, Residence Associations, the International Students' Association, and Aboriginal Student Council

- Improve access, engagement, and participation in Students' Union governance by beginning the implementation of the Governance Restructuring Task Force recommendations

- Create an SRA Summit as a way to encourage issue-based cooperation, collaboration, and solidarity for student leaders

## 2. Foster an Equitable, Inclusive, and Diverse Campus

Universities are meant to serve all of society, but we know from the experience of too many students that that is not true. Ensuring that the U of A lives up to its promise to students from all backgrounds requires both structural changes and dedicated supports. The UASU and University both have opportunities to break down barriers in 2021-22.

### Through Spaces and Events

- Create a more welcoming campus for students with dependents by working towards the creation of a family lounge on campus and a long-term childcare strategy

- Celebrate and acknowledge the diverse communities on our campus by recognizing Black History Month at the UASU

- Host Aboriginal Awareness Week in Winter 2022 to create community for Indigenous and settler students, and foster a space for education and conversations about decolonization

- Ensure that the Peer Support Centre is equipped to support students from diverse cultural and linguistic backgrounds

### Through Advocacy

- Address the issue of misgendering LGBTQ2S+ students on campus by creating a pronoun campaign that will extend to students, staff, and faculty

- Work with the University to address the lack of religious and prayer spaces on campus

- Work towards the translation of Bear Tracks into French to ensure its accessibility for Francophone students

- Work towards the implementation of a campus-wide sexual assault prevention training course

- Ensure that Residence Assistants, who are often the first responders to sexual violence on campus, receive training similar to the First Responders to Sexual Assault and Abuse training provided by the Sexual Assault Centre

- Develop more robust support for survivors by creating guides and resources for specific communities and campuses, advocating to the University for reporting resources to be more extensive, supportive and accessible, and continuing to advance changes to the Experiential Learning Policy to support students facing sexual violence on co-ops and practica

## 3. Ensure Student Voices Shape the Future

Today's students are facing escalating barriers to affordability, and often face a difficult financial future when they graduate. Governments have the power to reduce those barriers, but their decisions have sometimes made university even more inaccessible. To ensure that the next generation has access to employment and opportunity, the student movement needs to bring the attention of governments toward student issues.

### Strengthen Our Movement

- Organize an effective get-out-the-vote and election education campaign for the federal and municipal elections to ensure student voices are heard by candidates, and post-secondary issues get the attention they need

- Work to build a strong relationship with student associations at other Universities, Colleges and Polytechnics across the province to create a unified, effective voice for all students, and work to strengthen our partner organizations, the Canadian Alliance of Student Associations, Council of Alberta University Students, and Edmonton Student Alliance

- Improve grassroots student engagement in our advocacy efforts, including CAUS, CASA, and ESA campaigns, to strengthen our advocacy and research

### Secure Support for Students from All Levels of Government

- Advocate for the fair implementation of Alberta 2030 recommendations, the newly announced strategic plan for Alberta Advanced Education; the plan commits to modernize campus sexual violence policies, expand access to work-integrated learning, and provide more funding for needs-based financial aid for students

- Support easier access to permanent residency and citizenship for international students with a provincial study-to-stay visa nomination program, like exists in Ontario, Manitoba, and the Maritimes, in collaboration with our partners at other student associations

- Ensure a return to the inflation cap on tuition increases in 2022

- Defeat or substantially improve the University's exceptional tuition increase proposals to protect affordability, accessibility, and quality for future students

- Ensure long-term advocacy for Francophone education by creating and passing a federal policy on official languages learning for the Canadian Alliance of Student Associations

- Work with the Association des Universitaires de la Faculté Saint-Jean to create an advocacy strategy that will ensure sustainable funding for Campus Saint-Jean

## 4. Lead the Charge on Sustainability

**Students want to ensure that our studies today do not create burdens for others tomorrow, and an environmentally, socially, and fiscally responsible Students' Union advances that goal. We know that our sustainability targets do not come at the expense of a financially healthy organization, but strengthen it. In SUB and across campus, we will advance sustainability to benefit all.**

### Responsible Environmental and Social Stewardship

- Develop a long-term strategy to address food insecurity and quality on campus, particularly by improving the residence meal plan to better address student needs and sustainability concerns

- Work to achieve our climate action goals by creating an ambitious zero-waste framework and expand our sustainability programming through a bulk food section in SUBmart

- Provide free, sustainable menstrual products in SUB and work towards a fully-funded strategy to provide them across campus, while working to destigmatize menstruation on campus

### A Strong Fiscal Foundation for Future Students

- Ensure strong future revenues and student life, as well as reduced energy use in SUB, by putting the Myer Horowitz Theatre renovation on track for completion in 2022

- Continue previous work on optimizing SUTV, the Handbook, and other services for revenue generation that supports student programs

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

# 2021-22 Draft UASU
## Executive Goals

THIS IS YOUR
UASU

**Students' Council, July 27 2021**

# 2021-22 UASU Executive Team

**Rowan Ley**
President

**Abner Monteiro**
VP Academic

**Christian Fotang**
VP External

**Talia Dixon**
VP Student Life

**Emily Kimani**
VP Operations and Finance

# Exec Goals:
## Values and Planning Ahead

- The annual Executive Goals is the executive team's formal plan of what we want to accomplish in our terms
- The Goals are based on integrating the Executive team's platforms, issues that have come up for the year, and the long-term goals of the UASU outlined in:
  - The Aboriginal Relations and Reconciliation Committee Recommendations
  - The UASU Strategic Plan

3

## 2021-22 Exec Goals: Major Priorities

- Advance Academic Advocacy and Student Leadership
- Foster an Equitable, Diverse, and Inclusive Campus
- Ensure Student Voices Shape the Future
- Lead the Charge on Sustainability

# Advance Academic Advocacy and Student Leadership

**1**
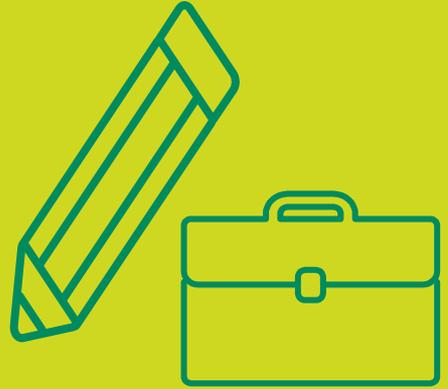
1. Improve Affordability and Accessibility of Education
2. Support Student Leadership

## 1. Improve Affordability and Accessibility of Education

**1.1:** Host the Be Book Smart fair

**1.2:** Better publicize the Charter of Student Rights

**1.3:** Finish eliminating the use of unjustified online proctoring

**1.4:** Increase awareness of UASU microcredentials

# 1. Improve Affordability and Accessibility of Education

**1.5:**

Work to ***establish an opt-in pass/fail grading system*** for course electives to encourage students to explore interdisciplinary learning and provide compassionate grading for students in crisis.
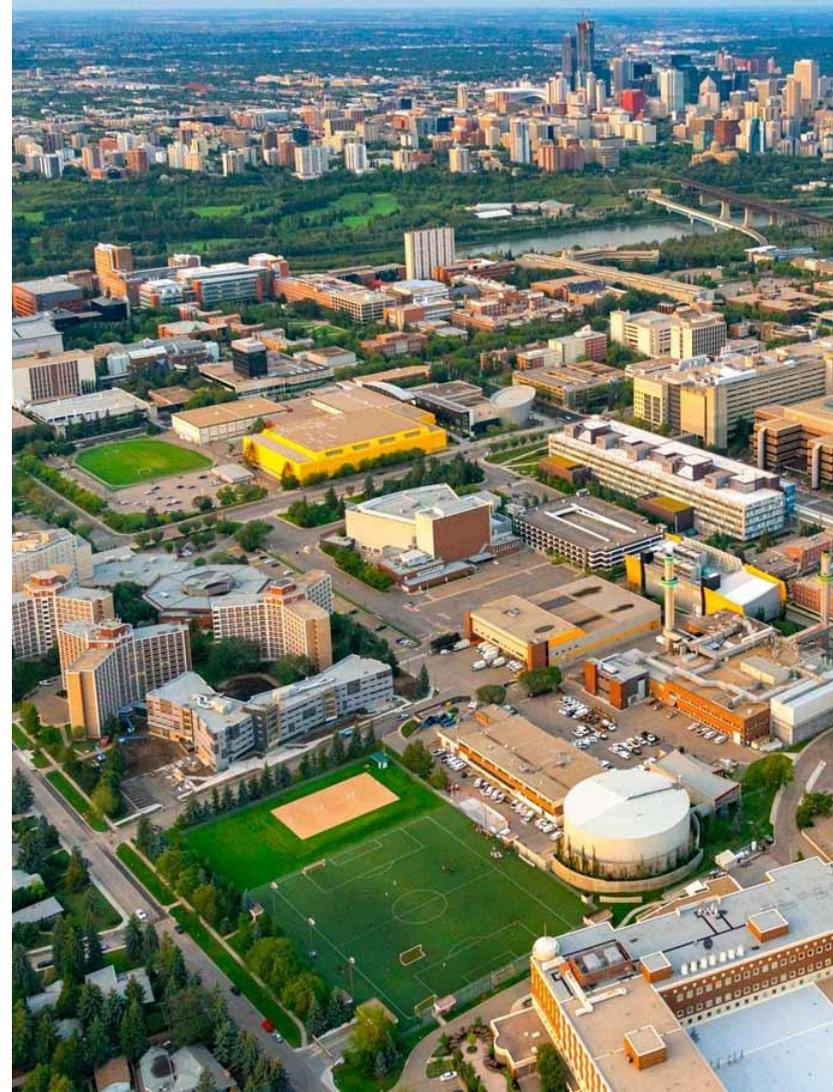
# 1. Improve Affordability and Accessibility of Education

**1.6:**

Improve linguistic accessibility of appeals

**1.7:**

Address academic advising and transfer issues for CSJ

**1.8:**

Promote and advance undergraduate research

1. **Improve Affordability and Accessibility of Education**

**1.9:**

Work to implement university policies and procedures that protect students on experiential learning opportunities.

## 2. Support Student Leadership

**2.1:**

Support Student Representative Associations with education on Students' Union bylaws, political policies, and student group granting.

**2.2:**

Strengthen communication between the Students' Union and SRAs.

# 2. Support Student Leadership

**2.3:**

Begin the implementation of the GRTF recommendations

**2.4:**

Create a Student Representative Organization Summit
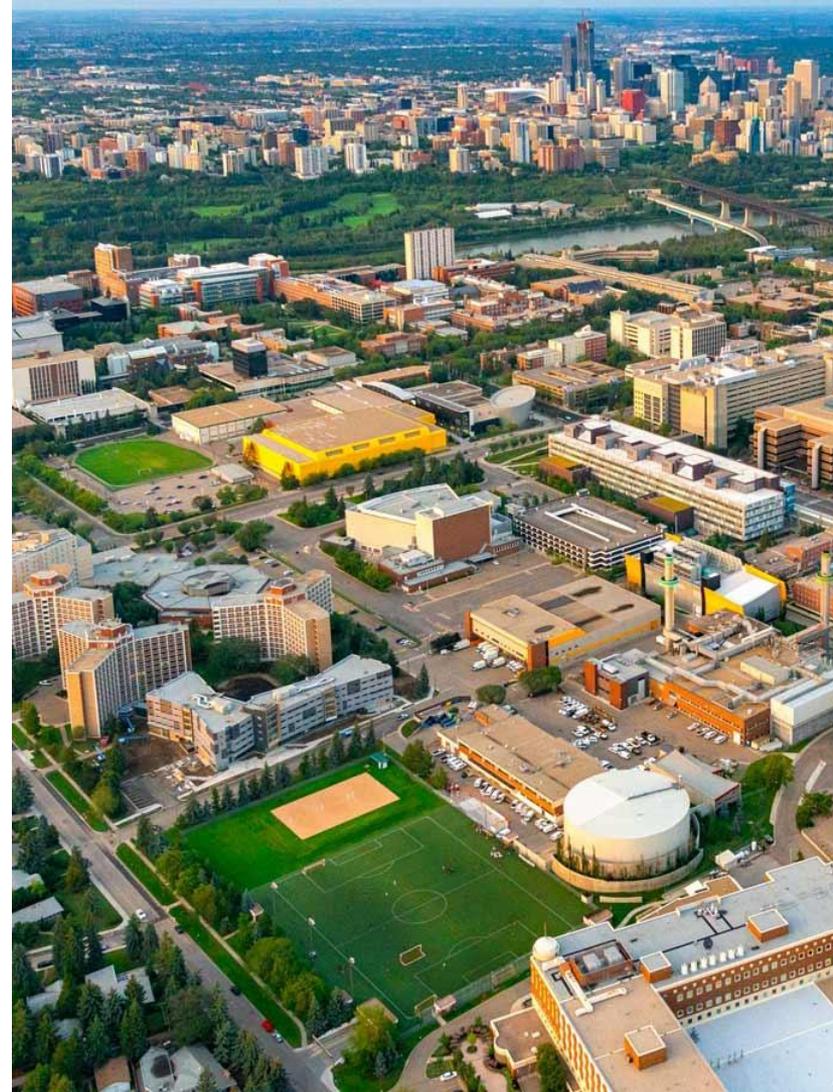
**Foster an Inclusive, Equitable, and Diverse Campus**

**2**

1. Through Spaces and Events
2. Through Advocacy

## 1. Through Spaces and Events

**1.1:**

Create a more welcoming campus for students with dependents through the creation of a family lounge and ***long-term childcare strategy***

**1.2:**

Celebrate and acknowledge the diverse communities on our campus by ***recognizing Black History Month at the UASU***
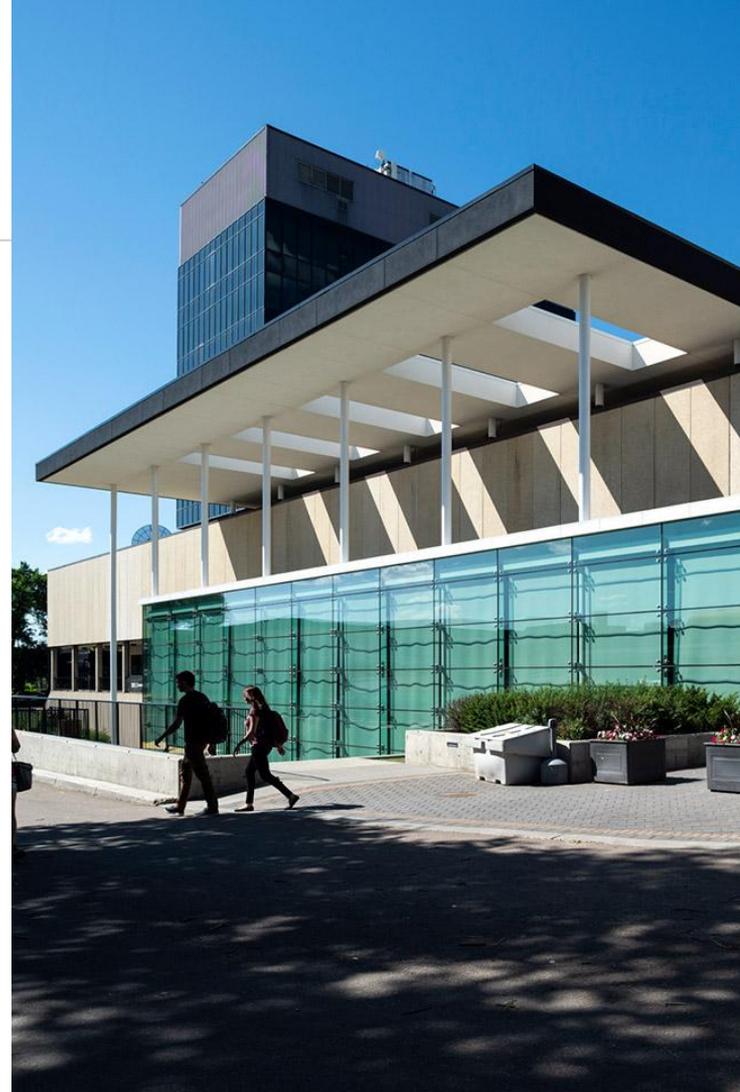
# 1. Through Spaces and Events

**1.3:**

***Host Aboriginal Awareness Week in Winter 2022*** to create community for Indigenous and settler students and foster a space for education and conversations about decolonization

**1.4:**

Ensure a culturally supportive Peer Support Centre
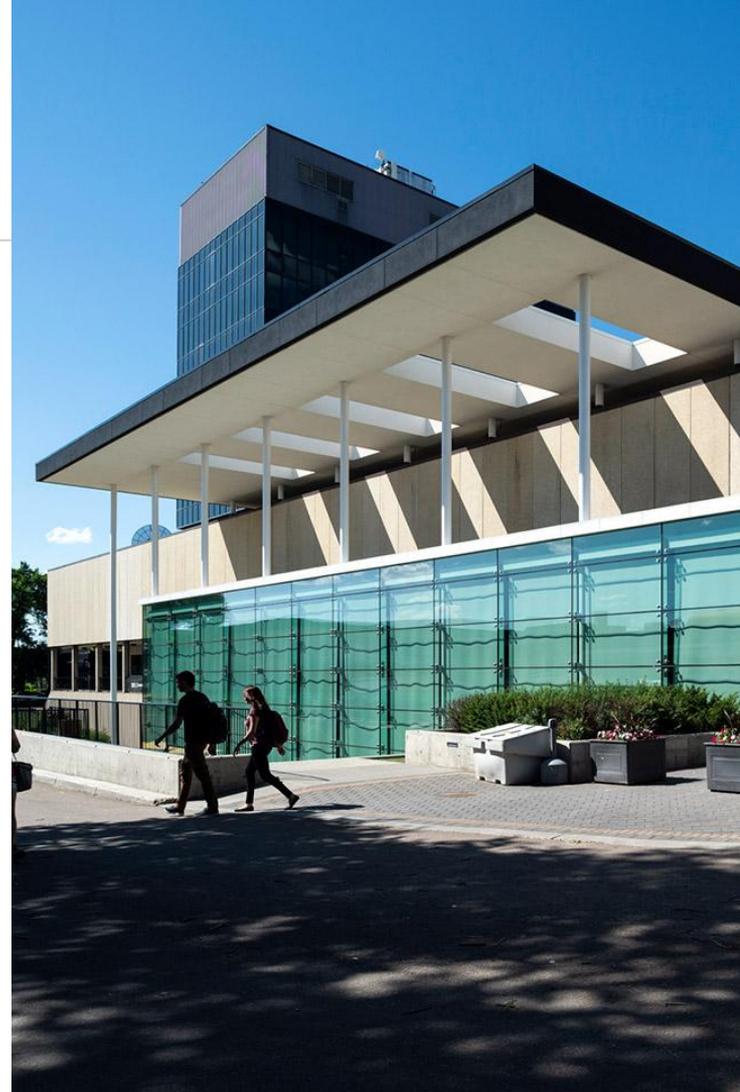
## 2. Through Advocacy

**2.1:**

Correct pronoun use (through a campaign)

**2.2:**

Increased religious and prayer spaces

**2.3:**

Translation of Bear Tracks into French

**2.4:**

Campus-wide sexual assault prevention training

**2.5:**

First Responders to Sexual Assault and Abuse Training for RAs

**2.6:**

Improved resources and accessibility to support for survivors of sexual violence

# Ensure Student Voices Shape the Future

1. Strengthen our Movement
2. Secure Supports for Students from all Levels of Government

**3**
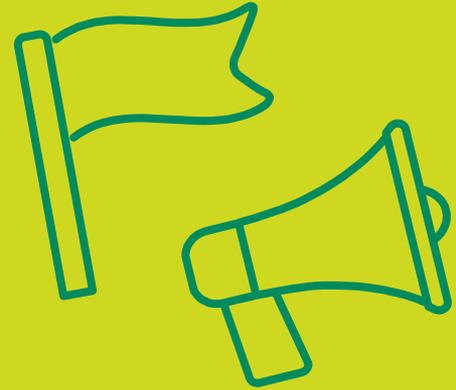
# 1. Strengthen our Movement

**1.1:**

Effective Municipal and Federal Get Out the Vote campaigns

**1.2:**

Build strong relationships with other student organizations

**1.3:**

Improve grassroots student engagement in our advocacy

## 2. Secure Support for Students from All Levels of Government

**2.1:**

Advocate for the fair implementation of Alberta 2030 recommendations

**2.2:**

Study-to-stay visa nomination program

**2.3:**

Inflation cap on tuition increases

## 2. Secure Support for Students from All Levels of Government

**2.4:**

Defeat or substantially improve the University's exceptional tuition increase proposals to protect affordability, accessibility, and quality for future students

## 2. Secure Support for Students from All Levels of Government

**2.4:** Ensure long-term advocacy for Francophone education by creating and passing a federal policy on official languages learning for the Canadian Alliance of Student Associations

**2.5:** Work with the Association des Universitaires de la Faculté Saint-Jean to create an advocacy strategy that will ensure sustainable funding for Campus Saint-Jean

# Lead the Charge on Sustainability

**4**

1. Responsible Environmental Stewardship
2. A Strong Fiscal Foundation for Future Students

## 2. Responsible Environmental and Social Stewardship

**1.1:**

Develop a long-term food security strategy

**1.2:**

Social and environmental sustainability projects in SUB and our events

**1.3:**

Expand the free menstrual product initiative

## 2. A Strong Fiscal Foundation for Future Students

**2.1:**

Ensure strong future revenues and student life, as well as reduced energy use in SUB, by putting the Myer Horowitz Theatre renovation on track for completion in 2022

**2.2:**

Continue previous work on optimizing SUTV, the Handbook, and other services for revenue generation

**Questions?**

**Comments?**

Item No. 10

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

| Agenda Title | Graduate Students' Association (GSA) Board Strategic Work Plan 2021-2022 |
|---|---|

**Item**

| Proposed by | Anas Fassih, President, Graduate Students' Association (GSA) |
|---|---|
| Presenter | Anas Fassih, President, Graduate Students' Association (GSA) |

**Details**

| Office of Administrative Responsibility | Graduate Students' Association (GSA) |
|---|---|
| The Purpose of the Proposal is (please be specific) | The information item is before the committee because the GSA has been invited to brief GFC Executive Committee (GFC EXEC) on its key priorities for 2021-2022 as identified by the GSA in its Board Strategic Work Plan (SWP). |
| Executive Summary (*outline the specific item – and remember your audience*) | This item provides the opportunity for communication and discussion between the GSA and University governing bodies such as GFC EXEC regarding the GSA's strategic planning process and goals for 2021-2022, in order to identify potential areas of collaboration.<br><br>The GSA will continue to meet with senior members of University Administration and other stakeholders to pursue these goals. Updates on the GSA Board's progress will be reported to GSA Council and posted on the GSA website. |
| 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 | • Survey (sent to all graduate students) (May 7-18, 2021)<br>• Survey (sent to GSA Council) (May 10-28, 2021)<br>• Engagement Session (open to all graduate students) (May 17, 2021)<br>• GSA Council (May 10, 2021 and July 19, 2021)<br>• GSA Board (June 23 and 30, 2021)<br>• Faculty of Graduate Studies and Research Council (September 8, 2021)<br>• Board Learning, Research and Student Experience Committee (October 1, 2021)<br>• General Faculties Council Executive Committee (October 4, 2021)<br>• General Faculties Council (October 25, 2021) |
|---|---|

**Strategic Alignment**

| Alignment with *For the Public Good* | *For the Public Good*<br><br>GOAL: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.<br><br>Objective 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that |
|---|---|

| | |
|---|---|
| | enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.<br><br>Strategy iii: Support the roles of the Graduate Students' Association and Students' Union, along with other student groups, in the promotion of extracurricular programs that create a sense of community and support the learning environment. |
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing.<br><br>☐ Enrolment Management  ☐ Relationship with Stakeholders<br>☐ Faculty and Staff  ☐ Reputation<br>☐ Funding and Resource Management  ☐ Research Enterprise<br>☐ IT Services, Software and Hardware  ☐ Safety<br>☐ Leadership and Change  ☒ Student Success<br>☐ Physical Infrastructure |
| Legislative Compliance and jurisdiction | 1. ***Post-Secondary Learning Act* (*PSLA*)**: The *PSLA* gives the Board of Governors the authority to "develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta" (Section 60(1)). Subject to the authority of the Board of Governors, the General Faculties Council has responsibility over "academic affairs" (Section 26(1)) and "student affairs" (Section 31(1)).<br><br>2. ***PSLA*** Section 94(3): "The graduate students association of a university shall provide for the administration of graduate student affairs at the university, including the development and management of graduate student committees, the development and enforcement of rules relating to the graduate student affairs and the promotion of the general welfare of the graduate students consistent with the purposes of the university." |

Attachments (each to be numbered 1 - <>)

1. The Graduate Students' Association Board Strategic Work Plan 2021-2022 (pages 1 - 7)

*Prepared by:* Anas Fassih, GSA President 2021-2022, gsa.president@ualberta.ca

The Graduate Students' Association
Board Strategic Work Plan
2021-2022

Connect
Support
Advocate



## Our Vision and Mission

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

*The GSA and the University of Alberta reside on Treaty 6 territory and the homeland of the Métis. This territory is a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway, Saulteaux, Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community. In acknowledging this traditional territory and its significance for the Indigenous peoples who lived and continue to live upon it, we recognize its longer history that reaches beyond colonization and the establishment of European colonies and recognize the GSA's ongoing collective responsibility in working with First Nations, Métis, and Inuit (FNMI) peoples and what that means for the work of the GSA as it aims to practice the principles of being Good Relations with FNMI peoples, Nations, communities, and lands.*

Graduate students elect GSA leaders each February. Here are the 2021-2022 GSA Directly-Elected Officers (from left to right): Vice-President Student Services, Paresh Kumar; Vice-President Academic, Kathy Haddadkar; President, Anas Fassih; Vice-President Labour, Jessica Grenke: and Vice-President External, Mohd Tahsin Bin Mostafa.

# The Graduate Students' Association

The GSA, as established by the *Post-Secondary Learning Act*, represents graduate students at the University of Alberta and provides a wealth of services to its members to enrich the graduate student experience. A separate corporate entity, the GSA is a collegial organization which co-exists alongside the University of Alberta to fully empower, represent, and advocate for graduate students.

The GSA Board places utmost value on the cultivation and preservation of effective relationships with all stakeholders in order to sustain the organization's long-term health and protect its excellent reputation.

The GSA Board recognizes that it exists in a society with a long history of systemic inequities which remain embedded in the fabric of our culture and which continue to adversely affect the work and legacy of the organization. To this end, the GSA deliberately undertakes the work of engaging with these systemic inequities with the goal of deconstructing them in order to advance the spirit of equity, diversity, and inclusion within the community.

The GSA also works diligently to foster a culture of respect and professionalism among staff and graduate student leaders. Lastly, the GSA engages in regular review of governance processes, is committed to transparency and accountability, and ensures an annual transition process that facilitates the ongoing training of elected graduate student leaders.





Multi-Faith Prayer & Meditation Space

## What is a Graduate Student?

A graduate student is an emerging colleague who contributes to their field of study in pursuit of an advanced degree through collaborative work with the professoriate in research, teaching, and the cultivation of University learning environments. These contributions are accomplished through, among others: extensive coursework and the development of capstone projects, theses, or dissertations (in pursuit of which graduate students are charged tuition and fees); academic employment (for which graduate students are paid); the co-creation and writing of scholarly work; contribution to the securing of academic funding; participation in the academic community via presentations, conferences, and other engagement initiatives; as well as economic contributions in the form of innovation and entrepreneurship.

The multi-faceted role of the graduate student is to take place in an environment of mutual respect and fairness—one aimed at developing skills and knowledge with lifelong benefits. This role therefore merits appropriate remuneration for labour in service of the enhancement of the institution.

## What is the GSA Board's Strategic Work Plan?

The GSA Board's Strategic Work Plan is the document that steers and prioritizes the work and initiatives of the GSA in accordance with the tenets of the graduate student experience. The GSA sees this plan as a living document, shifting focus and direction as the landscape changes within the University community and beyond, often at the provincial and federal levels. It is developed annually following extensive consultation with the graduate student community and with reference to the Strategic Work Plans of previous GSA Boards, and as such provides a planning document for this and future years.

It is with continued regard for the incalculable impact of the COVID-19 pandemic that the GSA executive team has developed the 2021-2022 Strategic Work Plan. The GSA is committed to continuing the work of supporting graduate students whose academic progress, financial situation, or physical and/or mental health are affected by this pandemic.

*The GSA provides a wealth of benefits and services to its members that both enrich the graduate student experience and forge connections between graduate students.*

The GSA will:

- Provide guidance to graduate students who continue to face changes resulting from academic restructuring and Service Excellence Transformation projects undertaken by the University

- Continue to cultivate a culture of engagement with graduate student units in order to serve as effective advocates in discussions with the University

- Advance the mandate of the GSA Equity, Diversity, and Inclusion Committee as it establishes initiatives for the organization, as well as support the University's ongoing work on equity, diversity, and inclusion

The GSA will create opportunities for graduate student awareness of and engagement with the GSA and its services by:

- Ensuring the GSA remains responsive, effective, and efficient through regular reviews of services and solicitation of feedback from members

- Evaluating and strengthening communication methods to broaden engagement with our members, including academically-employed graduate students for whom the GSA acts as union

- Offering virtual or in-person orientation and information sessions on key issues

- Offering virtual or in-person engagement and recognition events

- Working to connect with and support departmental graduate student groups and other graduate student groups

## Did you know?

The GSA has:

- ▸ graduate student lounges at Triffo Hall

- ▸ rooms available for booking

- ▸ several fun events per year

- ▸ Orientation resources specific to graduate students (we also participate in 45-50 departmental orientations annually)

- ▸ a weekly newsletter, website, and social media profiles that highlight events and ways to get involved

The GSA will foster collaborative and collegial relationships with:

- The Government of Alberta, particularly the Ministry of Advanced Education, as well as the City of Edmonton and the Government of Canada where necessary

- Members of senior University administration (with particular regard for the President, the Dean of the Faculty of Graduate Studies and Research, the Provost and Vice-President (Academic), the Dean of Students, the Chair of the Board of Governors, and the Chancellor)

- Community groups and non-governmental organizations whose goals align with those of the GSA

- Other campus stakeholder constituency associations such as the Students' Union, the Association of Academic Staff of the University of Alberta, the Postdoctoral Fellows' Association, the Non-Academic Staff Association, and the Alumni Association, as well as student groups and other campus organizations
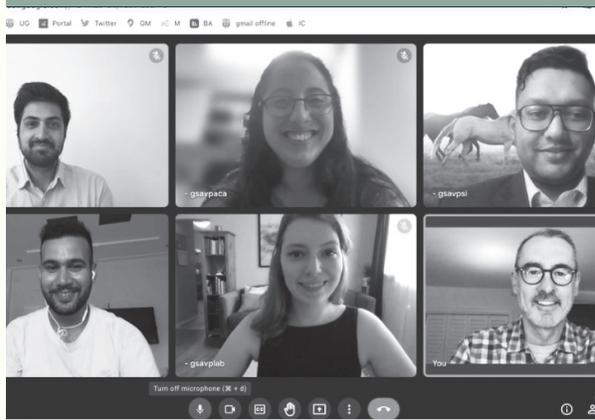
# Support

*All graduate students are entitled to a safe and respectful study and work environment characterized by positive supervisory relationships and free from harassment, discrimination, and bullying.*

*In its role as a union, the GSA champions, advances, and protects the rights of its members as workers.*

The GSA will:

- ◆ Champion and support, in concert with applicable University units, both campus-wide and graduate-specific health and overall wellness (including mental wellness) initiatives for virtual and in-person access

- ◆ Advance, in concert with applicable University units and external stakeholders, graduate-specific professional development opportunities

- ◆ Champion and support programs and projects aimed at environmental stewardship and sustainability

- ◆ Continue to offer support to graduate students who parent, in addition and further to the recent offering of limited, short-term childcare through a corporate partnership (in collaboration with the Students' Union), the creation of a GSA space for short-term use by graduate student parents and the provision of GSA Child Care Grants

- ◆ Work to optimize the experience of its members during any academic employment appointments and to ensure the rights of graduate student workers are protected

- ◆ Continue work to ensure campus-wide compliance with the provisions of the Graduate Student Assistantship Collective Agreement, including ongoing work on the establishment of a new stewardship network and the development of a labour fund

## Did you know?

The GSA offers:
- ▸ GSA Emergency Bursaries
- ▸ GSA Child Care Grants
- ▸ GSA Academic Travel Grants
- ▸ GSA Graduate Student Group Grants
- ▸ GSA Recognition Awards
- ▸ GSA Health and Dental Plan

The GSA will:

- ◆ Continue to provide financial supports to graduate students through the Graduate Student Support Fund, as well as continuing to remain responsive to the changing needs of graduate students in the face of the COVID-19 pandemic

- ◆ Continue to support workshops and services that facilitate and aid graduate students with their academic success and progress

- ◆ Continue the essential work of aiding students who face food insecurity and hunger by supporting the Campus Food Bank

- ◆ Encourage the ongoing review and improvement of safety and security on campus
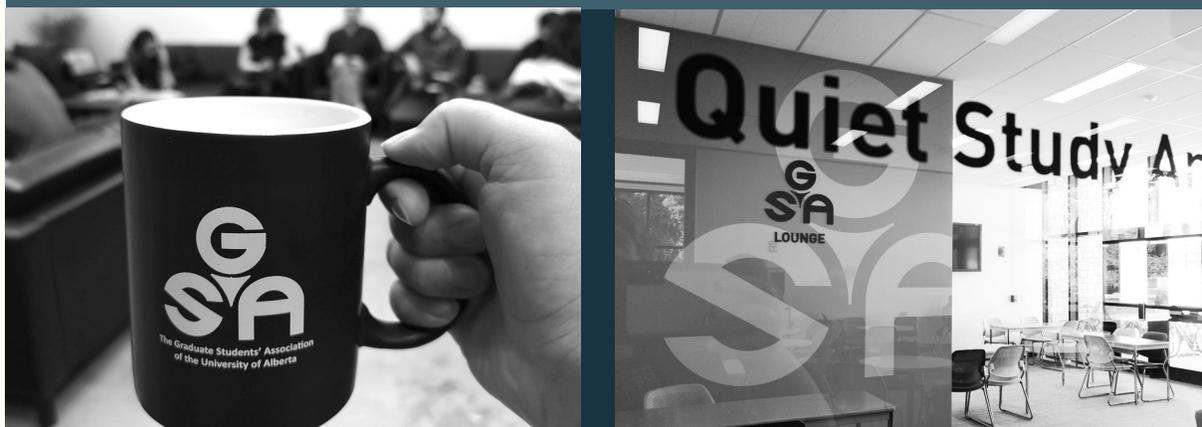
# Advocate

*A lack of stable funding and unpredictable increases in educational and other costs can cause significant strain on graduate students' health and wellness and can inhibit academic progress.*

*The GSA believes that graduate students should be provided with professional development opportunities that are essential for future career success.*

The GSA will:

- ◆ Continue to ensure robust representation of the graduate student voice in discussions relating the University's academic restructuring and Service Excellence Transformation initiatives

- ◆ Continue the work to amplify the necessity of resources and supports that uphold mental health and wellbeing, and continuing advocacy to the provincial government and University for permanent mental health funding

- ◆ Continue to cultivate the invaluable, close relationship with the Faculty of Graduate Studies and Research which is crucial to the GSA's efforts to improve the graduate student experience in a number of ways. This work includes, among others, continued advocacy for the betterment of student-supervisor relationship and improved funding packages

- ◆ Continue to advocate for increased financial supports as well as greater accessibility to these supports for all graduate students in the face of coming tuition increases and the adverse effects of COVID-19

- ◆ Build upon existing relationships with Indigenous members of the University community and the Indigenous Graduate Students' Association, and work to advance the objectives of *Truth and Reconciliation* by advocating for new initiatives and uphold existing initiatives that specifically support Indigenous graduate students

## Did you know?

The GSA:

- ▸ meets regularly with the Dean of the Faculty of Graduate Studies and Research and the Dean of Students

- ▸ is a member of the provincial advocacy group the Alberta Graduate Provincial Advocacy Council

- ▸ has seats on the Board of Governors, the General Faculties Council, and their sub-committees

- ▸ works individually with students to help them

The GSA will:

- ◆ Continue to support the sentiment of equity, diversity, and inclusion by exploring new avenues for supporting students belonging to marginalized groups, including those who identify as disabled, diversely abled, or as members of the LGBTTQQPIANU+ community, or racialized communities, among others

- ◆ Engage in consultations concerning any proposed tuition increases (including Exceptional Tuition Increases) and ensure graduate student concerns and needs are recognized and addressed

- ◆ Continue to advocate for sustainable and cost-effective housing on- and off-campus for graduate students and graduate students with families, and support and assist graduate students living in residence

The GSA will:

- Continue to advocate for and champion initiatives aimed at supporting graduate students who parent
- Advocate for new initiatives and programs (and support existing ones) that specifically support international graduate students
- Continue advocacy to the provincial government for dedicated immigration streams for international students
- Advance the importance of increased Tri-Council funding, dedicated immigration streams, and increased financial supports, including subsidizing loan repayment, in advocacy at the federal level through continued participation in national student association arenas
- Continue to prioritize advocacy within the University as well as to the provincial government for the preservation of high-quality graduate-level programs as befits this internationally recognized institution, with particular regard for funding packages, course offerings, and research opportunities

## Events:

The GSA will offer a mixed slate of virtual and in-person events in the 2021-2022 year, dependent on pandemic restrictions; these include Fall and Winter orientation opportunities, GSA information sessions which are offered for the benefit of graduate students, and regular social events. Additionally, the GSA General Election takes place annually in February-March.

Item No. 11

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

| Agenda Title | Residence Community Standards Policy |
|---|---|

**Item**

| Proposed by | André Costopoulos, Vice-Provost and Dean of Students |
|---|---|
| Presenter(s) | Janice Johnson, Assistant Dean of Students, Residences<br>Alison Exner, Supervisor, Residence Life- Community Support |

**Details**

| Office of Administrative Responsibility | Provost & Vice-President (Academic) |
|---|---|
| The Purpose of the Proposal is (please be specific) | To discuss the proposed updates to the Residence Community Standards Policy, and the creation of associated procedures and an information document in the University of Alberta Policies and Procedures Online (UAPPOL) as set out in the attached. |
| Executive Summary (*outline the specific item – and remember your audience*) | **Overview**<br><br>The Residence Community Standards Policy outlines expectations for community living in University of Alberta residences. All residents are subject to this policy, which also provides procedures for addressing behaviour that impacts the community in residence through a Restorative Justice process. The Residence Community Standards Policy was last revised in 2013. Since that time the culture in residence has evolved and there is a better understanding of Restorative Justice by Residence Services, residence students and residence associations.<br><br>**Policy Review and Proposal**<br><br>A policy review with extensive consultation has been undertaken between October 2020 and July 2021. This process has led to a proposal for both editorial and substantial changes to the existing policy including moving information into the policy templates for UAPPOL. Changes include:<br><br>● Creating separate policy, procedure, and information documents as set out in the UAPPOL Policy Framework<br>● Revising resident rights and responsibilities and Residence Services responsibilities to add clauses that support diversity, inclusion, wellness, and positive communal living in residence<br>● Revising procedures to provide flexibility to create a restorative practice that fits the situation and address bottlenecks that impact timeliness.<br>● Updating policy for clarity/transparency, appropriate language choice, and alignment with other campus policies and documents.          . |
| 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 | **Those who are actively participating:**<br>● Residence Life |
|---|---|

| (parties who have seen the proposal and in what capacity) | • Residence Associations<br>• Residence Life student staff<br><br>**Those who have been consulted:**<br>• Residence Advisory Council<br>• Council of Residence Associations<br>• University of Alberta Students Union, VP Student Life<br>• Graduate Students' Association of the University of Alberta, President and VP External<br>• Residents at large<br>• Augustana residents at large and student staff<br>• Office of the Student Ombuds<br>• International Student Services<br>• First People's House<br>• The Landing<br>• Student Conduct and Accountability<br>• University of Alberta Protective Services<br>• Restorative Justice Training Team (RJTT)<br>• Residence Life professional staff<br>• Augustana Student Life<br>• Office of General Counsel<br>• Information and Privacy Office<br>• UAPPOL Team<br>• Dean of Students Office<br>• Council on Student Affairs<br><br>**Those who have been informed:**<br>• Campus Services leadership |
|---|---|

**Strategic Alignment**

| Alignment with *For the Public Good* | 19. OBJECTIVE<br>Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.<br>21. OBJECTIVE<br>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<br>☐ Faculty and Staff<br>☐ Funding and Resource Management<br>☐ IT Services, Software and Hardware<br>☐ Leadership and Change<br>☐ Physical Infrastructure | ☐ Relationship with Stakeholders<br>☒ Reputation<br>☐ Research Enterprise<br>☒ Safety<br>☒ Student Success |
| Legislative Compliance and jurisdiction | Post-secondary Learning Act (PSLA)<br>Council on Student Affairs Terms of Reference<br>GFC Student Conduct Policy Committee Terms of Reference<br>GFC Executive Committee Terms of Reference | |

Item No. 11

| GFC Terms of Reference |
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Attachments:

1.  Briefing Note on Residence Community Standards Policy
2.  Proposed Residence Community Standards Policy
3.  Proposed Residence Community Standards Procedure
4.  Proposed Example Confidentiality Agreement Information Document
5.  Residence Community Standards Policy Proposal Comparison Document

Links:

Current Residence Community Standards Policy

*Prepared by:* Alison Exner, Supervisor, Residence Life- Community Support, exner@ualberta.ca

# RESIDENCE SERVICES

# Residence Community Standards Policy Update
## Briefing Note

## Executive Summary

The Residence Community Standards Policy outlines expectations for community living in University of Alberta residences. All residents are subject to this policy, which also provides procedures for addressing behaviour that impacts the community in residence through a Restorative Justice process.

A thorough consultation and review of the Residence Community Standards Policy was undertaken from October 2020 to July 2021, resulting in a proposal to:

- Create separate policy, procedure, and information documents to be housed in UAPPOL
- Revise resident rights and responsibilities and Residence Services responsibilities to add clauses that support diversity, inclusion, wellness, and positive communal living in residence
- Revise procedures to provide flexibility to create a restorative practice that fits the situation and address bottlenecks that impact timeliness.
- Update policy for clarity/transparency, appropriate language choice, and alignment with other campus policies and documents.

## Document Contents

# 1. Overview

## Accountability

- Office of Accountability: Provost and Vice-President (Academic)
- Office of Administrative Responsibility: Vice-Provost and Dean of Students
- Development Sponsor: Janice Johnson, Assistant Dean of Students, Residences
- Development Lead: Alison Exner, Supervisor, Residence Life - Special Projects
- Policy Approver: Board of Governors
- Procedures Approver: General Faculties Council Student Conduct Policy Committee

## Approval Path

### UAPPOL Development Path

- Stakeholder Vetting Complete - July 2021

- Final Draft Reviewed by UAPPOL Team - July 2021
- Vice-Provost and Dean of Students Office - July 2021
- Provost and Vice-President (Academic) Office- Late Summer/ Early Fall 2021

### Discussion Path
- Council on Student Affairs (COSA) - September 9, 2021
- Student Conduct Policy Committee (SCPC) - September 23, 2021
- Board Learning, Research, and Student Experience Committee (BLRSEC) - October 1, 2021
- General Faculties Council (GFC) Executive Committee - October 4, 2021
- General Faculties Council (GFC) - October 25, 2021

### Approval Path
- Student Conduct Policy Committee (SCPC) for Recommendation - November 25, 2021
- GFC Executive Committee - January 10, 2022
- General Faculties Council (GFC) Monday - January 31, 2021
- Board Learning, Research, and Student Experience Committee (BLRSEC) - March 11, 2022
- Board of Governors - March 25, 2022

### Final Steps
- Revised policy and procedure takes effect August 1, 2022
- Recission of prior policy for the same date
- Content manager uploads to UAPPOL
- Residence Services informs residents and campus stakeholders of changes using communication strategy below

## Consultation Overview
### Students and Student Associations
- Residence Advisory Council
- Council of Residence Associations
- University of Alberta Students' Union
- Graduate Students' Association of the University of Alberta
- Residents at large
- Residence Life student staff
- Augustana residents at large and student staff

### Campus Partners
- Student Conduct and Accountability
- Office of the Student Ombuds
- International Student Services
- First Peoples' House

- The Landing
- University of Alberta Protective Services
- Restorative Justice Training Team (RJTT)
- Residence Life Professional Staff
- Augustana Student Life
- Office of General Counsel
- Information and Privacy Office
- UAPPOL Team
- Office of the Dean of Students, Student Life Team

Detailed list from consultation and vetting in section 4.

## Communication strategy for updated policy and procedure

- Residents - communicated through website, orientation, ongoing education and programming (supported by creation of a new Community Management Intern student staff role).
- Resident Associations - discussion at regular standing meetings. Have been kept updated throughout the review process.
- Students' Union - discussion at regular standing meetings.
- Graduate Students Association- discussion at regular standing meetings
- Residence Services staff and student staff - departmental meetings, email, updated training, and website.
- Augustana residence staff, student staff, and residents - collaborative plan with Augustana residence staff on communication including website updates, training, and programming.
- University of Alberta Protective Services - through Community Liaison Officer.
- Office of the Dean of Students, Student Life Team - communicated via email with optional meeting to discuss
- Office of the Student Ombuds - communicated via email with optional meeting to discuss
- Helping Individuals at Risk - communicated via email with optional meeting to discuss.
- First Peoples' House - communicated via email with optional meeting to discuss.
- Student Accountability and Conduct - discussion at regular standing meetings. Have been working closely with this office throughout the process.

# 2. Policy Review and Environmental Scan

## Policy Issue

This is an update to the existing Residence Community Standards Policy and moving it into the UAPPOL system as a policy and related procedure. The existing policy provides expectations for residents through a list of resident rights and responsibilities and outlines procedures for Residence Services to address violations of the policy through a Restorative Justice process and refers to the external breach of Residence Agreement or Code of Student Behaviour process

for violations not addressed using Restorative Justice. The review is overdue as the last updates were approved in 2013. Our goal was to propose both editorial and substantial changes to the policy after consultation with stakeholders.

## Restorative Justice in Residence

In the last decade, Residence Services and the University of Alberta has become a respected leader in Restorative Justice practices in higher education. We provide all Residence Life frontline coordinators with comprehensive Restorative Justice training - built specifically to prepare staff to use the policy. We also do ongoing training with staff on other restorative practices such as peacemaking circles. Student staff receive training on doing Community Resolutions, where a situation is resolved in the moment through a restorative conversation. As we have gotten better at using and understanding Restorative Justice and restorative practices, we have outgrown some wording in the policy and procedures (including our definition of restorative justice).

## Current Policy

The current version of the Residence Community Standards Policy was first approved in February 2011 for implementation beginning September 1, 2011. This policy proposed a Restorative Justice model to address behavioural incidents in residence for the first time at the University of Alberta. Updates to the policy were approved in 2013. The policy is housed as a governance document on the University website, but is not formatted in a style congruent with other University policies missing information on the effective date, approvers, or even a University of Alberta logo.

Reporting in respect to this policy occurs annually in accordance with the *GFC Student Conduct Policy Committee Terms of Reference* in conjunction with the Dean of Student's Portfolio annual report of student conduct responses.

## Linkages/Interactions with other Documents/Policies

This policy links to the *Residence Agreement* (contractual lease agreement) and the *Residence House Rules* (community-specific, day-to-day living expectations).  The Residence Agreement outlines that a resident will obey the *Residence Community Standards Policy* and *House Rules*. The policy also affirms the expectations of students under the following University policies:
- the *Code of Student Behaviour*;
- the *Sexual Violence Policy*; *Discrimination,*
- the *Harassment and Duty to Accommodate Policy*; and
- the *Information Technology Use and Management Policy*.

## Canadian Post Secondary Residence Programs and Restorative Justice

The University of Alberta is one of few Canadian institutions using a structured Restorative Justice approach to address resident misconduct.  University of Guelph is an example of

another institution using a restorative approach in residence, but their staff report that it isn't a fully Restorative Justice model.  Many institutions train their residence staff on restorative practices for roommate disagreements or other informal use, even if their policies aren't written to include Restorative Justice processes.  Outside of residence, Restorative Justice and restorative practices are being used and explored by many Canadian institutions, including for use in cases of sexual or gender-based violence.  Dalhousie University's use of Restorative Justice in response to a high profile incident in their dental program in 2014-15 was publicized widely in Canadian national media.

# 3. Substantial Changes

## Why are we wanting to move to UAPPOL?

Currently information about the Community Standards policy and processes are [housed on the governance website](#) without the policy template or other information that students and staff expect from an official university policy. In fact, the PDF doesn't even have a university logo on it. The move to UAPPOL protects students by ensuring any changes in the policy or procedure go through appropriate approvals and ensures the policy is available, providing transparency for anyone who lives or works in residence. Moving to UAPPOL also allows us to separate the policy from the procedures to address violations of the policy.  As a comparison, the Sexual Violence Policy is found in UAPPOL.

## Substantial Changes

- "Restorative Justice" procedures are replaced with more flexible "Restorative Practices" allowing us to create a practice that suits the situation based on restorative principles. These principles are outlined in the procedures and allow us to create practices that address the complex nature of conflict and human issues.  The move away from the term Restorative Justice also creates a distinction between our process and Restorative Justice that occurs as part of the criminal justice system.
- A harmed party is no longer required to be involved in order to move forward with restorative practices. Asynchronous opportunities for restorative practices are available if a harmed party does not want a synchronous practice.
- The time limit for internal investigations is increased to 15 business days from 14 calendar days (3 weeks instead of 2).  This longer period provides more flexibility for involved parties to set meetings with residence staff during busy academic periods, as residents were already frequently asking for extensions to meet with residence staff.
- In cases where harmed parties want to be involved in an immediate restorative practice, student staff could facilitate a restorative practice in the moment to address a situation and document it as a Community Resolution.
- House Rules can be updated/changed by Residence Services with involvement of students and Residence Student Associations as outlined in the *University of Alberta Student Participation Process Handbook*

- Clear indication that no action under the code will preclude action under the Residence Community Standards Policy or vice versa, although to the extent possible only one process will be used. Residents can be held accountable through both processes, as the processes address separate matters. One addresses a resident's status in the residence community and the other addresses student conduct and status on campus as a whole, and the process sanctions/outcomes are separate purposes (similar to a criminal case not precluding a civil case or a criminal case for theft not precluding an employer from firing the employee charged with theft).
- Restorative practices may occur in addition to outcomes through the Residence Agreement. The Residence Agreement outcome is to be applied before the restorative practice to ensure residents know the other consequences they are facing when proceeding with a restorative practice. This ensures responsible parties have all relevant info before choosing to be part of a restorative practice.
- Decisions on process and outcomes are no longer required to go through a Residence Supervisor, removing red tape from the process and hopefully making investigations, restorative practices, and outcomes happen in a more timely manner.  The current restructure in residence to have one staff member work on policy violations provides the consistency that Supervisor decisions was trying to create. We look forward to less bottlenecks in the process.
- Additions/revisions to the resident rights and responsibilities to add clauses that support diversity, inclusion, wellness, and positive communal living in residence as well as  providing corresponding rights for resident responsibilities and vice versa.

## Other Edits of Interest
- Removal of terms used in policing and the judicial system: ie "impact statement", "respondent"
- Policy points to *Sexual Violence Policy,* the *Code of Student Behaviour*, the *Discrimination, Harassment, and Duty to Accomodate Policy*, and the *Information Technology Use and Management Policy*
- Removal of specific job titles in the policy, allowing for updates to job titles without requiring changes to the policy.

## What will the student experience be like in the future?
- Continue to use Community Resolutions to address violations that can be resolved in the moment.
- Harmed parties will receive opportunities to be involved in a restorative process asynchronously or synchronously. If the harmed party says no or no harmed party can be identified, a revised restorative practice may still be available to the responsible party (providing the requirements for a restorative practice can be fulfilled).
- Restorative practices will be created with the needs of the situation in mind, to ensure they are appropriate for the situation (not one size fits all).

- Decisions on routing (ie. routing to a restorative practice or breach of Residence Agreement) can be made at the coordinator level rather than waiting on a supervisor (speeding the process).
- Cases that cannot be resolved restoratively will be addressed through the residence agreement.

## What does an eviction look like under this policy?

The Residence Community Standards Policy does not currently identify the process for eviction in residence. The eviction process is defined by contract law (the Residence Agreement), and not by the Residence Community Standards Policy. Evictions occur when there has been a substantial breach of the Residence Agreement and the landlord decides to cancel the Residence Agreement. The current Residence Community Standards Policy states that the process outlined in that policy does not apply in circumstances where the university acts as landlord. (section III. 1). The revised policy and procedures maintain the distinction.

# 4. Vetting & Consultation

| Stakeholders | Format of consultation, date, and outcome. |
|---|---|
| Residents at Large | <ul><li>Survey January 26 to February 10, 2021</li><li>Focus Groups<ul><li>February 16, 2021 - Augustana Residents</li><li>February 23, 2021 - North Campus Residents</li></ul></li></ul>Details of consultation found in the next section of this document. |
| Residence Advisory Council (RAC) | <ul><li>Discussion March 18 meeting</li><li>Draft Shared May 13, 2021</li><li>Discussion at RAC Meeting May 20, 2021</li></ul>No concerns brought forward by RAC members |
| Council of Residence Associations (CORA) | <ul><li>Discussion at June 18, 2021 meeting</li></ul>No feedback from CORA |
| University of Alberta Students' Union | <ul><li>Discussion with SU VP of Student Life 2020-21, Katie Kidd April 22, 2021</li><li>Discussion with SU VP of Student Life 2021-22,</li></ul> |

| | Talia Dixon- May 26, 2021<br>● Draft Shared May 13, 2021<br><br>Supported move to UAPPOL, gave feedback on terms needing definition and residence services responsibilities. |
|---|---|
| Graduate Student Association (GSA) | ● Discussion with GSA president Anas Fassih and VP External Mohd Tahsin Bin Mostafa - Friday, April 16, 2021<br><br>Supported move to UAPPOL, and requested clear information for cases that may move through both the code and community standards for the same behaviour. |
| Student Conduct and Accountability | ● Discussions with Deb Eerkes on October 5, 2020, March 11, 2021, and April 7, 2021.<br>● Drafts shared March 23, 2021, May 11, 2021, June 23, 2021, and July 5, 2021.<br><br>Supported move to UAPPOL, helped update language, helped craft asynchronous practice procedures, and provided valuable overall feedback. |
| Office of the Student Ombuds | ● Drafts shared May 2021<br>● Discussion at May 25, 2021 meeting<br><br>Supported move to UAPPOL, gave feedback on word choice and clarity, support for many of the changes, and requested quality education for residents on how the documents work together. |
| International Student Services | ● Discussion with Nora Lambrecht May 5, 2021<br><br>Supported move to UAPPOL, support use of asynchronous practices as they can be more culturally appropriate, and appreciated definitions as well as clear headings to find the section you need. |
| First Peoples' House | ● Discussion and shared drafts with Jessie Letendre at May 7, 2021 meeting<br><br>Provided valuable suggestions for additions under rights/ responsibilities and procedures. |

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| The Landing | <ul><li>Discussion with Em Matheson May 28, 2021</li><li>Draft shared May 2021</li></ul> Provided valuable feedback and detailed edits for more inclusive wording and revision of phrasing. Supportive of restorative practices. |
| University of Alberta Protective Services | <ul><li>Discussion with Ken Chan Community Liaison Officer on Feb 26, 2021</li><li>Draft shared May 11, 2021 for feedback</li></ul> |
| Restorative Justice Training Team (RJTT) | <ul><li>Discussed at RJTT meetings throughout 2020-2021</li><li>Drafts shared May 11, 2021 for feedback</li></ul> Support from team on using term "restorative practices" and move to UAPPOL. |
| Residence Life Professional Staff and Student Interns | <ul><li>Initial request for feedback: Nov 19, 2020</li><li>Discussion with Residence Coordinators: December 15, 2020</li><li>Discussion with Residence Leadership: February 26, 2021</li><li>Draft 2 sent out March 23, 2021</li><li>Draft 3 sent out week of May 10, 2021</li></ul> Support for move to UAPPOL and valuable feedback on rights and responsibilities as well as language choice |
| Residence Life Student Staff | <ul><li>Focus Group Feb 2021</li><li>Draft shared with interns for feedback week of May 10, 2021</li></ul> Detailed feedback on resident rights and responsibilities, clarity of procedures, and language choice. |
| Augustana Student Life and Residence Life Staff | <ul><li>Discussion meeting with Rob Ford January 11, 2021</li><li>Draft Shared May 26, 2021</li><li>Discussion meeting with Randal Nickel June 18, 2021</li></ul> Support for all updates and changes. |

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| Office of General Counsel | ● Meeting with Jax Oltean June 4, 2021 for guidance on interaction with Code of Student Behaviour and confidentiality. |
| Information and Privacy Office | ● Meeting with Mary Golab June 4, 2021 for guidance on confidentiality agreements |
| Student Conduct Policy Committee Working Group | ● Initial Discussion on November 12, 2020<br><br>Support for moving forward with review |
| UAPPOL Team | ● Draft and development plan shared with Andrew Leitch June 25, 2021<br>Approved development plan and proposed documents |
| Office of Administrative Accountability: Vice- Provost and Dean of Students | ● Meeting with André Constopoulos July 15, 2021 |
| Office of Accountability: Provost and Vice-President (Academic) | ● Late Summer/ Early Fall 2021 |

## Resident Consultation
### Residents at Large Student Engagement Survey
- Survey built by Student Engagement working group made up of Residence Association members and student staff along with community management staff. Survey was open from January 26 to February 10, 2021 with 340 respondents. 209 respondents chose to disclose demographic information, with 50% having lived in residence one year or less and 68% being domestic students.
- Goals of Survey (created with working group):
  - Gather information on perceived effectiveness of current procedures (RJ and BORA) and proposed changes
  - Gather information on perceived trust in the policy
  - Provide a space for students to share all concerns with how conduct is handled in Residence

**Quantitative Results**
- 80% believe they have some or high understanding of what Restorative Justice is.
- 74.9% believe Restorative Justice is effective in addressing behaviour that breaks the rules or impacts others in residence more often than not.
- 70% were somewhat or very likely to decide to be part of a Restorative Justice process if they were a harmed party.

- 75% believe the Breach of Residence Agreement process is effective in addressing behaviour that breaks the rules or impacts others in residence more often than not.
- 30% believe educational sanctions would be effective in addressing behaviour that breaks the rules or impacts others in residence more often than not.
- 82% trust the conduct process in residence to be fair and confidential ("yes, completely"or "yes, somewhat")
- 70% trust that at the end of the conduct process that the community, including reporters and the responsible party, will not be worse off than when they began ("yes, completely"or "yes, somewhat")

**Qualitative Themes**
- Rules/expectations perceived not to be applied fairly
- Concern about efficacy of educational sanctions
- Lack of confidentiality
- Judgement/Social impacts for Harmed/Reporting Parties
- Student staff accountability
- Concern about sexual violence cases

## Resident Focus Groups
- Three focus groups conducted virtually on Zoom in February 2021. Participants were compensated for their time with $10 ONEcard cash (North campus student staff were paid their normal hourly rate for their time instead of ONEcard cash).
  - February 16, 2021 7-8pm - Augustana Residents (3 participants)
  - February 23, 2021 4-5pm- North Campus Residents  (5 participants)
  - February 24, 2021 4-5pm- North campus student staff (3 participants)
- The goals of these focus groups were to:
  - To evaluate current understanding and student attitudes of the residence conduct system and to explore possible updates to the policy
  - Explore themes identified in the survey and hear student suggestions to address issues.

**Qualitative Themes**
- Unclear/unknown expectations, especially for new move ins
- Some confusion about what RJ is and how it is used in residence, some disagreement on if it is effective or not.
- Student staff bias perceived as favouritism for their friends, perhaps a bias against student leaders in Lister, and being more likely to document a concern at the beginning of the year
- Concern at Augustana about perception of RJ and overall lack of understanding of conduct system from student staff and students
- Harmed parties are hesitant to report behaviour that impacts them for fear of social reprisals/impacts.

- Comfortable having restorative practices without the harmed party present.
- Finding a balance of  residents not taking expectations seriously with residents who are overly anxious of being documented or have strong emotional reactions when documented for the first time
- Confidentiality is not respected by responsible parties who turn the situation into a story later, some student staff are keeping incidents confidential and some aren't.
- Perception that RAs don't follow expectations themselves, which is aggravated when students don't see the RA go through the conduct process or repair harms with the community generally.
- Concern about addressing serious incidents as soon as possible (perception that it takes 3-5 business days)

# Appendix A: Relevant Links

Residence Community Standards Policy
- Direct Link to Current Policy

Residence Community Standards Policy Webpage
- Current Webpage where policy is found, hosted under Governance

Residence Community Expectations
- Residence Services landing page with information on policies relevant to residents, including the Residence Community Standards Policy

<span style="color:red">**Proposal**</span>

Original Approval Date:          (Effective Date:          )          Most Recent Approval Date:

Most Recent Editorial Date:

# RESIDENCE COMMUNITY STANDARDS POLICY

| | |
|---|---|
| **Office of Accountability:** | Provost and Vice-President (Academic) |
| **Office of Administrative Responsibility:** | Vice-Provost and Dean of Students |
| **Approver:** | Board of Governors |
| **Scope:** | Compliance with this University policy extends to anyone living or working in a University of Alberta Residence. |

## 1. Overview

a. The primary objective of all **University of Alberta Residences** is to support the successful pursuit of academic studies. Living in residence provides many personal and social benefits; correspondingly, all **residents** are jointly responsible for a comfortable, safe, and secure living environment conducive to academic study and learning.

b. The relationship between the University of Alberta ("the University") and residents is contractual, governed by the *Residence Agreement*, which is administered by Residence Services and signed by the resident. The Residence Community Standards Policy forms one aspect of that relationship. It in no way restricts the University from enforcing the *Residence Agreement*, which may include eviction or other consequences.

c. The Board of Governors derives authority to approve policy on student behaviour from the *Post-Secondary Learning Act*.

## 2. Purpose

a. This policy outlines expectations for community living in an academic environment.  It applies to every resident in any University residence facility while on residence premises (as defined in the *Residence Agreement*), whether it is their home residence or one in which they are a guest. This policy strives to balance interests of residents with the needs of the residence **community**, a community which is made up of individuals from diverse backgrounds, with a wide range of beliefs, opinions and values. This policy has five main objectives:

    i. To promote behaviour among residents and their guests that creates an environment supportive to academic study and learning.

    ii. To protect residents' well-being

    iii. To protect residents' property, as well as that of the University.

    iv.    To encourage residents to participate in the betterment of their community by resolving issues together in a responsible manner, with the goal of repairing **harm** and rebuilding the community.

    v.    To foster growth, self-discipline, and accountability by helping residents to understand how their actions and behaviours, both in real life and virtual environments, impact others so that they can make choices that consider both themselves and their community.

b.    This policy fits within a network of interconnected documents, policies and procedures related to residences, including (but not limited to):

    i.    The *Residence Agreement* (electronically signed and provided to each resident);

    ii.    **House Rules,** which are rules specific for each residence community (located on the Residence Services website),

    iii.    *The Application for Residence*;

    iv.    The Residence Services acceptance letter and package.

c.    Residents are also members of the University community and are therefore also expected to adhere to the *Code of Student Behaviour*; the *Sexual Violence Policy; Discrimination, Harssment and Duty to Accomodate Policy*; and the *Information Technology Use and Management Policy* at all times.

d.    Residence Services will report annually with respect to this policy to the General Faculties Council Student Conduct Policy Committee (SCPC) in accordance with the *GFC Student Conduct Policy Committee Terms of Reference*. A formal review of the policy and procedure will occur periodically as required by SCPC. The review will be conducted by a group of key stakeholders, including students and staff.

e.    Updates and changes to the *House Rules* will be made in consultation with residents and **Residence Students' Associations** of impacted buildings as outlined in the *University of Alberta Student Participation Process Handbook*.  Updates and changes are not required to be approved by GFC or the Board of Governors.

## 3.  POLICY

a.    Residents living in University residences have rights and responsibilities under this policy and violations will be addressed by the University under this policy and associated procedures.

b.    Any University community member may report an incident where a resident's rights or responsibilities have been violated under this policy.

c.    Retaliation or reprisals against any person involved in reporting a policy violation of this policy (including witnesses) is prohibited. Where it has jurisdiction, the University will investigate all reports of retaliation in accordance with the appropriate complaints processes.

d.    Residence Services values the principles of **Restorative Justice**, and uses **restorative practices** (as outlined in the procedures associated with this policy) to address  harms caused by violations of this policy.

4. RESIDENT RIGHTS

Students living in residence at the University have the right to:

a.    Be treated with dignity and respect;

b.    A safe, secure environment, whether in private, shared, common or public space;

c. Pursue their academic goals, in accordance with the University's academic mission;

d. A living environment free from threats, fear, intimidation, discrimination, bullying, harassment or abuse;

e. Learn, study, and express beliefs, opinions and values, while respecting the safety, security, and dignity of other community members;

f. To celebrate their intersecting identities and expressions, such as cultural, gender, sexual, and religious identity and expression;

g. Access support staff and services available from Residence Services and the University of Alberta designed to support physical and/or mental health and wellness;

h. Communicate concerns to their peers, neighbours, roommates, **Residence Life staff**, or other University officials;

i. Enjoy the social benefits of living in a residence community and equal access to common areas and their contents;

j. Reasonable privacy and control of their private living space, within the limits of the *Residence Agreement*;

k. Have their personal property and possessions respected;

l. Be free from pressure to do anything unsafe, or anything that violates this policy, including their own rights and the rights of another;

m. An environment with noise levels conducive to academic pursuits, according to the guidelines established for each University residence community;

n. A living space that is clean and kept in good condition;


## 5. RESIDENT RESPONSIBILITIES

Students living in residence at the University have the responsibility to:

a. Treat other residents and staff members with dignity and respect, including in virtual environments;

b. Follow all safety procedures and contribute to maintaining a safe environment, and reporting any unsafe behaviour or conditions;

c. Foster a community in which all residents are free to pursue their academic goals, in accordance with the University's academic mission;

d. Work together toward an inclusive environment that acknowledges the existence of and harms caused by racism, sexism, classism, homophobia, transphobia, xenophobia, ableism or any other form of oppression, and an environment in which all members of the residence community are able to participate meaningfully in social, academic, and other activities;

e. Respect the rights of others to their beliefs, values and opinions;

f. Foster a community where diversity is respected and valued;

g. Manage their health and wellness and contribute to an environment that supports health and wellness;

h. Be respectful when communicating concerns to peers, neighbours, roommates, and staff, and participate constructively when engaging in conflict resolution;

i.  Respect and abide by any **formal** or **informal agreements** made with other residents, Residence Life staff or **student staff**;

j.  Share common spaces with other residents  and refrain from monopolizing a communal space;

k.  Take necessary means to maintain the security of the Residence community including upholding the integrity of entry points to their residence, securing their valuables, and reporting suspicious activity promptly to the appropriate authorities;

l.  Respect the property of other residents and of the University;

m.  Refrain from acting in a way that pressures others to be present with or take part in any acts that may make them uncomfortable, feel unsafe, or violate their rights under this policy;

n.  Abide by the *House Rules* for their community (for example, French Language at Résidence Saint-Jean,, the Global Education program at International House, cohort and theme communities, noise designations, or cleanliness expectations);

o.  Only use alcohol and other substances in a manner consistent with legislation, University policies, and the health and safety of themselves and others;

p.  Assist in the upkeep of common areas by promptly cleaning up, using appropriate organics, recycling and waste receptacles, and by reporting facilities or equipment that are broken or dirty. Keep all private living spaces clean and in good condition;

In addition, residents are responsible for ensuring that their guests are informed of the above rights and responsibilities and behave accordingly. Residents will be held accountable for the actions of their guests, should those actions cause harm to an individual and/or the residence community.

Students who anticipate or observe a violation of this policy are encouraged to act to discourage or prevent the violation, to remove themselves from participation and bring the matter to the attention of Residence Life staff or student staff.  These positive actions prevent or limit harm to the community.

## 6. RESIDENCE SERVICES RESPONSIBILITIES

Residence Services has responsibility to:

a.  Foster a safe, secure and healthy environment conducive to academic success;

b.  Strive to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success;

c.  Work together with residents towards an inclusive environment that acknowledges the existence of and harms caused by racism, sexism, classism, homophobia, transphobia, xenophobia, ableism or any other form of oppression, and an environment in which all members of the residence community are able to participate meaningfully in social, academic, and other activities

d.  Provide students with information and resources on restorative practices, residence policies, and University resources;

e.  Initiate the procedures associated with this policy;

f.  Uphold the *Residence Agreement* signed by the resident;

g.  Investigate allegations of behaviour violating this policy, the House Rules, or Residence Agreement in conjunction with University of Alberta Protective Services, where appropriate; and

h.  Initiate charges under the *Code of Student Behaviour* or refer to University of Alberta Protective Services for charges under the *Code of Student Behaviour* where appropriate.


## **DEFINITIONS**

| Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. | |
|---|---|
| University Residence | Any student housing facility owned and operated by the University of Alberta. A comprehensive list of University residences is found on the Residence Services website. |
| Resident | A student who has signed a *Residence Agreement* with the University and who lives in residence. |
| Residence Agreement | The document signed by the resident and the University which defines the tenancy relationship. |
| University Community | Includes those who are employed by the University, who are officially associated with the University, and those who are students, former students, or alumni of the University. |
| Harm | The negative consequences that are caused by the actions of an individual or group of individuals. Harms can impact a person, their property and/or reputation, relationships, or the residence community. |
| House Rules | Document outlining day to day living expectations for residents living in specific residence communities. |
| Residence Student Associations | An organized body of elected student representatives from a residence community which facilitates opportunities for involvement and represents student interests in various University processes. |
| Restorative Justice | A framework of thinking about misconduct that focuses on the harms misconduct has on the community and its members. It involves all relevant parties, to the extent possible, in a restorative practice to collectively identify the harm(s) and work towards remedying said harm(s) while restoring trust between parties and within the community. |
| Restorative Practices | A method of engaging with individuals and the community that use restorative principles, often to facilitate a synchronous or asynchronous interaction. Examples include (but are not limited to) circles, talking circles, peacemaking circles, restorative meetings, and restorative conferences. |
| Residence Life Staff | Professional student affairs staff employed by Residence Services |

| Formal Agreement | A voluntary arrangement created between two or more parties where there is a commitment to an action or behavioural change and all parties have written documentation of the arrangement or when such an arrangement is created as part of a University or Residence Services process. Examples may include community resolutions, restorative agreements and roommate agreements. |
|---|---|
| Informal Agreement | A voluntary arrangement, often verbal in nature, created between two or more parties where the arrangement is not created within a University or Residence Services process and documentation is not provided to all parties. Examples may include where a neighbour agrees to turn down their music in the future, or a group of students commit to leaving a lounge by a certain time so another group can use the space. |
| Student Staff | Staff employed by Residence Services who are also University of Alberta students and often are residents. See the Residence Services website for residence-specific information about student staff. |

## RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. **[▲Top]**

Code of Student Behaviour
Discrimination, Harassment and Duty to Accomodate Policy
Information Technology Use and Management Policy
Office of Safe Disclosure and Human Rights
Office of the Student Ombuds
Residence Services Website for Current Residents

Sexual Violence Information and Resources
Sexual Violence Policy
University of Alberta Protective Services
University of Alberta Strategic Plan for Equity, Diversity, and Inclusion
University of Alberta Student Participation Process Handbook

## PUBLISHED PROCEDURES OF THIS POLICY

Residence Community Standards Procedure

**UNIVERSITY OF ALBERTA**

<span style="color:red">**Proposal**</span>

**Original Approval Date:**          (Effective Date:          )          **Most Recent Approval Date:**

**Most Recent Editorial Date:**

**Parent Policy:**    Residence Community Standards Policy

# RESIDENCE COMMUNITY STANDARDS PROCEDURE

| | |
|---|---|
| **Office of Administrative Responsibility:** | Vice-Provost and Dean of Students |
| **Approver:** | GFC (Student Conduct Policy Committee) |
| **Scope:** | Compliance with this University policy extends to anyone living or working in a University of Alberta Residence. |

## 1. Purpose

This procedure establishes a fair and transparent process available for use to address cases of behaviour in violation of the *Residence Community Standards Policy* and based in part on the principles of **Restorative Justice**.

## 2. PROCEDURE

a. Upon becoming aware of an incident where a **resident**'s rights or responsibilities under the *Residence Community Standards Policy* have been violated, Residence Services will act to address the behaviour and the harm to the **community.**

b. INTERACTION WITH BREACH OF *RESIDENCE AGREEMENT*

   i. In all applicable circumstances the University may choose to act as **landlord** to address a breach of the *Residence Agreement*. Examples of these circumstances may include non-payment of funds, or issues of safety and security, including but not limited to disruptive, threatening or violent conduct. Further information is found in the *Residence Agreement* and online, and are not included in this document.

   ii. In incidents where cases are addressed as a breach of the *Residence Agreement*, **restorative practices** may also be considered to address **harm** and rebuild trust when appropriate. In such a case, the breach of *Residence Agreement* decision by the landlord must be made and communicated to the **responsible party** before the restorative practice occurs. This sequence safeguards responsible parties from being part of a restorative practice in good faith and being surprised by additional consequences as a breach of the *Residence Agreement* afterwards.

c. INTERACTION WITH *CODE OF STUDENT BEHAVIOUR*

   i. Incidents that are reported as violation of this policy that also describe a violation of the *Code of Student Behaviour* may be addressed both through the *Code of Student Behaviour* in accordance with the procedures established in the *Code of Student Behaviour* and this procedure.

      ii.    To the extent possible, a single process will be used to address incidents that are violations of both the *Residence Community Standards Policy* and the *Code of Student Behaviour*. There will be exceptions, and in those cases action under the *Code of Student Behaviour* will not preclude action under the Residence Community Standards Policy or Residence Agreement and vice versa.

3. PROCEDURES FOR REPORTING

   a.  Upon becoming aware of an incident, a **Residence Life staff** or **student staff** member will initiate the appropriate Residence Life reporting process.

   b.  Community Resolution Process:

       i.    If an incident is assessed to be resolvable through a restorative discussion with the resident(s) who caused the incident, a **community resolution** may be developed with the resident(s).

      ii.    In the case where a community (floor, unit, stairwell, etc) has engaged in behaviour contrary to the *Residence Community Standards Policy* a Residence Life staff or student staff may hold a restorative discussion with the group in order to develop a community resolution.

     iii.    Community resolutions will be documented and provided to the residents involved.  A community resolution should:address the harms and include an agreement of **repairs**. In order to be binding, community resolutions can only include residents who are reasonably able to make an agreement ( in a small enough group to be included in the discussion agreement, not intoxicated,

     iv.    If an incident is assessed to be resolvable in that moment through a restorative practice that includes the **harmed party** and responsible party, a Residence Life staff or student staff member may facilitate an immediate restorative practice. The resulting **restorative agreement** will be documented in a community resolution and provided to all involved parties.

   c.  Incidents that are not resolved in a community resolution, must be documented in an **incident report**. An incident report may describe a single incident, multiple incidents that had not previously been documented, or refer to a situation where previous community resolutions have not resolved the issue.

   d.  Upon receiving an incident report, Residence Life Staff will make an assessment as follows:

       i.    If the incident report details an incident that could be addressed either through restorative practices or as a breach of the *Residence Agreement*, an internal investigation will be initiated, as needed.

      ii.    If the incident report details an incident that is a serious and substantial breach of the *Residence Agreement*, the incident will be forwarded to the landlord or designate for a decision under a breach of *Residence Agreement.*

     iii.    If the incident report describes a violation of the *Code of Student Behaviour*, the matter may be handled in accordance with the procedures established in the *Code of Student Behaviour*.

   e.  Repeated Behaviour

       i.    In cases where residents have developed multiple community resolutions with Residence Life staff about similar behaviour, further behaviour of the same nature may be addressed through other restorative practices or as a breach of the *Residence Agreement*.

4. PROCEDURES FOR INTERNAL INVESTIGATIONS

   a.  Internal investigators may be Residence Life staff, student staff or University of Alberta Protective Services. The original author of the incident report must not be the individual conducting the investigation.

b.  The investigator will conduct a procedurally fair investigation, gathering available relevant information about the incident, which may include collecting witness statements and documenting physical evidence. The investigator will document a written summary of their investigation, including any discussions with the resident who is the subject of the incident report, the author of the incident report, and other individuals involved. If the identity of the responsible party(ies) is unknown, the investigation will begin by attempting to establish the identity of the person(s) who caused the harm.

c.  If at any point during the investigation it becomes apparent that the incident is of a more serious or complex nature, the investigator will return the matter to the landlord or designate to be addressed as a breach of the *Residence Agreement* or for investigation under the *Code of Student Behaviour.*

d.  Internal investigations will normally be completed within 15 business days. In extenuating circumstances, discretion to allow more time shall lie with designated Residence Life staff.

e.  Where the incident report requires no further investigation and/or the parties agree to the facts of the case, Residence Life staff may forgo further investigation and proceed to make a decision on which process will be used to resolve the issue.

## 5. PROCEDURES FOR ROUTING

a.  Restorative practices are used to address incidents within **University residences**. An incident qualifies for a restorative practice if it meets all of the following criteria:

  i.  The identity of the responsible party is known;

  ii.  The responsible party is willing to participate in a restorative practice;

  iii.  Harm to an individual, the community, or to property can be identified; and

  iv.  The nature of the incident is appropriate for use of restorative practices (see section 6.e.  "Limits on Restorative Practices")

b.  The designated Residence Life staff member may make a determination to route a matter to be addressed as a breach of the Residence Agreement when:

  i.  The criteria for restorative practices are not met;

  ii.  One or more of the parties withdraw from the restorative practice;

  iii.  The parties are unable to come to a restorative agreement;

  iv.  The responsible party fails to fulfill the restorative agreement; and/or

  v.  The nature of the incident is better suited to be addressed under the Residence Agreement.

c.  The designated Residence Life staff member's decision as to which process will be followed is not subject to reconsideration.

## 6. RESTORATIVE PRACTICES

a.  Restorative Justice and restorative practices are rooted in Indigenous ways of knowing, being, doing, and relating. Residence Services is committed to continuous learning and incorporation of Indigenous perspectives, values, and cultural understandings in restorative practices and the training of **restorative facilitators**.

b.  Restorative practices are available for use in residence to:

  i.  Build community relationships, generate respectful dialogue, and develop empathy prior to any violation of policy

  ii.  Address unacceptable behaviour, resolve issues, and provide repairs in a positive and constructive way

        iii.     Provide community rebuilding and healing after an incident of any type in residence.

c. Restorative practices are a framework, not a rigid procedure. Restorative practices by design take into account the situation and individuals involved. Restorative practices are guided by these principles:

        i.     Involving those with a legitimate stake in the situation, which may include harmed parties, responsible parties, and community members

        ii.     Respect for all parties

        iii.     Voluntary involvement for all parties

        iv.     Providing all parties a chance to tell their story (storytelling/truth-telling)

        v.     Participatory decision making

        vi.     Valuing the relationships between individuals

d. When a restorative practice occurs as response to an incident where harm occurred it is guided by these additional principles:

        i.     Providing an opportunity for dialogue, which can be direct or indirect, between responsible parties and harmed parties as desired by all parties (voluntary involvement)

        ii.     Focus on the harms (and consequent needs) of harmed parties first of all, but also the needs of the community and those who are causing or who caused harm.

        iii.     Aims for mutually agreed upon outcomes that put things right to the extent possible and rebuilding trust lost as a result of the harm

        iv.     Promotes responsibility, reparation, and healing for all parties.

e. Limits on restorative practices under these procedures:

        i.     Some incidents may not be appropriate for response through restorative practices, where the possibility of additional harm is deemed to be prohibitively high. The merits of restorative justice in cases of significant harm are well recognized and this procedure supports healing through restorative practices should appropriately trained facilitators be available.

f. Where all of the principles of restorative practices do not apply, Residence Life staff may proceed with addressing the harm and impact on the community, using as many of the restorative principles as possible.


7. PROCEDURES FOR RESTORATIVE PRACTICES

a. Trained restorative facilitator(s) will design a restorative practice appropriate for the situation and individuals, guided by the principles of restorative practices and their training. Examples of a restorative practice may include (but are not limited to) a **restorative meeting**, **restorative conference**, and asynchronous letter exchange. Possible components of a restorative practice are outlined below.

b. Participants in a restorative practice may include:

        i.     One or more restorative facilitators depending on the needs of the situation;

        ii.     Responsible party(ies);

        iii.     Harmed party(ies);

<ol type="i" start="4">
<li>One support person for the responsible party(ies) and the harmed party(ies), where appropriate and applicable; and</li>
<li>Community members, when appropriate.</li>
</ol>

<ol type="a" start="3">
<li value="3">Restorative practices may take place synchronously with a facilitated encounter or asynchronously (options for asynchronous participation may include letter, voice message, or video exchanges between parties through a facilitator).</li>
<li>The restorative practice will provide parties the opportunity to recount their experience and share their perspective.</li>
<li>After each party is satisfied that their perspective has been heard, the facilitators will facilitate a discussion or exchange in which the participants will collectively seek to identify the harms in need of repair, both to individuals and to the community.</li>
<li>When the list of harms is complete to the satisfaction of all parties, the participants will work together to generate options for restorative repairs. A repair must function to remedy an identified harm and/or rebuild trust, and be:
<ol type="i">
<li>Appropriate, relevant, and commensurate to the harm caused;</li>
<li>Fair and agreeable to all parties;</li>
<li>Realistic and achievable; and</li>
<li>Specific and objective enough to be measurable.</li>
</ol>
</li>
<li>When all parties agree to repair(s) that will satisfactorily address the harms and/or rebuild trust, a facilitator will write the agreed upon repair(s) into a restorative agreement. The restorative agreement will include, at minimum:
<ol type="i">
<li>A list of the participants and their roles in the restorative practice;</li>
<li>A list of agreed repairs to remedy the harm done;</li>
<li>A required completion date; and</li>
<li>Where appropriate, the name of the Residence Life staff or student staff mentoring and/or following up on the agreed actions.</li>
</ol>
</li>
<li>The participating facilitator(s), responsible party(ies), harmed party(ies), and community members (where appropriate) will sign the restorative agreement. The restorative agreement will become the official document of this process. Copies of the restorative agreement will be provided to:
<ol type="i">
<li>The responsible party(ies);</li>
<li>The harmed party(ies); and</li>
<li>Residence Services.</li>
</ol>
</li>
<li>In cases where the restorative agreement is not feasible, or where it is in conflict with University policies or municipal, provincial, or federal law, the facilitator will reconvene the group to change the repairs.</li>
<li>Designated Residence Life staff or student staff will follow up with the responsible party(ies) to ensure the terms of the restorative agreement are fulfilled. If a responsible party fails to complete the agreed repairs listed on the restorative agreement by the date specified, the matter will be considered a breach of the *Residence Agreement* and addressed as such.</li>
<li>If at any point during the restorative practice, it becomes apparent that the criteria as listed in section 5. a. are no longer being met or if no restorative agreement can be reached, the facilitators will adjourn the restorative practice and the matter will be returned to the designated Residence Life staff to make a decision regarding the process according to section 5 of this procedure.</li>
</ol>

8. CONFIDENTIALITY AND RECORDS

 a. Residence Life staff and student staff have a responsibility to conduct themselves in accordance with the principles of privacy set out in provincial legislation and their employment confidentiality agreement.

 b. Participants in a restorative practice will be required to sign a confidentiality agreement before the practice begins and are required to uphold that agreement. Violations of confidentiality may harm the involved parties, and will be addressed as a violation of the *Residence Community Standards Policy* and addressed through these procedures and/or addressed under the *Code of Student Behaviour*.

 c. Records created in the execution of these procedures will be managed in accordance with the University *Records Management Policy* and *the Alberta Freedom of Information and Protection of Privacy Act and Regulations*.

## **DEFINITIONS**

| Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. | |
|---|---|
| Restorative Justice | A framework of thinking about wrongdoing that frames offences as a harm and uses restorative practices to  involve, to the extent possible, those who have a stake in a specific offence or harm to collectively identify and address harms in order to heal and put things as right as possible. |
| Resident | A student who has signed a *Residence Agreement* with the University and who lives in residence. |
| University Community | Includes those who are employed by the University, who are officially associated with the University, and those who are students, former students, or alumni of the University. |
| Residence Agreement | The document signed by the resident and the University which defines the tenancy relationship. |
| Landlord | An official who acts on behalf of the University of Alberta in enforcing the terms of the *Residence Agreement* |
| Restorative Practices | A method of engaging with individuals and the community that use restorative principles, often to facilitate a synchronous or asynchronous interaction.  There is a determined purpose for a restorative practice.  Examples include (but are not limited to) circles, talking circles, peacemaking circles, restorative meetings, and restorative conferences. |
| Harm | The negative consequences that are caused by the actions of an individual or group of individuals. Harms can impact a person, their property and/or reputation, relationships, or the residence community. |

| Responsible Party | A resident whose actions or behaviours have harmed another person, the community, or the institution and/or have violated the rights and responsibilities of residents (Sections 4 & 5 of this policy) |
|---|---|
| Residence Life Staff | Professional student affairs staff employed by Residence Services |
| Student Staff | Staff employed by Residence Services who are also University of Alberta students and often are residents.See the Residence Services website for residence-specific information about student staff. |
| Community Resolution | A restorative practice used to address community issues in situations where residents take responsibility and voluntarily take part in a restorative discussion that leads to a resolution of the issue. Community resolutions result in an agreement for immediate and future behaviour that resolves the issue and are expected to be upheld by all parties.  It may be:<br><br>a.     The outcome of a discussion based on restorative principles between Residence Life Staff or student staff and an individual resident or group of residents concerning an incident or behaviour. A written notification serves as confirmation of the discussion and resulting agreement; or<br><br>b.     The outcome of a discussion based on restorative principles between Residence Life Staff or student staff and a residence community (e.g. floor, unit, stairwell) concerning a pattern of behaviour. A written summary serves as confirmation of the discussion and resulting agreement. |
| Repairs | A response or remedy to harm, with a goal to put things right. Can be concrete and/or symbolic. Repairs are decided with voluntary agreement of the responsible party. Repairs may also include actions of the community or Residence Services that are needed to address the harms. While repairs might be difficult, they should not be intended to harm. |
| Harmed Party | A person who was either harmed directly or is representative of a community to which harm was done. |
| Restorative Agreement | An agreement created through a restorative practice which outlines the actions the respondent(s) will take to restore the community and/or rebuild trust, either by concrete repairs or symbolic action. The agreement must be agreed upon by the facilitator(s), the respondent(s) and the harmed party(ies) participating in the restorative practice. |
| Incident Report | A written record of an incident. Not all incident reports need to refer to violations of the Residence Community Standards Policy. Incident reports can also be used to document a resident emergency (such as first aid treatment) or health and safety concerns. |
| University Residence | Any student housing facility owned and operated by the University of Alberta. A comprehensive list of University residences is found on the Residence Services website. |

| Restorative Facilitator | Any university staff member or student staff trained in facilitation of restorative practices and/or restorative justice. |
|---|---|
| Restorative Meeting | A restorative practice which involves a facilitator, a harmed party and a responsible party, with the aim to come to a restorative agreement created and signed by the parties. A restorative meeting may be spontaneous or planned, and may occur before or after documentation (such as an incident report) is filed. |
| Restorative Conference | A restorative practice which involves up to two facilitators, and may involve multiple responsible party(s) and/or harmed party(ies), and support person(s), with the aim to come to a restorative agreement created and signed by the parties. |

## **FORMS**

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

No Forms for this Procedure

## **RELATED LINKS**

Records Management Policy

Example Confidentiality Agreement Information Doc

# Example Restorative Practice Confidentiality Agreement Information Document

**Restorative Practices Confidentiality Agreement**

For a restorative practice to be effective it is necessary and fundamental that confidentiality be protected and preserved, including as provided for under Alberta's Freedom of Information and Protection of Privacy (FOIPP) legislation.

Participants may not disclose to anyone confidential information gained during the course of a restorative practice except to the extent required or permitted by law or University policy. Processes for resident violations of this confidentiality agreement are outlined in Section 8.b. of the *Residence Community Standards Procedures*: "Violations of confidentiality may harm the involved parties, and will be addressed as a violation of the *Residence Community Standards Policy* and addressed through these procedures and/or addressed under the *Code of Student Behaviour*."

Records of restorative practices are the property of the University and shall be retained and disposed of in accordance with the University *Records Management Policy* and *The Alberta Freedom of Information and Protection of Privacy Act and Regulations*. The university is permitted to disclose confidential information in cases where the non-disclosure of the information would present a risk to an individual, the public, or the University community. Disclosures of information from a restorative practice by the university are rare and only in accordance with sections 39 and 40 of *The Alberta Freedom of Information and Protection of Privacy Act.*

**By signing below, you agree that your participation in the restorative practice will be governed by this agreement and that you have the responsibility to maintain confidentiality.**

DATED THIS _____ DAY OF _____ 20__

Printed Name                                             Signature

Printed Name                                             Signature

Printed Name                                             Signature

---

**Protection of Privacy -** Personal information provided is collected in accordance with Section 33(c) of the Alberta *Freedom of Information and Protection of Privacy Act* (the FOIP Act) and will be protected under Part 2 of that *Act*. It will be used for the purpose of ensuring confidentiality under the Residence Community Standards Policy and Procedure. Should you require further information about collection, use and disclosure of personal information, please contact*:* Manager of Residence Life and Education, Lister Centre 11605-87 Avenue NW Edmonton, Alberta T6G 2H6, 780-492-4242.

**Residence Community Standards Policy Proposal Comparison Document**

| Current Policy with Tracked Changes<br>Legend:<br><span style="color:red">~~Removed or heavily revised~~</span><br><span style="color:blue">Additions</span> | Proposed Residence Community Policy and Procedure |
|---|---|
| <span style="color:red">~~UNIVERSITY OF ALBERTA RESIDENCE COMMUNITY STANDARDS POLICY~~</span><br><br><span style="color:blue">**RESIDENCE COMMUNITY STANDARDS POLICY**</span> | **RESIDENCE COMMUNITY STANDARDS POLICY** |

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| <span style="color:blue">**Office of Accountability:**</span> | <span style="color:blue">Provost and Vice-President (Academic)</span> |
|---|---|
| <span style="color:blue">**Office of Administrative Responsibility:**</span> | <span style="color:blue">Vice-Provost and Dean of Students</span> |
| <span style="color:blue">**Approver:**</span> | <span style="color:blue">Board of Governors</span> |
| <span style="color:blue">**Scope:**</span> | <span style="color:blue">Compliance with this University policy extends to anyone living or working in a University of Alberta Residence.</span> |

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| **Office of Accountability:** | Provost and Vice-President (Academic) |
|---|---|
| **Office of Administrative Responsibility:** | Vice-Provost and Dean of Students |
| **Approver:** | Board of Governors |
| **Scope:** | Compliance with this University policy extends to anyone living or working in a University of Alberta Residence. |

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| | |
|---|---|
| <span style="color:red">~~I. PREAMBLE~~</span> <span style="color:blue">1. Overview</span><br>  a. The primary objective of all University of Alberta Residences is to support the successful pursuit of academic studies. Living in residence provides many personal and social benefits; correspondingly, all Residents are jointly responsible for a comfortable, safe, and secure living environment conducive to academic study and learning.<br>  b. The <span style="color:red">~~tenancy~~</span> relationship between the University of Alberta ("the University") and Residents is contractual, governed by the Residence Agreement, which is administered by Residence Services and signed by the Resident. <span style="color:red">~~This policy~~</span> <span style="color:blue">The Residence Community Standards Policy</span> forms one aspect of that tenancy relationship. It in no way restricts the University from enforcing the Residence Agreement, which may include eviction or other consequences.<br>  c. <span style="color:blue">The Board of Governors derives authority to approve policy on student behaviour from the Post-Secondary Learning Act.</span><br>A. <span style="color:red">~~PRINCIPLES~~</span><br><br><span style="color:red">~~This policy outlines expectations for community living in an academic environment. It is based on four principles:~~</span><br>a) <span style="color:red">~~It affirms the freedoms recognized in the Code of Student Behaviour, Section 30.1; in particular, the freedom to create, learn, study, associate, speak and write, and the associated obligations to respect these freedoms exercised by others;~~</span><br>b) <span style="color:red">~~Every individual is equal in worth and dignity and possesses the same rights and opportunities, free from discrimination and harassment;~~</span> | 1. **Overview**<br>  a. The primary objective of all University of Alberta Residences is to support the successful pursuit of academic studies. Living in residence provides many personal and social benefits; correspondingly, all residents are jointly responsible for a comfortable, safe, and secure living environment conducive to academic study and learning.<br>  b. The relationship between the University of Alberta ("the University") and residents is contractual, governed by the Residence Agreement, which is administered by Residence Services and signed by the resident. The Residence Community Standards Policy forms one aspect of that relationship. It in no way restricts the University from enforcing the Residence Agreement, which may include eviction or other consequences.<br>  c. The Board of Governors derives authority to approve policy on student behaviour from the Post-Secondary Learning Act. |

# Residence Community Standards Policy Proposal Comparison Document

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~~c)      Residence Services exists to support the academic mission of the University, allowing all students the living environment necessary to work toward their academic goals; and~~

~~d)      Residents can expect a fair and transparent process, regardless of the route taken, and have the right to seek external advice and support to affirm these processes.~~

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## A. PURPOSE

This policy outlines ~~assists in outlining~~ expectations for community living in an academic environment. ~~appropriate behaviour for students living in the University Residences in order to maintain a high standard of cooperative living in an academic setting. All University Residences are subject to this policy.~~ It applies to every Resident in any University Residence facility, while on residence premises ((as defined in the Residence Agreement) whether it is their home residence or one in which they are a guest. This policy strives to balance interests of the Residents with the needs of the residence community, a community which is made up of individuals from diverse backgrounds, with a wide range of beliefs, opinions and values. ~~It comprises four main objectives:~~ This policy has five main objectives:

a) To promote behaviour among Residents and their guests that creates an environment supportive to academic study and learning.

b) To protect Residents' well-being ~~and property, as well as that of the University.~~

c) To protect residents' property, as well as that of the University.

d) To encourage Residents to participate in the betterment of their community by resolving issues together in a responsible manner, with the goal of repairing harm and rebuilding the community.

e) To foster growth, self-discipline, and accountability by helping Residents to understand how their actions and behaviours, both in real life and virtual environments, ~~affect others so that they can make better decisions in the future.~~ impact others so that they can make choices that consider both themselves and their community.

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## 1. Purpose

a. This policy outlines expectations for community living in an academic environment. It applies to every resident in any University residence facility while on residence premises (as defined in the Residence Agreement), whether it is their home residence or one in which they are a guest. This policy strives to balance interests of residents with the needs of the residence **community**, a community which is made up of individuals from diverse backgrounds, with a wide range of beliefs, opinions and values. This policy has five main objectives:

   i. To promote behaviour among residents and their guests that creates an environment supportive to academic study and learning.

   ii. To protect residents' well-being

   iii. To protect residents' property, as well as that of the University.

   iv. To encourage residents to participate in the betterment of their community by resolving issues together in a responsible manner, with the goal of repairing **harm** and rebuilding the community.

   v. To foster growth, self-discipline, and accountability by helping residents to understand how their actions and behaviours, both in real life and virtual environments, impact others so that they can make choices that consider both themselves and their community.

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## A. PROCESS

~~1.    This policy establishes a fair and transparent process based in part on the principles of Restorative Justice. The Restorative Justice process is available for use in cases of negative, disruptive, or inappropriate behaviour where the conditions laid out in this policy are met.~~

~~This policy provides a framework to:~~

~~a.  Recognize and prevent unacceptable behaviour in the Residence Community, and~~

~~b.  Resolve issues and provide remedies in a positive and constructive way for behaviour that harms the Residence Community or individual(s) within the Community.~~

2.    This policy fits within a network of interconnected documents, policies and procedures related to Residences, including (but not limited to)::

a.  The *Residence Agreement* ~~(see "Information for Students on the Residence Agreement", located on the Residence Services website)~~ (electronically signed and provided to each resident);

~~b.  Residence-specific rules on the Residence Services website, jointly approved by the University and the Residence Students' Associations;~~

~~c.  c. The Code of Student Behaviour, available online;~~

~~d.~~    ***House Rules***, which are rules specific for each residence community (located on the Residence Services website),

d.  The Application for Residence;

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b. This policy fits within a network of interconnected documents, policies and procedures related to residences, including (but not limited to):

   i. *The Residence Agreement* (electronically signed and provided to each resident);

   ii. **House Rules**, which are rules specific for each residence community (located on the Residence Services website),

   iii. *The Application for Residence;*

   iv. The Residence Services acceptance letter and package.

c. Residents are also members of the University community and are therefore also expected to adhere to the *Code of Student Behaviour;* the *Sexual Violence Policy; Discrimination, Harssment and Duty to Accomodate Policy;* and the *Information Technology Use and Management Policy* at all times.

d. Residence Services will report annually with respect to this policy to the General Faculties Council Student Conduct Policy Committee (SCPC) in accordance with the *GFC Student Conduct Policy Committee Terms of Reference*. A formal review of the policy and procedure will occur periodically as required by SCPC. The review will be conducted by a group of key stakeholders, including students and staff.

e. Updates and changes to the *House Rules* will be made in consultation with residents and **Residence Students' Associations** of impacted buildings as outlined in the *University of Alberta Student Participation Process Handbook*. Updates and changes are not required to be approved by GFC or the Board of Governors.

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e. The Residence Services acceptance letter and package;

f. ~~The Housing Telephone Service Agreement, where applicable;~~

g. ~~The Residence Internet Service Agreement, where applicable; and~~

h. ~~Various other policies, rules and regulations adopted by the University, including as Landlord, from time to time.~~

3. Residents are also members of the University Community and are therefore also ~~subject to the Code of Student Behaviour at all times.~~ expected to adhere to the *Code of Student Behaviour;* the *Sexual Violence Policy; Discrimination, Harssment and Duty to Accomodate Policy;* and the *Information Technology Use and Management Policy* at all times.

4. Residence Services will report annually with respect to this policy to the ~~GFC Campus Law Review Committee (CLRC) in accordance with the CLRC Terms of Reference.~~ General Faculties Council Student Conduct Policy Committee (SCPC) in accordance with the *GFC Student Conduct Policy Committee Terms of Reference*. A formal review of the policy and procedure will occur after the first and second years of operation and periodically thereafter as required by SCPC ~~CLRC~~. The review will be conducted by a group of key stakeholders, including students and staff.

B. Updates and changes to the *House Rules* will be made in consultation with residents and **Residence Students' Associations** of impacted buildings as outlined in the *University of Alberta Student Participation Process Handbook*. Updates and changes are not required to be approved by GFC or the Board of Governors.

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## 3. POLICY

a. Residents living in University residences have rights and responsibilities under this policy and violations will be addressed by the University under this policy and associated procedures.

b. Any University community member may report an incident where a resident's rights or responsibilities have been violated under this policy.

c. Retaliation or reprisals against any person involved in reporting a policy violation of this policy (including witnesses) is prohibited. Where it has jurisdiction, the University will investigate all reports of retaliation in accordance with the appropriate complaints processes.

d. Residence Services values the principles of **Restorative Justice**, and uses **restorative practices** (as outlined in the procedures associated with this policy) to address  harms caused by violations of this policy.

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## 3. POLICY

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d. Residence Services values the principles of **Restorative Justice**, and uses **restorative practices** (as outlined in the procedures associated with this policy) to address  harms caused by violations of this policy.

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## ~~II. RIGHTS AND RESPONSIBILITIES~~

A. RESIDENT RIGHTS

Students living in residence at the University have the right to:

a. Be treated with dignity and respect;

b. A safe, secure environment, whether in private, shared, common or public space;

c. Pursue their academic goals, in accordance with the University's academic mission;

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## 4. RESIDENT RIGHTS

Students living in residence at the University have the right to:

a. Be treated with dignity and respect;

b. A safe, secure environment, whether in private, shared, common or public space;

c. Pursue their academic goals, in accordance with the University's academic mission;

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d.  A living environment free from threats, fear, intimidation, harassment or abuse;

e.  Learn, study, and express beliefs, opinions and values, while respecting the safety, security, and dignity of other community members;

f.  <span style="color:blue">To celebrate their intersecting identities and expressions, such as cultural, gender, sexual, and religious identity and expression;</span>

g.  <span style="color:blue">Access support staff and services available from Residence Services and the University of Alberta designed to support physical and/or mental health and wellness;</span>

h.  Communicate concerns to their peers, neighbours, roommates, Residence Life staff, or other University officials;

i.  Enjoy the social benefits of living in a residence community and equal access to common areas and their contents;

j.  <span style="color:blue">Reasonable</span> privacy and control of their private living space, within the limits of the Residence Agreement;

k.  Have their personal property respected;

l.  An environment with noise levels conducive to academic pursuits, according to the guidelines established for each University Residence community; and

m.  Be free from pressure to do anything unsafe, or anything that violates this policy, including ~~compromises~~ their own rights and the rights ~~dignity or that~~ of another.

n.  <span style="color:blue">A living space that is clean and kept in good condition;</span>

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d.  A living environment free from threats, fear, intimidation, discrimination, bullying, harassment or abuse;

e.  Learn, study, and express beliefs, opinions and values, while respecting the safety, security, and dignity of other community members;

f.  To celebrate their intersecting identities and expressions, such as cultural, gender, sexual, and religious identity and expression;

g.  Access support staff and services available from Residence Services and the University of Alberta designed to support physical and/or mental health and wellness;

h.  Communicate concerns to their peers, neighbours, roommates, **Residence Life staff**, or other University officials;

i.  Enjoy the social benefits of living in a residence community and equal access to common areas and their contents;

j.  Reasonable privacy and control of their private living space, within the limits of the *Residence Agreement*;

k.  Have their personal property and possessions respected;

l.  Be free from pressure to do anything unsafe, or anything that violates this policy, including their own rights and the rights of another;

m.  An environment with noise levels conducive to academic pursuits, according to the guidelines established for each University residence community;

n.  A living space that is clean and kept in good condition;

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B.  RESIDENT RESPONSIBILITIES

Students living in residence at the University have the responsibility to:

a.  Treat other Residents and staff members with dignity and respect, including in virtual environments;

b.  <span style="color:blue">Follow all safety procedures and contribute to maintaining a safe environment, and reporting any unsafe behaviour or conditions;</span>

c.  <span style="color:blue">Work together toward an inclusive environment that acknowledges the existence of and harms caused by racism, sexism, classism, homophobia, transphobia, xenophobia, ableism or any other form of oppression, and an environment in which all members of the residence community are able to participate meaningfully in social, academic, and other activities;</span>

d.  <span style="color:blue">Foster a community where diversity is respected and valued;</span>

e.  <span style="color:blue">Manage their health and wellness and contribute to an environment that supports health and wellness;</span>

f.  Respect the property of other residents and of the University;

g.  Respect the rights of others to their beliefs, values and opinions, ~~whether or not they agree;~~

h.  Foster a community in which all Residents are free to pursue their academic goals, in accordance with the University's academic mission;

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5. RESIDENT RESPONSIBILITIES

Students living in residence at the University have the responsibility to:

a.  Treat other residents and staff members with dignity and respect, including in virtual environments;

b.  Follow all safety procedures and contribute to maintaining a safe environment, and reporting any unsafe behaviour or conditions;

c.  Foster a community in which all residents are free to pursue their academic goals, in accordance with the University's academic mission;

d.  Work together toward an inclusive environment that acknowledges the existence of and harms caused by racism, sexism, classism, homophobia, transphobia, xenophobia, ableism or any other form of oppression, and an environment in which all members of the residence community are able to participate meaningfully in social, academic, and other activities;

e.  Respect the rights of others to their beliefs, values and opinions;

f.  Foster a community where diversity is respected and valued;

g.  Manage their health and wellness and contribute to an environment that supports health and wellness;

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**Residence Community Standards Policy Proposal Comparison Document**

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i. Be respectful when communicating concerns to peers, neighbours, roommates, and staff, and participate constructively when engaging in conflict resolution;

j. ~~Comply with all safety procedures and contribute to maintaining a safe environment;~~

k. Respect and abide by any formal or informal agreements made with other residents, Residence Life staff or Student Staff;

l. Only use alcohol or other substances ~~drugs~~ in a manner consistent with legislation, University policies, thei~~r own~~ health and safety, of themselves and others ~~and the health and safety of others~~;

m. Share common spaces with other residents and refrain from monopolizing a communal space;

n. Take necessary means to maintain the security of the Residence community including upholding the integrity of entry points to their residence, securing their valuables, and reporting suspicious activity promptly to the appropriate authorities;

o. Refrain from acting in a way that pressures others to be present with or take part in any acts that may make them uncomfortable, feel unsafe, or violate their rights under this policy;

p. Abide by the *House Rules* for their community (for example, French Language at Résidence Saint-Jean,, the Global Education program at International House, cohort and theme communities, noise designations, or cleanliness expectations);

q. Only use alcohol and other substances in a manner consistent with legislation, University policies, and the health and safety of themselves and others;

r. Assist in the upkeep of common areas by promptly cleaning up, using appropriate organics, recycling and waste receptacles, and by reporting facilities or equipment that are broken or dirty. Keep all private living spaces clean and in good condition

s. ~~Act in a way that conforms to the Residence specific rules (for example, French Language at Residence Saint-Jean, the alcohol-free environment at Augustana, the Global Education program at International House, cohort and theme communities, noise designations, cleanliness expectations and other rules as outlined on the Residence Services website); j) Contribute to an inclusive environment in which all members of the Residence Community are allowed to participate in social, academic, and other activities.~~

In addition, Residents are responsible for ensuring that their guests are informed of the above rights and responsibilities and behave accordingly. Residents will be held accountable for the actions of their guests, should those actions cause Harm to an individual and/or the residence community.

Students who anticipate or observe a violation of this policy are encouraged to act to discourage or prevent the violation, to remove themselves from participation and bring the matter to the attention of Residence Life staff or student staff. These positive actions prevent or limit harm to the community.

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h. Be respectful when communicating concerns to peers, neighbours, roommates, and staff, and participate constructively when engaging in conflict resolution;

i. Respect and abide by any **formal** or **informal agreements** made with other residents, Residence Life staff or **student staff**;

j. Share common spaces with other residents and refrain from monopolizing a communal space;

k. Take necessary means to maintain the security of the Residence community including upholding the integrity of entry points to their residence, securing their valuables, and reporting suspicious activity promptly to the appropriate authorities;

l. Respect the property of other residents and of the University;

m. Refrain from acting in a way that pressures others to be present with or take part in any acts that may make them uncomfortable, feel unsafe, or violate their rights under this policy;

n. Abide by the *House Rules* for their community (for example, French Language at Résidence Saint-Jean,, the Global Education program at International House, cohort and theme communities, noise designations, or cleanliness expectations);

o. Only use alcohol and other substances in a manner consistent with legislation, University policies, and the health and safety of themselves and others;

p. Assist in the upkeep of common areas by promptly cleaning up, using appropriate organics, recycling and waste receptacles, and by reporting facilities or equipment that are broken or dirty. Keep all private living spaces clean and in good condition;

In addition, residents are responsible for ensuring that their guests are informed of the above rights and responsibilities and behave accordingly. Residents will be held accountable for the actions of their guests, should those actions cause harm to an individual and/or the residence community.

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C. RESIDENCE SERVICES RESPONSIBILITIES

Residence Services has responsibility to:

a. Foster a safe, secure and healthy environment conducive to academic success;

b. Strive to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success;

c. Work together with residents towards an inclusive environment that acknowledges the existence of and harms caused by racism, sexism, classism, homophobia, transphobia, xenophobia, ableism or any other form of oppression, and an environment in which all members of the residence community are able to participate meaningfully in social, academic, and other activities

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6. RESIDENCE SERVICES RESPONSIBILITIES

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b. Strive to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success;

c. Work together with residents towards an inclusive environment that acknowledges the existence of and harms caused by racism, sexism, classism, homophobia, transphobia, xenophobia, ableism or any other form of oppression, and an environment in which all members of the residence community are able to participate meaningfully in social, academic, and other activities

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   d.  Provide students with information and resources on restorative practices, residence policies, ~~Restorative Justice and the processes employed~~, and University resources;

   e.  Initiate the Restorative Justice process under this policy;

   f.  Uphold ~~Enforce~~ the Residence Agreement signed by the Resident;

   g.  Investigate allegations of behaviour violating this policy, the House Rules or Residence Agreement ~~negative, inappropriate, or disruptive behaviour~~ in conjunction with University of Alberta Protective Services, where appropriate; and

   h.  Initiate charges under the Code of Student Behaviour where appropriate or refer to University of Alberta Protective Services for charges under the *Code of Student Behaviour* where appropriate.

Definitions

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.

| University Residence | Any student housing facility owned and operated by the University of Alberta. A comprehensive list of University residences is found on the Residence Services website. |
|---|---|
| Resident | A student who has signed a Residence Agreement with the University and who lives in residence. |
| Residence Agreement | The document signed by the resident and the University which defines the tenancy relationship. |
| University Community | Includes those who are employed by the University, who are officially associated with the University, and those who are students, former students, or alumni of the University. |
| Harm | The negative consequences that are caused by the actions of an individual or group of individuals. Harms can impact a person, their property and/or reputation, relationships, or the residence community. |
| House Rules | Document outlining day to day living expectations for residents living in specific residence communities. |
| Residence Student Associations | An organized body of elected student representatives from a residence community which facilitates opportunities for involvement and represents student interests in various University processes. |
| Restorative Justice | A framework of thinking about misconduct that focuses on the harms misconduct has on the community and its members. It involves all relevant parties, to the extent possible, in a restorative practice to collectively identify the harm(s) and work towards remedying said harm(s) while restoring trust between parties and within the community |
| Restorative Practices | A method of engaging with individuals and the community that use restorative principles, often to facilitate a synchronous or asynchronous interaction. Examples include (but are not limited to) circles, talking circles, peacemaking circles, restorative meetings, and restorative conferences |
| Residence Life Staff | Professional student affairs staff employed by Residence Services |

**Right column:**

   d.  Provide students with information and resources on restorative practices, residence policies, and University resources;

   e.  Initiate the procedures associated with this policy;

   f.  Uphold the *Residence Agreement* signed by the resident;

   g.  Investigate allegations of behaviour violating this policy, the House Rules, or Residence Agreement in conjunction with University of Alberta Protective Services, where appropriate; and

   h.  Initiate charges under the *Code of Student Behaviour* or refer to University of Alberta Protective Services for charges under the *Code of Student Behaviour* where appropriate.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.

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| Residence Life Staff | Professional student affairs staff employed by Residence Services |

**Residence Community Standards Policy Proposal Comparison Document**

| | |
|---|---|
| Formal Agreement | A voluntary arrangement created between two or more parties where there is a commitment to an action or behavioural change and all parties have written documentation of the arrangement or when such an arrangement is created as part of a University or Residence Services process. Examples may include community resolutions, restorative agreements and roommate agreements. |
| Informal Agreement | A voluntary arrangement, often verbal in nature, created between two or more parties where the arrangement is not created within a University or Residence Services process and documentation is not provided to all parties. Examples may include where a neighbour agrees to turn down their music in the future, or a group of students commit to leaving a lounge by a certain time so another group can use the space. |
| Student Staff | Staff employed by Residence Services who are also University of Alberta students and often are residents. See the Residence Services website for residence-specific information about student staff. |

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| Student Staff | Staff employed by Residence Services who are also University of Alberta students and often are residents. See the Residence Services website for residence-specific information about student staff. |

## RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

Code of Student Behaviour
Discrimination, Harassment and Duty to Accomodate Policy
Information Technology Use and Management Policy
Office of Safe Disclosure and Human Rights
Office of the Student Ombuds
Residence Services Website for Current Residents

Sexual Violence Information and Resources
Sexual Violence Policy
University of Alberta Protective Services
University of Alberta Strategic Plan for Equity, Diversity, and Inclusion
University of Alberta Student Participation Process Handbook

## PUBLISHED PROCEDURES OF THIS POLICY

Residence Community Standards Procedure

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## PUBLISHED PROCEDURES OF THIS POLICY

Residence Community Standards Procedure

**Residence Community Standards Policy Proposal Comparison Document**

| RESIDENCE COMMUNITY STANDARDS PROCEDURE | RESIDENCE COMMUNITY STANDARDS PROCEDURE |
|---|---|
| **Office of Administrative Responsibility:** Vice-Provost and Dean of Students | **Office of Administrative Responsibility:** Vice-Provost and Dean of Students |
| **Approver:** GFC (Student Conduct Policy Committee) | **Approver:** GFC (Student Conduct Policy Committee) |
| **Scope:** Compliance with this University policy extends to anyone living or working in a University of Alberta Residence. | **Scope:** Compliance with this University policy extends to anyone living or working in a University of Alberta Residence. |

Left column:

1. Purpose
This procedure establishes a fair and transparent process available for use to address cases of behaviour in violation of the *Residence Community Standards Policy* and based in part on the principles of **Restorative Justice**.

~~III. PROCEDURES FOR INSTANCES IN WHICH COMMUNITY STANDARDS HAVE NOT BEEN MET~~

**2. PROCEDURE**

a. Upon becoming aware of an incident where a **resident**'s rights or responsibilities under the *Residence Community Standards Policy* have been violated, Residence Services will act to address the behaviour and the harm to the **community.**

b. INTERACTION WITH BREACH OF *RESIDENCE AGREEMENT*

   i. In all applicable circumstances the University may choose to act as **landlord** to address a breach of the *Residence Agreement*. Examples of these circumstances may include non-payment of funds, or issues of safety and security, including but not limited to disruptive, threatening or violent conduct. Further information is found in the *Residence Agreement* and online, and are not included in this document.

   ii. In incidents where cases are addressed as a breach of the *Residence Agreement*, **restorative practices** may also be considered to address **harm** and rebuild trust when appropriate. In such a case, the breach of *Residence Agreement* decision by the landlord must be made and communicated to the **responsible party** before the restorative practice occurs. This sequence safeguards responsible parties from being part of a restorative practice in good faith and being surprised by additional consequences as a breach of the *Residence Agreement* afterwards.

c. INTERACTION WITH *CODE OF STUDENT BEHAVIOUR*

   i. Incidents that are reported as violation of this policy that also describe a violation of the *Code of Student Behaviour* may be addressed both through the *Code of Student Behaviour* in accordance with the procedures established in the *Code of Student Behaviour* and this procedure.

   ii. To the extent possible, a single process will be used to address incidents that are violations of both the *Residence Community Standards Policy* and the *Code of Student Behaviour*. There will be exceptions, and in those cases action under the *Code of Student Behaviour* will not preclude action under the Residence Community Standards Policy or Residence Agreement and vice versa.

3. PROCEDURE FOR REPORTING ~~AND ROUTING AN INCIDENT TO THE APPROPRIATE PROCESS~~

Right column:

1. Purpose
This procedure establishes a fair and transparent process available for use to address cases of behaviour in violation of the *Residence Community Standards Policy* and based in part on the principles of **Restorative Justice**.

**2. PROCEDURE**

a. Upon becoming aware of an incident where a **resident**'s rights or responsibilities under the *Residence Community Standards Policy* have been violated, Residence Services will act to address the behaviour and the harm to the **community.**

b. INTERACTION WITH BREACH OF *RESIDENCE AGREEMENT*

   i. In all applicable circumstances the University may choose to act as **landlord** to address a breach of the *Residence Agreement*. Examples of these circumstances may include non-payment of funds, or issues of safety and security, including but not limited to disruptive, threatening or violent conduct. Further information is found in the *Residence Agreement* and online, and are not included in this document.

   ii. In incidents where cases are addressed as a breach of the *Residence Agreement*, **restorative practices** may also be considered to address **harm** and rebuild trust when appropriate. In such a case, the breach of *Residence Agreement* decision by the landlord must be made and communicated to the **responsible party** before the restorative practice occurs. This sequence safeguards responsible parties from being part of a restorative practice in good faith and being surprised by additional consequences as a breach of the *Residence Agreement* afterwards.

c. INTERACTION WITH *CODE OF STUDENT BEHAVIOUR*

   i. Incidents that are reported as violation of this policy that also describe a violation of the *Code of Student Behaviour* may be addressed both through the *Code of Student Behaviour* in accordance with the procedures established in the *Code of Student Behaviour* and this procedure.

   ii. To the extent possible, a single process will be used to address incidents that are violations of both the *Residence Community Standards Policy* and the *Code of Student Behaviour*. There will be exceptions, and in those cases action under the *Code of Student Behaviour* will not preclude action under the Residence Community Standards Policy or Residence Agreement and vice versa.

3. PROCEDURES FOR REPORTING

a. Upon becoming aware of an incident, a **Residence Life staff** or **student staff** member will initiate the appropriate Residence Life reporting process.
b. Community Resolution Process:

**Residence Community Standards Policy Proposal Comparison Document**

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1) ~~These procedures do not apply in circumstances where the University acting as Landlord addresses a breach of the Residence Agreement relating to non-payment of funds, or to issues of safety and security, including but not limited to disruptive, threatening or violent conduct.~~

a) Upon becoming aware of an incident, a Residence Life or Student Staff member will initiate the ~~Residence Life~~ the appropriate reporting process.

b) Community Resolution Process:
- If an incident is assessed to be resolvable through a restorative discussion with the resident(s) who caused the incident, a **community resolution** may be developed with the resident(s).
- In the case where a community (floor, unit, stairwell, etc) has engaged in behaviour contrary to the *Residence Community Standards Policy* a Residence Life staff or student staff may hold a restorative discussion with the group in order to develop a community resolution.
- Community resolutions will be documented and provided to the residents involved. A community resolution should:address the harms and include an agreement of **repairs**. In order to be binding, community resolutions can only include residents who are reasonably able to make an agreement ( in a small enough group to be included in the discussion agreement, not intoxicated,
- If an incident is assessed to be resolvable in that moment through a restorative practice that includes the **harmed party** and responsible party, a Residence Life staff or student staff member may facilitate an immediate restorative practice. The resulting **restorative agreement** will be documented in a community resolution and provided to all involved parties.

c) Incidents that are not resolved in a community resolution, must be documented in an incident report. An **incident report** may describe a single incident, multiple incidents that had not previously been documented, or refer to a situation where previous community resolutions have not resolved the issue.

d) Upon receiving an incident report, Residence Life Staff will make an assessment as follows:

- If the incident report details an incident that could be addressed either through restorative practices or as a breach of the *Residence Agreement*, an internal investigation will be initiated, as needed.
- If the incident report details an incident that is a serious and substantial breach of the *Residence Agreement*, the incident will be forwarded to the landlord or designate for a decision under a breach of *Residence Agreement*.
- If the incident report describes a violation of the *Code of Student Behaviour*, the matter may be handled in accordance with the procedures established in the *Code of Student Behaviour*.

e) Repeated Behaviour

- In cases where residents have developed multiple community resolutions with Residence Life staff about similar behaviour, further behaviour of the same nature may be addressed through other restorative practices or as a breach of the *Residence Agreement*.

2) ~~Minor Incidents: If an incident is assessed by either a Student Staff Member or a Residence Life Staff member to be of a Minor nature, that staff member may simply resolve the situation through a discussion with the Resident; that is, develop a Community Resolution.~~

3) ~~In the case where a community (floor, unit, stairwell, etc) is engaging in behaviour contrary to the Community Standards, a Residence Life staff member may hold a restorative discussion with the group in order to develop a Community Resolution.~~

4) ~~Incidents that are not considered Minor, or that have not already been resolved in a Restorative Meeting, must be documented in an Incident Report. An Incident Report may describe a single incident or refer to multiple Community Resolutions with a Resident which have not solved the issue.~~

5) ~~Upon receiving an Incident Report, the Residence Area Coordinator will make an assessment as follows:~~

i) ~~If the Incident Report details an incident that could be addressed either through the Restorative Justice process or as a breach of the Residence Agreement, an internal investigation will be initiated as needed.~~

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<td>

i. If an incident is assessed to be resolvable through a restorative discussion with the resident(s) who caused the incident, a **community resolution** may be developed with the resident(s).

ii. In the case where a community (floor, unit, stairwell, etc) has engaged in behaviour contrary to the *Residence Community Standards Policy* a Residence Life staff or student staff may hold a restorative discussion with the group in order to develop a community resolution.

iii. Community resolutions will be documented and provided to the residents involved. A community resolution should:address the harms and include an agreement of **repairs**. In order to be binding, community resolutions can only include residents who are reasonably able to make an agreement ( in a small enough group to be included in the discussion agreement, not intoxicated,

iv. If an incident is assessed to be resolvable in that moment through a restorative practice that includes the **harmed party** and responsible party, a Residence Life staff or student staff member may facilitate an immediate restorative practice. The resulting **restorative agreement** will be documented in a community resolution and provided to all involved parties.

c. Incidents that are not resolved in a community resolution, must be documented in an incident report. An **incident report** may describe a single incident, multiple incidents that had not previously been documented, or refer to a situation where previous community resolutions have not resolved the issue.

d. Upon receiving an incident report, Residence Life Staff will make an assessment as follows:

i. If the incident report details an incident that could be addressed either through restorative practices or as a breach of the *Residence Agreement*, an internal investigation will be initiated, as needed.

ii. If the incident report details an incident that is a serious and substantial breach of the *Residence Agreement*, the incident will be forwarded to the landlord or designate for a decision under a breach of *Residence Agreement*.

iii. If the incident report describes a violation of the *Code of Student Behaviour*, the matter may be handled in accordance with the procedures established in the *Code of Student Behaviour*.

e. Repeated Behaviour

i. In cases where residents have developed multiple community resolutions with Residence Life staff about similar behaviour, further behaviour of the same nature may be addressed through other restorative practices or as a breach of the *Residence Agreement*.

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**Residence Community Standards Policy Proposal Comparison Document**

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| ~~ii)     If the Incident Report describes a violation of the Code of Student Behaviour, and the criteria for the Restorative process as identified in this policy are not met, the matter will be handled in accordance with the procedures established in the Code.~~ | |
| A. PROCEDURES FOR INTERNAL INVESTIGATIONS<br><br>~~1)   Each University Residence is required to establish and communicate a means of appointing internal investigators. They may be Residence Life Staff, Student Staff or University of Alberta Protective Services.~~ Internal investigators may be Residence Life staff, student staff or University of Alberta Protective Services. The original author of the Incident Report must not be the individual conducting the investigation.<br><br>~~2)   Investigations will be conducted according to the principles of natural justice. The investigator will gather~~ The investigator will conduct a procedurally fair investigation, gathering available relevant information about the incident, ~~including~~ which may include collecting witness statements and documenting physical evidence. ~~The investigator will provide a written summary of discussions with the~~ The investigator will document a written summary of their investigation, including any discussions with the Resident who is the subject of the Incident Report, the author of the Incident Report, and other individuals involved. If the identity of the responsible party(ies) ~~Resident~~ is unknown, the investigation will begin by attempting to establish the identity of the person(s) who caused the Harm.<br><br>~~3)~~ If at any point during the investigation it becomes apparent that the incident is of a more serious or complex nature, the investigator will return the matter to the landlord or designate to be addressed as a breach of the *Residence Agreement* or for investigation under the *Code of Student Behaviour*. ~~the Residence Area Coordinator, who will make a decision regarding process according to Item III B.7) of this policy.~~<br><br>~~4)~~ Internal investigations will normally be completed within 15 business ~~14 calendar~~ days. In extenuating circumstances, discretion to allow more time shall lie with designated Residence Life staff. ~~the Residence Area Coordinator. Once completed, the investigation report will be submitted to the Residence Area Coordinator.~~<br><br>~~5)~~ Where the Incident Report requires no further investigation and/or the parties agree to the facts of the case, Residence Life staff ~~the Residence Area Coordinator~~ may forgo further investigation and proceed to make a decision on which process will be used to resolve the issue. | 4. PROCEDURES FOR INTERNAL INVESTIGATIONS<br><br>a. Internal investigators may be Residence Life staff, student staff or University of Alberta Protective Services. The original author of the incident report must not be the individual conducting the investigation.<br><br>b. The investigator will conduct a procedurally fair investigation, gathering available relevant information about the incident, which may include collecting witness statements and documenting physical evidence. The investigator will document a written summary of their investigation, including any discussions with the resident who is the subject of the incident report, the author of the incident report, and other individuals involved. If the identity of the responsible party(ies) is unknown, the investigation will begin by attempting to establish the identity of the person(s) who caused the harm.<br><br>c. If at any point during the investigation it becomes apparent that the incident is of a more serious or complex nature, the investigator will return the matter to the landlord or designate to be addressed as a breach of the *Residence Agreement* or for investigation under the *Code of Student Behaviour.*<br><br>d. Internal investigations will normally be completed within 15 business days. In extenuating circumstances, discretion to allow more time shall lie with designated Residence Life staff.<br><br>e. Where the incident report requires no further investigation and/or the parties agree to the facts of the case, Residence Life staff may forgo further investigation and proceed to make a decision on which process will be used to resolve the issue. |
| 5. PROCEDURES FOR ROUTING<br><br>a. Restorative practices are used to address incidents within **University residences**. An incident qualifies for a restorative practice if it meets all of the following criteria:<br><br>~~6) The Restorative Justice process will be the preferred process for incidents within University Residences. An incident qualifies for a Restorative Meeting or Restorative Conference if it meets all of the following criteria:~~<br><br>    ~~a)~~ The identity of the responsible party ~~Resident who committed the infraction~~ is known ~~(hereafter referred to as the Respondent);~~<br><br>    ~~b) That Resident~~ The responsible party is willing to participate in a restorative practice ~~Restorative Justice process~~;<br><br>    ~~c) The Harmed Party(ies) is/are willing to participate either in person, by providing an Impact Statement or by designating a representative;~~<br><br>    d) Harm to an individual, the community or to property can be identified; and<br><br>    ~~e)~~ The nature of the incident is appropriate ~~to the Restorative Justice process.~~ for use of restorative practices (see section 6.e. "Limits on Restorative Practices")<br><br>b. The designated Residence Life staff member may make a determination to route a matter to be addressed as a breach of the Residence Agreement when: | 5. PROCEDURES FOR ROUTING<br><br>a. Restorative practices are used to address incidents within **University residences**. An incident qualifies for a restorative practice if it meets all of the following criteria:<br><br>    i. The identity of the responsible party is known;<br><br>    ii. The responsible party is willing to participate in a restorative practice;<br><br>    iii. Harm to an individual, the community, or to property can be identified; and<br><br>    iv. The nature of the incident is appropriate for use of restorative practices (see section 6.e. "Limits on Restorative Practices")<br><br>b. The designated Residence Life staff member may make a determination to route a matter to be addressed as a breach of the Residence Agreement when:<br><br>    i. The criteria for restorative practices are not met;<br><br>    ii. One or more of the parties withdraw from the restorative practice;<br><br>    iii. The parties are unable to come to a restorative agreement;<br><br>    iv. The responsible party fails to fulfill the restorative agreement; and/or |

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| <ol type="i" start="1"><li>The criteria for restorative practices are not met;</li><li>One or more of the parties withdraw from the restorative practice;</li><li>The parties are unable to come to a restorative agreement;</li><li>The responsible party fails to fulfill the restorative agreement; and/or</li><li>The nature of the incident is better suited to be addressed under the Residence Agreement.</li></ol><br>7) In cases where the criteria for the Restorative Justice Process, as outlined above, are not met, the Residence Area Coordinator make a final determination as to process. Incidents not addressed under the Restorative Justice process will be:<br><p style="padding-left:2em">f) Forwarded to the Landlord for consideration, if the incident is a breach of the Residence Agreement, or</p><p style="padding-left:2em">g) Handled in accordance with the procedures established in the Code of Student Behaviour, if the incident details a violation of the Code.</p><br>c. The designated Residence Life staff member's decision as to which process will be followed is not subject to reconsideration. ~~The Residence Area Coordinator's decision as to which process will be followed is not subject to appeal.~~ | <p style="padding-left:2em">v. The nature of the incident is better suited to be addressed under the Residence Agreement.</p><br>c. The designated Residence Life staff member's decision as to which process will be followed is not subject to reconsideration. |
| **6. RESTORATIVE PRACTICES**<br><ol type="a"><li>Restorative Justice and restorative practices are rooted in Indigenous ways of knowing, being, doing, and relating. Residence Services is committed to continuous learning and incorporation of Indigenous perspectives, values, and cultural understandings in restorative practices and the training of **restorative facilitators**.</li><li>Restorative practices are available for use in residence to:<ol type="i"><li>Build community relationships, generate respectful dialogue, and develop empathy prior to any violation of policy</li><li>Address unacceptable behaviour, resolve issues, and provide repairs in a positive and constructive way</li><li>Provide community rebuilding and healing after an incident of any type in residence.</li></ol></li><li>Restorative practices are a framework, not a rigid procedure. Restorative practices by design take into account the situation and individuals involved. Restorative practices are guided by these principles:<ol type="i"><li>Involving those with a legitimate stake in the situation, which may include harmed parties, responsible parties, and community members</li><li>Respect for all parties</li><li>Voluntary involvement for all parties</li><li>Providing all parties a chance to tell their story (storytelling/truth-telling)</li><li>Participatory decision making</li><li>Valuing the relationships between individuals</li></ol></li><li>When a restorative practice occurs as response to an incident where harm occurred it is guided by these additional principles:<ol type="i"><li>Providing an opportunity for dialogue, which can be direct or indirect, between responsible parties and harmed parties as desired by all parties (voluntary involvement)</li><li>Focus on the harms (and consequent needs) of harmed parties first of all, but also the needs of the community and those who are causing or who caused harm.</li><li>Aims for mutually agreed upon outcomes that put things right to the extent possible and rebuilding trust lost as a result of the harm</li><li>Promotes responsibility, reparation, and healing for all parties.</li></ol></li><li>Limits on restorative practices under these procedures:</li></ol> | 6. RESTORATIVE PRACTICES<br><ol type="a" start="7"><li>Restorative Justice and restorative practices are rooted in Indigenous ways of knowing, being, doing, and relating. Residence Services is committed to continuous learning and incorporation of Indigenous perspectives, values, and cultural understandings in restorative practices and the training of **restorative facilitators**.</li><li>Restorative practices are available for use in residence to:<ol type="i" start="4"><li>Build community relationships, generate respectful dialogue, and develop empathy prior to any violation of policy</li><li>Address unacceptable behaviour, resolve issues, and provide repairs in a positive and constructive way</li><li>Provide community rebuilding and healing after an incident of any type in residence.</li></ol></li><li>Restorative practices are a framework, not a rigid procedure. Restorative practices by design take into account the situation and individuals involved. Restorative practices are guided by these principles:<ol type="i"><li>Involving those with a legitimate stake in the situation, which may include harmed parties, responsible parties, and community members</li><li>Respect for all parties</li><li>Voluntary involvement for all parties</li><li>Providing all parties a chance to tell their story (storytelling/truth-telling)</li><li>Participatory decision making</li><li>Valuing the relationships between individuals</li></ol></li><li>When a restorative practice occurs as response to an incident where harm occurred it is guided by these additional principles:<ol type="i"><li>Providing an opportunity for dialogue, which can be direct or indirect, between responsible parties and harmed parties as desired by all parties (voluntary involvement)</li><li>Focus on the harms (and consequent needs) of harmed parties first of all, but also the needs of the community and those who are causing or who caused harm.</li><li>Aims for mutually agreed upon outcomes that put things right to the extent possible and rebuilding trust lost as a result of the harm</li><li>Promotes responsibility, reparation, and healing for all parties.</li></ol></li><li>Limits on restorative practices under these procedures:</li></ol> |

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| i. Some incidents may not be appropriate for response through restorative practices, where the possibility of additional harm is deemed to be prohibitively high. The merits of restorative justice in cases of significant harm are well recognized and this procedure supports healing through restorative practices should appropriately trained facilitators be available.<br><br>f. Where all of the principles of restorative practices do not apply, Residence Life staff may proceed with addressing the harm and impact on the community, using as many of the restorative principles as possible. | i. Some incidents may not be appropriate for response through restorative practices, where the possibility of additional harm is deemed to be prohibitively high. The merits of restorative justice in cases of significant harm are well recognized and this procedure supports healing through restorative practices should appropriately trained facilitators be available.<br><br>l. Where all of the principles of restorative practices do not apply, Residence Life staff may proceed with addressing the harm and impact on the community, using as many of the restorative principles as possible. |
| b. PROCEDURES FOR RESTORATIVE PRACTICES JUSTICE PROCESSES<br><br>1) In all cases where the criteria for Restorative Justice are met, it shall be preferred over other processes.<br><br>2) The following procedures will be followed at the Restorative Conference (see Appendix B for further guidelines on facilitating the Restorative Conference.)<br><br>The Conference will be co-facilitated. Participants in the process will include two Facilitators, the Harmed Party(ies), either in person or by Impact Statement, and the Respondent(s).<br><br>The Respondent(s) and the Harmed Party(ies), where applicable, may each bring one support person. The support person will be allowed to participate in the discussions but is not a signatory to the Restorative Agreement.<br><br>If at any point during the Conference, it becomes apparent that the criteria as listed in Item III B. 6) are no longer being met, the Facilitators will adjourn the Conference and the matter will be returned to the Residence Area Coordinator, who will make a decision regarding process according to Item III B.7) of this policy.<br><br>a. Trained restorative facilitator(s) will design a restorative practice appropriate for the situation and individuals, guided by the principles of restorative practices and their training. Examples of a restorative practice may include (but are not limited to) a **restorative meeting**, **restorative conference**, and asynchronous letter exchange. Possible components of a restorative practice are outlined below.<br><br>b. Participants in a restorative practice may include:<br><br>   i. One or more restorative facilitators depending on the needs of the situation;<br><br>   ii. Responsible party(ies);<br><br>   iii. Harmed party(ies);<br><br>   iv. One support person for the responsible party(ies) and the harmed party(ies), where appropriate and applicable; and<br><br>   v. Community members, when appropriate.<br><br>c. Restorative practices may take place synchronously with a facilitated encounter or asynchronously (options for asynchronous participation may include letter, voice message, or video exchanges between parties through a facilitator).<br><br>d. The restorative practice will provide parties the opportunity to recount their experience and share their perspective.<br><br>e. After each party is satisfied that his or her perspective has been heard, the Facilitators will facilitate a discussion in which the participants will collectively seek to identify the Harms in need of repair, remedy, both to individuals and to the community.<br><br>When the list of Harms is complete to the satisfaction of all parties the participants, the group will work together to generate options for restorative repairs remedies (see Appendix D for examples of possible restorative remedies). A repair remedy must function to repair an identified Harm and/or rebuild trust, and be: | 7. PROCEDURES FOR RESTORATIVE PRACTICES<br><br>a. Trained restorative facilitator(s) will design a restorative practice appropriate for the situation and individuals, guided by the principles of restorative practices and their training. Examples of a restorative practice may include (but are not limited to) a **restorative meeting**, **restorative conference**, and asynchronous letter exchange. Possible components of a restorative practice are outlined below.<br><br>b. Participants in a restorative practice may include:<br><br>   i. One or more restorative facilitators depending on the needs of the situation;<br><br>   ii. Responsible party(ies);<br><br>   iii. Harmed party(ies);<br><br>   iv. One support person for the responsible party(ies) and the harmed party(ies), where appropriate and applicable; and<br><br>   v. Community members, when appropriate.<br><br>c. Restorative practices may take place synchronously with a facilitated encounter or asynchronously (options for asynchronous participation may include letter, voice message, or video exchanges between parties through a facilitator).<br><br>d. The restorative practice will provide parties the opportunity to recount their experience and share their perspective.<br><br>e. After each party is satisfied that their perspective has been heard, the facilitators will facilitate a discussion or exchange in which the participants will collectively seek to identify the harms in need of repair, both to individuals and to the community.<br><br>f. When the list of harms is complete to the satisfaction of all parties, the participants will work together to generate options for restorative repairs. A repair must function to remedy an identified harm and/or rebuild trust, and be:<br><br>   i. Appropriate, relevant, and commensurate to the harm caused;<br><br>   ii. Fair and agreeable to all parties;<br><br>   iii. Realistic and achievable; and<br><br>   iv. Specific and objective enough to be measurable.<br><br>g. When all parties agree to repair(s) that will satisfactorily address the harms and/or rebuild trust, a facilitator will write the agreed upon repair(s) into a restorative agreement. The restorative agreement will include, at minimum:<br><br>   i. A list of the participants and their roles in the restorative practice;<br><br>   ii. A list of agreed repairs to remedy the harm done; |

**Left column:**

    i.    Appropriate, relevant, and commensurate to the harm caused;

    ii.    Fair and agreeable to all parties;

    iii.    Realistic and achievable; and

    iv.    Specific and objective enough to be measurable.

ii) ~~When all parties agree to~~ repair(s) ~~remedy(ies)~~ that will satisfactorily address the Harms and/or rebuild trust, a Facilitator will write the agreed upon repair(s) ~~remedy(ies)~~ into a Restorative Agreement ~~(see Appendix E for an example Restorative Agreement).~~ The Restorative Agreement will include, at ~~a~~ minimum:

    i.    A list of the participants and their roles in the restorative practice ~~Restorative Conference~~;

    ii.    A list of agreed repairs ~~remedies~~ to repair the Harm done; and

    iii.    A required completion date; and

    iv.    Where appropriate, the name of the Residence Life staff or student staff mentoring and/or following up on the agreed actions.

iii) The participating facilitator(s), responsible party(ies), harmed party(ies), and community members (where appropriate) will sign the restorative agreement. ~~The Facilitators, the Respondent(s) and the Harmed Party(ies) will sign the Restorative Agreement. Where a Harmed Party has participated by Impact Statement, a Facilitator will sign on behalf of the Harmed Party.~~ The Restorative Agreement will become the official document of this process ~~; all other notes generated during the meeting will be destroyed~~. Copies of the Restorative Agreement will be provided to:

    i.    ~~The Respondent(s);~~ The responsible party(ies);

    ii.    The Harmed Party(ies); and

    iii.    Residence Services.

iv) In cases where the Restorative Agreement is not feasible, or where it is in conflict with University policies or municipal, provincial or federal law, the facilitator will reconvene the group to change the repairs. ~~the Residence Area Coordinator will contact the Coordinator to reconvene the group and change the remedies.~~

v) Designated Residence Life Staff or Student Staff will follow up with the responsible party(ies) ~~Respondent(s)~~ to ensure the terms of the Restorative Agreement are fulfilled. If a responsible party ~~Respondent~~ fails to complete the agreed repairs ~~remedies~~ listed on the Restorative Agreement by the date specified, the matter will be considered a breach of the Residence Agreement and addressed as such. ~~the Residence Area Coordinator will forward it to the Landlord.~~

h. If at any point during the restorative practice, it becomes apparent that the criteria as listed in section 5. a. are no longer being met or if no restorative agreement can be reached, the facilitators will adjourn the restorative practice and the matter will be returned to the designated Residence Life staff to make a decision regarding the process according to section 5 of this procedure. ~~If no agreement can be reached, the Facilitators will return the matter to the Residence Area Coordinator, who will make a decision regarding process according to Item III B.7) of this policy.~~

**8. CONFIDENTIALITY AND RECORDS**

a. Residence Life staff and student staff have a responsibility to conduct themselves in accordance with the principles of privacy set out in provincial legislation and their employment confidentiality agreement.

b. Participants in a restorative practice will be required to sign a confidentiality agreement before the practice begins and are required to uphold that agreement. Violations of confidentiality may harm the involved parties, and will be addressed as a violation of the Residence Community Standards Policy and addressed through these procedures and/or addressed under the Code of Student Behaviour.

**Right column:**

    iii.    A required completion date; and

    iv.    Where appropriate, the name of the Residence Life staff or student staff mentoring and/or following up on the agreed actions.

h. The participating facilitator(s), responsible party(ies), harmed party(ies), and community members (where appropriate) will sign the restorative agreement. The restorative agreement will become the official document of this process. Copies of the restorative agreement will be provided to:

    i.    The responsible party(ies);

    ii.    The harmed party(ies); and

    iii.    Residence Services.

i. In cases where the restorative agreement is not feasible, or where it is in conflict with University policies or municipal, provincial, or federal law, the facilitator will reconvene the group to change the repairs.

j. Designated Residence Life staff or student staff will follow up with the responsible party(ies) to ensure the terms of the restorative agreement are fulfilled. If a responsible party fails to complete the agreed repairs listed on the restorative agreement by the date specified, the matter will be considered a breach of the *Residence Agreement* and addressed as such.

k. If at any point during the restorative practice, it becomes apparent that the criteria as listed in section 5. a. are no longer being met or if no restorative agreement can be reached, the facilitators will adjourn the restorative practice and the matter will be returned to the designated Residence Life staff to make a decision regarding the process according to section 5 of this procedure.

**8. CONFIDENTIALITY AND RECORDS**

d. Residence Life staff and student staff have a responsibility to conduct themselves in accordance with the principles of privacy set out in provincial legislation and their employment confidentiality agreement.

e. Participants in a restorative practice will be required to sign a confidentiality agreement before the practice begins and are required to uphold that agreement. Violations of confidentiality may harm the involved parties, and will be addressed as a violation of the Residence Community Standards Policy and addressed through these procedures and/or addressed under the Code of Student Behaviour.

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| c. Records created in the execution of these procedures will be managed in accordance with the University Records Management Policy and the Alberta Freedom of Information and Protection of Privacy Act and Regulations. | f. Records created in the execution of these procedures will be managed in accordance with the University Records Management Policy and the Alberta Freedom of Information and Protection of Privacy Act and Regulations. |

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| ~~IV. LINKS~~<br><br>~~Residence Services Web for Current Residents - https://www.residence.ualberta.ca/current-residents~~<br><br>~~Residence Specific Information including: Community Standards, Residence Agreement, etc.~~<br><br>~~https://www.residence.ualberta.ca/current-residents/community-standards~~<br><br>~~Code of Student Behaviour  http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/~~<br><br>~~Student OmbudService  http://www.ombudservice.ualberta.ca/~~<br><br>**FORMS**<br><br>Should a link fail, please contact uappol@ualberta.ca. [▲Top]<br><br>No Forms for this Procedure<br><br>**RELATED LINKS**<br><br>Records Management Policy<br><br>Example Confidentiality Agreement Information Doc | **FORMS**<br><br>Should a link fail, please contact uappol@ualberta.ca. [▲Top]<br><br>No Forms for this Procedure<br><br>**RELATED LINKS**<br><br>Records Management Policy<br><br>Example Confidentiality Agreement Information Doc |

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| **IV. DEFINITIONS**<br><br>~~1) Community Resolution – A Restorative Justice process  for Minor Incidents or community issues. It may be:~~<br><br>~~a. The outcome of a discussion between Residence Life Staff or Student Staff and an individual Resident concerning a Minor Incident. A written notification  serves as confirmation of the discussion; or~~<br><br>~~b. The outcome of a discussion between Residence Life Staff or Student Staff and a residence community (e.g. floor, unit, stairwell) concerning a pattern of behaviour. A written summary serves as confirmation of the discussion.~~<br><br>~~2) Facilitator - A member of Residence Life staff or  Student Staff that facilitates a Restorative Justice process within Residence. Normally, Community Resolutions are facilitated by Resident Assistants (RAs), Restorative Meetings are facilitated by Senior Resident Assistants (SRAs) or Residence Coordinators (RCs), and Restorative Conferences are co-facilitated by two Residence Coordinators (RCs) or a Residence Coordinator (RC) and a Senior Resident Assistant (SRA).~~<br><br>~~3) Harm - Any action which negatively affects a person, their property and/or reputation, or the Residence community for which concrete or symbolic reparation can be made.~~<br><br>~~4) Harmed Party – A person who was either harmed directly  or is representative of a community to which harm was done.~~ | **DEFINITIONS** |

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.

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| **Restorative Justice** | A framework of thinking about wrongdoing that frames offences as a harm and uses restorative practices to involve, to the extent possible, those who have a stake in a specific offence or harm to collectively identify and address harms in order to heal and put things as right as possible. |
| **Resident** | A student who has signed a Residence Agreement with the University and who lives in residence. |
| **University Community** | Includes those who are employed by the University, who are officially associated with the University, and those who are students, former students, or alumni of the University. |

~~5) Incident Report – A written record of an incident. Not all Incident Reports need to refer to contraventions of the Community Standards. An Incident Report can also document a series of lower level interventions which have not changed a behaviour, or document the need for a repair, for example.~~

~~6) Impact Statement – A written description of the effect, or harm caused by a particular behaviour or pattern of behaviours, submitted by a Harmed Party in lieu of participating in a Restorative Conference in person.~~

~~7) Landlord – An official who acts on behalf of the University of Alberta in enforcing the terms of the Residence Agreement.~~

~~8) Minor Incidents – Incidents in which the Harm is to the community in general, and which can be resolved with a Community Resolution, or incidents in which an individual Harmed Party agrees that a Community Resolution is appropriate and he or she does not need to be involved in the outcome. Examples may include, but are not limited to, occasional noise complaints, cleaning issues, garbage disposal, etc.~~

~~9) Residence Agreement – The document signed by the Resident and the University which defines the tenancy relationship.~~

~~10) Residence Area Coordinator – The individual who oversees the implementation of the restorative process and makes the decision as to which policy will be applied when an incident occurs.~~

~~11) Residence Life Staff – Professional student affairs staff employed by Residence Services, including but not limited to: Residence Coordinators (RCs), Residence Administrators, Residence Area Coordinators (RACs), and the Assistant Dean of Students -Residence Life.~~

~~12) Residence Students' Association – An organized body of student representatives in each residence community which facilitates opportunities for involvement and represents student interests in various University processes. An umbrella organization, the Residence Halls Association (RHA), provides a unified voice on behalf of University residents. The RHA (or delegated group) may stand in for any University Residence which does not have a students' association.~~

~~13) Resident – A student who has signed a Residence Contract with the University and who lives in Residence.~~

~~14) Respondent – A participant in the Restorative Justice process whose actions or behaviours have harmed another person, the community or the institution.~~

~~15) Restorative Agreement – An agreement between Facilitator(s), Respondent(s) and Harmed Party(ies), which outlines the actions the Respondent(s) will take to restore the community and/or rebuild trust, either by concrete remedies or symbolic action. The Agreement must be agreed upon by the Facilitator(s), the Respondent(s) and the Harmed Party(ies).~~

~~16) Restorative Conference – A Restorative Justice process which involves two Facilitators, and may involve multiple Respondent(s) and/or Harmed Party(ies), and support person(s). A successful Restorative Conference results in a Restorative Agreement created and signed by the parties.~~

~~17) Restorative Justice – A voluntary process that emphasizes repairing the Harm caused to individuals or the community and rebuilding trust lost as a result of the Harm caused. It entails the participation of both the person(s) who caused the Harm and the Harmed Party(ies) in a facilitated process in which all parties generate and agree to the resolution.~~

~~18) Restorative Meeting – a Restorative Justice process which involves a Facilitator, a Harmed Party and a Respondent. A Restorative Meeting may be spontaneous or planned, and may occur before or after an Incident Report is filed. A successful Restorative Meeting results in a Restorative Agreement created by the parties.~~

~~19) Student staff – Staff employed by Residence Services who are also students and Residents, including but not limited to: Resident Assistants (RAs) and Senior Resident Assistants (SRAs) and Residence Interns. See the Residence Services website for residence-specific information about student staff.~~

~~20) University Community – Includes those who are employed by the University, who are officially associated with the University, and those who are Students, former Students, or alumni of the University.~~

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| **Residence Agreement** | The document signed by the resident and the University which defines the tenancy relationship. |
| **Landlord** | An official who acts on behalf of the University of Alberta in enforcing the terms of the Residence Agreement. |
| **Restorative Practices** | A method of engaging with individuals and the community that use restorative principles, often to facilitate a synchronous or asynchronous interaction. There is a determined purpose for a restorative practice. Examples include (but are not limited to) circles, talking circles, peacemaking circles, restorative meetings, and restorative conferences. |
| **Harm** | The negative consequences that are caused by the actions of an individual or group of individuals. Harms can impact a person, their property and/or reputation, relationships, or the residence community. |
| **Responsible Party** | A resident whose actions or behaviours have harmed another person, the community, or the institution and/or have violated the rights and responsibilities of residents (Sections 4 & 5 of this policy) |
| **Residence Life Staff** | Professional student affairs staff employed by Residence Services |
| **Student Staff** | Staff employed by Residence Services who are also University of Alberta students and often are residents. See the Residence Services website for residence-specific information about student staff. |
| **Community Resolution** | A restorative practice used to address community issues in situations where residents take responsibility and voluntarily take part in a restorative discussion that leads to a resolution of the issue. Community resolutions result in an agreement for immediate and future behaviour that resolves the issue and are expected to be upheld by all parties. It may be:<br><br>c. The outcome of a discussion based on restorative principles between Residence Life Staff or student staff and an individual resident or group of residents concerning an incident or behaviour. A written notification serves as confirmation of the discussion and resulting agreement; or<br>d. The outcome of a discussion based on restorative principles between Residence Life Staff or student staff and a residence community (e.g. floor, unit, stairwell) concerning a pattern of behaviour. A written summary serves as confirmation of the discussion and resulting agreement. |
| **Repairs** | A response or remedy to harm, with a goal to put things right. Can be concrete and/or symbolic. Repairs are decided with voluntary agreement of the responsible party. Repairs may also include actions of the community or Residence Services that are needed to address the harms. While repairs might be difficult, they should not be intended to harm. |

21) University Residence - Any student housing facility owned and operated by the University of Alberta. A comprehensive list of University Residences is found on the Residence Services website.

## DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.

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| **Restorative Justice** | A framework of thinking about wrongdoing that frames offences as a harm and uses restorative practices to involve, to the extent possible, those who have a stake in a specific offence or harm to collectively identify and address harms in order to heal and put things as right as possible. |
| **Resident** | A student who has signed a Residence Agreement with the University and who lives in residence. |
| **University Community** | Includes those who are employed by the University, who are officially associated with the University, and those who are students, former students, or alumni of the University. |
| **Residence Agreement** | The document signed by the resident and the University which defines the tenancy relationship. |
| **Landlord** | An official who acts on behalf of the University of Alberta in enforcing the terms of the Residence Agreement. |
| **Restorative Practices** | A method of engaging with individuals and the community that use restorative principles, often to facilitate a synchronous or asynchronous interaction. There is a determined purpose for a restorative practice. Examples include (but are not limited to) circles, talking circles, peacemaking circles, restorative meetings, and restorative conferences. |
| **Harm** | The negative consequences that are caused by the actions of an individual or group of individuals. Harms can impact a person, their property and/or reputation, relationships, or the residence community. |
| **Responsible Party** | A resident whose actions or behaviours have harmed another person, the community, or the institution and/or have violated the rights and responsibilities of residents (Sections 4 & 5 of this policy) |
| **Residence Life Staff** | Professional student affairs staff employed by Residence Services |
| **Student Staff** | Staff employed by Residence Services who are also University of Alberta students and often are residents.See the Residence Services website for residence-specific information about student staff. |

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| **Harmed Party** | A person who was either harmed directly or is representative of a community to which harm was done. |
| **Restorative Agreement** | An agreement created through a restorative practice which outlines the actions the respondent(s) will take to restore the community and/or rebuild trust, either by concrete repairs or symbolic action. The agreement must be agreed upon by the facilitator(s), the respondent(s) and the harmed party(ies) participating in the restorative practice. |
| **Incident Report** | A written record of an incident. Not all incident reports need to refer to violations of the Residence Community Standards Policy. Incident reports can also be used to document a resident emergency (such as first aid treatment) or health and safety concerns. |
| **University Residence** | Any student housing facility owned and operated by the University of Alberta. A comprehensive list of University residences is found on the Residence Services website. |
| **Restorative Facilitator** | Any university staff member or student staff trained in facilitation of restorative practices and/or restorative justice. |
| **Restorative Meeting** | A restorative practice which involves a facilitator, a harmed party and a responsible party, with the aim to come to a restorative agreement created and signed by the parties. A restorative meeting may be spontaneous or planned, and may occur before or after documentation (such as an incident report) is filed. |
| **Restorative Conference** | A restorative practice which involves up to two facilitators, and may involve multiple responsible party(s) and/or harmed party(ies), and support person(s), with the aim to come to a restorative agreement created and signed by the parties. |

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| **Community Resolution** | A restorative practice used to address community issues in situations where residents take responsibility and voluntarily take part in a restorative discussion that leads to a resolution of the issue. Community resolutions result in an agreement for immediate and future behaviour that resolves the issue and are expected to be upheld by all parties. It may be:<br><br>   a.  The outcome of a discussion based on restorative principles between Residence Life Staff or student staff and an individual resident or group of residents concerning an incident or behaviour. A written notification serves as confirmation of the discussion and resulting agreement; or<br>   b.  The outcome of a discussion based on restorative principles between Residence Life Staff or student staff and a residence community (e.g. floor, unit, stairwell) concerning a pattern of behaviour. A written summary serves as confirmation of the discussion and resulting agreement. |
| **Repairs** | A response or remedy to harm, with a goal to put things right. Can be concrete and/or symbolic. Repairs are decided with voluntary agreement of the responsible party. Repairs may also include actions of the community or Residence Services that are needed to address the harms. While repairs might be difficult, they should not be intended to harm. |
| **Harmed Party** | A person who was either harmed directly or is representative of a community to which harm was done. |
| **Restorative Agreement** | An agreement created through a restorative practice which outlines the actions the respondent(s) will take to restore the community and/or rebuild trust, either by concrete repairs or symbolic action. The agreement must be agreed upon by the facilitator(s), the respondent(s) and the harmed party(ies) participating in the restorative practice. |
| **Incident Report** | A written record of an incident. Not all incident reports need to refer to violations of the Residence Community Standards Policy. Incident reports can also be used to document a resident emergency (such as first aid treatment) or health and safety concerns. |
| **University Residence** | Any student housing facility owned and operated by the University of Alberta. A comprehensive list of University residences is found on the Residence Services website. |
| **Restorative Facilitator** | Any university staff member or student staff trained in facilitation of restorative practices and/or restorative justice. |
| **Restorative Meeting** | A restorative practice which involves a facilitator, a harmed party and a responsible party, with the aim to come to a restorative agreement created and signed by the parties. A restorative meeting may be spontaneous or planned, and may occur before or after documentation (such as an incident report) is filed. |

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| **Restorative Conference** | A restorative practice which involves up to two facilitators, and may involve multiple responsible party(s) and/or harmed party(ies), and support person(s), with the aim to come to a restorative agreement created and signed by the parties. | |

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| ~~**Appendix A Example Documentation for Community Resolutions**~~ <br><br> ~~A Community Resolution can take many forms, but the outcome must be documented using an approved Residence Services system. The student must also be informed of the Community Resolution in writing. Below are several suggestions on how documentation can be composed.~~ <br><br> ~~Subject: Community Resolution (CR)~~ <br><br> ~~Hi [student], (copied to RC)~~ <br><br> ~~Just following up on the conversation we had yesterday: I wanted to thank you for agreeing to wash your dishes, and also for your willingness to consider the rest of unit, and your effect on them.~~ <br><br> ~~Please do not hesitate to contact me for any reason.~~ <br><br> ~~For more information on Restorative Justice please visit the Residence Services~~ ~~website~~~~. Here are some additional resources:~~ <br><br> ~~Student OmbudService~~ <br><br> ~~Office of Safe Disclosure and Human Rights~~ <br><br> ~~Sincerely,~~ <br><br> ~~[name]~~ <br><br> ~~******~~ <br><br> ~~Subject: Community Resolution (CR)~~ <br><br> ~~Hi RC, (copied to student)~~ <br><br> ~~I had a very productive chat with [student, unit #] last night in which she agreed to wash her dishes within two hours of cooking from now on.~~ <br><br> ~~*****~~ <br><br> ~~Floor or Unit~~ ~~Community Resolution (CR)~~ <br><br> ~~Thanks, everyone, for meeting with me last night. As a recap of our discussion, we all agreed that Sundays will be our cleaning day, and we will divide up the duties as follows: ...~~ <br><br> ~~For more information on Restorative Justice please visit the Residence Services~~ ~~website~~~~.~~ <br><br> ~~Here are some additional resources:~~ <br><br> ~~Student OmbudService~~ <br><br> ~~Office of Safe Disclosure and Human Rights~~ | *Removed* |

**Residence Community Standards Policy Proposal Comparison Document**

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| ~~*****~~<br><br>~~_____ 10~~<br>~~_____~~<br>~~Hi [student], (copied to RC)~~<br><br>~~Just following up on our conversation from this morning – I understand you did not intend to disturb your neighbour by playing your stereo last night and that you feel that the complaint was unreasonable. I remind you that quiet hours are from 11pm to 7am, but it is clear that people don't always agree on the level of noise acceptability. If you'd like, I could sit down with the two of you and try to help you come to a compromise that works for both of you.~~<br><br>~~Let me know what I can do to help!~~<br><br>~~For more information on Restorative Justice please visit the Residence Services website.~~<br><br>~~Here are some additional resources:~~<br><br>~~Student OmbudService~~<br><br>~~Office of Safe Disclosure and Human Rights~~<br><br>~~[Note: this is not a CR, but an offer to facilitate an agreement between two students.]~~ | |
| ~~**Appendix B Suggested Guidelines for Chairing Restorative Conferences**~~<br><br>~~In addition to the procedures outlined in the Community Standards Policy, this document provides guidelines for ensuring that a Restorative Conference is effective and productive for participants.~~<br><br>~~1) The co-Facilitators will divide up the duties below as they see fit.~~<br><br>~~2) A Facilitator will review the process to ensure everyone understands how it will work, and will confirm with all parties that they are acceptable as facilitators of the discussions and Restorative Agreement.~~<br><br>~~3) A Facilitator will lead the participants in establishing ground rules for the meeting. Ground rules the participants agree on might include, but are not limited to:~~<br><br>~~• Participants will refrain from interrupting when a participant is speaking;~~<br>~~• Participants will not to discuss the matter during breaks in the meeting;~~<br>~~• Participants will agree to seek clarification from a Facilitator when they do not understand a statement or procedure.~~<br><br>~~4) A Facilitator will confirm with all parties that their attendance is voluntary, that they have signed the Confidentiality Agreement, and that they understand and are willing to participate in the restorative process in good faith and under the guidelines agreed upon. If at any point a participant no longer wishes to participate in the process for any reason, he or she must inform a Facilitator. The Facilitator will adjourn the meeting and return the matter to the Residence Area Coordinator, who will make a decision regarding process according to Item III B.7) of this policy.~~<br><br>~~5) A Facilitator will either read aloud or summarize the Investigation Report or Incident Report for participants.~~<br><br>~~6) Once the incident is understood, the Harmed Party(ies) will be invited, one at a time, to describe the impact of the incident on them, their community, their property, or any other Harm. If a Harmed Party opts to participate by submitting an Impact Statement, a Facilitator will read that statement aloud to the other participants.~~<br><br>~~7) Participants can pose questions and ask for clarifications. No questions in relation to an Impact Statement should be entertained, since the author is not present.~~ | *Removed* |

8) ~~The Respondent(s) are invited, one at a time, to provide an oral statement in which they acknowledge the impact of the Harm they caused.~~

9) ~~Participants can pose questions and ask for clarifications.~~

~~The Facilitators will lead a discussion in which all participants suggest possible remedies to address the Harms identified. This list is negotiated among the participants until the signatories to the Agreement agree that it is complete and conforms to the criteria set out in this policy.~~

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~~**Appendix C Example Confidentiality Agreement**~~

~~**Restorative Conference Confidentiality**~~

~~For the Restorative Justice process to be effective it is necessary and fundamental that confidentiality be protected and preserved, including as provided for under Alberta's Freedom of Information and Protection of Privacy (FOIPP) legislation.~~

~~Participants may not disclose to anyone confidential information¹ gained during the course of Restorative Conference except in accordance with the accompanying Procedures or to the extent required or permitted by law or University policy.~~

~~Records and reports of Restorative Conferences are the property of the University and shall be retained and disposed of in accordance with the retention and disposition schedule held by Residence Services.~~

~~**By signing below, you agree that your participation in the Restorative Conference process will be governed by this Agreement and that you have the responsibility to maintain confidentiality.**~~

~~DATED THIS _____ DAY OF _____ 20~~

~~Printed            Name _____  Signature _____~~

~~Printed Name _____  Signature _____~~

~~Printed Name _____  Signature _____~~

~~Printed Name _____  Signature _____~~

~~Printed Name _____  Signature _____~~

~~Printed Name _____  Signature _____~~

~~Printed Name _____  Signature _____~~

~~¹ Confidential information does not include information that is in the public domain; information that is already, or is subsequently, disclosed or obtained without obligation of confidentiality; or information, the non-disclosure of which would present a risk to the public or the University community.~~

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# Example Restorative Practice Confidentiality Agreement
# Information Document

**Restorative Practices Confidentiality Agreement**

For a restorative practice to be effective it is necessary and fundamental that confidentiality be protected and preserved, including as provided for under Alberta's Freedom of Information and Protection of Privacy (FOIPP) legislation.

Participants may not disclose to anyone confidential information gained during the course of a restorative practice except to the extent required or permitted by law or University policy. Processes for resident violations of this confidentiality agreement are outlined in Section 8.b. of the *Residence Community Standards Procedures*: "Violations of confidentiality may harm the involved parties, and will be addressed as a violation of the *Residence Community Standards Policy* and addressed through these procedures and/or addressed under the *Code of Student Behaviour*."

Records of restorative practices are the property of the University and shall be retained and disposed of in accordance with the University *Records Management Policy* and *The Alberta Freedom of Information and Protection of Privacy Act and Regulations*. The university is permitted to disclose confidential information in cases where the non-disclosure of the information would present a risk to an individual, the public, or the University community. Disclosures of information from a restorative practice by the university are rare and only in accordance with sections 39 and 40 of *The Alberta Freedom of Information and Protection of Privacy Act*.

**By signing below, you agree that your participation in the restorative practice will be governed by this agreement and that you have the responsibility to maintain confidentiality.**

**DATED THIS_____ DAY OF _____ 20__**

Printed Name                                    Signature

Printed Name                                    Signature

Printed Name                                    Signature

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**Protection of Privacy -** Personal information provided is collected in accordance with Section 33(c) of the Alberta *Freedom of Information and Protection of Privacy Act* (the FOIP Act) and will be protected under Part 2 of that *Act*. It will be used for the purpose of ensuring confidentiality under the Residence Community Standards Policy and Procedure. Should you require further information about collection, use and disclosure of personal information, please contact: Manager of Residence Life and Education, Lister Centre 11605-87 Avenue NW Edmonton, Alberta T6G 2H6, 780-492-4242.

| | |
|---|---|
| ~~**Appendix D Examples of Restorative Remedies [No changes]**~~<br><br>~~Harm can be physical, emotional, reputational or other.~~<br>~~The type of harm done should guide the type of remedy used to make remedies for that harm. Sometimes harm can be repaired through concrete remedies when harm is measurable and repairable. Other harms may be more difficult to measure and may not be immediately obvious. In these cases, symbolic remedies can be used to show good faith and begin to rebuild trust in the community.~~<br>~~*Concrete Remedies:*~~<br>~~When harm is measurable and repairable, remedies should be designed to restore the community, as far as possible, to its state before the harm was caused. Examples include, but are not limited to:~~<br>● ~~Replace an item that has been lost or broken.~~<br>● ~~Arrange and pay for repair of a damaged item that belongs to another resident.~~<br>● ~~Pay for repairs of any damage caused to the University.~~<br>● ~~Remove offensive postings, posters, websites, etc. or post corrections and/or apologies.~~<br>~~*Symbolic Remedies:*~~<br>~~When the harm is to a person's emotions or reputation and is less quantifiable, remedies should be designed to enable the Harmed party(ies) to feel better about the situation and move forward and should enable the Respondent to rebuild trust and reintegrate into the community. Examples include, but are not limited to:~~<br>● ~~Write an apology to the Harmed Party(ies) in an attempt to rebuild trust.~~<br>● ~~Post a correction to websites, social networking pages, etc, to set the record straight.~~<br>● ~~Write an essay on the impact of a certain behaviour on a community.[2]~~<br>● ~~Create a poster, video, presentation, or other media project on the impact of behaviour on a community.[2]~~<br>● ~~Refrain from drinking alcohol/pledge to drink only in moderation as an act of good faith.~~<br>● ~~Become an active volunteer of some kind in the Residence and/or University community.~~<br>● ~~Perform some action "in kind" to attempt to make up for the harms caused.~~<br><br>~~Restorative remedies are context-specific; the remedies will reflect the identified Harms and the attempt to repair those Harms rather than focussing on the incident itself. In other words, similar incidents may result in different remedies, depending on the Harms identified.~~<br><br>~~[2]May be collected into a resource library (names and personal identifiers removed).~~ | *Removed* |
| ~~**Residence Restorative Agreement Date:**~~<br><table><tr><td>~~Participants:~~</td><td>~~Name~~</td></tr><tr><td>~~Facilitator~~</td><td>~~———~~</td></tr><tr><td>~~Facilitator~~</td><td>~~———~~</td></tr></table> | *Removed* |

**Residence Community Standards Policy Proposal Comparison Document**

| | |
|---|---|
| ~~Respondent~~ | ~~———~~ |
| ~~Respondent~~ | ~~———~~ |
| ~~Harmed Party~~ | ~~———~~ |
| ~~Harmed Party~~ | ~~———~~ |
| ~~Harmed Party~~ | ~~———~~ |
| ~~Support Person~~ | ~~———~~ |
| ~~Support Person~~ | ~~———~~ |
| ~~Support Person~~ | ~~———~~ |

~~As a result of having participated in a Restorative Process, we agree that the following actions will be taken no later than [DATE]:~~

~~NAME will [write an apology to…]~~

~~NAME will [pay for damages]~~

~~NAME will [etc.]~~

~~Failure to fulfil the conditions listed here will constitute a breach of the Residence Agreement.~~

~~Signatures:~~

~~Facilitator:~~

_____

~~Signature~~

~~Respondent:~~

_____

~~Signature~~

~~Harmed party:~~

_____

~~Signature~~

~~(add more spaces as needed)~~

Item No. 12

General Faculties Council Standing Committee Report

## GFC Executive Committee

1.  Since last reporting to GFC, the GFC Executive Committee met on October 4, 2021

2.  Items Recommended to GFC
    - Deletion of Section 65.3 (University of Alberta Student Housing Policy) from the GFC Policy Manual
    - Proposed Changes to the General Faculties Council Guiding Documents

3.  Items Discussed
    - UASU & GSA Goals
    - Feedback from Members on GFC Meetings
        - Application of the GFC Meeting Procedural Rules
        - Use of Robert's Rules of Order
        - Equity and Extension of Meetings

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

Item No. 13

General Faculties Council Standing Committee Report

**GFC Academic Planning Committee**

1. Since last reporting to GFC, the GFC Academic Planning Committee (APC) met on September 22 and October 6, 2021.

2. Items Approved with Delegated Authority
   *September 22, 2021*
   - Department Name Change: Department of History and Classics to Department of History, Classics, and Religion

3. Items Recommended to the Board of Governors
   *September 22, 2021*
   - Proposed Suspension of Majors for the Bachelor of Science/Bachelor of Education - Combined Degrees Program, Augustana Faculty, and Faculty of Education
   *October 6, 2021*
   - 2022-2023 Exceptional Tuition Increase

4. Items Discussed
   *September 22, 2021*
   - Growth Strategy
   - Restructuring in the Faculty of Education
   *October 6, 2021*
   - Future of Continuing Professional Education
   - Proposed Non-Credit International Support Fee

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

## GFC Nominations and Elections

**Faculty of Arts Dean Selection Committee**

October 14, 2021 - The following Academic Staff member (A1.0) from outside the Faculty of Arts as defined in the Recruitment Policy Appendix A has been elected by GFC in accordance with the Faculty Dean Selection Procedure:

- Bukola Salami, Faculty of Nursing

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on October 15, 2021:

## REPORT OF THE CHAIR

Board Chair Kate Chisholm welcomed Elder Dr Francis Whiskeyjack, who started the meeting in a good way by sharing some Indigenous teachings and a prayer. The Chair then thanked Governors and internal resources for their participation in the Board's development session the day before, which included a refresher on good governance and a strategic planning discussion with the university's senior leadership team.

## REPORT OF THE PRESIDENT

The President provided a written report on his activities since June 18, 2021, including updates on University of Alberta for Tomorrow initiatives and the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, President Flanagan provided a verbal update on planning for the January 21, 2022 Board of Governors, General Faculties Council, and Senate Summit.

Andrew Sharman, Vice-President (Facilities and Operations), then provided a COVID-19 update, including progress on the CampusReady pass for proof of vaccination, rapid testing for medical and human rights accommodations, relatively low number of COVID-19 cases attributed to high vaccine uptake and the mandatory mask policy, planning for Winter 2022, and support for international students.

## DISCUSSION ITEMS

The Board discussed the continued implementation of the academic restructuring initiative, including the work of the interim college deans to develop College Strategic Plans and to outline responsibilities of the colleges and faculties; the use of metrics to measure college success; progress on an interdisciplinarity metric; the Academic Leaders Task Group (ALTG), which has been exploring opportunities to return professors to the front line mission of teaching and research by reducing the number of academics in leadership positions; and continued importance of the role of faculty deans.

## BOARD OF GOVERNORS' MOTION SUMMARY

In preparation for a motion on a series of exceptional tuition increases, the Board discussed the proposal, including the consultation and approval process; whether the proposed increases to domestic tuition would affect future international student tuition; whether the increases would negatively affect demand; and how the proposal related to enrolment growth strategies. Concerns from SU and GSA are acknowledged by the Board, and the Board Chair acknowledged the importance of both undergraduate and graduate students to the institution, and noted as did the Provost that the exceptional tuition increases will be used toward improved quality of the learning environments in the programs affected.

On the recommendation of the Finance and Property Committee and the General Faculties Council Academic Planning Committee, the Board of Governors approved exceptional tuition increases, to take effect for the Fall 2022 intake of new students, pending approval of the Minister of Advanced Education, with amounts and programs as outlined in the proposal.

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

- rescinded an October 18, 2019 motion authorizing and approving the sale and/or lease to University of Alberta Properties Trust Inc. of all or portions of a series of lands, and authorizing the President and Vice-President (Facilities and Operations) to negotiate and enter into sale agreements or lease agreements of up to 99 years, subject to the terms and conditions returning to the Board of Governors for final approval;
- authorized and approved, subject to the prior approval of the Minister of Infrastructure, under section 67 of the Post-secondary Learning Act, the sale and /or lease to the University of Alberta Properties Trust Inc. of all or portions of a series of lands, and authorized the President and the Vice-President (Facilities and

Operations) to negotiate and enter into sale agreements or lease agreements up to 120 years, with the University of Alberta Properties Trust Inc., subject to the terms coming back to the Board of Governors for final approval; and

- approved, on terms and conditions acceptable to the Vice-President (Facilities and Operations), and subject to the required approval of the Minister of Infrastructure, the disposition of ¼ acre within the real property legally described as SW 32-21-16 in the County of Newell; and

On the recommendation of the Human Resources and Compensation Committee and General Faculties Council, the Board of Governors approved the FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy, and the Graduate Student Supervision Development Procedure, as submitted by the Faculty of Graduate Studies and Research and as set forth in the original proposal, to take effect in January 2022.

## INFORMATION REPORTS

- Report of the Audit and Risk Committee
  - o Safety Moment
  - o Learning Moment: Board Audit and Risk Committee Orientation
  - o Board Audit and Risk Committee Terms of Reference
  - o Current Accounting and Financial Reporting Issues
  - o Health, Safety and Environment Quarterly Report 2021-22 Q1

- Report of the Finance and Property Committee
  - o 2021-22 Committee Workplan
  - o Board Finance and Property Committee Terms of Reference
  - o Annual Review of Key Budget Drivers
  - o Budget Briefing
  - o Metrics Associated with Academic Restructuring (UAT/College Metrics): Financial and Quality of Shared Services
  - o Exceptional Tuition Increases
  - o Integrated Asset Management Strategy Dashboard
  - o Notice of Functional Naming – Dentistry / Pharmacy Centre

- Report of the Governance Committee
  - o 2021-22 Committee Workplan
  - o Non-Governor Committee Member Selection / Appointment Procedure
  - o 2021-22 Triennial Board Committee Review
    - Committee composition frameworks
    - Principles for Board of Governors Delegation of Authority
  - o Board Governance Committee Terms of Reference
  - o Update on planning: Board-GFC-Senate Summit
  - o 2021-22 Board events and engagement calendar

- Report of the Human Resources and Compensation Committee
  - o Board Human Resources and Compensation Committee Terms of Reference
  - o Teaching, Learning, Evaluation Policy
  - o Health, Safety and Environment Quarterly Report 2021-22 Q1

- Report of the Investment Committee
  - o Portfolio Compliance – June 30, 2021
  - o Board Investment Committee Terms of Reference

- Report of the Learning Research, and Student Experience Committee
  - 2021-22 Committee Workplan
  - Board Learning, Research and Student Experience Committee Terms of Reference
  - Report from the Provost and Vice-President (Academic)
    - Academic Restructuring Implementation
    - College Strategic Plans Update
    - Graduate Supervision Policy Suite
  - Teaching, Learning, Evaluation Policy Consultation
  - Report from the Vice-President (Research and Innovation)
  - Report from the Vice-Provost and Dean of Students
  - Residence Standards Policy and Procedures Consultation
  - Students' Union Executive Goals 2021-2022
  - Graduate Students' Association (GSA) Board Strategic Work Plan 2021-2022
  - Goals from the Postdoctoral Fellows Association
  - Metrics Associated with Academic Restructuring (UAT/College Metrics): Interdisciplinarity

- Report of the Reputation and Public Affairs Committee
  - 2021-22 Committee Workplan
  - Board Reputation and Public Affairs Committee Terms of Reference
  - Emerging Issues and Opportunities
  - Senate Update

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

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

By: Erin Plume
Assistant Board Secretary

*Please note: official minutes from the open session of the October 15, 2021 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its December 9, 2021 meeting:*
*https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes.*

Item No. 17A

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

| Agenda Title | Student Demographic Equity, Diversity and Inclusivity Census |
|---|---|

**Item**

| Proposed by | Office of the Provost and Vice-President Academic |
|---|---|
| | Office of the Vice-President, University Services and Finance |
| Presenter | Wendy Rodgers, Deputy Provost |
| | Deborah Williams, Associate Vice-President and Chief Analytics Officer |

**Details**

| Office of Administrative Responsibility | Office of the Vice-President, University Services and Finance |
|---|---|
| The Purpose of the Proposal is (please be specific) | The proposal is before the committee for information and awareness. |
| Executive Summary (*outline the specific item – and remember your audience*) | The purpose of the student census is to collect student demographic information to better understand our student landscape and diversity. The data collected is expected to help identify areas that may need closer attention. It will also serve as a baseline to measure any future changes. The administration frequency has not been determined as of yet. |
| | While this is the first time that such a census is administered to students, it has been modeled on the Staff EDI Census from 2019. |
| | The Student Demographic Equity, Diversity and Inclusivity (EDI) Census was developed by a committee comprised of student representatives, academic staff, and administration. |
| | The census is planned to be administered between November 15 and December 3, 2021. All students with a credit enrolment as of November 1, 2021 will have an opportunity to respond, in English or French. The attached document contains more details, such as an introduction to the census, the landing page, and the questions that students will be invited to answer. |
| 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 | Committee composition included representatives from the following student groups: |
|---|---|
| | ● Students' Union |
| | ● Graduate Students' Association |
| | ● Black Graduate Students' Association |
| | |
| | In addition, students had the opportunity to comment on the census instrument through focus groups. |
| | |
| | Committee routing: |

| | 1. The census instrument was presented to PEC-O as an information item (October 21, 2021). |
| | 2. The census instrument will be presented to Deans' Council as an information item (November 3, 2021). |

**Strategic Alignment**

| Alignment with *For the Public Good* | Objective: Build a diverse, inclusive community of exceptional undergraduate and graduate students Edmonton, Alberta, Canada, and the world. |
|---|---|
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. |
| | ☐ Enrolment Management     ☐ Relationship with Stakeholders<br>☐ Faculty and Staff     ☒ Reputation<br>☐ Funding and Resource Management     ☐ Research Enterprise<br>☐ IT Services, Software and Hardware     ☐ Safety<br>☐ Leadership and Change     ☒ Student Success<br>☐ Physical Infrastructure |
| Legislative Compliance and jurisdiction | Cite reference to relevant legislation, policy, and governance committee(s) [title only is required]. |

Attachments

1. Student Demographic Equity, Diversity and Inclusivity Census Instrument (9 pages)

*Prepared by:* Deborah Williams, Associate Vice-President and Chief Analytics Officer, deborah.williams@ualberta.ca

**Email invitation to students:**

Student Demographic Equity, Diversity and Inclusivity (EDI) Census

The University of Alberta (U of A) is committed to having an equitable, diverse, and inclusive student population. Our teaching, scholarship and other activities take place in a highly diverse society.  The U of A should reflect this diversity and contribute to varied ideas and perspectives, enriching learning, scholarship and other activities. We are conducting a census to collect data on key equity, diversity, and inclusion measures.  We are asking all U of A students to participate to help us obtain an accurate picture of our student demographics and to help us understand your personal background and circumstances, and how you see yourself.  The results will help us identify where we can make improvements for students.

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

The personal information requested on this form is collected under the authority of Section 33 (c) of the *Alberta Freedom of Information and Protection of Privacy Act* and will be protected under Part 2 of that Act.
● Data collected will be held confidentially and securely, separate from your student record.
● To conduct analysis, census data will periodically be connected to relevant student data using confidential, secure, anonymized student identifiers (not official student IDs). This ensures that responses are not attributable to any individual while including age, citizenship status, program, and other data that are not collected in the census.
● Results will only be presented at the group or summary level so no individual can be identified.

Questions or concerns about this census, or to update your information and complete a new census, please e-mail equity@ualberta.ca.

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

**Census Introduction - Landing Page**

Thank you for participating!  This census will only take a few minutes to complete.  If you don't want to answer a question, please select 'I prefer not to answer'.

A Note On Terms In The Census
Many of the terms and categories used in this census, or their meanings, are evolving.  Trying to find common descriptions and definitions can be challenging.  We have relied on categories and terms used by Statistics Canada and the Government of Canada (e.g. the *Employment Equity Act*) and other established surveys to collect data that is comparable across Canada and internationally.  If you do not see yourself in some of these terms, please use the 'Other' option to let us know.  It is important to us to know how you see yourself!

**LIVING ARRANGEMENTS**

We are collecting living arrangement, relationship and caregiver data because this information can affect things such as health and dental benefits plans (for individuals, partners and/or children), study/life balance, commitments outside of school,  etc. Learning more about the items below can therefore lead to more comprehensive analysis.

1.      Where are you currently living?  (Select all that apply)
- In a home you own
- In on-campus or campus-affiliated  housing (residence, dorm, fraternity/sorority, etc.)
- In rented off-campus housing on your own
- In rented off-campus housing shared with others
- With family (parents, guardians or relatives)
- Other (please specify)
- I prefer not to answer

2.      Which of the following best describes your current relationship status?
- Common law (living as a couple but not legally married)
- Divorced
- Legally married
- Separated, but still legally married
- Single (never legally married)
- Widowed
- Other (please specify)
- I prefer not to answer

3.      Do you have any dependents (including children and/or adults) for whom you are a parent/guardian/primary caregiver?
- Yes (if yes, then continue)
- No (if no, then skip to Q4)
- I prefer not to answer  (If, then skip to Q4)

How many dependents do you have?  _____
- I prefer not to answer

Please indicate the age of each dependent, from youngest to oldest:
Dependent 1:  _____
Dependent 2:  _____
Dependent 3:  _____
Dependent 4:  _____
Dependent 5:  _____

**FIRST GENERATION**

4       Among your parents/caregivers growing up, what was the highest level of education each person achieved?

|  | Mother | Father | Caregiver 1 | Caregiver 2 |
|---|---|---|---|---|
| Does not apply | ☐ | ☐ | ☐ | ☐ |
| Less than high school | ☐ | ☐ | ☐ | ☐ |
| High school graduate | ☐ | ☐ | ☐ | ☐ |
| Attended but did not complete post-secondary | ☐ | ☐ | ☐ | ☐ |
| Completed diploma or certificate | ☐ | ☐ | ☐ | ☐ |
| Trade certificate / Journeyperson | ☐ | ☐ | ☐ | ☐ |
| Undergraduate university degree (e.g., BA, BSc, etc.) | ☐ | ☐ | ☐ | ☐ |
| Professional degree (e.g., MD, LLB/JD, DDS) | ☐ | ☐ | ☐ | ☐ |
| Master's degree | ☐ | ☐ | ☐ | ☐ |
| Doctoral degree | ☐ | ☐ | ☐ | ☐ |
| Other (specify) | _____ | _____ | _____ | _____ |
| Don't know/unknown | ☐ | ☐ | ☐ | ☐ |

☐    I prefer not to answer

**ECONOMIC CIRCUMSTANCES & EMPLOYMENT**

5       Are you receiving any kind of financial support from the government and/or U of A?
☐    Yes
☐    No
☐    I prefer not to answer

6       Are you receiving any kind of financial support from your immediate or extended family to attend university?
☐    Yes
☐    No
☐    Prefer not to answer

7        What is your best estimate of your total personal income in $CDN, before taxes and deductions, from all
         sources during the year ending 2021?

         [Income can come from various sources such as work, parents , bursaries, and scholarships. Please also
         include income from government sources (examples include student loans, RESP withdrawals, Employment
         Insurance, CERB payments). This includes all re-payable and non-repayable support.]

         Please indicate which category applies to you. Is it:
         ☐    Less than $5,000
         ☐    $5,000 to less than $10,000
         ☐    $10,000 to less than $15,000
         ☐    $15,000 to less than $20,000
         ☐    $20,000 to less than $25,000
         ☐    $25,000 to less than $30,000
         ☐    Over $30,000
         ☐    I don't know
         ☐    I prefer not to answer

8        To date, how much repayable debt (if any) have you acquired to help finance your university education
         from the following sources? (By repayable debt, we mean money you currently owe and will have to pay
         back. Please enter the approximate amount of debt that you incurred from each of the following sources).

         *Please enter whole numbers only and do not include commas, dollar signs or decimal places. For example,*
         *enter 2000 rather than $2,000.*
         ☐    Debt from government student loans: _____
         ☐    Debt from loans, credit cards or lines of credit from financial institutions: _____
         ☐    Debt from parents/family: _____
         ☐    Debt from other sources: _____
         ☐    I have no debt
         ☐    I prefer not to answer

9        What is your employment status during the current academic term?
         ☐    Not working and I am not looking for work
         ☐    Not working, but I am looking for work
         ☐    I am working less than 10 hours per week
         ☐    I am working at least 10 hours but less than 15 hours per week
         ☐    I am working at least 15 hours but less than 20 hours per week
         ☐    I am working 20 hours or more per week
         ☐    I prefer not to answer

**GENDER IDENTITY AND SEXUAL ORIENTATION**

11       Which term(s) best describes your gender identity (how you identify yourself)? (Select all that apply):
         ☐    Woman
         ☐    Transgender
         ☐    Two-Spirit
         ☐    Non-Binary
         ☐    Man
         ☐    Another gender identity (please specify _____)
         ☐    I prefer not to answer

12      Which term(s) best describes your sexual orientation (how you describe those you are attracted to)?
        (Select all that apply):
     ☐ Asexual
     ☐ Bisexual
     ☐ Gay
     ☐ Heterosexual
     ☐ Lesbian
     ☐ Pansexual
     ☐ Queer
     ☐ Two-Spirit
     ☐ Another sexual orientation (please specify in the box below):
     ☐ I prefer not to answer

**COUNTRY OF BIRTH AND LANGUAGE**

13      Where were you born?
     ▢ In Canada
     ▢ Outside of Canada
         i.    How old were you when you came to Canada?  ____
     ▢ I prefer not to answer

14      What is the language that you first learned at home in childhood? (Select all that apply).
     ▢ English
     ▢ French
     ▢ Other language (please specify: _____)
     ▢ I prefer not to answer

15      Please indicate what your level of competence is with French and English in the following categories.  If
        you have any ability with other languages, please enter them below.  Select all categories that apply.

|                        | Speaking | Reading | Writing | Understanding |
|------------------------|----------|---------|---------|---------------|
| English                | ▢        | ▢       | ▢       | ▢             |
| French                 | ▢        | ▢       | ▢       | ▢             |
| Language 3 _____   | ▢        | ▢       | ▢       | ▢             |
| Language 4 _____    | ▢        | ▢       | ▢       | ▢             |
| Language 5 _____   | ▢        | ▢       | ▢       | ▢             |

     ▢        I prefer not to answer

**SOCIOCULTURAL IDENTITY AND INDIGENOUS/ABORIGINAL PEOPLES**

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

16      Do you identify as an Indigenous/Aboriginal person?
- Yes (Continue)
- No (Skip to Q17)
- I prefer not to answer (Skip to Q17)

16A.  Please indicate your geographic origin
- Indigenous / Aboriginal from Canada
- Indigenous / Aboriginal from the United States
- Indigenous / Aboriginal from another country.  (please enter name)
- I prefer not to answer

16B.    Please indicate which applies to you (Select all that apply)
- First Nations (both Status and Non-Status Indians)
- Inuk (Inuit) (within Canada)
- Metis (within Canada)
- Another (please specify)
- I prefer not to answer

16C.    What Nation(s) do you belong to (please specify in the box below)
          _____ (open text)

The Government of Canada and Statistics Canada both define visible minorities as persons – other than Indigenous peoples – who are non-white in colour.  We recognize that there may be a preference to instead identify as a "person of colour," or by an individual's race or ethnicity. However, for the purposes of this question, please use the definition provided by the Canada Employment Equity Act and Statistics Canada.

17      Which response best describes you:
- Visible Minority (non-white)
- Indigenous / Aboriginal
- White
- Unsure
- I prefer not to answer

18      Please indicate which categories apply to you. (Select all that apply)
- Arab
- Black [skip to Q19:  All other responses to Q20]
- Chinese
- Japanese

- Korean
- Latin American
- South Asian (e.g., Indian, Pakistani, Sri Lankan, etc.)
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, Filipino, etc)
- West Asian (e.g., Iranian, Afghan, etc.)
- White
- Another (please specify in the box below)
- Don't know
- I prefer not to answer

19      Which of the following do you identify as?
- African Canadian Descent
- African
- Afro-Caribbean
- African American
- Afro-Latin
- Another (please specify)
- I prefer not to answer

20      With which region(s) do you most closely identify?  (Select all that apply)
- African - East
- African - North
- African - South
- African - West
- Asian - East
- Asian - North
- Asian - South
- Canadian
- Central American
- European - Eastern
- European - Western
- Middle Eastern / West Asian
- North American (other than Canada)
- South American
- The Caribbean
- Other (please specify)
- No response / prefer not to answer

**BELIEF SYSTEM**

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

21      Which of the following belief systems best represents your <u>current </u>world view/perspective?
- Baha'i
- Buddhism
- Christianity
- Hinduism
- Islam

7

- ☐ Jainism
- ☐ Judaism
- ☐ Paganism
- ☐ Secular belief (Agnostic, Atheist, Secular Humanist)
- ☐ Shintoism
- ☐ Sikhism
- ☐ Spiritual, not Religious
- ☐ Traditional (Chinese) (Taoist, Confucian)
- ☐ Traditional (North American Indigenous)
- ☐ Other (please specify in the box below)
- ☐ No religious affiliation
- ☐ I prefer not to answer

**DISABILITY**

For the purpose of this question we've used the Statistics Canada definition, which is "someone who has a 'long-term or recurring physical, mental, sensory, psychiatric or learning' condition(s) that has lasted for at least six months".

22      Do you experience a disability, or a physical, sensory, learning, or mental health related condition that impacts any of the following?  (Select all that apply)
- ☐ Your meaningful inclusion
- ☐ How people treat you
- ☐ Your accessibility and support needs
- ☐ Other impacts, please specify
- ☐ None of the above
- ☐ I prefer not to answer

23.     Do you identify as:  (Select all that apply. )
- ☐ A person with a disability
- ☐ A Deaf person
- ☐ Another identity that should be protected on similar grounds as disability (please specify in the box below)
- ☐ An able-bodied or non-disabled person
- ☐ I prefer not to answer

24      Please indicate the type(s) nature of the conditions you experience. (Select all that apply)
- ☐ Chronic health condition
- ☐ Emotional, psychological, or mental health
- ☐ Hearing
- ☐ Learning, remembering, or concentrating
- ☐ Seeing
- ☐ Stair climbing
- ☐ Walking distances
- ☐ Using your hands or fingers, or doing other physical activities
- ☐ Other (please specify in the box below)
- ☐ None of the above
- ☐ I prefer not to answer

**BELONGING**

25    To what extent do you agree or disagree with the following statements?

|  | Strongly Agree | Agree | Neither Agree nor Disagree | DIsagree | Strongly Disagree | Prefer not to answer |
|---|---|---|---|---|---|---|
| I feel comfortable being myself at this institution. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel valued by this institution | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel like part of the community at this institution. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| 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<br>• 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.<br>• 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.<br>• All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17.<br>• No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats. | March 13, 2020 | • Faculty<br>• Staff<br>• Employees<br>• Students | Specific Delegation:<br><br>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<br>• 4.1 of Terms of Reference | • See Agenda Item 5 Motions | | • Faculty<br>• Students<br>• Staff | Discussed with General Faculties Council on March 30. |
| 3. | March 19, 2020 | General Faculties Council Executive Committee | S. 26 - PSLA | • Yes<br>• 4.1 of Terms of Reference | • See Agenda Item 3 Motions | March 20, 2020 | • Faculty<br>• Students<br>• Staff | Discussed with General Faculties Council on March 30. |
| 4. | April 2, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• 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<br>• Students<br>• Employees | By Email - Discussed by email with Chair of BFPC and Board Chair on April 2<br>duo |
| 5. | April 6, 2020 | General Faculties Council Executive Committee | S. 26 - PSLA | • Yes<br>• 4.1 of Terms of Reference | • See Agenda Item 4 Motions | April 6, 2020 | • Faculty<br>• Staff<br>• 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<br>• 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<br>• Executive Position Description (Approved by the Board) | • Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term. | | • Faculty<br>• Students<br>• Employees | Consultations:<br>• Joint University Student MNIF Oversight Committee<br>• Representatives of Athletics and Recreation |
| 10. | July 30, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • Mandatory use of masks on University Campuses. | July 30 and 31, 2020 | • University Community through The Quad.<br>• COVID-19 Information | Alignment with City of Edmonton bylaw |
| 11. | September 24, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• 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.<br>• 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<br>• Executive Position Description | • 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 | December 7, 2020 | • General Faculties Council, link to Tracker | Subject to evolving public health guidelines |

**UNIVERSITY OF ALBERTA**
**UNIVERSITY GOVERNANCE**

| I.D | Date of Decision | Body | Authority | Delegated (Yes/No) Method | Orders/Motions | Date of Communication | Stakeholders Communicated To | Notes |
|---|---|---|---|---|---|---|---|---|
| | | | | (Approved by the Board) | guidelines which are required to comply with the Government of Alberta Public Health Orders, Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders. | | document on Agenda | |
| 13. | November 26, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • Delayed start of Winter 2021 term. | November 26 and 27, 2020 | • University Community through The Quad<br>• COVID-19 Information | |
| 14. | November 26, 2020 | Public Health Response Team | S. 62 - PSLA | • Yes<br>• 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<br>• 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<br>• 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<br>• 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<br>• Executive Position Description (Approved by the Board) | • Approval of the recommendations of the COVID-19 Vaccination Working Group Report | March 15, 2021 | • COVID-19 Information | Subject to evolving public health guidelines |
| 19. | May 4, 2021 | Public Health Response Team | S. 62 - PSLA | • Yes<br>• Delegated per I.D. 12 | • Most on-campus activities paused for 24 hrs, effective midnight, May 4 | May 4, 2021 | • COVID-19 Information | In response to Government of Alberta Public Health Orders, Directives or Guidelines |
| 20. | August 25, 2021 | Public Health Response Team | S. 62 - PSLA | • Yes<br>• Delegated per I.D. 12 | • Establishment of a vaccination self-declaration process and a rapid testing program to support safety across our campuses this fall | August 25, 2021 | • COVID-19 Information | |

**UNIVERSITY OF ALBERTA**
UNIVERSITY GOVERNANCE

| I.D | Date of Decision | Body | Authority | Delegated (Yes/No) Method | Orders/Motions | Date of Communication | Stakeholders Communicated To | Notes |
|---|---|---|---|---|---|---|---|---|
| 21. | September 13, 2021 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • Changes to the University vaccination mandate, required vaccination proof, and changes to rapid testing programs. The below protocols will come into effect at the U of A on November 1. | September 13, 2021 | • COVID-19 Information | In response to Government of Alberta Public Health Orders, Directives or Guidelines |
| 22. | September 15, 2021 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • Changes to the academic schedule to extend the add/drop deadline to September 20, 2021 | September 15, 2021 | • COVID-19 Information | In response to Government of Alberta Public Health Orders, Directives or Guidelines |
| 23. | September 16, 2021 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • Changes to the academic schedule to reflect cancelled classes September 16, 2021 and changes to consolidated exams scheduled for December 9, 2021. | September 16, 2021 | • COVID-19 Information | In response to Government of Alberta Public Health Orders, Directives or Guidelines |
| 24. | September 27, 2021 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • University Vaccination Directive | September 27, 2021 | • COVID-19 Information | In response to Government of Alberta Public Health Orders, Directives or Guidelines |

**UNIVERSITY OF ALBERTA**

**Heather Richholt <richholt@ualberta.ca>**

# Call for nominations - Executive Governance and Procedural Oversite Committee

1 message

**Kate Peters** <peters3@ualberta.ca>                                              29 September 2021 at 12:06
Cc: Heather Richholt <richholt@ualberta.ca>, Brad Hamdon <bhamdon@ualberta.ca>

Dear Members of GFC,
Please see the attached memo seeking nominations for a new sub-committee of the GFC Executive Committee with
responsibility over governance and procedural matters. To have your nomination considered by the Nominating
Committee at their next meeting, please complete the application form by October 13th.
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 ◁ᒑᓄ ᖕᒉᖏ◁ᓄ ᖕᐧᑊ Δ ᖲᑊ (Amiskwacîwâskahikan) Treaty
6 territory, traditional lands of First Nations and Métis people.*

**2 attachments**

**_Invitation to Members of GFC - Exec GPO.pdf**
68K

**gfc-exec-subcommittee-gpo-tor.pdf**
31K

Date:   DATE, 2021

To:     Members of General Faculties Council

From:   Secretary to General Faculties Council (GFC) & Manager GFC Services

Re: Call for Nominations - Executive Committee Governance and Procedural Oversight Committee

I am writing to invite you to submit an application to serve on the newly constituted Executive Governance and Procedural Oversight Committee (Exec GPO). As set out in their Terms of Reference (see attachment) this standing subcommittee of GFC Executive is charged with Governance Procedural Oversight including delegations of authority, issues that arise with Meeting Procedural Rules, and regular 3-year reviews of GFC's Guiding Documents and terms of reference for GFC and GFC Standing Committees.

The approved membership calls for:
- 3 academic staff (A1.1, 1.5, 1.6, 1.7) from GFC (One member will be elected by the committee to serve as Vice-Chair)
- 2 appointed members of GFC (from any staff or student category) (Appointed members of GFC are identified under composition in the GFC Terms of Reference)

The terms also state that preference will be given to GFC members concurrently serving on a GFC Standing Committee.

Applications are adjudicated by the GFC Nominating Committee. You may submit an application using the application form found on the University Governance website anytime but before October 13th to be considered at the next meeting of the Nominating Committee. Meeting schedules have yet to be finalized.

If you have any questions on the work of Exec GPO, or the process for elections through the Nominating Committee, please contact Heather Richholt heather.richholt@ualberta.ca.

Thank you,

Kate Peters

(attachment - Exec GPO Terms of Reference)

1. **Mandate and Role of the Committee**
   The GFC Executive Subcommittee on Governance and Procedural Oversight (Exec GPO) is a standing subcommittee of GFC Executive charged with Governance Procedural Oversight including delegations of authority, issues that arise with Meeting Procedural Rules, and regular 3-year reviews of GFC's Guiding Documents and terms of reference for GFC and GFC Standing Committees.

2. **Areas of Responsibility**
   Review and recommend changes to GFC Executive Committee on:
   - GFC and Standing Committee Terms of Reference
   - Principles for GFC Standing Committee Composition
   - Principles of GFC Delegation of Authority
   - GFC Meeting Procedural Rules
   - GFC Roles and Responsibilities of Members

3. **Composition**
   **Voting Members (9)**
   *Ex-officio (4)*
   - President and Vice-Chancellor, or delegate, Chair
   - Vice-Provost and University Registrar
   - President, Students' Union
   - President, Graduate Students' Association

   *Elected by GFC (5)*
   *Preference to GFC members concurrently serving on a GFC Standing Committee*
   - 3 academic staff (A1.1, 1.5, 1.6, 1.7) from GFC (One member will be elected by the committee to serve as Vice-Chair)
   - 2 appointed members of GFC

   **Non-voting Members (2)**
   - University Secretary
   - GFC Secretary

4. **Delegated Authority from General Faculties Council**
   *Should be reviewed at least every three years and reported to GFC.*
   *None*

5. **Responsibilities Additional to Delegated Authority**

   5.1 To conduct regular 3-year reviews of GFC's Guiding Documents and terms of reference for GFC and GFC Standing Committees.

   5.2 To recommend to GFC Executive Committee on proposals for changes to:
      a. GFC and Standing Committee Terms of Reference, including delegations of authority
      b. Principles for GFC Standing Committee Composition
      c. Principles of GFC Delegation of Authority
      d. GFC Meeting Procedural Rules
      e. GFC Roles and Responsibilities of Members

**6. Reporting to GFC**
The committee should regularly report to GFC Executive with respect to its activities and decisions.

**7. Definitions**

Academic staff - as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff

Appointed members of GFC - Including Elected Students and Other Appointees as set forth in the *Post-Secondary Learning Act,* Sec 23(d)

**8. Links**
GFC Delegations of Authority
Principles of GFC Delegation of Authority
Principles for GFC Standing Committee Composition
GFC Meeting Procedural Rules
GFC Roles and Responsibilities of Members

Approved by GFC Executive Committee: September 13, 2021

**UNIVERSITY OF ALBERTA**

**Heather Richholt <richholt@ualberta.ca>**

## Memo from Chair and Orientation - GFC Meeting Procedural Rules

**Kate Peters** <peters3@ualberta.ca>                                    28 September 2021 at 13:58
Cc: Heather Richholt <richholt@ualberta.ca>, Brad Hamdon <bhamdon@ualberta.ca>

Dear members of GFC,
On behalf of the Chair, please find attached a memo regarding the GFC Meeting Procedural Rules.

In response to discussions at Orientation and GFC, and to feedback received on the orientation survey, I am pleased to invite you to a **GFC Governance Education Lunch and Learn on the GFC Meeting Procedural Rules, October 4 from 12:00 - 1:00 p.m.**

Please register in advance for this meeting: https://ualberta-ca.zoom.us/meeting/register/ tJItdOiprTwuGdNx2WIG6dtT1V5548HARmOl After registering, you will receive a confirmation email containing information about joining the meeting.

Further details will be posted when available.
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 ᐊᒥᐢᑲᐧᒌᐚᐢᑲᐦᐃᑲᐣ (Amiskwacîwâskahikan) Treaty 6 territory, traditional lands of First Nations and Métis people.*

📄 **2021-09-28-Memo to members of GFC - Procedural Matters.pdf**
57K

Bill Flanagan, President and Vice-Chancellor
Chair, General Faculties Council
September 28, 2021

Memo to Members of GFC

Dear Members of General Faculties Council,

I sent this out last year and I have revised and am resending at the request of members. The following memo provides a brief outline of some of the key procedural rules, to help ensure that all members of GFC are all prepared for their role in decision-making at GFC.

Our GFC Meeting Procedural Rules are not meant to unduly restrict debate or limit opportunities for participation. The use of our Procedural Rules reflect GFC's commitment to the principles of collegial governance, transparency, and informed debate. We have chosen to use our own rules and to only turn to *Robert's Rules* in cases where matters are not covered by these rules or by the *Post Secondary Learning Act.*

- Agendas: Rule 6 outlines the process for setting the GFC agenda. The GFC Executive Committee will approve a draft agenda for each GFC meeting, with a view to ensuring that the agenda items are complete, ready for discussion and published in advance of the GFC meeting (6.1). This will ensure that all GFC members have sufficient notice of motions, have the opportunity to read all materials related to items in advance, and can come to the meeting prepared to discuss and debate and make decisions. If a member wishes to add an item to an agenda for GFC, they are asked to submit the item two weeks in advance of the GFC Executive Committee Meeting (6.2).

- Adding an Item to the Agenda/Motion from the Floor: Rule 8.1 provides that normally all motions concerning substantive matters shall be published in advance in the agenda materials. As noted above, as a matter of fairness this is important in order to provide all members with notice of the motion and the opportunity to read related materials and come to the meeting prepared. In some cases, however, a member may wish to propose a motion from the floor, that is, a motion that has not been included in the agenda materials. In this case, members will not have had notice of the motion and will not have had any opportunity to prepare for a discussion of the motion. For this reason, rule 6.3 provides that adding an item to the agenda, such as a motion from the floor, can only be added with a two-thirds vote of those present.

- Debate: Normally, a member may not speak for a second time until the Chair is satisfied that all members wishing to speak for their first time have done so (10.1) and a member who has the floor may not normally be interrupted (10.2). However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the motion (10.2)

- <u>Point of Order</u>: It is the right of any member who notices a breach of the GFC procedural rules to insist on their enforcement (10.3). A point of order thus raised must indicate specifically which rule has been breached and the Chair will then make a ruling. Any ruling of the Chair is subject to challenge and would be decided by a majority vote.

- <u>Point of Privilege:</u> The GFC Procedural Rules are silent on the use of a Point of Privilege, but *Robert's Rules of Order* notes that if a situation is affecting the comfort, integrity, rights or privileges of a meeting or of an individual member, a member can raise a general or a personal Point of Privilege. If the matter is urgent, the member may interrupt the speaker to make their request and the Chair will respond accordingly. If the matter is not urgent, the member will wait until the speaker is finished before raising the point of privilege.

- <u>Motions for specific purposes</u>: The rules provide clarity on different types of motions that may be used by members including a motion to table (9.1), that enables the pending question to be laid aside until some future time and requires a majority vote, and a motion to close debate where our practice has been to require a two-thirds majority vote.

- <u>Voting on Motions</u>: The rules set out parameters for voting on motions (13.2), which provide that motions adopted by a simple majority of members present. There are additional rules governing the rescission of motions (9.4), and making amendments to motions (8.5).

I know that we all share the same goal that GFC meetings allow for thoughtful and inclusive discussions, and that they lead to clear and transparent decision making. Careful adherence to the existing rules for collegial decision making at GFC is key to ensuring effective and fair meetings.

In closing, I'll note that an *ad hoc* committee of the GFC Executive Committee did work over the Spring to review these rules. The content of this memo reflects the current rules. Proposed changes will be coming forward to GFC for decision-making.

Please reach out to the University Governance team with any questions you may have on procedural matters.

Bill Flanagan
President and Vice-Chancellor