UNIVERSITY OF ALBERTA

Monday, January 30, 2023
In person meeting in Council Chambers
2:00 PM - 4:00 PM
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OPENING SESSION 2:00 – 2:05 p.m.

1.	Approval of the Agenda	Bill Flanagan
2.	Comments from the Chair (no documents)	Bill Flanagan

CONSENT AGENDA 2:05 – 2:10 p.m.

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

3.   Approval of the Open Session Minutes of October 17, 2022 and November 14, 2022

4.   New Members of GFC

5.   Duolingo English Test: Extension of Short-term Use, Office of the Registrar

Motion: To Approve

6.   SAT/ACT Test Optional Policy, Office of the Registrar

Motion: To Approve

ACTION ITEMS

7.   Proposed Changes to the Terms of Reference for the GFC Nominating Committee 2:10 – 2:20 p.m.   Jerine Pegg

Motion: To Approve

DISCUSSION ITEMS

8.	Question Period 2:20 – 2:50 p.m.	Bill Flanagan
9.	Teaching, Learning and Evaluation Policy Revised Appendix A: Student Perspectives of Teaching (SPOT) Survey 2:50 – 3:10.	Karsten Mündel
10.	Definition of Full-time Academic Staff, General Faculties Council and Faculty Council Composition 3:10 – 3:25	Jerine Pegg Kate Peters

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This agenda and its corresponding attachments are transitory records. University Governance is the official copy holder for files of the Board of Governors, GFC, and their standing committees. Members are instructed to destroy this material following the meeting.

11. Update on the College Dean's progress and plans (no documents) 3:25 – 3:45 p.m.

Matina Kalcounis-Rueppell
Greta Cummings
Joseph Doucet

12. Budget Model Update 3:45 – 4:00 p.m.

Verna Yiu
Todd Gilchrist

INFORMATION REPORTS

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

13. Report of the GFC Executive Committee

14. Report of the GFC Academic Planning Committee

15. Report of the GFC Programs Committee

16. GFC Nominations and Elections
    - Recent Elections

17. Information Items:
    A. Helping Individuals at Risk (HIAR) Annual Report
    B. Office of Safe Disclosure and Human Rights (OSDHR) Annual Report
    C. General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2021 to June 30, 2022)
    D. Proposed Changes to the GFC Executive Terms of Reference
    E. Embedded Certificate Framework
    F. Metrics Associated with Academic Restructuring and University Operating Model (UAT/College and University Metrics)

18. Information Forwarded to GFC Members Between Meetings
    - Memo from President Flanagan
    - Culture of Care - U of A Safety Action Plan
    - Message from the Board Chair
    - Message from the Interim Provost
    - Board of Governors, General Faculties Council & Senate Summit 2023

CLOSING SESSION

19. Adjournment
    - Next Meeting of General Faculties Council: February 26, 2023

Presenter(s):

Jerine Pegg	Professor, University of Alberta
Kate Peters	GFC Secretary and Manager, GFC Services
Karsten Mündel	Associate Dean of Students (Acting), Dean of Students; Provost Fellow, Experiential and Work-Integrated Learning

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Norma Rodenburg	Acting Vice-Provost and University Registrar
Verna Yiu	Interim Provost and Vice-President (Academic)
Todd Gilchrist	Vice-President (University Services and Finance)
Matina Kalcounis-Rueppell	College Dean (Interim)
Greta Cummings	College Dean (Interim)
Joseph Doucet	College Dean (Interim)
Janice Causgrove Dunn	Vice-Provost (Programs)

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Kate Peters, 780-492-4733, peters3@ualberta.ca
University Governance	www.governance.ualberta.ca

Item No. 4

New Members of GFC

MOTION I: TO APPOINT:

The following Acting NASA President to serve on GFC for a term commencing January 30, 2023 and extending for the duration of the appointment:

Sydney Tancowny

The following Acting Vice-Provost and Dean of Students to serve on GFC for a term commencing January 30, 2023 and extending for the duration of the appointment:

Helen Vaillanatos

MOTION II: TO RECEIVE:

The following statutory academic staff members who have been elected/re-elected by their Faculty, to serve on GFC for a term of office beginning immediately and ending June 30, 2025:

Minn-Nyoung Yoon   Medicine and Dentistry

Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Duolingo English Test: Extension of Short-term Use, Office of the Registrar

Motion

THAT the General Faculties Council approve the proposed extension to accept the Duolingo English Test (DET) for all applicants to undergraduate and graduate programs as an additional option to demonstrate ELP through to the 2028-29 admission cycle.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Norma Rodenburg, Acting Vice-Provost and University Registrar Dr. Roger Epp, Interim Vice-Provost and Dean, Faculty of Graduate Studies & Research
Presenter(s)	Jane Lee, Acting Associate Registrar Judith Odhuno-Were, Acting Assistant Registrar & Director Admissions

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is to request an extension to accept the Duolingo English Test (DET) for all applicants to undergraduate and graduate programs as an additional option to demonstrate ELP for five additional years, i.e., students applying to the 2028-29 admission cycle. DET was initially approved as a response to COVID disruptions to international testing centres and was approved for use until the Winter 2024 admission cycle.
Executive Summary (*outline the specific item – and remember your audience*)	The Duolingo English Test (DET) is currently being accepted for all applicants to undergraduate and graduate programs as an additional option to demonstrate English Language Proficiency (ELP) until Winter 2024. The DET has been adopted by many U15 institutions, including U of T, UBC, McGill, and the University of Calgary, and by thousands of post-secondary institutions around the world. DET was the first English language proficiency assessment offered in an online format and during the pandemic, was the only option available for applicants in countries where English language testing centres were not able to operate. In addition to accessibility, DET also continues to be a more affordable option for applicants. The Office of the Registrar recently conducted an analysis that compared the performance of international students at the University of Alberta who met the ELP requirement with a DET score vs IELTS/TOEFL. Based on the results, we do not have any evidence to suggest that the DET is inferior to the TOEFL and IELTS tests.

	The extension of the use of DET for the next five admissions cycles will allow us to retain this option and to evaluate student performance outside of the periods where there were substantial pandemic related factors (such as online delivery and pandemic restrictions).
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Office of the Registrar • FGSR
	*Those who have been **consulted**:* • Administrative Committee on Enrolment Management [ACEM], November 25, 2022 and October 28, 2022 • Graduate Program Support Team, November 28, 2022 • Undergraduate Program Support Team, December 15, 2022 • GFC Programs Committee, January 12, 2023 • GFC Executive, January 15, 2023 • General Faculties Council, January 30, 2023
Approval Route (Governance) (including meeting dates)	GFC Programs Committee – January 12, 2023 General Faculties Council – January 30, 2023

Strategic Alignment

Alignment with *For the Public Good*	Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise

Item No. 5

	☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Programs Committee	

Attachments (each to be numbered 1 - <>)

1. Attachment 1: Duolingo English Test Extension Background (page(s) 1 - <>)
2. Attachment 2: Undergraduate and Bridging Program Performance Analysis (page(s) 1 - <>)

Prepared by: <Jane Lee, Acting Associate Registrar, jane.lee@ualberta.ca

Duolingo English Test (DET) Extension Background

Overview

In response to Covid-19 disruptions to international English language testing centres, the Duolingo English Test (DET) was approved as a temporary option for University of Alberta applicants to meet their English language proficiency requirements through the 2023-24 admissions cycle.

An initial analysis of the performance of undergraduate students admitted in Fall 2020 and Fall 2021 show no significant differences in the 1st year GPA of students admitted using DET vs IELTS/TOEFL. (Data will be shared at GPST, it is undergoing final review.)

There have been some questions raised regarding the DET's construct and performance of students admitting using the DET using other measures, such as required to withdraw rates. The vast majority of applicants (80%+) using English language tests to meet the English Language Proficiency requirements continue to submit scores from IELTS/TOEFL.

At this time, we are recommending a five-year extension of the use of the DET in admissions for undergraduate and graduate students, through to the 2028-29 admission cycle. This will allow us to further study the impacts of DET while preserving this option for our applicants. This will also allow us to study one full cohort of students outside of the period with the most disruptions due to the pandemic.

An ad hoc committee will be formed, including language learning and language assessment experts, to evaluate DET over this period.

Accessibility Compared to Other English Language Proficiency Tests

As of summer 2022, all other major English language testing companies now offer an online version of their tests. The Duolingo English Test continues to be an accessible and affordable option for testing.

IELTS online exam $300
TOEFL online exam $245
DET online exam $49

Duolingo English Test has also supported access through provision of vouchers, most recently to support Ukrainian applicants.

Environmental Scan

- The Duolingo English Test is being accepted for English Language Proficiency at thousands of post-secondary institutions around the world, including many of our comparator universities in Canada:
    - University of British Columbia
    - University of Calgary
    - Dalhousie
    - McGill
    - McMaster
    - University of Ottawa
    - Queen's University
    - University of Saskatchewan
    - University of Toronto
    - University of Waterloo
    - Western University

Governance pathway

- GPST - Nov 28
- PST - Dec 15
- PC - Jan 12
- GFC Exec - Jan 16
- GFC - Jan 30

Calendar Content

- No Calendar change required as this is a short-term exception and is only listed on the undergraduate and graduate English Language Proficiency sites.

Attachment 2

Undergraduate Performance Analysis
Conducted by Enrolment Research Analytics & Insights, November 2022
Fall 2020 & Fall 2021, new direct admit undergraduates

	Number of Students (Fall 2020 & Fall 2021)	Mean Admission Averages	1st Year (Fall & Winter) Unit Taken	1st Year (Fall & Winter) GPA	Students with GPA<=1.6
Duolingo_Met	80	88.6	25.3	2.5	11 (13.8%)
IELTS/TOEFL_Met	587	90.8	27.6	2.6	108 (18.4%)
p-value of ANOVA test	-	0.0003	0.0056	0.8359	
Conclusion: Although statistical evidence shows that HS students with Duolingo presented lower admission averages and 1st year course loads than those with IELTS/TOEFL, there is no statistical evidence that the 1st year GPA (Fall and Winter) were different between these two groups.					
Note: - This study only included direct-entry students (i.e., Admit Type of HS). - The Bridging Program students were excluded in this study.					

Bridging Program Performance Analysis
Conducted by Enrolment Research Analytics & Insights, November 2022
Fall 2020 & Fall 2021, new direct admit undergraduates

The Bridging Program is available to applicants to some programs who meet the academic criteria but need to improve their English skills in order to enter a degree program. Students admitted to this route complete Bridging Program Level 1 (BP1) then move to Bridging Program Level 2 (BP2). After successful completion of BP2, students can move into a degree program and complete additional BP level 3 courses in addition to regular academic courses.

	<3 yrs in English	Duolingo & IELTS	IELTS	BP1 Total
Registered in BP1	1	1	6	8
Passed BP1	1	1	5	7

	Duolingo	IELTS & TOEFL	Duolingo & IELTS	IELTS	Duolingo & TOEFL	TOEFL	BP2 Total
Registered in BP2	12	1	15	154	2	20	204
Passed BP2	12	1	13	143	2	19	190

Item No. 6

Governance Executive Summary
Action Item

Agenda Title	**SAT/ACT Test Optional Policy, Office of the Registrar**

Motion

THAT the General Faculties Council approve an SAT/ACT optional policy for undergraduate applicants from US-patterned students from accredited institutions, effective for the 2024-25 admissions cycle.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Norma Rodenburg, Acting Vice-Provost & University Registrar
Presenter(s)	Judith Odhuno-Were, Acting Assistant Registrar & Director Admissions Jane Lee, Acting Associate Registrar

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to recommend a permanent adoption of the SAT/ACT Optional Policy that was put into place in the 2020 admissions cycle as a temporary pandemic measure.
Executive Summary (*outline the specific item – and remember your audience*)	This item is to seek permanent policy changes for US curriculum applicants in the University Calendar.

Currently, per the University Calendar, applicants from the US and other countries/schools that offer an American-based curriculum present a high school course mark for admissions consideration, the applicant must also meet the minimum SAT or ACT requirement. With this proposed change, applicants from accredited US-patterned institutions would be assessed only on their high school course mark. Students who have written SAT/ACT tests previously, and wish to have these considered in their assessment, can submit their scores. Students from unaccredited US-patterned institutions will be required to submit an SAT/ACT score.

The University of Alberta adopted the test optional policy for this group of applicants for the Fall 2020 cycle due to the widespread closure of SAT/ACT testing centres due to the pandemic. This policy is in effect until the end of the 2023-2024 admissions cycle.

While testing centres and online testing is now available, a permanent adoption of a test optional policy will continue to support efforts to remove accessibility barriers in admissions for those students who are unable to take the SAT/ACT due to the various reasons provided or whose performance may be impacted due to other factors. There is a growing number of American and Canadian Universities have adopted the test optional policy or removed the requirement entirely.

A comparison of the academic performance of students admitted prior to the Test Optional policy adoption and those admitted during the test- |

	optional years was completed by the Registrar's Office Enrollment, Research, Analytics, and Insights (ERAI) team. Their analysis showed there was no significant difference in performance between the two groups. Note: Schools that offer US-patterned curricula (located in the US or outside) are accredited by belonging to a US state public school system or accredited through one of the following US regional accreditors: • Western Association of Schools and Colleges, Accrediting Commission for Schools (WASC) • Middle States Association, Commission on Secondary Schools (MSA) • New England Association of Schools & Colleges (NEASC) • Cognia (formerly AdvancED)
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Office of the Registrar
	*Those who have been **consulted**:* • Administrative Committee on Enrolment Management [ACEM], November 25, 2022 and October 28, 2022 • Undergraduate Program Support Team, December 15, 2022 • GFC Programs Committee, January 12, 2023 • GFC Executive, January 15, 2023 General Faculties Council, January 30, 2023
Approval Route (Governance) (including meeting dates)	GFC Programs Committee - January 12, 2023 General Faculties Council - January 30, 2023

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.

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Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.

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

Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Programs Committee

Attachment 1: ERAI Comparison Analysis of Undergraduate Students Admitted Pre/Post SAT/ACT Optional Policy Implementation

Attachment 2: Calendar Change Request Form

Prepared by: <Judith Odhuno-Were, Acting Assistant Registrar & Director Admissions, jodhunow@ualberta.ca>

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Attachment 1: Comparison Analysis of Undergraduate Students Admitted Pre/Post SAT/ACT Optional Policy Implementation

	Number of Students	**Mean Admission Averages**	Average of 1st Term Unit Taken	**Average of 1st Term GPA**
Pre-COVID: SAT/ACT Met Fall 2018 & Fall 2019	92	90.1	14.6	2.8
COVID: SAT/ACT Waived Fall 2020 & Fall 2021	65	90.1	13.9	2.8
p-value of ANOVA test	-	0.9856	0.1905	0.8803
Conclusion: There is no statistical evidence that there are differences between US-curriculum students from the pre-Covid intakes and those from the COVID intakes in terms of admission averages, 1st term unit taken, and 1st term GPA				

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Calendar Change Request Form
for Program and Regulation Changes
See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Office of the Registrar
Contact Person:	Judith Odhuno-Were, Acting Assistant Registrar & Director, Admissions
Level of change: (choose one only)	☑ Undergraduate
	☐ Graduate
Type of change request: (check all that apply)	☐ Program
	☑ Regulation
For which term is this intended to take effect?	2023 Calendar for 2024-25 admissions cycle
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This change is related to a proposal to permanently adopt the SAT/ACT optional policy for undergraduate applicants from accredited US-patterned high school institutions.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=36&navoid=11184

Admission from the United States and other countries and schools that offer American-based curricula Section

Current Copy: ~~Removed language~~	Proposed Copy: New language
Admission from the United States and other countries and schools that offer American-~~based~~ curricula	Admission from the United States and other countries and schools that offer American-patterned

Admission is based on superior standing in the five specific Faculty and program course requirements (see Admission Requirements by Faculty). Applicants from the United States and other countries that offer American-~~based~~ curricula may be considered for admission to the University if they meet the following requirements:

1. The required English course has been met by presenting High School Grade 12 (or equivalent) course marks~~, or an acceptable score from International Baccalaureate (IB), Advanced Placement (AP), SAT, or SAT Subject Test (SAT ST) results~~, and
2. ~~All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from IB, AP, SAT ST results, or High School (the final three years) course marks. If a high school course mark is to be used, the applicant must also meet the SAT or ACT requirement as follows:~~
   a. ~~SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section)~~
   b. ~~ACT: minimum composite score~~

curricula

Admission is based on superior standing in the five specific Faculty and program course requirements (see Admission Requirements by Faculty). Applicants from the United States and other countries that offer American-patterned curricula accredited by a recognized accreditor may be considered for admission to the University if they meet the following requirements:

1. The required English course has been met by presenting High School Grade 12 (or equivalent) course marks, and

2. All required courses from Group A (Humanities/Social Sciences), Group B (Fine Arts), and Group C (Mathematics/Sciences) have been met by presenting High School (the final three years) course marks.

An acceptable score from International Baccalaureate (IB), Advanced Placement (AP), or SAT exams may be used to meet a course requirement. Presentation of these exam results is optional.

of 26. and

3. All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School (the final three years) course marks. If a high school course mark is to be used, the applicant must also meet the SAT or ACT requirement as follows:

   a. SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section)
   b. ACT: minimum composite score of 26

Applicants from unaccredited US-patterned high schools who wish to apply using a high school course mark must also meet the SAT or ACT requirement as follows:

   c. SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section)
   d. ACT: minimum composite score of 26

See Admissions Chart 2 for SAT Subject Test equivalencies and Admissions Chart 3 for required courses from Groups A, B and C.

For more details, visit International Course Equivalencies | Undergraduate Admissions & Programs.

See Admissions Chart 3 for required courses from Groups A, B, and C.

For more details, visit International Course Equivalencies | Undergraduate Admissions & Programs.

Admissions Chart 2 SAT Subject Tests Equated to Subject Groups

Group A (Humanities)	Group C (Sciences)

~~Chinese with Listening~~	~~Biology E~~
~~French~~	~~Biology M~~
~~French with Listening~~	~~Chemistry~~
~~German~~	~~Math Level 2~~
~~German with Listening~~	~~Physics~~
~~Italian~~	
~~Japanese with Listening~~	
~~Korean with Listening~~	
~~Latin~~	
~~Literature~~	
~~Modern Hebrew~~	
~~Spanish~~	
~~Spanish with Listening~~	
~~US History~~	
~~World History~~	

Note: ~~There is no SAT Subject Test equivalency for Calculus (Mathematics 31). Students interested in applying for programs which require Calculus as a prerequisite~~

~~(e.g., Engineering) must meet this requirement through the appropriate coursework at either the secondary or postsecondary level.~~	

Note: SAT Subject Tests have been discontinued as of June 2021.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

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Item No. 6

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Proposed Changes to the Terms of Reference for the GFC Nominating Committee

Motion

THAT the General Faculties Council approve the proposed changes to the Terms of Reference for the GFC Nominating Committee as set forth in attachment 1, to take effect upon approval.

Item

Proposed by	General Faculties Council
Presenter	Jerine Pegg, GFC Elected Faculty Member and Chair of Subcommittee on Governance and Procedural Oversight (Exec GPO), and member GFC Executive Committee;

Details

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is (please be specific)	The proposal is before the committee as part of the regular review of GFC committee terms of reference and delegations of authority.
Executive Summary (*outline the specific item – and remember your audience*)	Terms of Reference GFC Executive's Subcommittee on Governance and Procedural Oversight (GPO) discussed the GFC Nominating Committee terms of reference at their meeting of January 24 and February 7, 2022. And reviewed updated EDI language that was circulated via email on February 23, 2022. The advice from GPO includes the following proposed changes: • changes to composition to allow for more diverse membership • editorial changes to provide clarity and consistency • moving the authority to recommend candidates, that was listed incorrectly in 5.1, to 4.1 (consider the limitations to that authority in 7.1) • greater emphasis on Indigenous Initiatives, Equity, Diversity, and Inclusion (IEDI) in the role and mandate of the committee • the duty of the Chair to report back to the committee after providing advice on selection/review committees • added language around providing feedback regarding composition of other committees or bodies When the GFC Nominating Committee (NC) was consulted on the proposed changes to their terms of reference, members objected to including at-large members in the committee composition. Members of NC expressed that all members of NC should also be members of GFC. GPO discussed the committee composition at length, and considered the Nominating Committee's objection to including at-large members. Nonetheless, GPO disagreed with NC and their advice is that NC's membership should be revised to allow inclusion of elected GFC

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	members from other staff categories as well as up to one at-large academic staff member but with preference to GFC members, noting concerns with workload and the importance of increasing the diversity of perspectives on NC.
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	GFC Executive Subcommittee on Governance and Procedural Oversight, Meetings on January 24, February 7, and via email on February 23, 2022 GFC Nominating Committee, January 26, 2022 Evelyn Hamdon-Senior Advisor, Equity and Human Rights, February 2022 GFC Executive - April 11 and October 3, 2022 General Faculties Council – (May 2, June 6, 2022, October 17, 2022) Items were deferred GFC Executive – October 31 – For recommendation General Faculties Council, January 30, 2023 – 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 ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	GFC Executive Committee Terms of Reference GFC Executive Subcommittee on Governance and Procedural Oversight Terms of Reference GFC Terms of Reference	

Attachments:

1. Proposed changes to the GFC Nominating Committee Draft Terms of Reference

Links:
[Current GFC Nominating Committee Terms of Reference](#)

Prepared by: University Governance

1. Mandate and Role of the Committee

The Nominating Committee (NC) is a standing committee of GFC responsible for recommending ~~individuals~~ candidates to serve on GFC standing committees and other bodies requiring representation from GFC or the University community. In putting forward its recommendations, the Committee will ensure the best possible match between ~~prospective members~~candidates and the committees to which they are nominated, and ~~ensure~~ the broadest possible base of representation and diversity. To accomplish this, the Committee will work to ensure committees are inclusive of women; First Nations, Métis and Inuit persons; members of visible minority groups; persons with disabilities; persons of any sexual orientation or gender identity and expression; and will seek to ensure membership that can bring diversity of perspectives to decision making.

2. Areas of Responsibility

a. Review and recommend candidates to GFC for the replenishment of GFC standing committees and other bodies requiring representation from the university community.
b. Develop and support engagement and communication strategies to encourage individuals to apply to serve on GFC, GFC standing committees and/or other governance bodies.
c. Appoint the Chair and Vice Chair of the GFC Student Conduct Policy Committee (SCPC)
d. **The Chair** may be called upon to provide input/feedback on other bodies seeking representation from the university community including, but not limited to, Selection/Review Committees (Vice-Presidents and Deans), major award selection committees.

3. Composition

Voting Members (13)

Ex-officio (2)
- Vice-President (Academic), Graduate Students' Association
- Vice-President (Academic), Students' Union

Elected by GFC (11)
- ~~7~~ 5 academic staff (A1.1, A1.5, A1.6, A1.7) (preference to members of GFC):~~,~~
    - at least ~~5~~ 2 who are current members of GFC ~~and~~
    - up to 2 recent former GFC members
    - up to 1 from at-large*.*
        (~~One~~ Two member~~s~~, ideally ~~a~~ member~~s~~ of GFC, will be elected by the committee to serve as Chair and Vice-Chair.)~~One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair.~~
- 2 elected academic staff members from GFC (from any staff category)
- 1 Faculty Dean
- 1 elected non-academic staff (S1.0) from GFC
- 1 undergraduate student from GFC
- 1 graduate student from GFC

Non-voting Members
- University Secretary
- GFC Secretary
- Appeals Coordinator as defined in the Code of Student Behaviour, Code of Applicant Behaviour and the Practicum Intervention Policy

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

   4.1 Review applications and recommend candidates to fill vacancies on GFC standing committees and other bodies requiring representation from the university community.

   4.14.2 ~~Discretionary power to ~~nominate~~recommend candidates for terms of less than three years, should such be needed, to provide an overlap of experience in committees of GFC. This discretionary power may be exercised at the request of the committee involved. Terms of one or two years will be submitted by the Nominating Committee in the same manner as for three-year terms.

   4.24.3 Appoint the Chair and Vice-Chair of the GFC Student Conduct Policy Committee (SCPC).

5. **Responsibilities Additional to Delegated Authority**
   ~~5.1 Review and recommend to GFC the replenishment of GFC standing committees and other bodies requiring representation from the university community.~~

   5.2 1 Develop and support engagement and communication strategies to encourage individuals to apply to serve on GFC, GFC standing committees and/or other governance bodies.

   5.2 The Committee may be called upon to provide input/feedback on the composition of other committees or bodies representing the university community.

   5.3 Duties of the Nominating Committee Chair
   a. The Chair may be called upon to provide input/feedback on other bodies seeking representation from the university community including, but not limited to, Selection/Review Committees (Vice-Presidents and Deans), major award selection committees. The Chair will share the details of these consultations with the committee at the next regular committee meeting.

6. **Sub-delegations from Nominating Committee**
   Should be reviewed at least every three years and reported to GFC.

   None.

7. **Limitations to Authority**
   The following further refines or places limitations on authorities held by or delegated to NC:

   7.1 The committee provides a report of its ~~recommendations~~ recommended candidates to GFC who will then have the opportunity to add further eligible nominees. If further eligible nominations are received, an election ~~may~~ will be held according to the GFC Nominating Committee ~~process~~ Procedures which can be found at governance.ualberta.ca; otherwise, the report of the committee is considered approved and the ~~nominees~~ recommended candidates elected.

   7.2 The Nominating Committee will be replenished by the same rigorous process as the GFC standing committees (see 54.1) and in accordance with its mandate.

8. **Reporting to GFC**
   The Committee should regularly report to GFC with respect to its activities and decisions.

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

   Non-Academic staff – as defined by the [Recruitment Policy (Appendix B) Definition and Categories of Support Staff](#) in UAPPOL

10. **Links**
    UAPPOL ([Recruitment Policy](#), [Awards for Faculty Excellence Policy](#))

Approved by General Faculties Council:
April 30, 2018
Updated approval date

Question from GFC Elected Academic Staff Member Dilini Vethanayagam on College Dean Appointment Impacts

What plans there are for governance of the FoMD, in terms of the Deanship, should the current Dean be appointed as College Dean?

Response from Verna Yiu, Interim Provost and Vice-President (Academic)

The process of recruiting and appointing a College Dean/Vice-Provost in Health Sciences is in progress. An update on the selection process will be made verbally at the January 30th GFC meeting.

Question from GFC Elected Student Member Abdul Abbasi on Religion 220

The Faculty of Arts offers RELIG 220. It inaccurately portrays Islam and features portrayals of the Prophet Muhammad PBUH that are damaging to Muslims and forbidden in Islam.The Muslim Student Association has brought forward concerns with the appropriate department, but they were informed that it undermines "academic freedom." Since the course provides an introduction to Islam, the lessons must reflect Islam. What steps is the faculty taking to address this issue?

Response from Ryan Dunch, Professor and Chair, Department of History, Classics, and Religion

RELIG 220 (Introduction to Islam) is described in the Calendar as "a survey of the main elements of the Muslim tradition and their role in the formation of Islamic culture." It is one of a number of "introductions to" particular religious traditions that the Religious Studies program offers at the 200 level.

The question asserts that the course "inaccurately portrays Islam." The department respectfully disagrees with this assertion. RELIG 220 is taught by qualified instructors who are experts in Islamic Studies as an area of academic study, and the course content is based upon peer-reviewed, mainstream Islamic Studies scholarship. Our instructors are dedicated and conscientious teachers who respect students and take seriously their responsibility to teach this course to a diverse class of learners, Muslim and non-Muslim, who range widely in their levels of background knowledge about the religion.

The question also notes that the course "features portrayals of the Prophet Muhammad." Over the past decade or more, the course material has included depictions of the Prophet Mohammed that were created in past centuries by Muslim artists for Muslim audiences, and often commissioned by Muslim rulers. These images are frequently shown in related university courses in North America.

Many Muslims today regard any visual portrayal of the Prophet Mohammed as "damaging to Muslims and forbidden in Islam," as the question asserts. Other Muslims, in the past and today, regard respectful visual representation of the Prophet Mohammed as being allowable within the religion. At this time, the choice made by our instructors has been to include a few images of this type in discussing the diversity within Islam. That said, in the current term, this component of the course was one part of a single class session, with a content warning in advance: **no student was compelled to view class material that is counter to their personal religious conscience**.

The academic discipline of Religious Studies in a public university such as ours expects instructors to teach all religions fairly and accurately, from a neutral standpoint as regards the

personal faith commitments of instructors or students. That is what happens in RELIG 220, and students from any or no faith background can take the class confident that they will receive a sound and balanced academic "Introduction to Islam."

This question reflects ongoing discussions at our university and across higher education institutions. The faculty and instructors in Religious Studies take all student input seriously, and we are open to ongoing dialogue around these very important questions. This also has the attention of Dr. Carrie Smith, Vice-Provost (Equity, Diversity & Inclusion), who will be hosting a dialogue in the coming days with Muslim members of the university community as a step towards ensuring open and ongoing conversation.

Question from GFC Elected Academic Staff Member Carolyn Sale on "Academic Leader" positions

At GFC's meeting of 6 December 2021, then Provost Steven Dew presented, for information, the final report of the Academic Leaders Task Group. This report indicated that the senior administration sought to "reduce administrative costs" and "focus resources on the academic mission" by cutting "academic leader" positions across the University. The report noted that "[c]urrently, the academic leader roles are tightly linked to our organizational structure. For example, each department has a chair and approximately 3 associate chairs, and every faculty has a dean and approximately four vice and/or associate deans."

We are now just past the one-year mark from the presentation of that report.

Where exactly, by unit (Faculty, department, and any other relevant unit), have "academic leader" positions been cut?

What are the "savings" associated with the loss of these positions?

How does the senior administration propose to assess the impacts of these cuts on the running of the University, including provision of services to students and the effective running of all units affected?

Where exactly in the "Colleges" have new "leader" positions supporting the College Deans been added?

What are the total costs of the new "leader" positions in the "Colleges" including the cost of the College Deans?

Finally, since the United Conservative Party's first cuts to the University of Alberta's budget in 2019, what have been the total costs per year for staff in the President's office, the Provost's office, and the various Vice-President's and Vice-Provost's offices?

Response from Interim Provost and Vice-President (Academic) Verna Yiu

The Academic Leaders Task Group was an initiative launched under the former Provost with two core objectives:

- To sustain strong, strategic and effective leadership with the appropriate number of professors and a harmonization of roles, service levels and functions (recognizing that there are unique aspects in every discipline that must be considered).
- To explore approaches to decreasing the number of academics in leadership roles by 25 per cent.

The final report of the Academic Leaders Task Group can be found [here](#). The report did not provide a final recommendation, but documented the group's discussions on understanding the current state, drivers for resourcing, desired outcomes, and potential approaches to reducing the number of academic leaders.

Following the release of the report, the Provost worked with the College and Faculty Deans to consider those potential approaches, and to determine which approach would best align with the work being done to consolidate services in the college offices and to transition administrative functions through the SET initiative.

Ultimately, the University moved forward with an approach to align academic leaders primarily at the faculty level, allocated on the basis of key drivers of activity such as number of students, courses, research dollars, and grants. The Provost provided each Faculty with a new allocation of academic leaders, and each Faculty Dean worked with their own leadership teams and their College Dean to develop a plan for implementation of their allocations, recognizing that further refinements in the future might be required. While some elements of the new allocations were implemented for July 1, 2022, others required longer to fully realize.

University administration is providing regular reporting on the colleges through the quarterly reporting on metrics associated with academic restructuring and the University Operating Model, the latest iteration of which is Item 17F in today's GFC materials. That regular reporting includes administrative staff expenditure at Colleges relative to Faculties, and the proportion of academic leaders within Colleges compared to Faculties (including academic leaders headcount).A reduction in academic leaders headcount reflects the reallocation of professors from leadership roles to research and teaching.

Because the university's academic structure and support services are interdependent and jointly contribute to meeting institutional goals, it is not possible to isolate the impact of transitions in academic leadership positions in isolation. Accordingly, changes in administrative expenditure and in service performance are tracked and reported through an integrated, institutional approach. This is reflected in the reporting included as Item 17F.

There are currently three academic leadership positions in each of the Colleges: The College Dean/Vice-Provost, the Associate Dean (Education) and the Associate Dean (Research). The direct cost for these positions attributed to the college offices comprises teaching release for the Associate Dean positions (paid to their respective home faculties) and salary and benefit costs for the College Dean/Vice-Provost.

Financial reporting for the University is available through the University Services and Finance website. The administrative portfolios (President, Vice-Presidents, Vice-Provosts) have, like all units of the institution, undergone significant cuts and staff reductions through the recent period of restructuring. The restructuring plan included a subsequent growth in administrative portfolios as services and functions were centralized. Central service providers have FTE targets in the same manner as Colleges and Faculties.

Question from GFC Elected Academic Staff Member Carolyn Sale on College Dean Selection
These questions all relate to the procedures followed by the search committees for the selection of the first persons to fill the positions of "College Dean" on a permanent basis.

1. What were the questions asked of candidates by the search committee in their interviewing of the candidates?

2. For the College of Social Sciences and Humanities, there was no dedicated "small group" meeting for full-time continuing faculty with the short-listed candidates. Was this the case with the other two Colleges as well? For those Colleges for which there was no dedicated "small group" meeting for full-time continuing faculty with the short-listed candidates, why was there no such meeting?

3. For each College, how much time was provided to members of the University community who attended the public forums with the short-listed candidates to offer written feedback on the candidates to the search committee before the search committee's final decision-making?

4. For each College, how many members of the University community who attended the public forums provided feedback in writing?

5. For each College, how much time did the search committee have to consider the written feedback from members of the University community who provided written feedback before the search committee met for its final decision-making?

6. For each College, how much time did search committees spend considering the written feedback from members of the University community at their final decision-making meeting?

Response from Interim Provost and Vice-President (Academic) [Verna Yiu]

Thank you for these questions. The processes to select the College Deans/Vice-Provosts have been thoughtful, comprehensive and deliberate. I am grateful for the significant contributions of committee members and the University community to ensuring the success of these important selection processes.

All three processes were conducted in accordance with the approved College Dean and Vice-Provost Selection procedure. The committees were constituted in accordance with those procedures, and members of the committees took seriously their responsibility to represent their communities in selecting the best candidates for the Colleges. College Dean/Vice-Provost selection follows a very similar process to the selection of Faculty Deans.

While some aspects of the selection process are public, much of the process is confidential which is important to protect the integrity of that process. That includes the interview questions.

Small group meetings were established by the committees. None of the Selection Committees for the Colleges identified that a small group meeting was required for academic faculty/professors. This was largely because faculty members have strong representation on the committees themselves, and committees felt that candidates should meet with groups who were less well represented. Because of feedback received, we did add an opportunity for the CSSH candidates to meet with faculty. I welcome feedback on this approach and that feedback can inform future searches.

Members of the community had opportunities to contribute to the search at two critical moments: at the beginning of the process, when the search was launched and we collected input on the needs of the College and the qualities of a successful future College Dean/Vice-Provost, and after public presentations by final candidates, when members of the community submitted their reactions to those candidates. In all cases, we experienced strong attendance in person and virtually for selection events, and received substantial and valuable feedback. Timelines for submission and review of that feedback aligned with our normal practices for decanal selections.

Question from GFC Elected Academic Staff Member Dilini Vethanayagam on the Fire and Flood in the Clinical Sciences Building

CSB is over 60 years old. This building houses the largest department on campus (Department of Medicine).

In addition to the prior floods within CSB there have been two events that displaced individuals that work on research, education and clinical activities (thereby impacting patient wait times for different assessments).

What is the F & O plan to resolve the issues within CSB in an expeditious manner?

What is U of A's fiduciary responsibility to its partner institution, AHS - to ensure there are no further disruptions of work in this clinical department?

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

Thank you for the opportunity to respond and to remind members of GFC of some infrastructure realities at the University of Alberta.

- The U of A has far more space (classrooms, laboratories, and offices) than any other university in Canada - not just on a per student basis, but in absolute terms.
- The funding available to maintain those spaces (government grants and internal allocations) has, for decades, been historically and increasingly insufficient to prevent some buildings from accumulating a sizable quantity of deferred maintenance.
- Every building, whether it be industrial, commercial, or residential, must adhere to a robust schedule of life-cycle renewal. Virtually every building component has a limited lifespan and, on a very predictable schedule, these components need to be maintained or renewed.
- When that does not occur, maintenance is considered to be deferred.
- The university has a five-year projected deferred maintenance liability of greater than $1 billion and, without a change in tactics, this liability will increase to nearly $2 billion within 20 years.

Unfortunately, the Clinical Sciences Building is not unique with intermittent building system failures. Students, faculty, and staff on every one of our campuses have felt the immediate impacts stemming from building systems that unexpectedly fail. These impacts have ranged from temporary evacuations to irreversible losses of research. Your frustration is shared broadly, including by my teams who are trying to deliver world-class spaces for teaching, learning and research within facilities that are often incapable of doing that.

We are at a critical point where some very difficult decisions need to be made. We must either invest significantly to bring our infrastructure to today's expectations or alternatives need to be considered. The funding available for either of these options has been elusive.

This is the very reason for the university's Integrated Asset Management Strategy and Space Optimization Strategy. Simply stated, we will:

- Identify and prioritize buildings where reasonable investments can be made that can provide spaces capable of supporting the university's imperative for delivering academic excellence into the future.
- Optimize how those spaces are used to ensure we have an infrastructure portfolio the institution can afford to maintain. That means sharing classrooms and meeting rooms among faculties, fewer individually-assigned lab spaces, and shared workspaces for those who work on campus less than full-time.
- Plan alternative uses for buildings that emerge as surplus based on the above.

As for the Clinical Sciences Building (and others in the health precinct), we have a positive and collaborative relationship with AHS on the use of our infrastructure and a formal agreement for some of these spaces - including emergency response processes to mitigate the impacts to our community.

I too wish things were different. While we employ state-of-the art building data and analytics to rigorously plan and address (prevent where possible) the highest priority maintenance concerns, there is currently too much demand and too few resources available. I am proud of how Facilities and Operations is able to maintain our building infrastructure considering the constraints within which we operate.

Item No. 9

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Teaching, Learning and Evaluation Policy Revised Appendix A: Student Perspectives of Teaching (SPOT) Survey

Item

Proposed by	GFC Committee on the Learning Environment (CLE)
Presenter	Karsten Mündel, Acting Vice-Provost (Learning Initiatives)

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The item is before the committee to provide an update on the revised Appendix A: Student Perspectives of Teaching (SPOT) Survey and continue discussions related to the advancement of this revised Appendix.
Executive Summary (*outline the specific item – and remember your audience*)	Background The Teaching, Learning, and Evaluation (TLE) Policy suite was approved March 25, 2022, by the Board of Governors, alongside the rescission of GFC Policy Manual section 111. The Policy suite's Appendix A is the new home for questions to be used for capturing the input of student perspectives on teaching. Appendix A that is currently in use contains the historical "USRI" questions with slight modifications to the survey tool to reflect the TLE procedure, which includes: the inclusion of the preamble (taken directly from the Policy suite), individual comment fields following each question (as opposed to large "catch all" field at survey's end), and slight changes to the verbiage of the responses (i.e., instead of "strongly agree" as a choice, the survey reads "I strongly agree"). This survey tool is now referred to as "SPOT" and was adopted by General Faculties Council effective July 1, 2022. Interim Report of the Centre for Research in Applied Measurement and Evaluation The attached revised Appendix A reflects the new proposed SPOT questions (18 total) that have followed initial piloting and validation as led by our UofA experts in the Centre for Research in Applied Measurement and Evaluation (CRAME). An update is reflected in the appended Summary Report report prepared by CRAME. These proposed questions represent a significant shift from the historical "USRI" questions, and are built following careful work of the community to reflect the new TLE Policy suite and the Framework for Effective Teaching. These reflect the questions that were developed by the 2021 Working Group set that was further refined by CLE in late 2021.

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	Fall 2022 Pilot Please see Validation Report for details about the extensive work done to develop questions and pilot them during 2022. Next Steps As confirmed by Dr. John Nychka (Vice-Provost (Learning Initiatives)) at the February 28, 2022, GFC meeting, GFC would be tasked with approving the revised Appendix A containing the first new questions for student input. Feedback can be shared at tleinput@ualberta.ca.
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	Include information about your consultation and stakeholder participation process *<For further information see the link posted on the* Governance Resources section Student Participation Protocol>* · General Faculties Council (GFC) (November 14, 2022) · GFC Committee on the Learning Environment (CLE) (November 14, 2022) · College Deans (November 16, 2022) · College Associate Deans (Education) (November 2022) · Provost's Council (November 21, 2022) · *AASUA (December 21, 2022)* · *Statutory Deans' Council (November 30, 2022)* · *GFC CLE (November 30, 2022)* · *Council of Faculty Associations (CoFA) - UofA Students' Union)* · *Students' Council - UofA Students' Union (December 13, 2022)* · *Chairs' Council (January 17, 2023)* · *GFC CLE (January 25, 2023)* · *GFC Council of Student Affairs (COSA) (January 26, 2023)* *To be consulted:* · *GFC (January 30, 2023)* · *GFC CLE (February 8, 2023)* · *GFC (February 26, 2023)* · *GFC Council of Student Affairs (COSA) (March 30, 2023)*

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. MISSION: Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships.

Item No. 9

	VALUES: We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good. For the Public Good EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ 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
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) Post-Secondary Learning Act GFC CLE Terms of Reference UAPPOL Teaching, Learning and Evaluation Policy UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure UAPPOL Appendix A: Student Perspectives of Teaching (SPOT) Survey

Attachments

1. UAPPOL Appendix A - SPOT Survey (January 2023)
2. Summary Report (January 2023)
3. Framework for Effective Teaching
4. UAPPOL Appendix A - SPOT Survey (July 1, 2022)
5. CRAME Interim Validation Report - SPOT (October 2022)

Prepared by: Karsten Mündel, Acting Vice-Provost (Learning Initiatives) and Chair of GFC CLE

January 2023

Original Approval Date: **Effective Date:**

Teaching, Learning and Evaluation Policy
Appendix A: Student Perspectives of Teaching (SPOT) Survey

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	GFC Committee on the Learning Environment

YOUR VOICE MATTERS - For this survey to be as comprehensive as possible, the University of Alberta would appreciate receiving your input. The results are used as one component of a multi-faceted approach to the evaluation of teaching and learning, therefore, they contribute to your instructor's self-reflection and evaluation. They also help initiate change in curriculum and instruction.

CIVILITY AND RESPECT - These are shared norms in our work and learning environment and we encourage a healthy exchange of ideas and perspectives. Feedback should be provided in a manner that reflects our commitment to collegiality and inclusivity, while acknowledging that we all have unique and particular needs within this environment.

BIAS AWARENESS - Please be aware of biases that you may hold and make an effort to resist stereotypes about particular identities and groups of people (related to perceived race, gender, age, religion, ability, sexual orientation, and/or ethnicity of the instructor).

WHAT WE WANT TO HEAR - Please provide specific feedback on your experience in the comment section as appropriate for each question. The most helpful feedback is actionable, thoughtful, and concrete. Focus on your experiences with term work, course resources, and other instructional materials and not on personal characteristics such as the course instructor's appearance or speaking style.

ANONYMITY - The survey will be accessible only by CCID and students' anonymity will be protected. Summary results will be made available to instructors only after grades are finalized. If you are concerned about the anonymity of any typwritten comments, those may be provided directly to the Chair, Director or Dean noting the course number, section and name of the instructor. Please be aware, however, that the University may be required to intervene based upon assessment of potentially threatening or harmful comments.

ABOUT THE RESULTS - The numerical SPOT Report for the standard questions listed below will be available to you as well as the Students' Union and the Graduate Students' Association for the sole purpose of providing information for future course selections.

QUESTIONS - Should be addressed to students@ualberta.ca.

UNIVERSITY OF ALBERTA

Framework for Effective Teaching Domain: COURSE DESIGN

Design: Course design refers to the organization of lectures, readings, labs, and assignments/exams, etc. that form the overall structure of the course by the primary instructor.

1. I found the course easy to follow.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)
   Comment (optional): [character max]

2. I found the course requirements clear.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)
   Comment (optional): [character max]

3. I found the course designed in a way that supported my learning.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)
   Comment (optional): [character max]

Utility of course resources: Course resources refer to readings, books, labs, handouts, multimedia, digital materials, etc. that are built into the course design.

1. The course resources supported my learning.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)
   Comment (optional): [character max]

2. The course resources increased my knowledge of the subject.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)
   Comment (optional): [character max]

3. The course resources helped me prepare for my assignments and exams.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)
   Comment (optional): [character max]

Graded work: Graded work refers to exams, labs, assignments, projects, and similar work that is marked with a percentage or a letter grade.

1. The graded work was reflective of the course content.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Comment (optional): [character max]

2. The graded work allowed me to apply my knowledge from the course.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)

   Comment (optional): [character max]

3. The graded work yielded helpful information about my learning.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)

Framework for Effective Teaching Domain: INSTRUCTIONAL PRACTICES

Course delivery: Course delivery refers to the overall flow of the course including the class time, workload, and number and timing of course assessments, etc.

1. I was able to keep up with the instructor's pacing of course delivery.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)

   Comment (optional): [character max]

2. I had enough time to complete my course work.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)

   Comment (optional): [character max]

3. I found there were enough assessments to monitor my learning.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)

Instructional approach: Methods that the instructor puts in place to support your learning during and after class time.

1. My instructor provided examples and illustrations to support my learning.
   - I strongly disagree (SD)
   - I disagree (D)
   - I neither agree nor disagree (N)
   - I agree (A)
   - I strongly agree (SA)

   Comment (optional): [character max]

2. My instructor offered alternative explanations to support my learning.
    ● I strongly disagree (SD)
    ● I disagree (D)
    ● I neither agree nor disagree (N)
    ● I agree (A)
    ● I strongly agree (SA)
    Comment (optional): [character max]

3. My instructor provided feedback to support my learning.
    ● I strongly disagree (SD)
    ● I disagree (D)
    ● I neither agree nor disagree (N)
    ● I agree (A)
    ● I strongly agree (SA)

Class Climate: Climate is about how you perceive the learning environment as respectful, collegial, and inclusive.

1. My instructor created and maintained a climate of mutual respect.
    ● I strongly disagree (SD)
    ● I disagree (D)
    ● I neither agree nor disagree (N)
    ● I agree (A)
    ● I strongly agree (SA)
    Comment (optional): [character max]

2. I felt a sense of collegiality in this course.
    ● I strongly disagree (SD)
    ● I disagree (D)
    ● I neither agree nor disagree (N)
    ● I agree (A)
    ● I strongly agree (SA)
    Comment (optional): [character max]

3. I felt comfortable to ask questions and share my ideas in this course.
    ● I strongly disagree (SD)
    ● I disagree (D)
    ● I neither agree nor disagree (N)
    ● I agree (A)
    ● I strongly agree (SA)

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. **[▲Top]**

Students	All learners including undergraduate and graduate students in full-time and part-time degree programs; students in open studies, fresh start program, transition year; international visiting and exchange and study abroad students; postgraduate medical/dental education students; and PDF trainees.
Instructors	Includes Academic Faculty, Faculty Service Officers, Librarians, Academic Teaching Staff and Excluded Academic Administrators. When their responsibilities include teaching, also includes Academic Colleagues, Postdoctoral Fellows and Graduate Students.

Course	Includes undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses.

RELATED LINKS

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

Framework for Effective Teaching

The Centre for Teaching and Learning is developing a framework to describe effective teaching and to support better methods of developing, documenting, and evaluating teaching at the University of Alberta. Five dimensions are described to capture the necessary elements for quality teaching, including those associated with the course, the instructor, and the learning environment.

The framework aligns with, and expands upon, our Collective Agreement's language about evaluation of teaching (Collective Agreement, A6.03.4), University policy regarding teaching and assessment (GFC 111.1), perspectives of department chairs (Forgie et al., 2017), and an extensive literature review. It has been developed to inform the practice of multi-faceted assessment of teaching, as well as a review of the USRI questionnaire.

Goals:
- To communicate and build consensus about effective teaching,
- To support multi-faceted evaluation of teaching at the University of Alberta by describing the dimensions of quality teaching,
- To suggest forms of evidence and inform the development of tools for formative and summative evaluation of teaching.
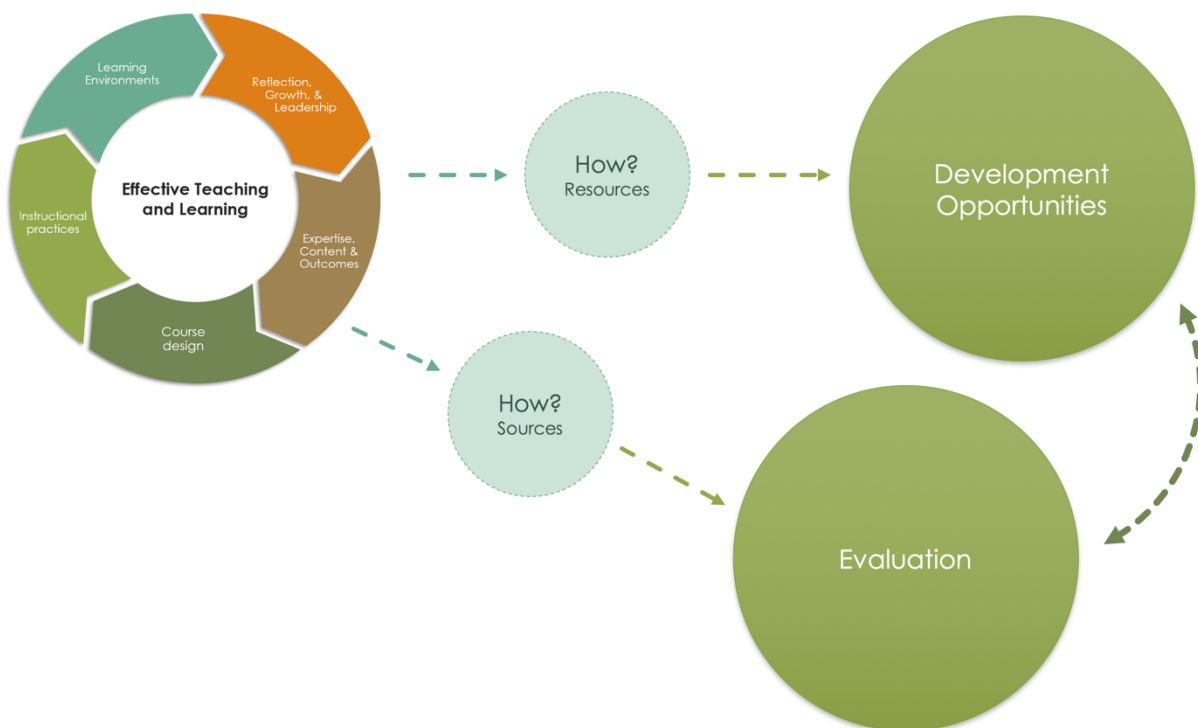
1. **Expertise, Content & Outcomes**
What students are expected to learn as well as the expertise that instructors require to facilitate this learning.
- Rigor and relevance of learning outcomes (to students, curriculum, institution)
  e.g. The rigour, breadth and depth of content, knowledge, skills and attitudes that students are expected to learn during a course or learning situation.
- Relevance of instructor expertise
  e.g. The breadth and depth of instructor's discipline and/or field knowledge as well as pedagogical knowledge relevant to the subject matter.

2. **Course Design**
Constructive organization of course objectives, resources, assignments, and assessments.
- Coherent design of instruction
  e.g. Course objectives, syllabus, appropriate pace and organization.
- Constructive assignments and assessment strategies
  e.g. Alignment of assignments and assessments with course objectives.
- Useful learning resources and materials
  e.g. Materials support learning relevant to course goals and are as cost-effective as possible.

3. **Instructional Practices**
Teaching preparation, methods, and approaches to facilitate learning.
- Effective facilitation of course delivery
  e.g. Instructor preparation, communication of expectations, provision of feedback.
- Student-centered instruction and learning activities
  e.g. Facilitation of instructor-student and student-student interactions, active learning.
- Approaches to facilitating a productive and supportive climate for learning
  e.g. Intentional strategies to create a respectful, equitable, diverse, and inclusive learning environment.

4. **Learning Environments**
Physical and virtual support systems.
- Infrastructure
  e.g. Suitability of physical and virtual environment, educational technology.
- Support
  e.g. Availability of teaching assistants, accessibility accommodations, and other supports.
- Scheduling
  e.g. Course meeting times and/or online module availability are conducive to learning.

5. **Reflection, Growth, and Leadership**
Efforts to contribute to growth in self and others' teaching practices.
- Engagement in self-reflection and continuous improvement
  e.g. Documented self-assessment informed by multiple sources, leading to changes in teaching practices, and improvements in student learning, understanding or other outcomes.
- Pursuit of teaching and learning professional development
  e.g. Regular engagement in formal and informal activities such as courses, workshops, discussion with peers, reading of literature.
- Educational leadership
  e.g. Peer mentoring, contributions to departmental, Faculty, or institutional initiatives to support and improve teaching and teaching culture, contributions to curriculum and program review, creation of open educational resources.
- Contributions to scholarship of teaching and learning
  e.g. Inquiry into teaching and learning contexts and processes and dissemination of results.

CRAME Interim Validation Report - SPOT
Prepared by Drs. Lia Daniels & Okan Bulut
October 2022

I. TIMELINE OF WORK COMPLETED:

May 2022 - preliminary meetings

June 2022 - expanded list of items

July 2022 - think-alouds with n = 8 instructors, n = 4 students

August 2022 - reduced list of items

August 2022 - quantitative survey to n = 246 students

September 2022 - data analysis and report writing

October 2022 - sharing and revising of validation report

II. EVOLUTION OF ITEMS

A. Current USRI items (10 items)	B. Items from CLE mapped to Framework (13 items)
1. The goals and objectives of the course were clear. 2. In-class time was used effectively. 3. I am motivated to learn more about these subject areas. 4. I increased my knowledge of the subject areas in this course. 5. Overall, the quality of the course content was excellent. 6. The instructor spoke clearly. 7. The instructor was well prepared. 8. The instructor treated the students with respect. 9. The instructor provided constructive feedback throughout this course. 10. Overall, this instructor was excellent.	1. The knowledge and skills taught were relevant to the course goals. 2. Overall, the course was well organized to help students achieve the course goals. 3. The way I was graded was linked to course goals. 4. The course resources and materials supported learning relevant to course goals. 5. The instructor provided constructive feedback throughout the course. 6. Course goals were clearly defined. 7. The pace of instruction was conducive to learning. 8. The instructor encouraged students' engagement in the course. 9. The instructor created and maintained a climate of mutual respect in the course. 10. The instructor established an equitable and inclusive learning environment. 11. The physical or online environments supported my learning in this course. 12. An instructor or teaching assistant was accessible to support my learning. 13. The course fulfills a requirement for my program. (Yes/No)

C. CLE Draft SPOT Items:
1. My instructor's actions support an environment of mutual respect conducive to my learning.
2. My instructor treats me with respect.
3. My instructor's actions support an inclusive environment supportive of my learning.
4. My learning is enhanced by my instructor's explanation of course concepts.
5. The course activities (for example, lectures, labs, seminars) enhance my comprehension of the subject.
6. The course learning resources (for example, textbooks, reading lists, equipment, software, etc.) support my learning in this course.
7. The course increases my understanding of the main topics presented in the course outline.
8. The course is structured in a way that helps my learning (for example, series of weekly topics or lessons, learning modules, regular labs, regular discussion forums).
9. My instructor defines expectations throughout the course.
10. My instructor responds to student questions and comments.
11. My instructor is accessible for course support (office hours, out-of-class/eClass appointments, e-mail, phone, etc.)
12. Optional: My teaching assistant is accessible for course support (office hours, out-of-class/eClass appointments, e-mail, phone, etc.).
13. The course activities (for example, lectures, labs, seminars) are relevant to the course objectives.
14. Term work is aligned with the course objectives.
15. Assessment of term work is aligned with the course objectives.
16. I receive assessments of my course work on pace with the course schedule.

Note: There are three more items in the CLE's draft survey that asked about the course with regard to the student (i.e., whether the course was elective or required, the level of engagement in the course, and the average time spent (per week) on the course). These items were not considered in our work because they are not directly related to "Section A. Framework for Effective Teaching" described in the Teaching, Learning, and Evaluation Policy.

D. Mapping and Generating an Expanded List of Items (39 items). The first step in validation studies is to map items onto their theorized structure. As such, we used the 13 items from the CLE (above) that had been mapped on the Framework for Effective Teaching as our starting point. They were mapped to measure four of the five domains: Expertise, Course Design, Instructional Practices, and Learning Environments. The mapping indicated no items on the domain of Reflection, Growth, and Leadership because it was deemed inappropriate for students to evaluate. We agreed with this decision and also suggest that items measuring Expertise and Learning Environments are beyond the scope of students' perceptions.

> *Recommendation #1: SPOT should only ask students their perceptions about Course Design and Instructional Practices.*

After narrowing to the two domains of the Framework for Effective Teaching that students are best suited to provide information about, we greatly expanded the number of potential items. In survey design, it is considered standard practice to start with a larger pool of items than eventually desired (Gideon, 2012[1]). When creating these items, we adapted draft items and drew on existing item banks such as:

https://teaching.berkeley.edu/course-evaluations-question-bank
https://www.srte.psu.edu/SRTE_Items/
https://assessment.wisc.edu/best-practices-and-sample-questions-for-course-evaluation-surveys/

Framework for Effective Teaching Domain: COURSE DESIGN

Design: Course design refers to the organization of lectures, readings, labs, and assignments/exams, etc. that form the overall structure of the course.
1. Overall, the course was organized to help students achieve the course goals.
2. The way I was graded was linked to course goals.
3. I found the course designed in a way that supported my learning.
4. I found the course designed in a way that helped me meet the course objectives.
5. I found the overall course structure easy to follow.
6. I was able to manage the workload of this course.
7. I found the course requirements clear.
8. Course procedures and deadlines were reasonable.

Utility of course resources: Course resources refer to readings, books, labs, handouts, multimedia, etc. that are built into the course design.
1. The course resources and materials supported learning relevant to course goals
2. Through the course resources, I increased my knowledge of the course subject.
3. The course resources helped me prepare for my assignments and exams.
4. I had access to enough course resources to understand the course subject.
5. The course resources are relevant to me after this course.

Graded work: Graded work refers to exams, labs, assignments, projects, and similar work that is marked with a percentage or a letter grade.
1. The graded work was reflective of the course content.
2. I learned more through the course assessments.
3. The graded work provided the opportunities to practice what I learned from the course.
4. Graded work helped me understand the course subject.
5. The graded work yielded helpful information about my performance.

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[1] Gideon, L. (2012). *Handbook of survey methodology for the social sciences*. New York, NY: Springer.

Framework for Effective Teaching Domain: INSTRUCTIONAL PRACTICES
Pacing of course: Pacing refers to the overall flow of the course including the class time, workload, number and timing of course assessments, etc. 1. The pace of instruction was conducive to learning. 2. I found the instructor's pacing of lectures and presentations reasonable. 3. I had enough time to complete course activities/assignments. 4. The feedback I received was of adequate quality to support my learning. 5. I found the instructor well-prepared for class 6. My instructor provided opportunities for questions during class. 7. The instructor provided constructive feedback throughout the course. 8. Course goals were clearly described.
Instructional approach: Methods that the instructor puts in place to support your learning during and after class time. 1. I found the instructor's teaching methods effective. 2. I found the instruction of the course content effective. 3. My instructor made good use of examples and illustrations. 4. The instructor was able to offer multiple explanations to support my learning. 5. I found the course activities to be valuable for my learning. 6. I could receive help when I had difficulties or questions. 7. The instructor encouraged students' engagement in the course.
Class Climate: Climate is about how you perceive the learning environment in terms of being respectful, collegial, and inclusive. 1. The instructor created and maintained a climate of mutual respect 2. The instructor established an equitable and inclusive learning environment. 3. I felt welcome to share my ideas in this course. 4. I felt comfortable to ask questions and seek clarification. 5. The climate of this class was conducive to my learning. 6. I felt free to express and explain my own views in class.

E. Tailored list of Items (18 items). Following interviews with instructors and students (see below), we reduced the expanded list to 3 items for each subdomain within the two Effective Teaching Domains resulting in 9 items total for each domain and 18 items total. Having (at least) three items per domain is ideal from a measurement standpoint because (1) each item can measure low, moderate, and high levels of the target domain, yielding accurate measurement outcomes; (2) having three (or more) items reduces the chance of obtaining incorrect results in case of careless and insufficient effort responding; and (3) scores obtained from at least three or more items can be analyzed and visualized more effectively. In terms of expression, the items are introduced by a description that defines what is meant by specific terms. Each item uses a similar and consistent sentence structure for easy comprehension. Finally, when the items were run through an online language difficulty check, they were collectively scored at an eighth grade reading level considered standard or average difficulty for 12-14 year olds (https://readabilityformulas.com/free-readability-formula-tests.php).

Framework for Effective Teaching Domain: COURSE DESIGN
Design: Course design refers to the organization of lectures, readings, labs, and assignments/exams, etc. that form the overall structure of the course by the primary instructor. 1. I found the course easy to follow. 2. I found the course requirements clear. 3. I found the course designed in a way that supported my learning.
Utility of course resources: Course resources refer to readings, books, labs, handouts, multimedia, digital materials, etc. that are built into the course design. 1. The course resources supported my learning. 2. The course resources increased my knowledge of the subject. 3. The course resources helped me prepare for my assignments and exams.
Graded work: Graded work refers to exams, labs, assignments, projects, and similar work that is marked with a percentage or a letter grade. 1. The graded work was reflective of the course content. 2. The graded work allowed me to apply my knowledge from the course. 3. The graded work yielded helpful information about my learning.
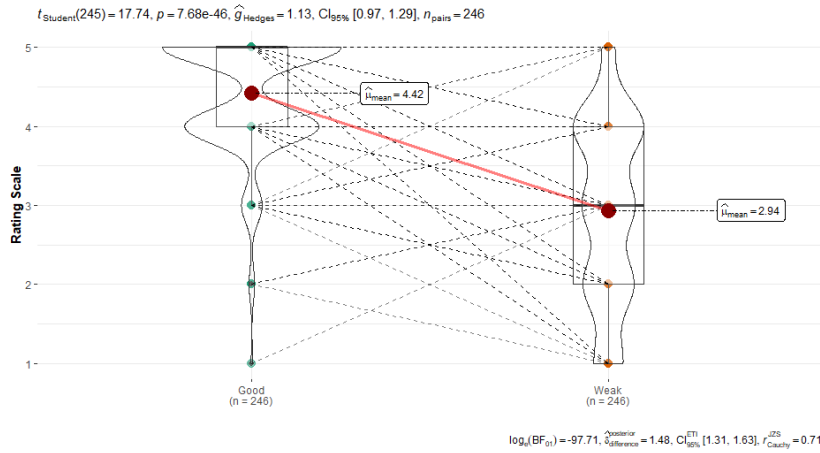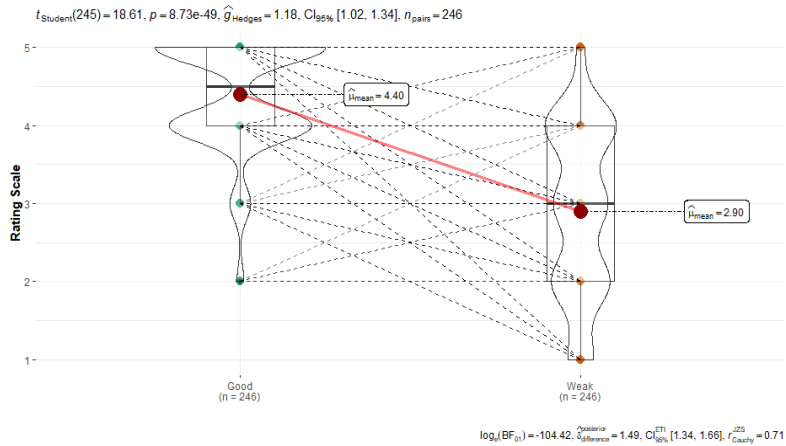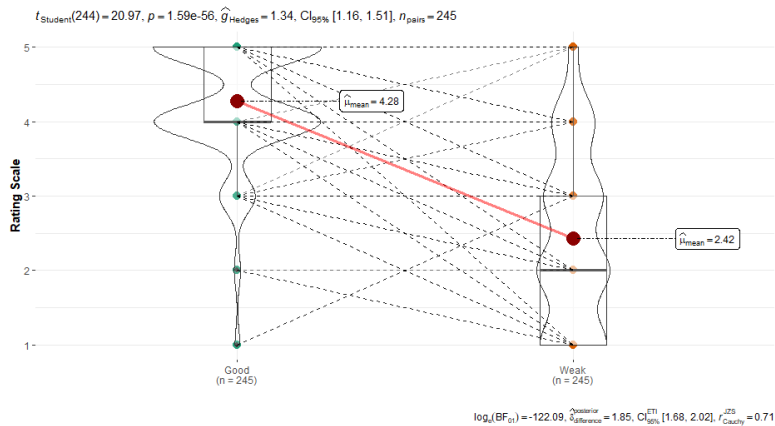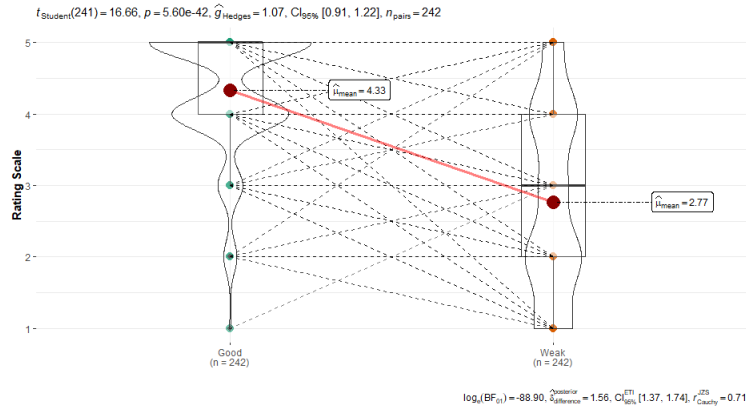
Framework for Effective Teaching Domain: INSTRUCTIONAL PRACTICES
Course delivery: Course delivery refers to the overall flow of the course including the class time, workload, and number and timing of course assessments, etc. 1. I was able to keep up with the instructor's pacing of course delivery. 2. I had enough time to complete my course work. 3. I found there were enough assessments to monitor my learning.
Instructional approach: Methods that the instructor puts in place to support your learning during and after class time. 1. My instructor provided examples and illustrations to support my learning. 2. My instructor offered alternative explanations to support my learning. 3. My instructor provided feedback to support my learning.
Class Climate: Climate is about how you perceive the learning environment as respectful, collegial, and inclusive. 1. My instructor created and maintained a climate of mutual respect. 2. I felt a sense of collegiality in this course. 3. I felt comfortable to ask questions and share my ideas in this course.

III. EVALUATION OF ITEMS

A. Reflections on Instructor Think-Alouds

Drs. Bulut and Daniels presented the expanded list of items (39 questions) to ten instructors from Business, Law, Science, Engineering, Education, Rehabilitation Medicine, Family Medicine, Nursing, and Public Health. We asked each instructor to think about the use of the items in their teaching and in particular "*if information from the item would help them improve*

their teaching." This focal question was recommended during a CANSSI @SFU Townhall on Student Evaluations of Teaching funded by NSERC that Nychka, Bulut, and Daniels attended. All instructors we spoke to were interested in SPOT and were hopeful that some of the persistent concerns with the current USRIs could be reduced by using the SPOT survey. They also all recognized the need for students to provide feedback on their teaching. We used these conversations to guide the reduction of items from 39 to 18, which were then tested in quantitative data with students.

1. We had written items using the terms "course goals" and "student learning". More instructors preferred items that helped students focus on "my learning" because they did not feel students are aware enough of the "course goals" to be the anchor. The exception to this was instructors from accredited programs which felt that "course goals" were highly prominent in their areas and thus would be meaningful to students. We opted with "learning" rather than "goals".

2. Graded work: Most instructors did not agree with the idea that assessment should be a place where learning happens or is enhanced and instead should be a reflection or measure of learning of content.

3. Direction: Several instructors expressed that they want to know the direction in order to actually have it help them improve their teaching e.g., low score on conducive pace doesn't tell if it is too fast or too slow. We tried to represent this in the revised items as much as possible.

4. Specificity: Several instructors desired more specific items rather than generic "instruction" items. In particular, some instructors wished evaluations could provide information on specific parts of the course like lecture vs. seminar. They often noted that they ask additional questions or using the mid-point evaluations to get this sort of information and largely agreed university-wide surveys could not give this level of specificity.

5. Student questions: The items related to students asking questions were viewed as fair and considered standard practice. In part for this reason instructors did not want the notion of "difficulties" to be attached to "questions" - questions can happen at any point.

6. Wrong category: Instructors pointed out that several of the original items in pacing were not actually pacing. Thus, we changed that section to course delivery as a more comprehensive title, so it captures pacing but also other elements of delivery.

7. Equity: Instructors disliked words like: inclusive, equitable, engagement, effective because they felt these terms set the bar too high and were very subjective to students' interpretation. They preferred words that seemed more tangible in terms of actions and that highlighting the constant work rather than single creation of "equitable" classrooms.

8. Immediacy of learning: Instructors disliked items that alluded to learning beyond their course or providing additional materials because they felt responsible for what happens in this specific course and not things beyond it. It would be "nice" but not part of the job of good teaching.

9. The item "Overall my instructor item" - some people want to keep this and others are glad it is gone. We agree that removing it is a better way forward.

10. Students: Some instructors wanted items about their students more than about their teaching such as "I [student] invested a lot of effort in this course" and they felt this would provide them important information about their teaching even though it didn't ask about it precisely.

B. Reflections on Student Think-Alouds

It was difficult to recruit students to think-aloud sessions. Ultimately Research Assistants spoke with 4 students. Generally students found the wording of the items clear. They also discussed the difference in questions that focused on "course outcomes" compared to their "own learning." Some students said that having clearer course outcomes would be good, but nonetheless had a general preference for questions directed at their learning regardless. All four students liked the question about "workload" and felt their responses to that question would be helpful for instructors. The students were split on whether the materials should be "relevant after the course" recognizing that while that may be nice it isn't necessary. Students all expressed the importance of graded work being linked to the instruction and wanted to comment on feedback. Students also really liked the items about pacing and appreciated that those items were written from their perspective "I could keep up" rather than the instructor's perspective "The instructor talked at a good speed". In terms of instruction, students like the items that addressed how instructors try to explain content to support their learning. Finally, students responded positively to the class climate questionnaires and were excited that SPOT would contain these types of items which two students felt were missing from USRI.

> *Recommendation #2: When possible, write items that focus on students and their learning more so than other descriptors. Be more specific than vague. Keep the focus on the single course and not its larger relevance or impact.*
>
> *Rationale: Students and instructors commented on several similar things across the items which helped us narrow the expanded list to the final 18 items.*

C. Quantitative Analysis

A total of 246 students responded to a request to participate advertised in the Student Digest that ran from August 10th to September 1st, 2022. To help with recruitment, we offered four draws for $25 eGift Cards to the vendor of their choice. Dr. Daniels randomly selected the winners based on participant number. These cards were funded by the Office of the Provost and Vice President (Academic). Students who participated responded to the 18 items twice - once recalling a "really good" course and once recalling a "really weak" course. The response scale was 1 strongly disagree; 2 disagree; 3 neutral; 4 agree; and 5 strongly agree. The intention of

this within person design was to be able to see how the items functioned to discriminate between the two types of recalled courses. We conducted four quantitative analyses.

I. **Mean Differences:** We conducted 18 paired samples t-tests to compare the mean differences between "good" and "weak" courses. As presented in the table below, results showed that scores on each item for a "good" course were statistically higher than scores on the paired item for a "weak" course. This suggests that students do respond to each item differently depending on their perception of the course.

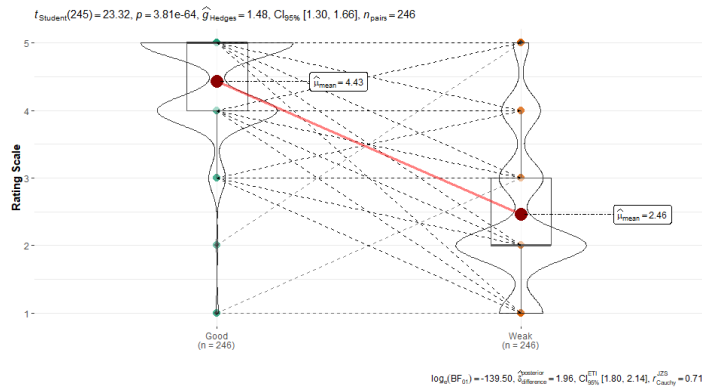## T-TEST RESULTS FOR EACH INDIVIDUAL ITEM

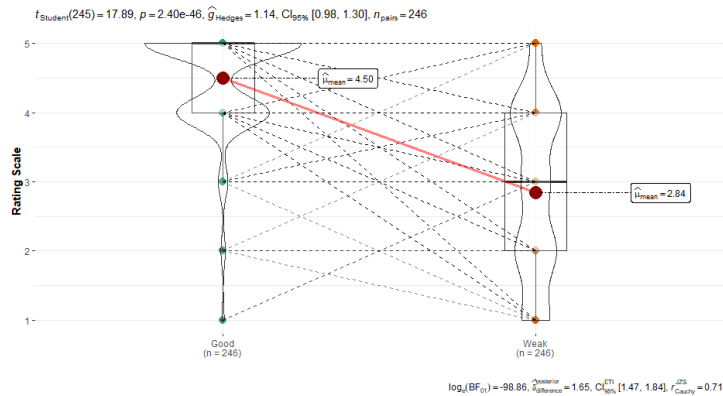| Item	Good Course Mean (SD)	Weak Course Mean (SD)	*t*-value	Effect Size (Hedge's *g*)
Design 1	4.43 (.69)	2.46 (1.09)	23.32*	1.48
Design 2	4.50 (.72)	2.84 (1.23)	17.89*	1.14
Design 3	4.46 (.70)	2.24 (1.07)	26.94*	1.71
Utility 1	4.25 (.79)	2.79 (1.17)	17.26*	1.10
Utility 2	4.38 (.80)	3.13 (1.16)	14.75*	0.94
Utility 3	4.33 (2.60)	0.77 (1.19)	18.79*	1.19
Graded 1	4.42 (.72)	2.94 (1.15)	17.74*	1.13
Graded 2	4.40 (.70)	2.90 (1.10)	18.61*	1.18
Graded 3	4.28 (.80)	2.42 (1.16)	20.97*	1.34
Delivery 1	4.33 (.83)	2.77 (1.31)	16.66*	1.07
Delivery 2	4.22 (.91)	2.97 (1.24)	13.83*	0.88
Delivery 3	4.26 (.89)	2.92 (1.26)	13.92*	0.89
Instruction 1	4.44 (.82)	2.82 (1.20)	18.38*	1.17
Instruction 2	4.27 (.90)	2.33 (1.17)	20.62*	1.31
Instruction 3	4.17 (2.49)	0.92 (1.23)	18.16*	1.16
Climate 1	4.60 (.66)	3.39 (1.18)	14.46*	0.92
Climate 2	4.28 (.82)	2.89 (1.19)	15.34*	0.97
Climate 3	4.37 (.86)	2.76 (1.28)	16.65*	1.06

Note. *p < .01

The images below visualize the mean differences between good courses (on the left in the figures) and weak courses (on the right in the figures). The **red** line between the two box plots indicates a significant difference in the average responses between the good and weak courses.

SECTION 1: Design: Course design refers to the organization of lectures, readings, labs, and assignments/exams, etc. that form the overall structure of the course.
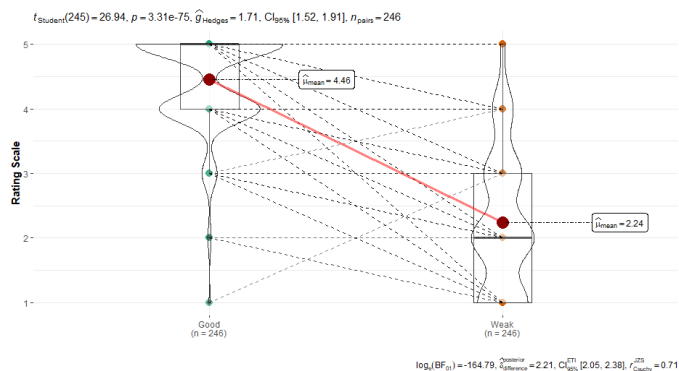
    1) I found the course easy to follow.

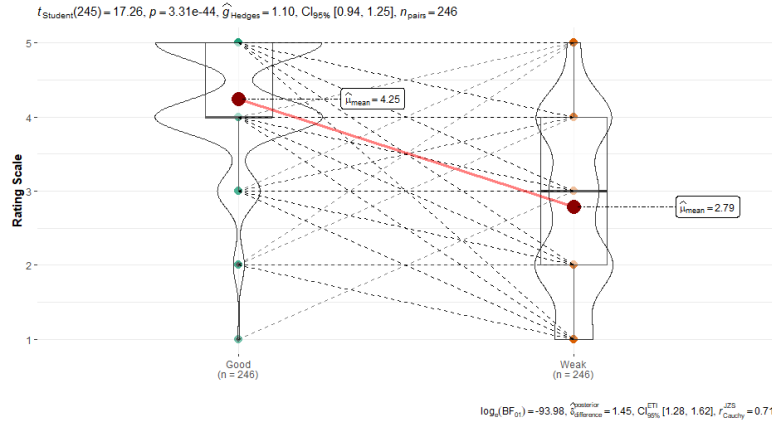$t_{Student}(245) = 23.32, p = 3.81\text{e-}64, \widehat{g}_{Hedges} = 1.48, CI_{95\%} [1.30, 1.66], n_{pairs} = 246$

$\widehat{\mu}_{mean} = 4.43$

$\widehat{\mu}_{mean} = 2.46$

$\log_e(BF_{01}) = -139.50, \widehat{\delta}_{difference}^{posterior} = 1.96, CI_{95\%}^{ETI} [1.80, 2.14], r_{Cauchy}^{JZS} = 0.71$

    2) I found the course requirements clear.

$t_{Student}(245) = 17.89, p = 2.40\text{e-}46, \widehat{g}_{Hedges} = 1.14, CI_{95\%} [0.98, 1.30], n_{pairs} = 246$

$\widehat{\mu}_{mean} = 4.50$

$\widehat{\mu}_{mean} = 2.84$

$\log_e(BF_{01}) = -98.86, \widehat{\delta}_{difference}^{posterior} = 1.65, CI_{95\%}^{ETI} [1.47, 1.84], r_{Cauchy}^{JZS} = 0.71$

    3) I found the course designed in a way that supported my learning.

$t_{Student}(245) = 26.94, p = 3.31\text{e-}75, \widehat{g}_{Hedges} = 1.71, CI_{95\%} [1.52, 1.91], n_{pairs} = 246$

$\widehat{\mu}_{mean} = 4.46$

$\widehat{\mu}_{mean} = 2.24$

$\log_e(BF_{01}) = -164.79, \widehat{\delta}_{difference}^{posterior} = 2.21, CI_{95\%}^{ETI} [2.05, 2.38], r_{Cauchy}^{JZS} = 0.71$
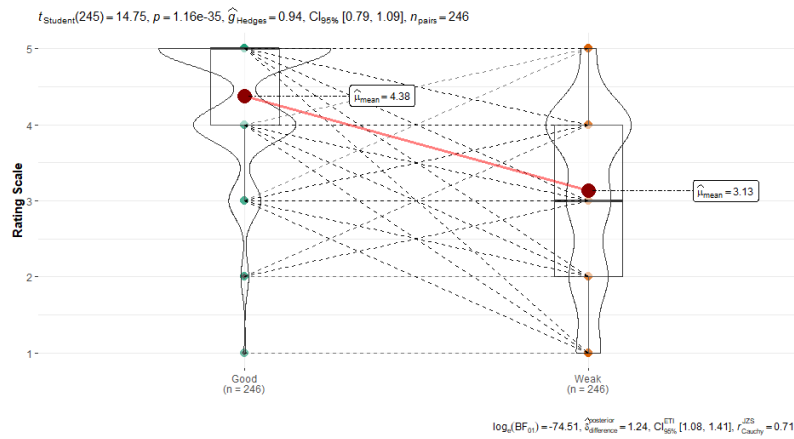
SECTION 2: Utility of course resources: Course resources refer to readings, books, labs, handouts, multimedia, etc. that are built into the course design.
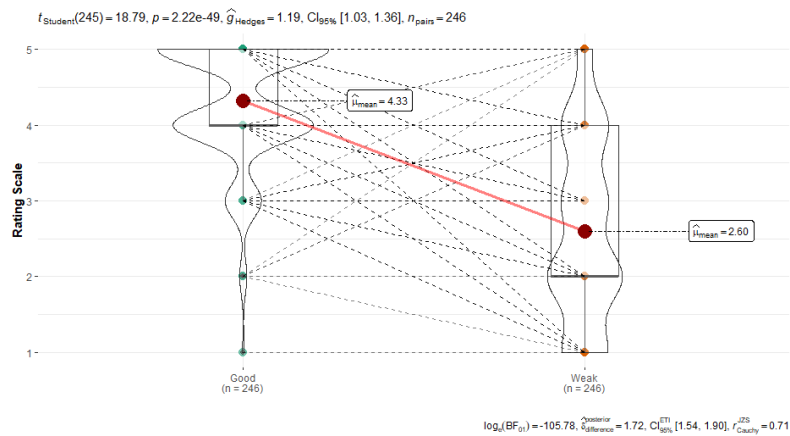
1) The course resources supported my learning.

$t_{Student}(245) = 17.26, p = 3.31e\text{-}44, \hat{g}_{Hedges} = 1.10, CI_{95\%}[0.94, 1.25], n_{pairs} = 246$

$\hat{\mu}_{mean} = 4.25$

$\hat{\mu}_{mean} = 2.79$

$\log_e(BF_{01}) = -93.98, \hat{\delta}_{difference}^{posterior} = 1.45, CI_{95\%}^{ETI}[1.28, 1.62], r_{Cauchy}^{JZS} = 0.71$

2) The course resources increased my knowledge of the subject.

$t_{Student}(245) = 14.75, p = 1.16e\text{-}35, \hat{g}_{Hedges} = 0.94, CI_{95\%}[0.79, 1.09], n_{pairs} = 246$

$\hat{\mu}_{mean} = 4.38$

$\hat{\mu}_{mean} = 3.13$

$\log_e(BF_{01}) = -74.51, \hat{\delta}_{difference}^{posterior} = 1.24, CI_{95\%}^{ETI}[1.08, 1.41], r_{Cauchy}^{JZS} = 0.71$

3) The course resources helped me prepare for my assignments and exams.

$t_{Student}(245) = 18.79, p = 2.22e\text{-}49, \hat{g}_{Hedges} = 1.19, CI_{95\%}[1.03, 1.36], n_{pairs} = 246$

$\hat{\mu}_{mean} = 4.33$

$\hat{\mu}_{mean} = 2.60$

$\log_e(BF_{01}) = -105.78, \hat{\delta}_{difference}^{posterior} = 1.72, CI_{95\%}^{ETI}[1.54, 1.90], r_{Cauchy}^{JZS} = 0.71$

Graded work: Graded work refers to exams, labs, assignments, projects, and similar work that is marked with a percentage or a letter grade.

1) The graded work was reflective of the course content.

$t_{\text{Student}}(245) = 17.74$, $p = 7.68\text{e-}46$, $\widehat{g}_{\text{Hedges}} = 1.13$, $\text{CI}_{95\%}$ [0.97, 1.29], $n_{\text{pairs}} = 246$

$\log_e(\text{BF}_{01}) = -97.71$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.48$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.31, 1.63], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$

2) The graded work allowed me to apply my knowledge from the course.

$t_{\text{Student}}(245) = 18.61$, $p = 8.73\text{e-}49$, $\widehat{g}_{\text{Hedges}} = 1.18$, $\text{CI}_{95\%}$ [1.02, 1.34], $n_{\text{pairs}} = 246$

$\log_e(\text{BF}_{01}) = -104.42$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.49$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.34, 1.66], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$

3) The graded work yielded helpful information about my learning.

$t_{\text{Student}}(244) = 20.97$, $p = 1.59\text{e-}56$, $\widehat{g}_{\text{Hedges}} = 1.34$, $\text{CI}_{95\%}$ [1.16, 1.51], $n_{\text{pairs}} = 245$

$\log_e(\text{BF}_{01}) = -122.09$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.85$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.68, 2.02], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$
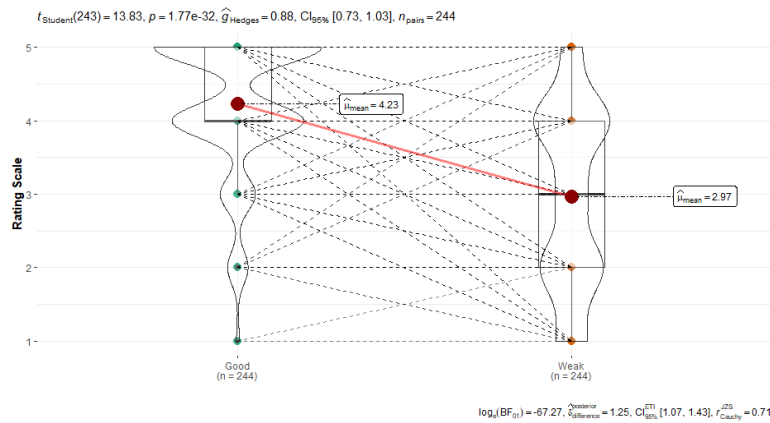
<u>SECTION 4</u>: Course delivery: Course delivery refers to the overall flow of the course including the class time, workload, and number and timing of course assessments, etc.
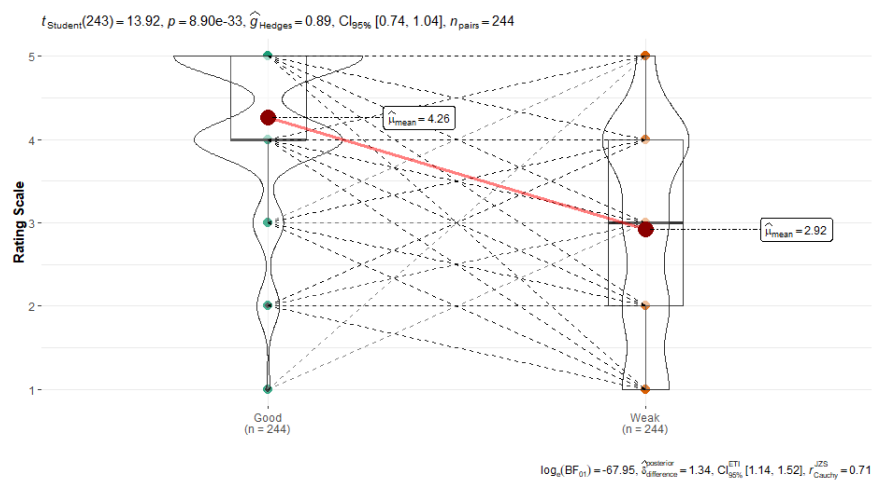
1) I was able to keep up with the instructor's pacing of course delivery.

$t_{\text{Student}}(241) = 16.66$, $p = 5.60\text{e-}42$, $\widehat{g}_{\text{Hedges}} = 1.07$, $\text{CI}_{95\%}$ [0.91, 1.22], $n_{\text{pairs}} = 242$

$\widehat{\mu}_{\text{mean}} = 4.33$

$\widehat{\mu}_{\text{mean}} = 2.77$

Good (n = 242)   Weak (n = 242)

$\log_e(\text{BF}_{01}) = -88.90$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.56$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.37, 1.74], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$

2) I had enough time to complete my course work.

$t_{\text{Student}}(243) = 13.83$, $p = 1.77\text{e-}32$, $\widehat{g}_{\text{Hedges}} = 0.88$, $\text{CI}_{95\%}$ [0.73, 1.03], $n_{\text{pairs}} = 244$

$\widehat{\mu}_{\text{mean}} = 4.23$

$\widehat{\mu}_{\text{mean}} = 2.97$

Good (n = 244)   Weak (n = 244)

$\log_e(\text{BF}_{01}) = -67.27$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.25$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.07, 1.43], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$

3) I found there were enough assessments to monitor my learning.

$t_{\text{Student}}(243) = 13.92$, $p = 8.90\text{e-}33$, $\widehat{g}_{\text{Hedges}} = 0.89$, $\text{CI}_{95\%}$ [0.74, 1.04], $n_{\text{pairs}} = 244$

$\widehat{\mu}_{\text{mean}} = 4.26$

$\widehat{\mu}_{\text{mean}} = 2.92$

Good (n = 244)   Weak (n = 244)

$\log_e(\text{BF}_{01}) = -67.95$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.34$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.14, 1.52], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$

Instructional approach: Methods that the instructor puts in place to support your learning during and after class time.
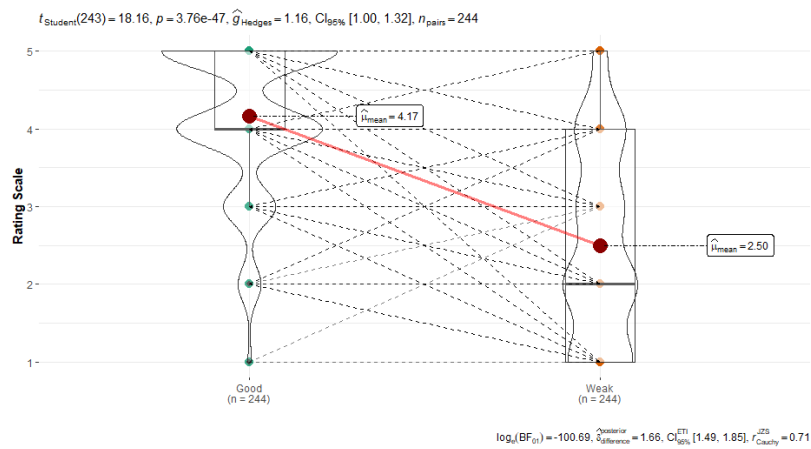
1) My instructor provided examples and illustrations to support my learning.

$t_{\text{Student}}(244) = 18.38$, $p = 5.93\text{e-}48$, $\widehat{g}_{\text{Hedges}} = 1.17$, $\text{CI}_{95\%}$ [1.01, 1.33], $n_{\text{pairs}} = 245$

$\widehat{\mu}_{\text{mean}} = 4.44$

$\widehat{\mu}_{\text{mean}} = 2.82$

Good (n = 245)

Weak (n = 245)

Rating Scale

$\log_e(\text{BF}_{01}) = -102.52$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.62$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.45, 1.80], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$

2) My instructor offered alternative explanations to support my learning.

$t_{\text{Student}}(245) = 20.62$, $p = 1.92\text{e-}55$, $\widehat{g}_{\text{Hedges}} = 1.31$, $\text{CI}_{95\%}$ [1.14, 1.48], $n_{\text{pairs}} = 246$

$\widehat{\mu}_{\text{mean}} = 4.27$

$\widehat{\mu}_{\text{mean}} = 2.33$

Good (n = 246)

Weak (n = 246)

Rating Scale

$\log_e(\text{BF}_{01}) = -119.62$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.93$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.74, 2.11], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$

3) My instructor provided feedback to support my learning.

$t_{\text{Student}}(243) = 18.16$, $p = 3.76\text{e-}47$, $\widehat{g}_{\text{Hedges}} = 1.16$, $\text{CI}_{95\%}$ [1.00, 1.32], $n_{\text{pairs}} = 244$

$\widehat{\mu}_{\text{mean}} = 4.17$

$\widehat{\mu}_{\text{mean}} = 2.50$

Good (n = 244)

Weak (n = 244)

Rating Scale

$\log_e(\text{BF}_{01}) = -100.69$, $\widehat{\delta}_{\text{difference}}^{\text{posterior}} = 1.66$, $\text{CI}_{95\%}^{\text{ETI}}$ [1.49, 1.85], $r_{\text{Cauchy}}^{\text{JZS}} = 0.71$

Class Climate: Climate is about how you perceive the learning environment as respectful, collegial, and inclusive.

1) My instructor created and maintained a climate of mutual respect.

$t_{Student}(245) = 14.46$, $p = 1.12e\text{-}34$, $\widehat{g}_{Hedges} = 0.92$, $CI_{95\%}$ [0.77, 1.07], $n_{pairs} = 246$

$\widehat{\mu}_{mean} = 4.60$

$\widehat{\mu}_{mean} = 3.39$

Good (n = 246)   Weak (n = 246)

$log_e(BF_{01}) = -72.27$, $\widehat{\delta}_{difference}^{posterior} = 1.20$, $CI_{95\%}^{ETI}$ [1.04, 1.37], $r_{Cauchy}^{JZS} = 0.71$

2) I felt a sense of collegiality in this course.

$t_{Student}(245) = 15.34$, $p = 1.13e\text{-}37$, $\widehat{g}_{Hedges} = 0.97$, $CI_{95\%}$ [0.82, 1.13], $n_{pairs} = 246$

$\widehat{\mu}_{mean} = 4.28$

$\widehat{\mu}_{mean} = 2.89$

Good (n = 246)   Weak (n = 246)

$log_e(BF_{01}) = -79.09$, $\widehat{\delta}_{difference}^{posterior} = 1.39$, $CI_{95\%}^{ETI}$ [1.21, 1.57], $r_{Cauchy}^{JZS} = 0.71$

3) I felt comfortable to ask questions and share my ideas in this course.

$t_{Student}(245) = 16.65$, $p = 3.89e\text{-}42$, $\widehat{g}_{Hedges} = 1.06$, $CI_{95\%}$ [0.90, 1.21], $n_{pairs} = 246$

$\widehat{\mu}_{mean} = 4.37$

$\widehat{\mu}_{mean} = 2.76$

Good (n = 246)   Weak (n = 246)

$log_e(BF_{01}) = -89.26$, $\widehat{\delta}_{difference}^{posterior} = 1.60$, $CI_{95\%}^{ETI}$ [1.41, 1.78], $r_{Cauchy}^{JZS} = 0.71$

II. **Point-Biserial Correlations (i.e. Item Discrimination).** We computed point-biserial correlations to look at how scores on each item related to the total score on SPOT. In other words, we examined how strongly each item can discriminate or distinguish low and high levels of the target domain (e.g., design, utility, or graded work). Point-biserial correlations larger than 0.2 indicate sufficient discriminatory power for the items and our results show that all items were well above this conventional threshold.

ITEM DISCRIMINATION ANALYSIS (Point Biserial Correlations)

Please note that point-biserial correlations were analyzed for each subscale separately.

Items	Good Course	Weak Course	Combined
Design 1	.657	.580	.825
Design 2	.566	.476	.738
Design 3	.695	.566	.831
Utility 1	.662	.683	.799
Utility 2	.665	.649	.768
Utility 3	.572	.603	.752
Graded 1	.702	.621	.792
Graded 2	.689	.683	.821
Graded 3	.693	.622	.805
Delivery 1	.585	.515	.694
Delivery 2	.595	.506	.676
Delivery 3	.508	.323	.574
Instruction 1	.554	.586	.756
Instruction 2	.621	.705	.825
Instruction 3	.545	.548	.736
Climate 1	.687	.634	.761
Climate 2	.635	.671	.776
Climate 3	.681	.629	.770

III.   **Factor Structure.** We ran several confirmatory factor analyses to test the theorized structure of the data. Because we designed the items to fit a six-factor structure, that was the hypothesized model. We also tested two alternative models (a) a two-factor model that had items load on the two components from the Framework for Effective Teaching Course Design and Instructional Practices and (b) a second-order model in which the six factors loaded onto the same two components from the Framework for Effective Teaching. Overall, both the original hypothesized model and the second-order model indicated good model fit. This finding suggests that the six domains defined in SPOT are consistently measured based on their items and that the two main factors underlying SPOT (i.e., course design and instructional practices) are also measured sufficiently by the SPOT items.

CONFIRMATORY FACTOR ANALYSES

Table 2. Summary of Goodness of Fit Indices for Models

Fit Indices/ Condition	Chi-Square	RMSEA	CFI	TLI	SRMR
CFA Good courses - 6 Factor	148.561	0.031	0.930	0.911	0.043
CFA weak courses - 6 Factor	209.865	0.056	0.911	0.886	0.050
CFA combined - 6 Factor	257.126	0.049	0.975	0.968	0.027
CFA good courses - 2 Factor	262.790	0.063	0.685	0.640	0.075
CFA weak courses - 2 Factor	321.231	0.076	0.814	0.788	0.071
CFA combined - 2 Factor	484.339	0.074	0.935	0.926	0.044
CFA good courses - 2nd order	154.402	0.029	0.935	0.923	0.046
CFA weak courses - 2nd order	218.466	0.054	0.910	0.893	0.055
CFA combined - 2nd order	261.742	0.047	0.975	0.970	.0290

Note: RMSEA: Root mean squared error of approximation, < 0.06 indicates good fit; CFI: Comparative fit index; > 0.95 indicates good fit; TLI: Tucker-Lewis Index, > 0.95 indicates good fit; SRMR: Standardized root-mean squared residual, 0 indicates good fit.

CFA FOR GOOD COURSES (6-Factor Model)
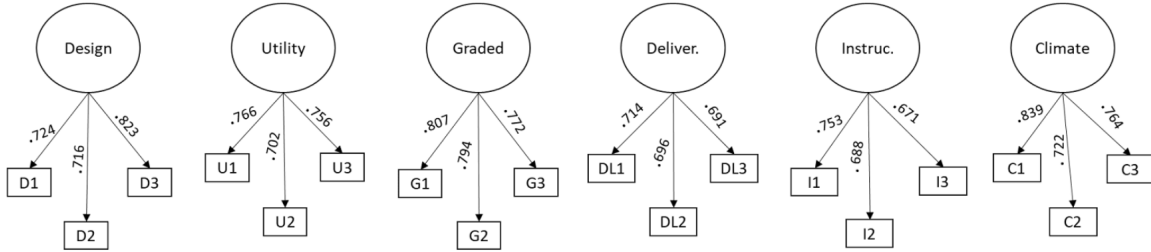
Note. WLSMV estimator was used. All factors were allowed to covary with one another. Standardized loadings are given in the figure. Model fit indices: χ^2 (120) = 148.561; root-mean-square error of approximation = .031 (90% confidence interval [.008, .047]); comparative fit index = .930; Tucker&–Lewis index = .911; standardized root-mean-square residual = .043.
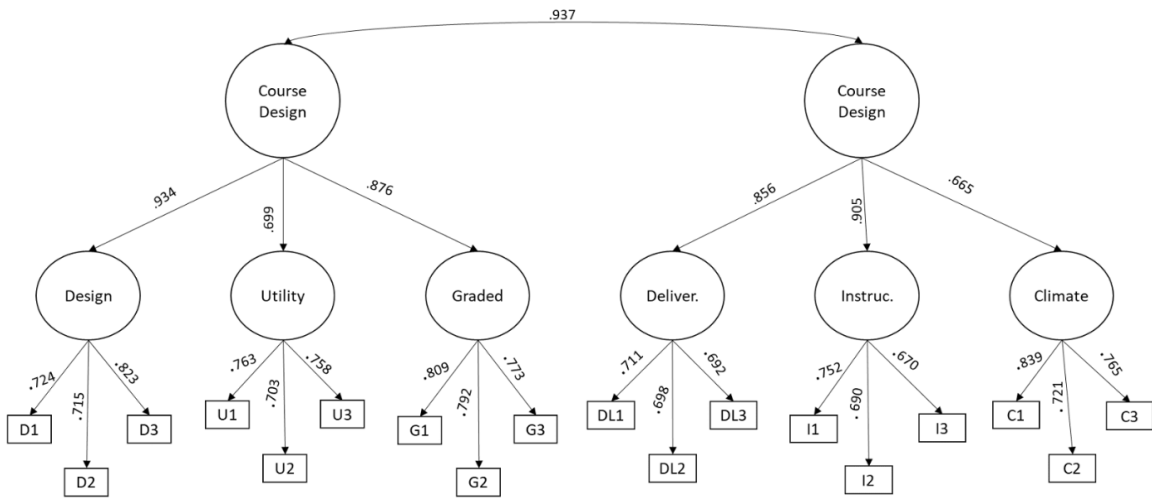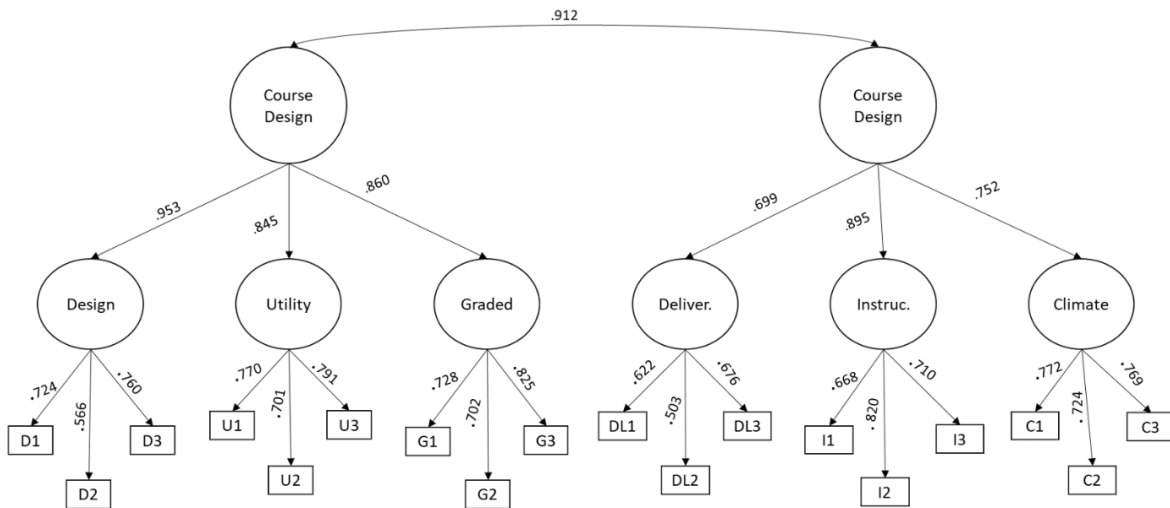
CFA FOR WEAK COURSES (6-Factor Model)
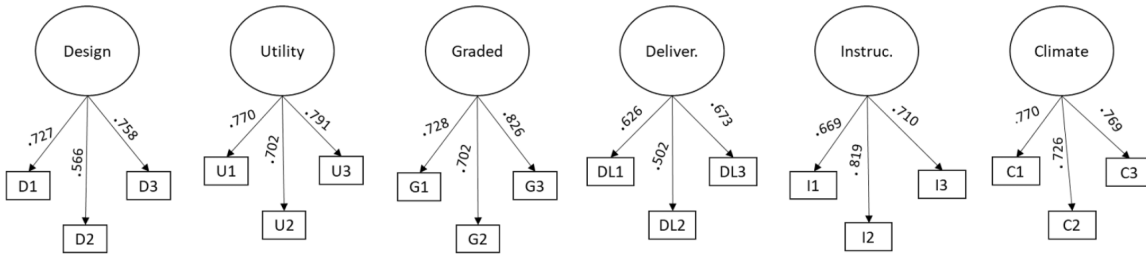
Note. WLSMV estimator was used. All factors were allowed to covary with one another. Standardized loadings are given in the figure. Model fit indices: χ^2 (120) = 209.865; root-mean-square error of approximation = .056 (90% confidence interval [.043, .068]); comparative fit index = .911; Tucker&–Lewis index = .886; standardized root-mean-square residual = .050.

CFA FOR COMBINED DATA (6-Factor Model)
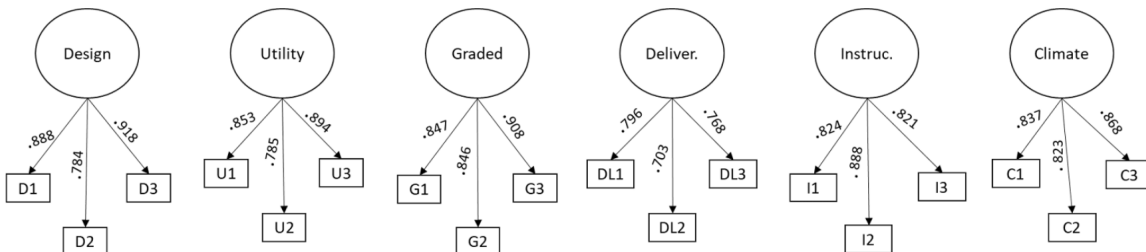
Note. WLSMV estimator was used. All factors were allowed to covary with one another. Standardized loadings are given in the figure. Model fit indices: χ^2 (120) = 257.126; root-mean-square error of approximation = .049 (90% confidence interval [.040, .057]); comparative fit index = .975; Tucker&–Lewis index = .968; standardized root-mean-square residual = .027.

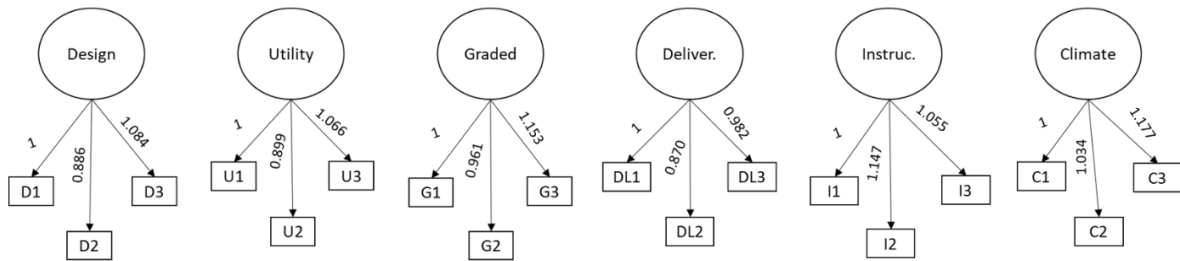## CFA FOR GOOD COURSES (2-Factor Model)
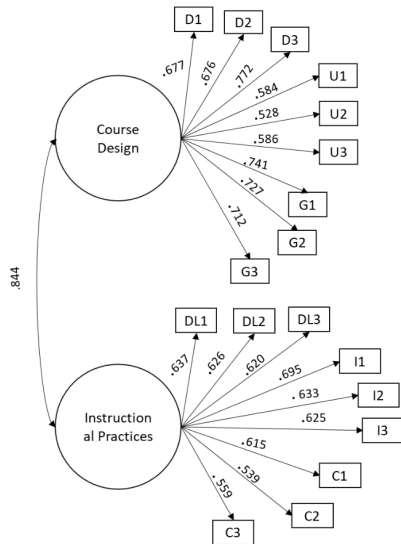
Note. WLSMV estimator was used. Standardized loadings are given in the figure. Model fit indices: χ^2 (134) = 262.790; root-mean-square error of approximation = .063 (90% confidence interval [.052, .074]); comparative fit index = .685; Tucker&–Lewis index = .640; standardized root-mean-square residual = .075

CFA FOR WEAK COURSES (2-Factor Model)
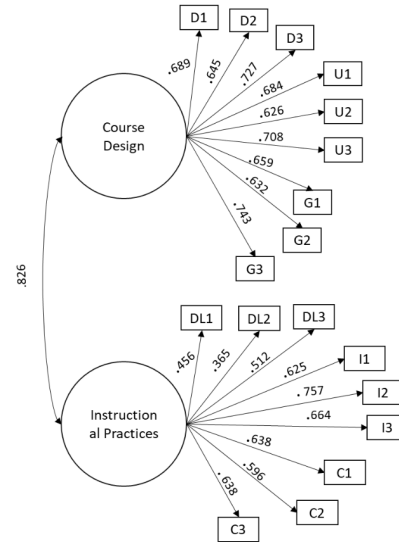
Note. WLSMV estimator was used. Standardized loadings are given in the figure. Model fit indices: χ^2 (134) = 321.231; root-mean-square error of approximation = .076 (90% confidence interval [.066, .087]); comparative fit index = .814; Tucker&–Lewis index = .788; standardized root-mean-square residual = .071.

CFA FOR COMBINED DATA (2-Factor Model)
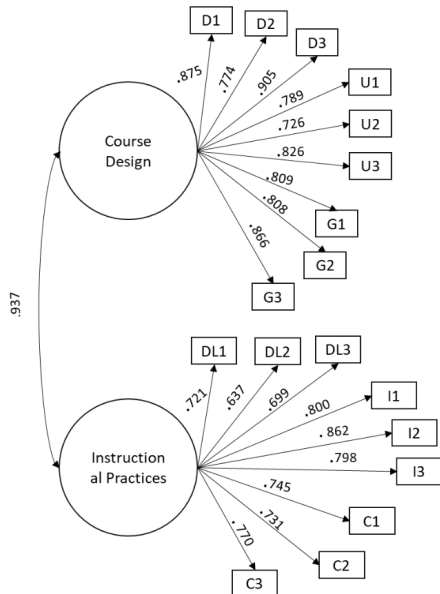
Note. WLSMV estimator was used. Standardized loadings are given in the figure. Model fit indices: χ^2 (134) = 484.339; root-mean-square error of approximation = .074 (90% confidence interval [.067, .081]); comparative fit index = .935; Tucker&–Lewis index = .926; standardized root-mean-square residual = .044.

CFA FOR GOOD COURSES (Second-Order Model)

.937

Course Design — Course Design

.934   .699   .876   .856   .905   .665

Design   Utility   Graded   Deliver.   Instruc.   Climate

.724 .715 .823 | .763 .703 .758 | .809 .792 .773 | .711 .698 .692 | .752 .690 .670 | .839 .721 .765

D1 D2 D3   U1 U2 U3   G1 G2 G3   DL1 DL2 DL3   I1 I2 I3   C1 C2 C3

Note. WLSMV estimator was used. Standardized loadings are given in the figure. Model fit indices: $\chi^2 (128) = 154.402$; root-mean-square error of approximation = .029 (90% confidence interval [0, .045]); comparative fit index = .935; Tucker&–Lewis index = .923; standardized root-mean-square residual = .046

CFA FOR WEAK COURSES (Second-Order Model)

.912

Course Design — Course Design

.953   .845   .860   .699   .895   .752

Design   Utility   Graded   Deliver.   Instruc.   Climate

.724 .566 .760 | .770 .701 .791 | .728 .702 .825 | .622 .503 .676 | .668 .820 .710 | .772 .724 .769

D1 D2 D3   U1 U2 U3   G1 G2 G3   DL1 DL2 DL3   I1 I2 I3   C1 C2 C3

Note. WLSMV estimator was used. Standardized loadings are given in the figure. Model fit indices: $\chi^2 (128) = 218.466$; root-mean-square error of approximation = .054 (90% confidence interval [.042, .066]); comparative fit index = .910; Tucker&–Lewis index = .893; standardized root-mean-square residual = .055.

CFA FOR COMBINED DATA (Second-Order Model)
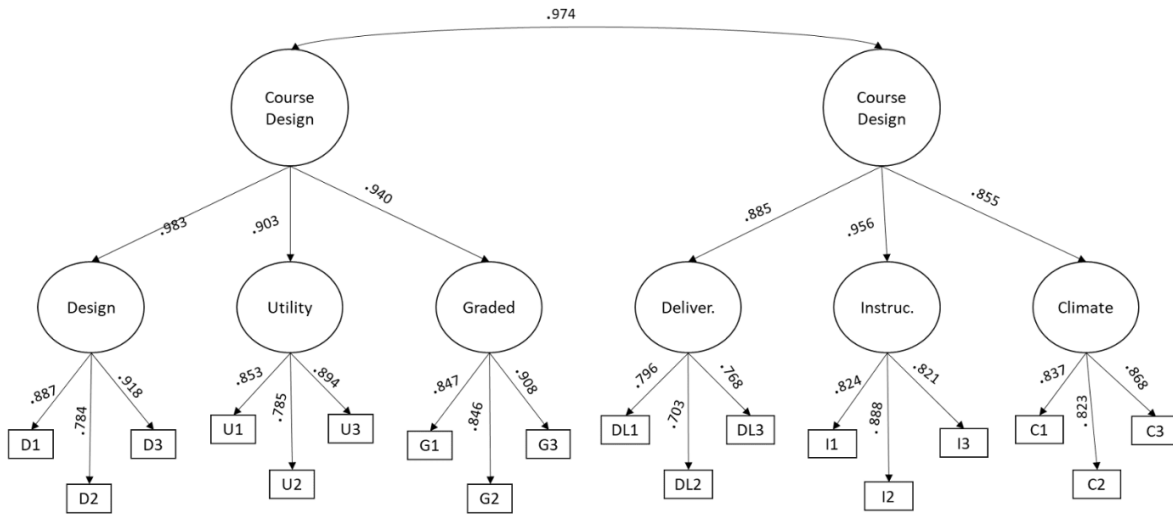
Note. WLSMV estimator was used. Standardized loadings are given in the figure. Model fit indices: χ^2 (128) = 261.742; root-mean-square error of approximation = .047 (90% confidence interval [.038, .055]); comparative fit index = .975; Tucker&–Lewis index = .970; standardized root-mean-square residual = .029.

IV. **Measurement Invariance.** We tested the six-factor model for evidence of measurement invariance (i.e., whether the SPOT items can measure student perceptions about good and weak courses equally or similarly). For the initial baseline model where factor loadings and intercepts are freely estimated for good courses and weak courses we obtained a close model fit (χ^2 (240) = 366.968, RMSEA = .047, CFI = .902, TLI = .875, SRMR = .045). To test weak invariance, we constrained the factor loadings to be equal for good and weak courses (χ^2 (252) = 334.663, RMSEA = .037, CFI = .936, TLI = .922, SRMR = .048). This model resulted in a non-substantive change in fit, $\Delta\chi^2$ (12) = 2.305, p> .05, providing evidence for weak measurement invariance. Finally, we tested for strong invariance by constraining the intercepts across good and weak course groups; (χ^2 (264) = 343.307, RMSEA = .035, CFI = .939, TLI = .929 SRMR = .050). This model resulted in a non-substantive change in fit, $\Delta\chi^2$ (12) = 8.644, p> .05, providing evidence for strong measurement invariance. Below, we presented the final model. This means that the items functioned similarly in relation to the measured construct for both the good and weak courses. Said differently, students didn't react differently to the items for good and weak courses, all items are equally applicable to both types of course.

Note. WLSMV estimator was used. Unstandardized loadings are given in the figure. Model fit indices: χ^2 (264) = 343.307; root-mean-square error of approximation = .035 (90% confidence interval [.024, .045]); comparative fit index = .939; Tucker&–Lewis index = .929; standardized root-mean-square residual = .050.

Recommendation #3: All 18 items are used as the new SPOT survey measuring two parts of the Framework for Effective Teaching and six domains. If 18 is too many items, we recommend removing an entire set of 3-items attached to a particular domain rather than reducing it down to 2 or 1 item per domain.

Rationale: The evidence provided in this report is for the full scale including all 18 items and cannot be assumed to be the same if items are removed. Removing an entire domain will have less effect on the measurement data provided herein than reducing items.

Item No. 10

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Definition of Full-time Academic Staff, General Faculties Council and Faculty Council Composition

Item

Proposed by	General Faculties Council (GFC)
Presenter	Jerine Pegg, Chair, Executive Subcommittee on Governance Procedural Oversight Kate Peters, GFC Secretary and Manager, GFC Services

Details

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is (please be specific)	All full-time Academic Staff as defined in Appendix A Definitions and Categories of Academic Staff are eligible to be elected to GFC and are members of Faculty Councils. To date, some categories of academic staff have been excluded. This item is being brought forward as a part of the 3-year review of the GFC terms of reference to ensure compliance with the *Post-Secondary Learning Act* (PSLA).
Executive Summary (*outline the specific item – and remember your audience*)	The *PSLA* states that all full-time academic staff are eligible for membership on GFC and are members of their Faculty Council. The *PSLA* also defines academic staff as those positions designated by the Board. In the past, GFC and GFC Executive Committee made decisions regarding the eligibility and definition of those who fall under the category of "full-time members of the academic staff of a faculty". Currently, GFC Terms of Reference state that only A1.1 and A1.6 Academic Staff members are eligible to put their names forward to serve as elected academic staff members on GFC. Faculty Council membership is defined in the GFC Policy Manual Section 55 to include all continuing academic staff in Category A1.0 in Appendix A. At present, the following Board-approved categories of full-time academic staff are not eligible to put their names forward for election to represent Faculties on GFC: ● A1.2 (APOs), ● A1.3 (FSOs), ● A1.4 (Librarians), ● A2.1 (ATS Career, Term 12, Term Recurring), ● A2.3 (TLAPs), and ● A3.1 (TRAS). In addition, according to GFC Policy Manual Section 55, full-time academic staff in categories A2.3 (TLAPs) and A3.1 (TRAS) are not included as members of Faculty Councils.

Limiting membership to certain categories of employees is not in compliance with the *PSLA* and, in fact, contradicts the Board's stated definition of categories of staff designated as academic staff established in consultation with the AASUA. GFC and Faculty Council Terms of Reference need to be revised to align with the requirements of the *PSLA* to ensure that all full-time academic staff are members of their Faculty Council and are eligible to put their names forward for election to represent Faculties on GFC.

Legislative Background
The PSLA sets out the composition of GFC, and Faculty and School Councils as follows:

GFC (Section 23):
- persons who are members by virtue of their offices (a);
- members elected from the full-time members of the academic staff of the faculties (b);
- undergraduate and graduate student government members (c); and
- additional members (d), appointed by the members referred to in (a), (b) and (c).

Faculty/School Council (Section 28):
- the dean (a);
- the president (b);
- all full-time members of the academic staff of the faculty (c);
- certain representatives of professional associations (d);
- any other persons who are appointed to the faculty council by the general faculties council on the recommendation of the faculty council (e).

The *PSLA* (1(c)) defines academic staff as follows:
> "academic staff member", "academic staff" and "member of the academic staff" mean an employee of the board of a comprehensive community college, polytechnic institution or university who, as a member of a category of employees or individually, is designated as an academic staff member in accordance with this Act

S. 84 (2) of the *PSLA* confirms that the Board designates members of the academic staff.

Preparing for these Changes:

The three-year review of the GFC Terms of Reference is an opportune time to clarify eligibility of full-time academic staff to serve on GFC. At the same time, GFC Executive Committee is reviewing Faculty Council

	terms of reference as there are diverse practices for these bodies and increasing membership will pose unique challenges for each Faculty. The GFC Terms of Reference will be updated with this change and Faculty Councils will be asked to review their composition. GFC Executive Committee will oversee these changes as a part of their delegated authority over governance and procedural matters and to exercise control functions over Faculty Councils.
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	Faculty and Staff Relations GFC Nominating Committee GFC Executive Subcommittee on Governance Procedural Oversight GFC Executive Committee AASUA Dean's Council

Strategic Alignment

Alignment with *For the Public Good*	Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware X Leadership and Change ☐ Physical Infrastructure	X Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* (PSLA) GFC Terms of Reference GFC Executive Committee Terms of Reference UAPPOL Recruitment Policy Appendix A GFC Policy Manual Section 55	

Attachments (each to be numbered 1 - <>)

1. UAPPOL Recruitment Policy (Appendix A) Definitions and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff (link)
2. Past Decisions of GFC Related to Composition and Eligibility
3. Impact on Reapportionment

Past Decisions of GFC Related to Composition and Eligibility:

There shall be at least one elected representative for every Faculty with a full-time instructional staff of 6 or more.
(GFC 29 APR 1966)

"Full-time Members of the Academic Staff" are all members of the academic staff holding tenure or on continuing probationary appointments leading to tenure, and members of any additional groups so designated by the Board of Governors on the recommendation of General Faculties Council.
(GFC 02 JUN 1966)

"Academic Staff" includes any person who has a letter of appointment to an academic position at this University.
(GFC 02 JUN 1966)

"Full-time member of the academic staff of a Faculty or School" is a member of the full-time academic staff of the University who holds an appointment in at least one Faculty or School. Subject to the above definition,

(a) a member of staff who holds an appointment in only one Faculty or School is a full-time member of that particular Faculty or School;
(b) a member of staff who holds appointments in two or more Faculties or Schools is a full-time member of the academic staff of the Faculty or School that pays the larger portion of his salary;
(c) a member of the staff who holds appointments in two or more Faculties or Schools that pay his salary in equal amounts, may choose his membership in one and only one of these Faculties or Schools.

(GFC 02 JUN 1966)

For the purpose of election of faculty to GFC at the University of Alberta, "full-time members of the academic staff" is interpreted to mean continuing academic staff in Categories A1.1 and A1.5 and their counterparts in Category A1.6.
(GFC 28 NOV 1988)

At the University of Alberta, for the purpose of serving on Faculty Councils, "full-time academic staff" is interpreted to mean all continuing academic staff (Category A1.0).
(GFC 28 NOV 1988)

Faculty	Academic Staff A1.1, A1.6*	% of total Academic Staff	Current GFC Seats	% of GFC seats		Total FT Academic Staff	% of total FT Academic Staff2	No Change to GFC Seats	% of GFC seats2
ALES	113	5%	3	6%		167	5%	3	6%
Arts	300	13%	8	15%		395	12%	8	15%
Augustana	50	2%	1	2%		65	2%	1	2%
Business	64	3%	2	4%		108	3%	2	4%
Education	100	4%	3	6%		127	4%	3	6%
Engineering	218	9%	5	10%		308	9%	5	10%
Law	26	1%	1	2%		39	1%	1	2%
FoMD	1003	42%	15	29%		1,298	40%	15	29%
Native Studies	12	1%	1	2%		20	1%	1	2%
Nursing	34	1%	1	2%		70	2%	1	2%
Pharmacy	19	1%	1	2%		40	1%	1	2%
KSR	36	2%	1	2%		36	1%	1	2%
Public Health	35	1%	1	2%		49	2%	1	2%
Rehab Med	36	2%	1	2%		72	2%	1	2%
Saint-Jean	28	1%	1	2%		47	1%	1	2%
Science	289	12%	7	13%		413	13%	7	13%
Total	2363	100%	52	100%		3,254	100%	52	100%

Item No. 12

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Budget Model 2.0 Update

Item

Proposed by	Verna Yiu, Interim Provost and Vice-President (Academic) Todd Gilchrist, Vice-President (University Services & Finance)
Presenter	Verna Yiu, Interim Provost and Vice-President (Academic) Todd Gilchrist, Vice-President (University Services & Finance)

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic) Office of the Vice-President (University Services & Finance)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide an update on the development of Budget Model 2.0.
Executive Summary (*outline the specific item – and remember your audience*)	In June 2022, administration delayed the development of Budget Model 2.0 by a year to allow for leadership transition and further consultation and engagement to develop the right model. We have relaunched the Budget Model 2.0 design process over the past few months, and will be implementing the new model for Fiscal Year 2024-25. The university needs a new budget model for three key reasons: 1. The $222M (34%) reduction in our Campus Alberta Grant (now the Operating Support Grant (OSG)) has fundamentally impacted our revenue streams. Prior to the reductions, in Budget Model 1.0, there was adequate government funding to cover the cost of base central service operations as well as funding for faculty operation and research support. The OSG is no longer adequate to fund what it once did. 2. The current model leaves the university exposed to changes in the OSG, which creates shortfalls, uncertainty, and funding shocks across academic and administrative units as experienced over the last three years. 3. The model has flaws that limit its ability to effectively steer the institution towards the University Of Alberta For Tomorrow (UAT). It does not create the right incentives with respect to enrollment growth and research, and limits our capacity to plan long-term. Budget Model 2.0 will be designed to support the One University vision and the new operating model. The new model will focus on sustainability and enable the university to plan long term while creating incentives with respect to enrolment growth and research targets, cost controls, and reducing exposure to external funding fluctuations. Administration has developed an approach to the development of Budget Model 2.0 that engages widely, ensuring representation from faculties and portfolios. A core part of the engagement is a series of

Item No. 12

<table>
<tr>
<td></td>
<td>five Expert Working Groups. The groups will focus on the following topics:

1. Tuition Revenue Sharing;
2. Central Services & Functional Efficiency;
3. Research Support & Growth;
4. Strategic Initiatives & Subvention; and
5. Multi-year budget mechanisms, Performance Incentives & Carry-forwards.

The Expert Working Groups will provide dedicated forums for stakeholders to provide their expertise and input to inform key budget model design choices. Once the expert groups have delivered their recommendations, the administration will work to consolidate the recommendations into a final budget model while developing supporting policy and process changes.

During the design and development phase, administration will provide regular updates to key stakeholders via presentations at Chairs Council, Statutory Deans' Council, Academic Planning Committee, GFC and the Board Finance & Property Committee. Senior Administration will have an opportunity to provide feedback at the February retreat. The broader university community will be updated via Quad posts, a website, and town hall sessions.

A slidedeck will be presented at the January 30 meeting of GFC which will provide further detail as to the status of the development of Budget Model 2.0 and the membership of the Expert Working Groups.

Risks and Opportunities
Budget Model 2.0 provides the organization with the opportunity to implement a budget model that supports the organizational structure and mitigates the risks associated with the previous budget model.</td>
</tr>
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<tr>
<td>Supplementary Notes and context</td>
<td><i><This section is for use by University Governance only to outline governance process.></i></td>
</tr>
</table>

Engagement and Routing (Include proposed plan)

<table>
<tr>
<td>Consultation and Stakeholder Participation</td>
<td>All Deans and Vice-Presidents are invited to be in at least one Expert Working Group.

Updates and opportunities for feedback will be provided to PEC-S, Chairs Council, Statutory Deans' Council, College Deans, and at the Senior Leaders retreat in February.

Updates will be provided to the wider university community through multiple channels.</td>
</tr>
</table>

Strategic Alignment

Item No. 12

Alignment with *For the Public Good*	**Goal:** Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. **Objective:** Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. **Strategy:** Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff X Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].	

No attachments

Prepared by: Verna Yiu, Interim Provost and Vice-President (Academic) pvpa@ualberta.ca
Todd Gilchrist, Vice-President (University Services & Finance) todd.gilchrist@ualberta.ca

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on December 5, 2022 and January 16, 2023.

2. Items Approved With Delegated Authority

December 5, 2022
− Proposed Changes to Membership Restrictions for Academic Staff on University Appeal Boards

January 16, 2023
− Draft Agenda for the Next Meeting of General Faculties Council

3. Items Discussed

December 5, 2022
− Parchments for Online and Continuing Education Programs
− College Model Review
− Definition of Full-time Academic Staff, General Faculties Council and Faculty Council Composition
− Proposed Changes to GFC Executive Terms of Reference

January 16, 2023
− Update on University Teaching Awards
− Communicating Recommendations from General Faculties Council to the Board of Governors

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

Submitted by:
W Flanagan, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the GFC Academic Planning Committee met on December 7, 2022.

2. Items Discussed

    – Introducing Vice-Provost Equity Diversity and Inclusivity
    – Teachings from the Institute of Prairie Indigenous Archaeology
    – Space Survey: Update
    – Proposed Future Enrolment Expansion
    – Tuition Briefing / Assumptions / Scenarios
    – College Model Review
    – Budget Update

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

Submitted by:
Verna Yiu, Chair
GFC Academic Planning Committee

General Faculties Council Standing Committee Report

GFC Programs Committee

1. Since last reporting to GFC, the GFC Programs Committee met on November 17, 2022, December 8, 2022, and January 12, 2023

2. Items Approved with Delegated Authority from GFC

November 17, 2022
- Course and Minor Program Changes
    - Agricultural, Life and Environmental Sciences
    - Arts
    - Education
    - Kinesiology, Sport, and Recreation
    - Medicine and Dentistry
    - Nursing
    - Rehabilitation Medicine
    - Saint-Jean
    - Science
- Proposed Changes to Indigenous Admissions for the BSc in Dental Hygiene and the Doctor of Dental Surgery Programs, Faculty of Medicine and Dentistry
- Bachelor of Science Renewal, Faculty of Science
    A. Proposed New Ministry-approved Specializations in Astrophysics, Environmental Earth Sciences, and Paleontology, Faculty of Science
    B. Proposed Internal Suspension of all Science Specializations Programs, certain Honors Programs, and the Minor in Physical Sciences, Faculty of Science
    C. Proposed New Internal Majors, Honors, Second-level Specializations, and EAS Major/Minor Name Change, Faculty of Science
    D. Proposed Changes to Admission and Program Requirements related to the New BSc Degree Framework, BSc Renewal Project, Faculty of Science

December 8, 2022
- Course and Minor Program Changes
    - Agricultural, Life and Environmental Sciences
    - Arts
    - Business
    - Education
    - Engineering
    - Kinesiology, Sport, and Recreation
    - Medicine and Dentistry
    - Nursing
    - Pharmacy and Pharmaceutical Sciences
    - Rehabilitation Medicine
    - Science

January 12, 2023
- Course and Minor Program Changes
    - Agricultural, Life and Environmental Sciences

- o Arts
- o Augustana
- o Business
- o Education
- o Engineering
- o Kinesiology, Sport, and Recreation
- o Medicine and Dentistry
- o Nursing
- o Saint-Jean
- o Science
- Course Exclusions from the Exploration Credits Policy, Faculty of Arts
- Bachelor of Science in Dental Hygiene Academic Standing Regulations, Faculty of Medicine and Dentistry
- Practicum Restructure and Program Changes, Faculty of Kinesiology, Sport, and Recreation
- Changes to Science Curriculum and Associated Program Changes, Augustana Faculty
- New Second-level Specialization - Artificial Intelligence Option, Faculty of Science
- New Embedded Certificate in Applied Data Science, Faculty of Science
-

3. Items Recommended to GFC

   December 8, 2022
   – Proposed Suspension of the Graduate Certificate in Stroke Rehabilitation, Rehabilitation Medicine and FGSR
   – Proposed Suspension of the Graduate Certificate in Bridging to Canadian Physical Therapy Practice, Rehabilitation Medicine and FGSR

   January 12, 2023
   - Duolingo English Test: Extension of Short-term Use, Office of the Registrar
   - SAT/ACT Test Optional Policy, Office of the Registrar

4. Items Discussed

   November 17, 2022
   – Proposed Revisions to the Bachelor of Commerce Degree Framework
   – External Programs for Review and Programs in Progress on Campus: Standing Item

   December 8, 2022
   – Draft Undergraduate Embedded Certificate Framework
   – External Programs for Review and Programs in Progress on Campus: Standing Item

   January 12, 2023
   – External Programs for Review and Programs in Progress on Campus: Standing Item

Terms of reference and records of meetings for this committee are available here:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:
Janice Causgrove Dunn, Chair
GFC Programs Committee

Item No. 17A

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Helping Individuals at Risk (HIAR) Annual Report

Item

Proposed by	Kathryn Todd, Deputy Provost (Academic)
Presenter	Kris Fowler, Director, HIAR

Details

Office of Administrative Responsibility	Provost and Vice President (Academic)
The Purpose of the Proposal is (please be specific)	HIAR reports annually to GFC Executive and to the Board Learning, Research, and Student Experience Committee on data related to the previous years' reports, services provided, and on priorities. Note that this report spans a two year period because of a shift in the reporting timing. There was no report provided in 2021-2022 as we moved to a fall reporting cycle.
Executive Summary (*outline the specific item – and remember your audience*)	The HIAR program provides a centralized location for reports of at risk behavior in order to facilitate a "connecting of the dots" of what could otherwise be viewed as isolated and less urgent incidents. One impetus behind the creation of this program was the key finding from the 2007 Virginia Tech shootings that failure to share information on what were considered isolated incidents resulted in an underestimation of risk. The HIAR program helps connect Individuals at Risk of harm to self or others to resources before a situation escalates, and ensures a coordinated response across campus. This report spans the period of July 1, 2020 to June 30, 2022 The attached executive summary highlights the successes and challenges of the HIAR program over the last two years, including the program's strong reputation institutionally for high quality service and responsiveness, and the increasing number and complexity of cases, driven by the pandemic and institutional restructuring, and the commensurate impact on HIAR staff capacity through the reporting period. Please note that, effective Nov. 5, 2020, HIAR has moved from the University Services and Finance portfolio to the Portfolio of the Provost and Vice-President (Academic). Risks and Opportunities: HIAR facilitates early identification of At Risk Behaviour and creates a system designed to receive and consolidate reports of At Risk Behaviour. Consolidating reports of At Risk Behaviour will enable identification of situations in which seemingly isolated incidents are, in fact, connected so that the At Risk Behaviour can be properly assessed

	and the Individual At Risk offered assistance when deemed appropriate. Doing so should result in increased mental wellness and/or a decreased risk of violence and at the same time reduce the likelihood of matters escalating.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Office of the Provost GFC Executive (December 5, 2022) Board Learning, Research, and Student Experience Committee (November 25, 2022)

Strategic Alignment

Alignment with *For the Public Good*	OBJECTIVE 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management x Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise x Safety x Student Success
Legislative Compliance and jurisdiction	GFC Executive Terms of Reference BLRSEC Terms of Reference Section 2o	

Attachments:

1. Helping Individuals at Risk 2020-2021 Annual Report (11 pages)

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

The HIAR program was created in 2010 to provide a centralized location for reports of at risk behavior in order to facilitate a "connecting of the dots" of what could otherwise be viewed as isolated and less urgent incidents. One impetus behind the creation of this program was the key finding from the 2007 Virginia Tech shootings that failure to share information on what were considered isolated incidents resulted in an underestimation of risk. The HIAR program helps connect Individuals at Risk of harm to self or others to resources before a situation escalates, and ensures a coordinated response across campus.

EXECUTIVE SUMMARY

1. There have been many successes in the HIAR program over the past two years.
   a. The program was able to easily transition to working from home during the COVID-19 pandemic due to the majority of reports to the program being sent via email.
   b. The program completed the move to Li Ka Shing after moving out of leased space to support cost savings for the university.
   c. The Symplicity Advocate database was fully implemented leading to a more efficient intake process and robust annual reporting.
   d. HIAR collaborated with key stakeholders on several activities including developing protocols for virtually supporting high risk students and students studying abroad, supporting the new Sexual Violence Response Coordinator position, and assisting with the mandatory workplace violence training.

2. After an initial drop off in reporting March through May 2020 due to the pandemic, reports to the program continued at their usual high levels. In 2020-21, the program received 830 reports, and in 2021-22 the program received 889 reports; a 7% increase in reports across the two years. As per previous years, the great majority of reports to HIAR (90% in 2020-21 and 91% in 2022) were about students, particularly undergraduate students. Twenty-six percent of the reports about students in 2020-21, and 31%, in 2021-22 were about international students. For context, international students comprised 19% of the student population in 2021-22.

3. The most common report type was a behavioural concern that had not yet met the assessment of harm (53% of reports in 2020-21 and 42% in 2021-22), with the second most common being harm to self (33% in 2020-21 and 40% in 2021-22).

4. The top three administrative units reporting to the program continued to be Residence Services, Dean of Students Administration and UofA Protective Services, while the top three Faculties reporting to the program continued to be Arts, Science and Engineering.

5. During the 2020-21 reporting year, HIAR staff provided a total of 2,829 services, or an average of 4.3 services per report. In 2021-22, HIAR staff provided 2,937 services, or an average of 3.9 services per report. The most common services provided were connecting individuals at risk to support, monitoring and follow up, providing updates, and coaching and recommendations. HIAR staff referred 32% of reports to the HIAR Case Team in 2020-21, and 37% in 2021-22. Cases were most often referred because HIAR had received more than one report about more than one incident for the individual at risk.

6. The HIAR program continues to have an excellent reputation on campus, and has received many positive comments and gratitude from individuals at risk, and those reporting to the program. A sample of these comments are included in the report.

7. The past few years have been challenging for the HIAR program on both a global (pandemic) and local (layoffs and restructuring) level. Restructuring included moving the HIAR program into the portfolio of the Office of the Provost in November 2020, and the Director of HIAR was tasked with managing the Office of Safe Disclosure and Human Rights (OSDHR), in addition to the HIAR program. This reduced the capacity of the program from 3.0 FTE to 2.5 FTE, as the Director's time shifted to supporting both programs with less time available for the intake and management of reports. In addition, the HIAR program lost administrative support for the Symplicity Advocate database, which added to the Director's responsibilities, further reducing capacity of the program.

8. The restructuring, layoffs, and the COVID-19 pandemic significantly impacted HIAR staff workload in the following ways:
    a. An increased number of individuals at risk (students, staff and faculty)
    b. An increase in the complexity and severity of cases reported to HIAR
    c. Reduced capacity across the institution to support individuals at risk
    d. Large influx of new staff relying on HIAR staff for consultation, advice and guidance
    e. A need to relearn ongoing changes to the structure of the institution in order to manage cases

9. As a result, HIAR staff have found it difficult to keep up with the intake and management of reports, especially during peak periods, or when staff are away due to vacation or illness. Current resourcing of the HIAR program is not sustainable, and a budget request was submitted for an additional HIAR Coordinator. If unsuccessful, a priority will be the development of mitigation strategies to cope with the ever increasing volume of cases.

CHANGES TO DATA COLLECTION

It is important to note that as of July 1, 2020, HIAR started using a new case management software, Symplicity Advocate, which significantly changed the way data was collected for the annual report from previous years, making it difficult to compare data pre- and post- Symplicity. One key change was that in Symplicity, a single report can have more than one individual at risk, whereas previously, there was only one individual at risk per report. For example, a report about harm to others often has two individuals at risk; the person who has caused harm (report type harm *to* others), and the harmed party (report type harm *from* others). Using the previous system of data collection, this would count as two reports, whereas in Symplicity, this would count as one report. For this reason, the annual report will not compare the current two years of data (2020-21 and 2021-22) to previous year's data, and will instead reference historical trends when relevant.
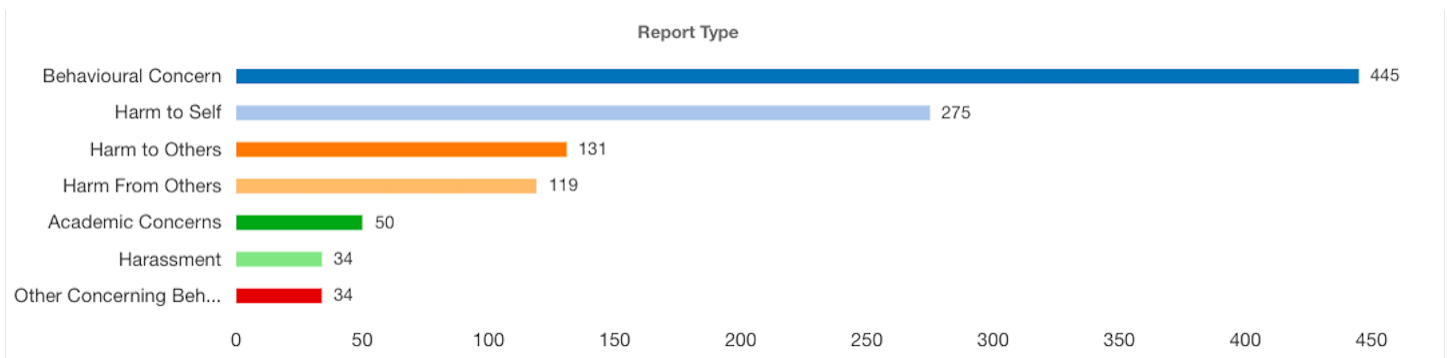
REPORTS TO HIAR

The HIAR program received **830** reports in 2020-21, and **889** reports in 2021-22, a **7% increase** in the number of reports over the two years. Historically, the HIAR program has had an increase in reports each year since its inception in 2010, other than the 2019-20 year when there was a significant decrease in reports March through May 2020 due to the COVID-19 pandemic.

Report Type

The majority of reports received by HIAR in both 2020-21 (445 reports, 53%) and 2021-22 (375 reports, 42%) were regarding individuals who exhibited a behavioural concern, those who displayed worrisome behaviour that did not yet meet the threshold of harm to self or harm to others. The larger number of reports about a behavioural concern in 2020-21 compared to 2021-22 was likely due to a change in the way HIAR staff were coding report types between the

two years. The second most common report type made to HIAR was about harm to self (275 reports, 33% vs 362 reports, 40%), which is consistent with previous years data.

2020-21 Report Type Breakdown

2021-22 Report Type Breakdown
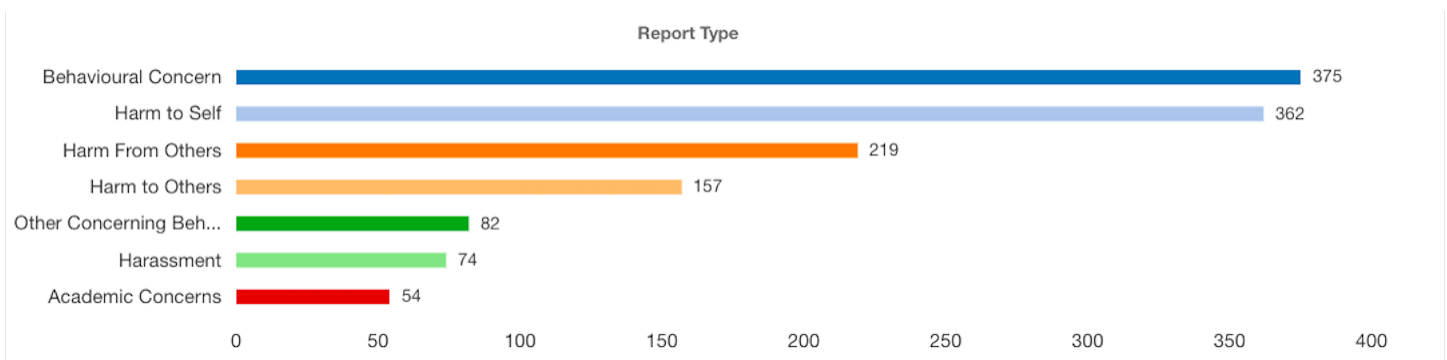
INDIVIDUALS AT RISK

As reports to HIAR can have more than one individual at risk, and individuals at risk can be reported more than once in a reporting year, different data was required to break down the number of individuals at risk versus the status and gender of individuals at risk.

Number of Individuals at Risk

Interestingly, although the total number of reports over the two years only increased by 7%, the **number of individuals at risk increased by 30%** (522 in 2020-21 and 678 in 2021-22) over the same time period. This would seemingly indicate that individuals at risk were more often reported once, rather than multiple times, in the 2021-22 year.

Historically, the **greatest number of reports to HIAR have been about students**, and that did not change in 2020-21 (835, **90%**) or 2021-22 (950, **91%**). Reports about employees were made in 90 reports (10%) in 2020-21 and 97 reports (9%) in 2021-22.
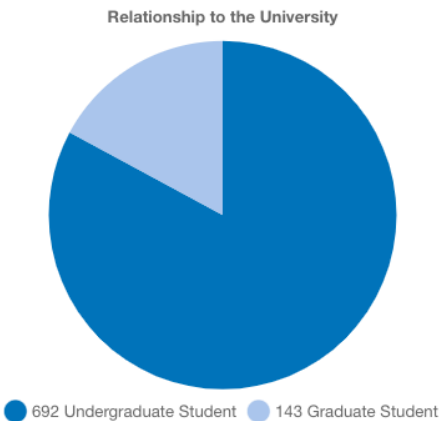
"Thank you so much for your email and for being so incredibly kind to me these past few weeks. Talking with you through email has been a lifeline these past few weeks so, I can't thank you enough."
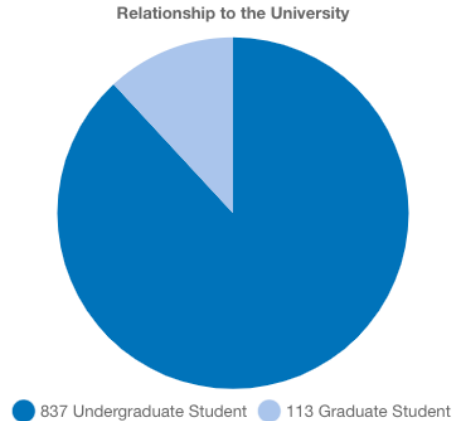
~Individual at Risk

Students at Risk

As per previous years, **the great majority of reports to HIAR** in 2020-21 (692, 75%) and in 2021-2022 (837, 80%) **were about undergraduate students** at risk. Graduate students at risk comprised 15% (143) of the reports to HIAR in 2020-21 and 11% (113) in 2021-22.

2020-21 Student Status

Relationship to the University

● 692 Undergraduate Student   ● 143 Graduate Student

2021-22 Student Status

Relationship to the University

● 837 Undergraduate Student   ● 113 Graduate Student

International Students at Risk

As requested by the Board of Governors in previous years, HIAR tracks reports received about international students (undergraduate and graduate status combined). **There were 213 reports, or 26% of the reports about students, concerning international students in 2020-21, and 299 reports, or 31%, in 2021-22.** For context, international students comprised 19% of the student population in 2021-22. Historically, HIAR has received a higher than expected percentage of reports about international students at risk compared to their percent of the general student population, likely due to the increased pressures international students face when studying in a new culture away from family and friends. During the pandemic (including the 2020-21 reporting year), international students faced additional challenges such as online courses being offered at night due to time zone differences, internet instability, and difficulty accessing academic or mental health support. International students are likely still recovering from the impacts of the pandemic on their academics and well-being, which may account for the high percentage of international students at risk in 2021-22.
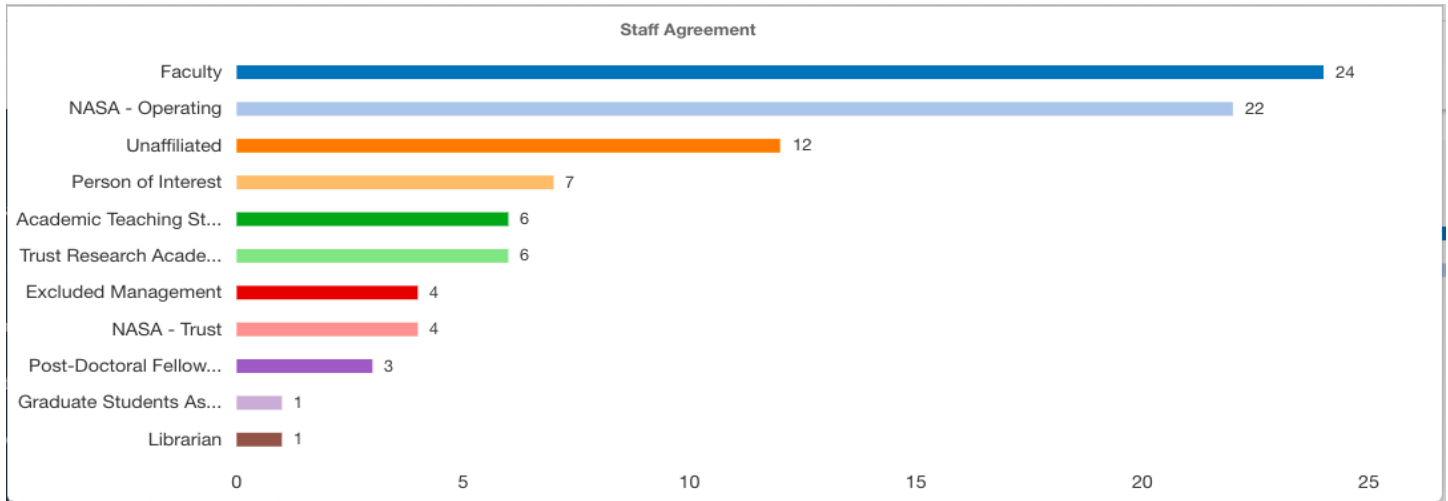
"I finally received the notification from FGSR that all the documents are prepared and submitted for my graduation. It is really a longer journey. It will be impossible for me if there were not you. Otherwise, I would give up in April and even worse.   *~International Graduate Student at Risk*
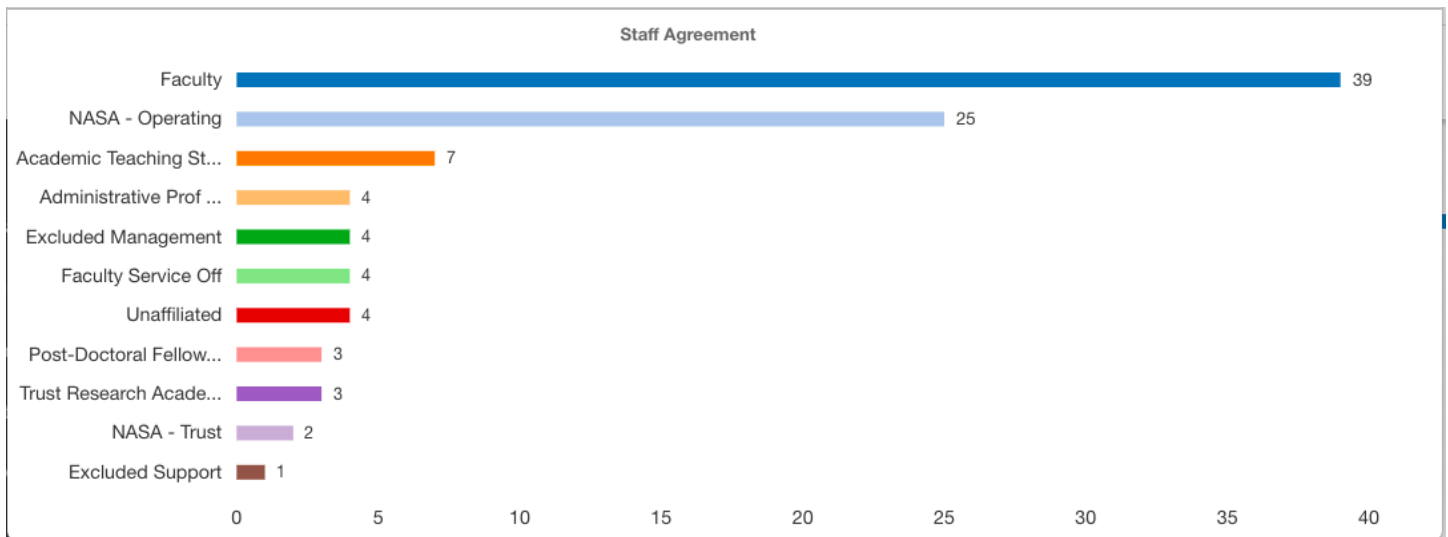
Employees (faculty and staff) at Risk

Faculty members/instructors (Faculty, Academic Teach Staff and Trust Research Academic) were most frequently reported to the HIAR program in both 2020-21 (36, 4%) and 2021-22 (49, 5%), followed by NASA employees (Operating and Trust); 26, 3% in 2020-21 and 27, 3% in 2021-22.

2020-21 Employee Status

Staff Agreement

Status	Count
Faculty	24
NASA - Operating	22
Unaffiliated	12
Person of Interest	7
Academic Teaching St...	6
Trust Research Acade...	6
Excluded Management	4
NASA - Trust	4
Post-Doctoral Fellow...	3
Graduate Students As...	1
Librarian	1

2021-22 Employee Status

Staff Agreement

Status	Count
Faculty	39
NASA - Operating	25
Academic Teaching St...	7
Administrative Prof ...	4
Excluded Management	4
Faculty Service Off	4
Unaffiliated	4
Post-Doctoral Fellow...	3
Trust Research Acade...	3
NASA - Trust	2
Excluded Support	1

REPORTERS OF AT RISK BEHAVIOUR

Method of Reporting

In both 2020-21 (590 reports, 83%) and 2021-22 (705 reports, 79%), the great majority of reports to HIAR were made via email. This allowed for the HIAR program to easily transition to working from home during the pandemic. In addition, when reports are received in writing, staff can more easily triage reports made to program.

### *Department/Administrative Units of Reporters*

Historically, **the top three reporters to the HIAR program have been the Dean of Students (DoS) Administration, Residence Services, and UofA Protective Services (UAPS), and that did not change for 2020-21 or 2021-22.** In 2020-21, the DoS made 188 reports (25%) to HIAR, UAPS made 105 reports (14%) and Residence Services (including Augustana Residences) made 70 reports (9%). In 2021-22, Residence Services (including Augustana Residences) made 158 reports (19%) to HIAR, the DoS made 148 reports (18%), and UAPS made 112 reports (13%). There was a significant drop in

reports from Residence Services in the 2020-21 year compared to the 2021-22 year and to previous years, likely due to residences not being at full capacity for most of that year due to the pandemic.

**2020-21 Summary of Reporter's Department (Top 15)**
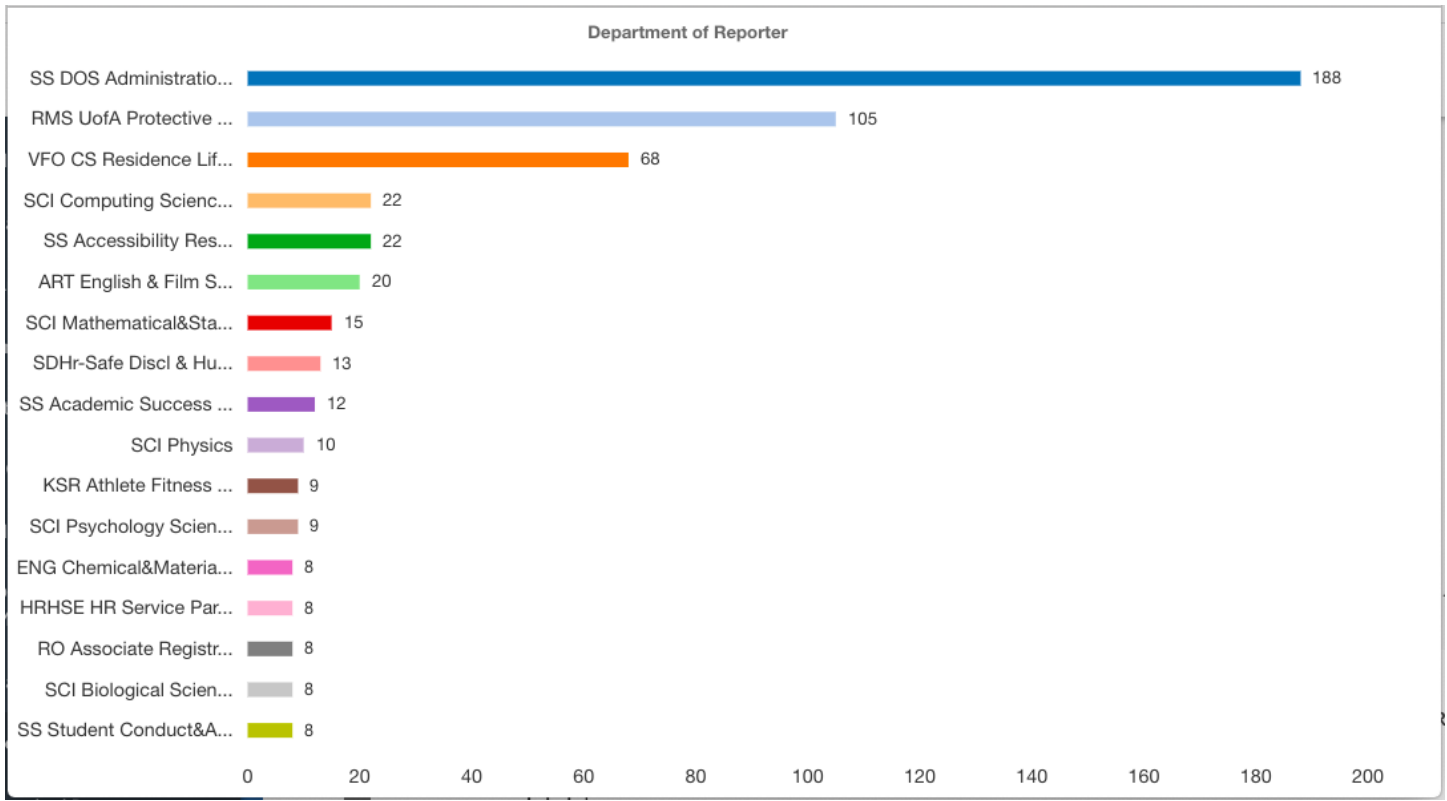
**2021-22 Summary of Reporter's Department (Top 15)**
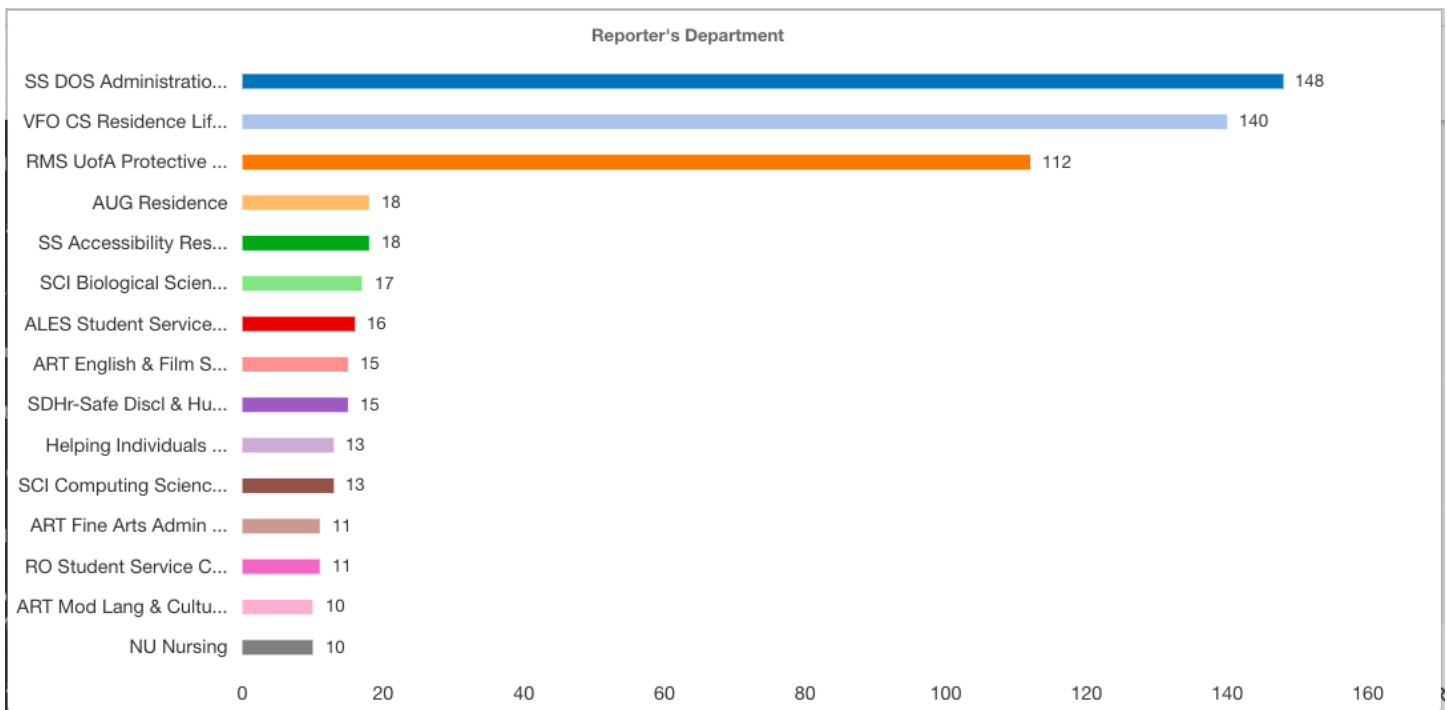
Faculties of Reporters

As in previous years, **the top three academic Faculties to report to the HIAR program were from the three largest Faculties on campus; the Faculty of Arts, Science and Engineering**. In 2020-21, the Faculty of Arts and Science both made 80 reports to HIAR (11%), and the Faculty of Engineering made 31 reports (4%). In 2021-22, the Faculty of Arts made 81 reports to HIAR (10%), the Faculty of Science made 56 reports (7%), and the Faculty of Engineering made 31 reports (4%). Reports continue to be made from across the university, despite HIAR staff having limited capacity to engage in education and awareness.

2020-21 Summary of Reporter's from Academic Faculties
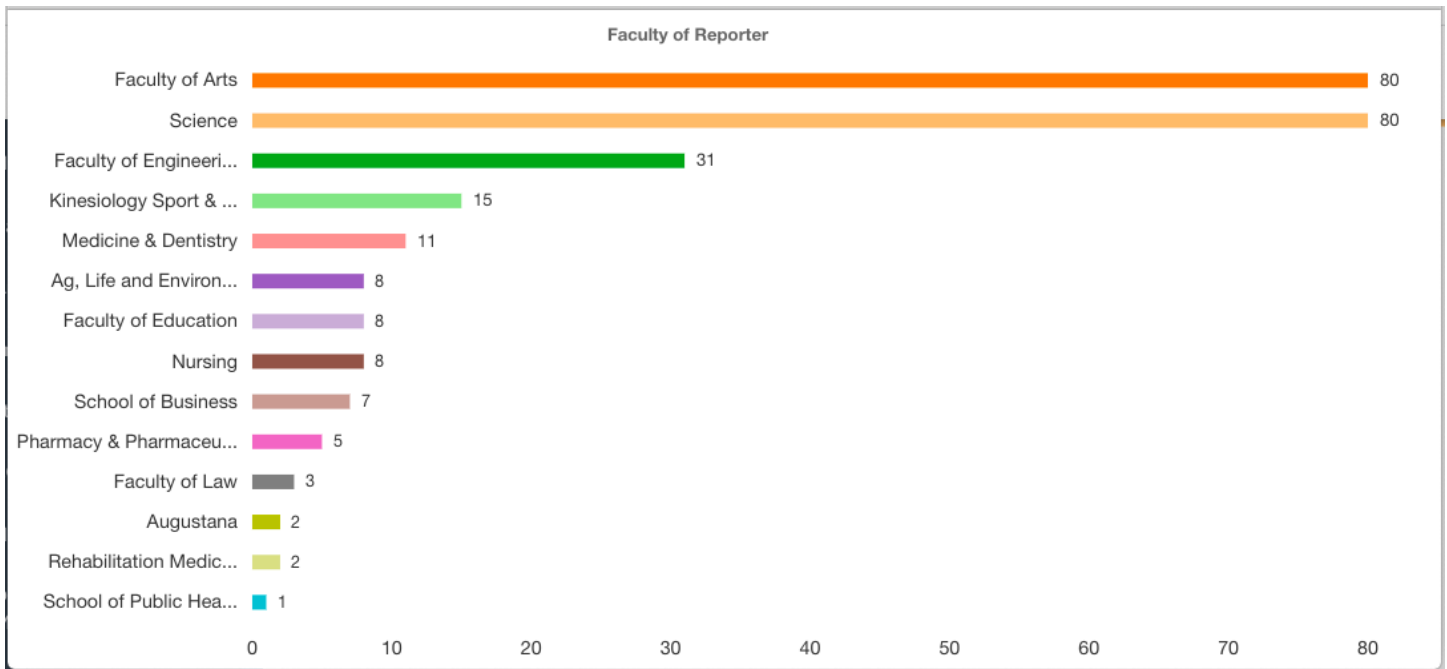
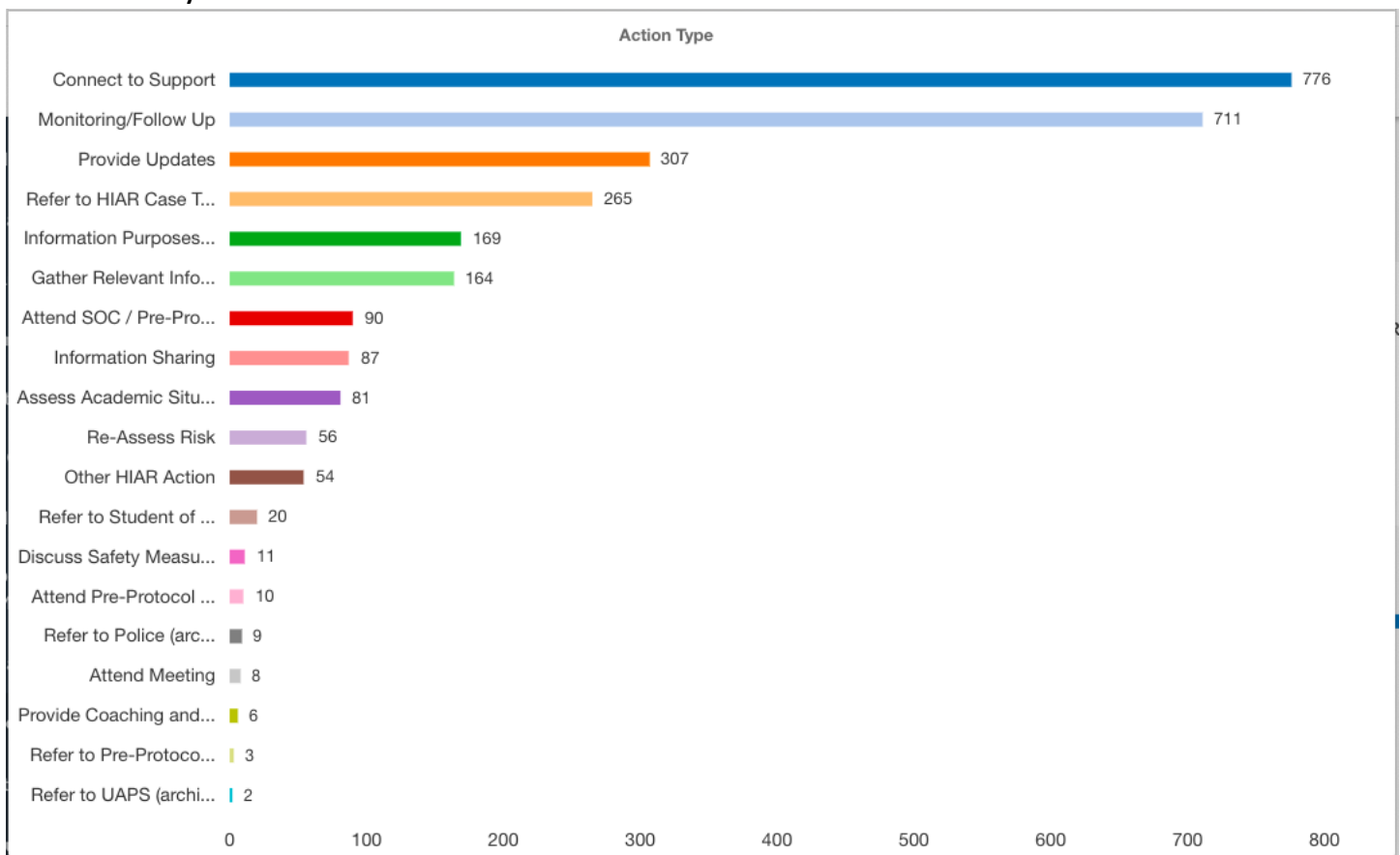**2021-22 Summary of Reporter's from Academic Faculties**
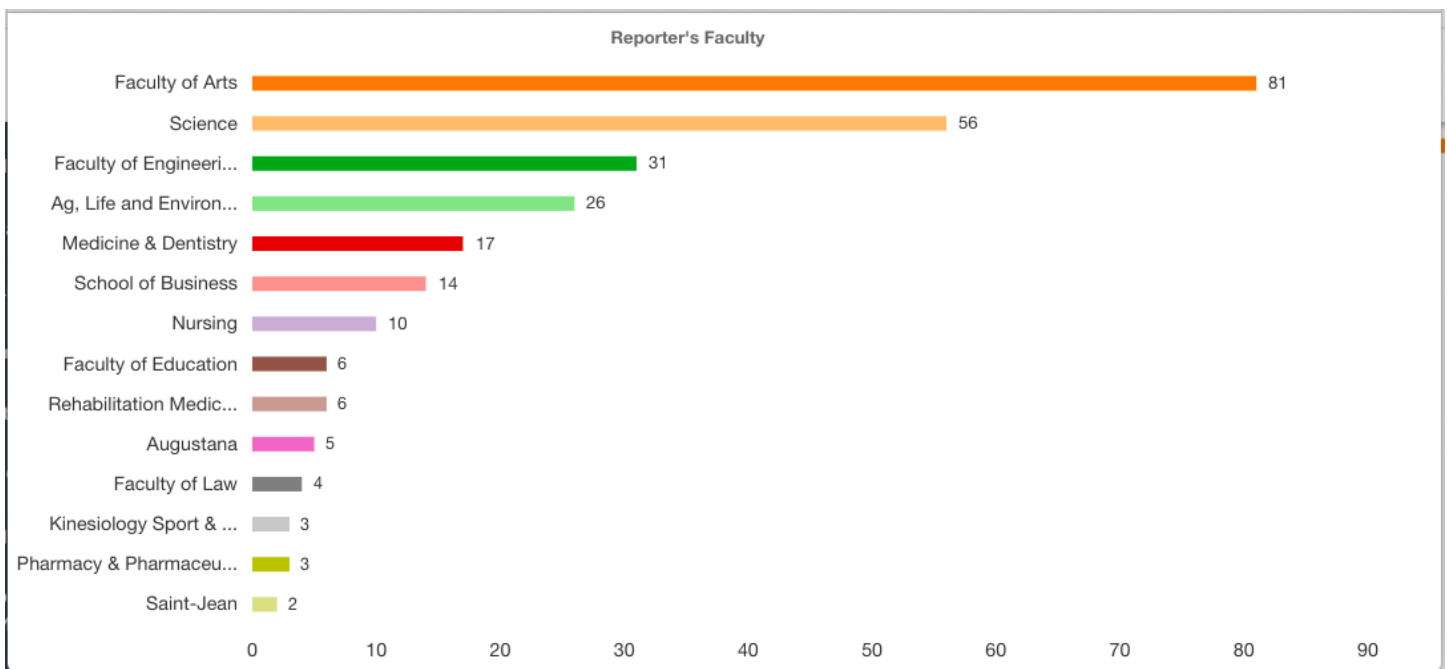
It is important to note that with every report that HIAR receives regarding an individual at risk, the intake process includes documenting the concerns, using triage tools to assess the level of risk, determining if HIAR has received any previous reports and if that history affects the level of risk, considering if the case needs to be escalated to the police, UAPS, Protocol 91/Student of Concern or the HIAR Case Team, checking social media for further warning signs (in high risk cases) and checking to see if UAPS has any relevant reports. For reports about students at risk, the intake process also includes assessing any academic concerns and determining if the student is an international student, lives in residence and/or is connected to Accessibility Resources.
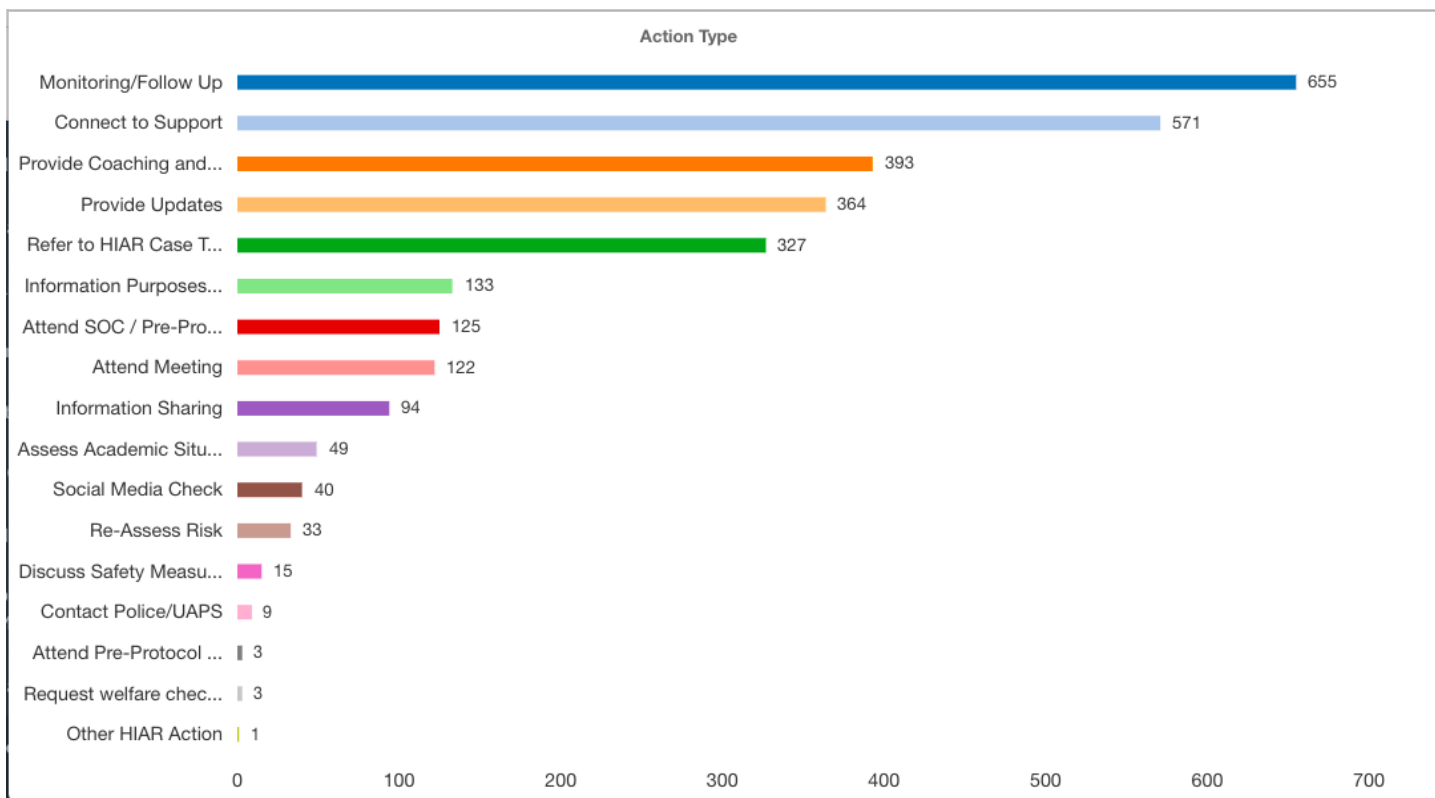
The services provided below are in addition to the intake process; typically more than one service is provided. The only type of report that requires no additional action from a HIAR team member is the "Information Purposes Only" report; one that is being managed already, or is the second (or more) report about the same incident.

During the 2020-21 reporting year, in 80% (661) of reports, HIAR staff provided at least one service, for a total of 2,829 services, or an **average of 4.3 services per report**. During the 2021-22 year, in 85% (756) of reports, HIAR staff provided at least one service, for a total of 2,937 services, or an **average of 3.9 services per report**. The number of services per report likely decreased from the 2020-21 year due to HIAR staff having to provide services beyond their scope during the pandemic (2020-21 reporting year) to ensure individuals at risk were safe. An example of this can be seen in the difference between the two reporting years for the category of "Connect to Support".

2020-21 Summary of Services Provided

2021-22 Summary of Services Provided

Action Type

Action	Count
Monitoring/Follow Up	655
Connect to Support	571
Provide Coaching and...	393
Provide Updates	364
Refer to HIAR Case T...	327
Information Purposes...	133
Attend SOC / Pre-Pro...	125
Attend Meeting	122
Information Sharing	94
Assess Academic Situ...	49
Social Media Check	40
Re-Assess Risk	33
Discuss Safety Measu...	15
Contact Police/UAPS	9
Attend Pre-Protocol ...	3
Request welfare chec...	3
Other HIAR Action	1

"Knowing that HIAR exists means that I don't have to take work stress home with me. If I meet with a student and feel any kind of concern, I know that HIAR is only a phone call away! Whether or not the concern turns out to be valid, the HIAR staff talk me through resources that I can offer to students, questions to ask to better assess risk, and reassurance that I've done the right thing in calling. I appreciate that HIAR always follows up with me after I've made a call to see how the situation turned out. It's just a great safety net, knowing that I don't have to deal with distressing situations on my own."

~Service provider

HIAR CASE TEAM

The mandate of the HIAR Case Team is to triage the risk of an Individuals at Risk's behavior and develop an action plan to manage the risk. The Case Team is multi-disciplinary and meets on a weekly basis. HIAR staff refer cases to the HIAR Case Team when an individual is at risk of harm to others, and/or when a report is about a second (or more) incident about an individual at risk who has previously been brought to the attention of the HIAR program. Individuals at risk may be referred to the Case Team several times in a year if the program receives multiple reports about them.

In 2020-21, **265 cases (32%)** were referred to the HIAR Case Team, while in 2021-22, **327 cases (37%) were referred to the Case Team.** In 2021-22, the great majority (265 reports, 79%) were referred because HIAR had received more than one report about more than one incident for the individual at risk.

2020-21 Program Activities (internal and with key stakeholders)

1. **HIAR Program**
   a. Completed move to Li Ka Shing (move out of leased space to support cost savings for the university)
   b. Improved function of Symplicity Advocate database
   c. Demo of database to Early Alert System (EAS) team (Augustana)
   d. Education and Awareness Presentations
   e. Letter of support for FGSR supervisor initiative
2. **Office of the Provost and Vice-President (Academic)**
   a. EDI Scoping Group Committee and EDI strategic plan
   b. Sexual Violence Coordinator job description
   c. Addressing and Responding to Sexual Violence
   d. Service catalogue (website)
3. **Office of Safe Disclosure and Human Rights (OSDHR)**
   a. Systemic Issues group
   b. Disclosure of Concern meetings
4. **Dean of Students (DoS) Administration**
   a. HIAR/DOS visual tool
   b. Helping Students in Distress who are Abroad
   c. Sexual violence Risk Assessment (Courage to Act)
   d. HIAR Policy Suicide Prevention review
   e. High Risk Students Protocol discussion
5. **Human Resources, Health, Safety and Environment (HRHSE)**
   a. Toolkit for leaders (for working from home)
   b. Domestic and sexual violence web pages
   c. Confidential file checks
   d. Discrimination, Harassment and Duty to Accommodate policy

2021-22 Program Activities (internal and with key stakeholders)

1. **HIAR Program**
   a. Consultation/Feedback with the City of Edmonton Safe Disclosure Office (violence risk triage process), Student Recovery Community Initiative (for students with addictions/substance abuse), Internal Audit Sexual Violence audit and the Student Accessibility Assessment Project
   b. Service Excellence Training Program
   c. Education and Awareness Presentations
2. **Office of the Provost and Vice-President (Academic)**
   a. EDI Scoping Group (quarterly meetings)
   b. Redesign meeting with Nous Group
   c. Sexual & Gender-Based Violence (SGBV) Advisory Council Meeting
3. **Office of Safe Disclosure and Human Rights (OSDHR)**
   a. Systemic Issues Group
   b. Disclosure Protocol meetings
4. **Dean of Students (DoS) Administration**
   a. Accommodation process development
   b. Student Care Coordinator consultation
5. **Human Resources, Health, Safety and Environment (HRHSE)**
   a. Workplace Sexual Violence Education (e-course)
   b. Workplace Violence and Harassment mandatory training

c.   Confidential file checks
d.   AVP HRHSE quarterly meetings
e.   Meet and greet with new Directors in HRHSE

PRIORITIES FOR 2022-23

1. **Increase capacity of office**

   Based on the program's current limited capacity, a budget request was submitted for an additional HIAR Coordinator (1.0 FTE). If unsuccessful, a priority will be the development of mitigation strategies to cope with the ever increasing volume of cases. The risks of continuing with the status quo include:
   ● Increased response times to reports to the program could lead to decreased trust, increased frustration, and a reduction in reports resulting in an inability to "connect the dots" between isolated or less urgent situations, and in an underestimation of risk
   ● Slower response time, or a lack of capacity to appropriately intervene with an individual at risk could lead to harm, violence, or death
   ● Reduced reporting to the program could result in situations escalating that could otherwise have been mitigated early on
   ● If individuals do not trust that they can make a report to HIAR, or question whether they will receive a timely response, they may instead inappropriately share personal information about an individual at risk amongst themselves, rather than reporting to a trusted centralized location
   ● Inability to retain current staff due to workload (increased finances and time spent on hiring, onboarding and training new staff)
   ● Remaining non-compliant with fulfilling the education mandate of the HIAR policy

2. **Continue providing core services (intake and management of reports) in an effective and efficient manner**
   Continuing to prioritize the intake and management of reports to the program is critical to ensuring people keep reporting to the program as per the HIAR policy, in order to prevent an underestimation of risk.

"I am glad to know that we have resources such as HIAR for situations like this, as I felt really helpless, I did not know where to go."   *~Instructor*

"Thank you for absolutely everything and for giving me a safe and comfortable space to ask for help. I am beyond grateful for the help."

                                                                                                                    ~Individual at Risk

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Item No. 17b

Governance Executive Summary
Advice, Discussion, Information Item

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

Item

Proposed by	Kathryn Todd, Deputy Provost (Academic)
Presenter	Donnell Willis, Advisor, Office of Safe Disclosure and Human Rights

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Office of Safe Disclosure and Human Rights (OSDHR) reports annually to General Faculties Council Executive and the Board Audit and Risk Committee on activity and areas of focus. This reporting is a requirement under the University's Discrimination and Harassment Prevention Procedure. Note that this report spans a two year period because of a shift in the reporting timing. There was no report provided in 2020-2021 as we moved to a fall reporting cycle.
Executive Summary (*outline the specific item – and remember your audience*)	OSDHR provides a safe, neutral and confidential space to hear about disclosures of discrimination, harassment (including bullying), accommodations, safety violations, research misconduct, ethical concerns, financial mismanagement, or any other possible misconduct or wrongdoing. The role of OSDHR is to understand the nature of the concerns and to provide appropriate advice and referrals. It is up to the individual disclosing to decide how they wish to proceed or whether they wish to initiate any formal processes. OSDHR is unique in that it provides services to **all** members of the university community (students, faculty, staff, postdoctoral fellows, visitors, volunteers, etc.). OSDHR also works to promote and steward human rights, equity, diversity, and inclusion at the University of Alberta, through workshops and presentations to ensure that human rights and the associated principles are integrated into daily campus life. Disclosures to OSDHR increased by 11% from 2020-2021 to 2021-2022, and the office also experienced an increase in demand for educational training opportunities. This increase in demand was due to many factors including: ● factors related to the impact of the pandemic on the institution ● the impact of restructuring on members of the community ● increasing institutional awareness in anti-racism initiatives The attached executive summary highlights other the successes and challenges of the OSDHR over the last two years, including improvements in reporting and tracking opportunities provided through its new database.

Item No. 17b

	This report spans the period of July 1, 2020 to June 30, 2022.
	Please note that, effective November 5, 2020, the OSDHR has moved from the University Services and Finance portfolio to the Portfolio of the Provost and Vice-President (Academic).
	Risks and Opportunities The University has a responsibility and a legal duty to maintain an environment free from discrimination and harassment, under the Occupational Health and Safety legislation and our own institutional policy. A confidential service where members of the community can report incidents of discrimination and harassment so that affected individuals can receive support and issues can be remedied is a critical tool to meeting those responsibilities.
	Training opportunities provided through OSHDR (and other offices), including the recent mandatory workplace violence training, provide a valuable opportunity to preventing incidents before they occur. Increasing demand for OSDHR services is placing pressure on the capacity of OSDHR staff.
Supplementary Notes / context	

Engagement and Routing (Include proposed plan)

|	
Consultation and Stakeholder Participation	Office of the Provost GFC Executive (December 5, 2022) Board Audit and Risk Committee (November 28, 2022)

Strategic Alignment

Alignment with *For the Public Good*	*OBJECTIVE 19:* *Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives.*	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management x Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise x Safety x Student Success
Legislative Compliance and jurisdiction	General Faculties Council Exec Terms of Reference Board Audit and Risk Committee Terms of Reference – Section 2(y)	

Attachment:

1. Office of Safe Disclosure and Human Rights (OSDHR) 2020-2021, 2021-2022 Annual Report (15 pages)

Prepared by: Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)
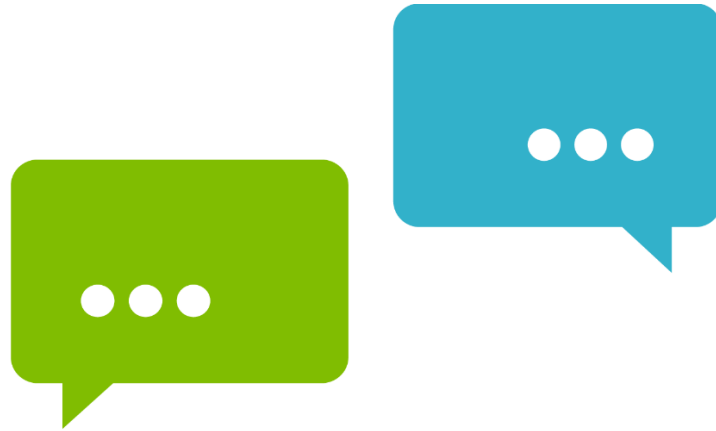
Office of Safe Disclosure and Human Rights (OSDHR)

Annual Report for 2020-2021 & 2021-2022

Prepared by: Donnell Willis, Advisor, OSDHR & Sagal Yusuf, Education Coordinator and Intake Worker, OSDHR

Contact Information

Email: osdhr@ualberta.ca

Phone: 780-492-7357

Website: www.uab.ca/osdhr

Contents

Executive Summary

The Office of Safe Disclosure and Human Rights (OSDHR) experienced considerable change and momentum in both the reporting year of July 1, 2020 – June 30, 2021 and July 1, 2021 – June 30, 2022.

Overall, in 2021-2022 OSDHR experienced an **increase of disclosures by 11%** compared to the previous year (2020-2021).

YEAR	Number of Disclosures Received
2020-21	185
2021-22	208

OSDHR is able to robustly report on the number and types of disclosures it receives due to the launch of its new database (Symplicity Advocate GME Case Management Software) in July 2020. During the last two years, OSDHR has also standardized its internal processes and improved the office's record management. Additionally, OSDHR's website and online disclosure tool was updated in summer 2021. The website provides quicker and clearer access to OSDHR's services and the role of the office.

In November 2020, due to university-wide restructuring, OSDHR moved from the department of Disclosure, Assurance, and Institutional Research (DAIR) to the Office of the Provost and Vice-President Academic. Additionally, in May 2020 the office's physical location was relocated from a shared office in Campus Tower to a more secluded space in Li Ka Shing, creating a more confidential, accessible, and welcoming space for members of the university community to seek support and services from OSDHR.

OSDHR also experienced an increase in education requests during 2020-21. This led to the recruitment of the Education Coordinator and Intake Worker position in September 2021, to respond to the education requests from the university community and to offset the high volume of disclosures. Prior to this, the Office was staffed by only one Full Time Equivalent (FTE).

Due to the pandemic, OSDHR, like many other campus services, continued to provide services remotely. OSDHR received a large number of inquiries and disclosures related to COVID-19 vaccine exemption requests and masking directives. The pandemic also led to new challenges surrounding accessibility, equity and inclusion with a disproportionate impact on equity-deserving groups such as women, members of visible minority groups, Indigenous Peoples, persons with disabilities, and 2SLGBTQ+ people.

In 2020-21, the university announced and implemented academic restructuring plans. These changes across the institution, while beneficial for efficiency and organizational goals, led to many feeling stressed and uncertain about how these changes would impact the broader community. During this period of transition, OSDHR provided resources and referrals services to employees who were adjusting to these changes.

On May 2020, the murder of George Floyd by police sparked worldwide acknowledgement of systemic racism, and in particular anti-Black racism. This unfortunate event, catapulted dialogue on the issue of systemic racism, not only in the United States, but also in Canada and in particular, within academic institutions including the UofA. During this time, OSDHR served as a space for students, staff and faculty to disclose their concerns with this institution's long history and legacy of racial inequity. OSDHR was involved in various committees and met with student groups to better understand how OSDHR can address racial inequity within our day-to-day work. OSDHR continues to make improvements in the delivery of service by limiting barriers to access for racialized members of our community and encouraging others to participate in taking the steps to eliminate racism through education outcomes.

Overall, OSDHR has faced many challenges these last two years but was able to overcome significant institutional and global shifts with limited resources. While OSDHR prioritizes meeting its mandate of providing a **safe, neutral and confidential space** for university community members to disclose, and recognizes the vital need for these services, the office continues to experience a higher demand and increased workload due to an increase in the office's visibility. This has resulted in a constraint on the two staff members, who are at risk for burnout, given the nature and volume of this work.

The Role of the Office of Safe Disclosure and Human Rights

OSDHR provides a safe, neutral and confidential space to hear about disclosures of discrimination, harassment (including bullying), accommodations, safety violations, research misconduct, ethical concerns, financial mismanagement, or any other possible misconduct or wrongdoing. The role of OSDHR is to understand the nature of the concerns and to provide appropriate advice and referrals. It is up to the individual disclosing to decide how they wish to proceed or whether they wish to initiate any formal processes. OSDHR is unique in that it provides services to **all** members of the university community (students, faculty, staff, postdoctoral fellows, visitors, volunteers, etc.).

OSDHR also works to promote and steward human rights, equity, diversity, and inclusion at the University of Alberta, through workshops and presentations to ensure that human rights and the associated principles are integrated into daily campus life.

Disclosures: 2020-2022

Overview: Type of Disclosures

Please note that individuals may disclose multiple concern; therefore, the type of the disclosure may be reflected as multiple categories listed in the charts below. The discloser is always the decision maker in terms of what they would like to share with OSDHR. As such, OSDHR is only able to track the types of disclosures and specific details, when the discloser has provided it. In 2020-21, OSDHR received 185 disclosures. During 2021-22, the number of disclosures OSDHR received **increased by 11%** to 208 disclosures.

In 2021-22, there was an increase in the number of disclosures received regarding discrimination, harassment, accommodation, and sexual violence. OSDHR also experienced a high number of disclosures in 2021-22 from both employees and students related to Covid-19. This was in large part due to the return to campus, vaccine exemptions, and mask mandates. Please note that in the charts below some categories have been collapsed to protect privacy.
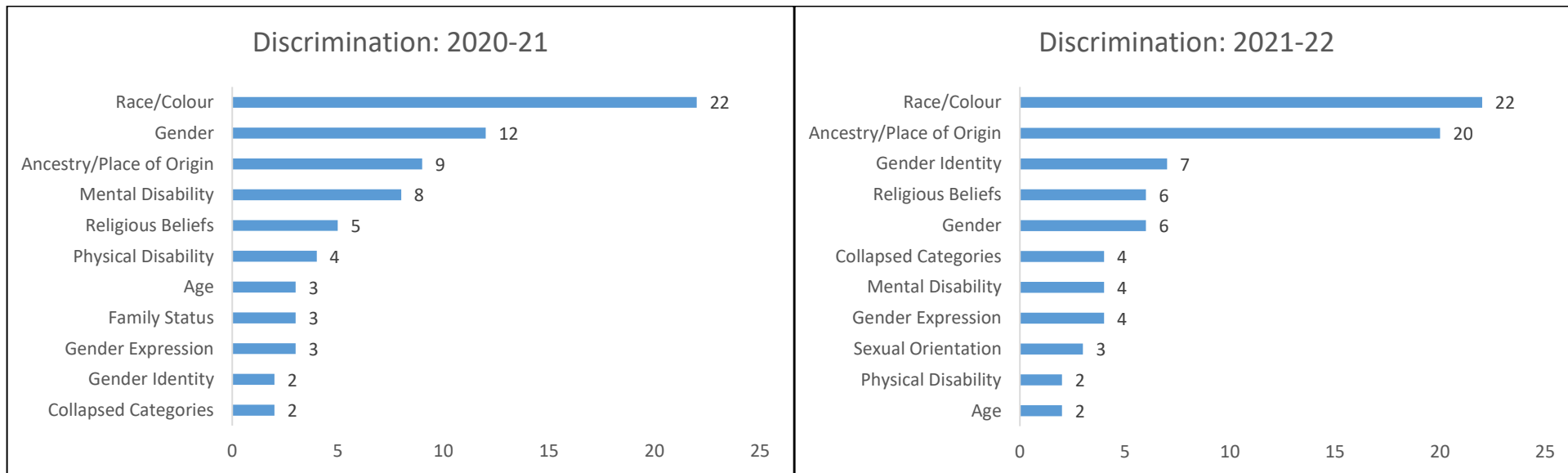
Type of Disclosures: 2020-21

Category	Count
Discrimination, Harassment & Duty to…	107
Other	22
Professionalism/Work Environment	16
Sexual Violence Policy	15
Health and Safety	14
Consultation	13
Racism	7
Ethical Conduct & Safe Disclosure Policy	6
*Collapsed Categories	5
Covid Related	5
Theft/Fraud	5
Academic Appeal	4
Conflict of Interest	2
Information and Privacy	2
Off Campus	2
Public Interest Disclosure Act (PIDA) Breach	2

Type of Disclosures: 2021-22

Category	Count
Discrimination, Harassment & Duty to…	152
Sexual Violence Policy	35
Covid Related	33
Other	18
Racism	14
Professionalism/Work Environment	11
Graduate/Supervisor Issues	11
Theft/Fraud	4
Health and Safety	4
Information and Technology (IST) Related	3
Information and Privacy Related	3
Equity, Diversity, and Inclusion (EDI)	3
Collapsed Categories	3
Intellectual Property/Authorship	2
Contract Issues (Employment)	2
Animal Welfare Issue	2
Academic Appeal	2

Collapsed categories includes: animal welfare, breached collective agreement, article 18, graduate/supervisor concerns, intellectual property, Ethical conduct & Safe Disclosure policy, PIDA Breach, Contract Issues (Employment)
Other reflects disclosures that did not fall within OSDHR's standard categories, such as off-campus events, benefits, social media, etc.

Discrimination based on Protected Grounds

The fifteen protected grounds listed under the Discrimination, Harassment and Duty to Accommodate (DHDA) policy are as follows: race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, gender expression, physical disability, mental disability, marital status, family status, source of income, sexual orientation, age, political beliefs, or any other groups as amended from time to time.
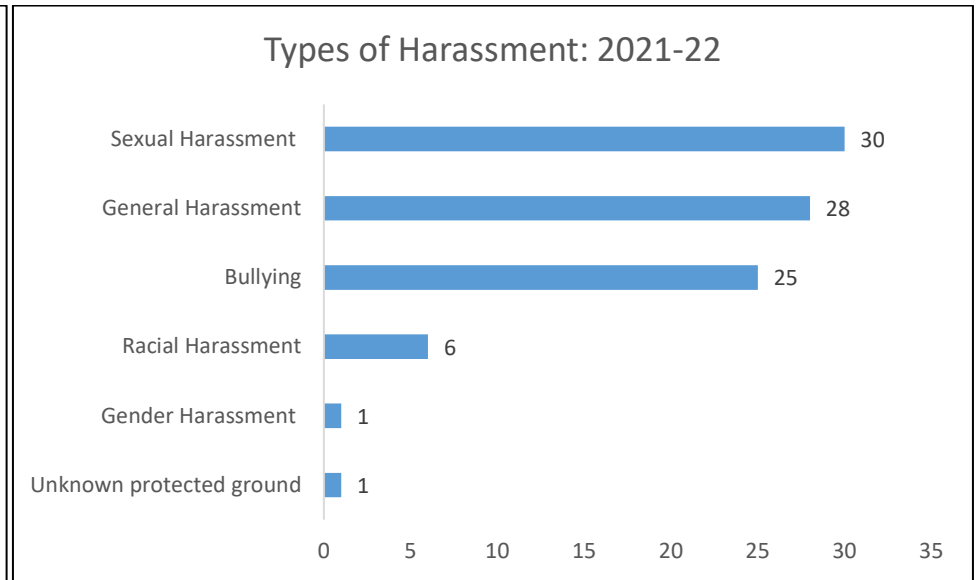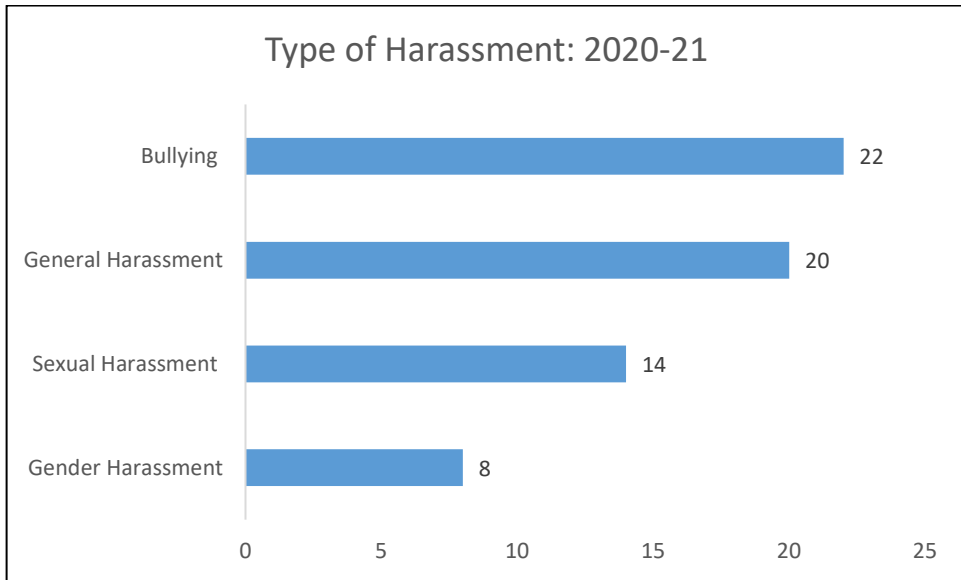
In both 2020-21 and 2021-22, discrimination based on race, colour, ancestry and place of origin was the highest disclosed.

Discrimination: 2020-21

Category	Value
Race/Colour	22
Gender	12
Ancestry/Place of Origin	9
Mental Disability	8
Religious Beliefs	5
Physical Disability	4
Age	3
Family Status	3
Gender Expression	3
Gender Identity	2
Collapsed Categories	2

Discrimination: 2021-22

Category	Value
Race/Colour	22
Ancestry/Place of Origin	20
Gender Identity	7
Religious Beliefs	6
Gender	6
Collapsed Categories	4
Mental Disability	4
Gender Expression	4
Sexual Orientation	3
Physical Disability	2
Age	2

*collapsed categories 2020-21: includes the protected grounds of sexual orientation and marital status
*collapsed categories 2021-22: includes the protected grounds of family status, political beliefs, pregnancy, source of income
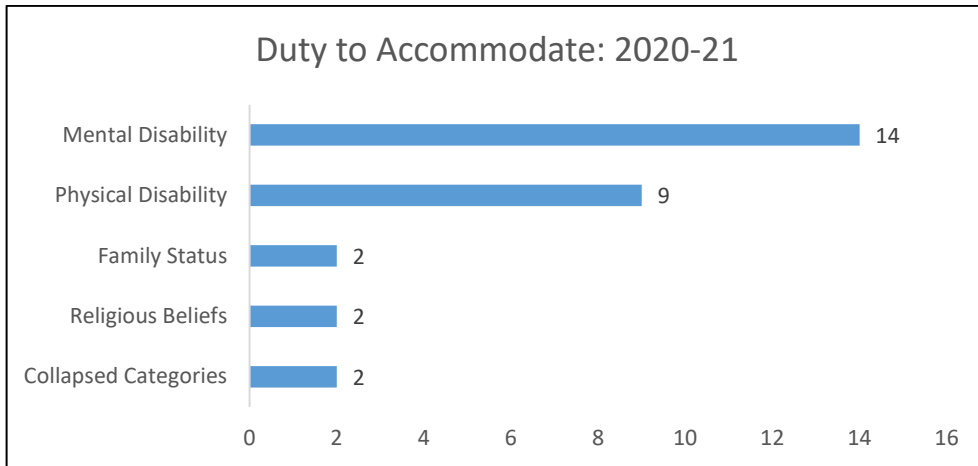
Harassment

Please refer to the DHDA policy for the definitions of harassment, bullying, sexual harassment, and racial harassment. OSDHR is only able to capture the type of harassment when the discloser wishes to share details. Overall, 2020-21 the highest number of disclosures pertaining to harassment were regarding bullying. In 2021-22, sexual harassment had a higher number of disclosures. Please note that sexual harassment is a form of gender discrimination and racial harassment is also a form of discrimination. General harassment is harassment that is <u>not</u> linked to a protected ground.

Type of Harassment: 2020-21

Type	Count
Bullying	22
General Harassment	20
Sexual Harassment	14
Gender Harassment	8

Types of Harassment: 2021-22

Type	Count
Sexual Harassment	30
General Harassment	28
Bullying	25
Racial Harassment	6
Gender Harassment	1
Unknown protected ground	1

Duty to Accommodate

OSDHR received the highest number of disclosures for both 2020-21 and 2021-22 regarding accommodation concerns based on the protected ground of mental disability. Please note that in some cases disclosers did not share specific details regarding their accommodation concerns, in which case this is reflected as "unknown protected grounds" in the 2021-22 chart below.
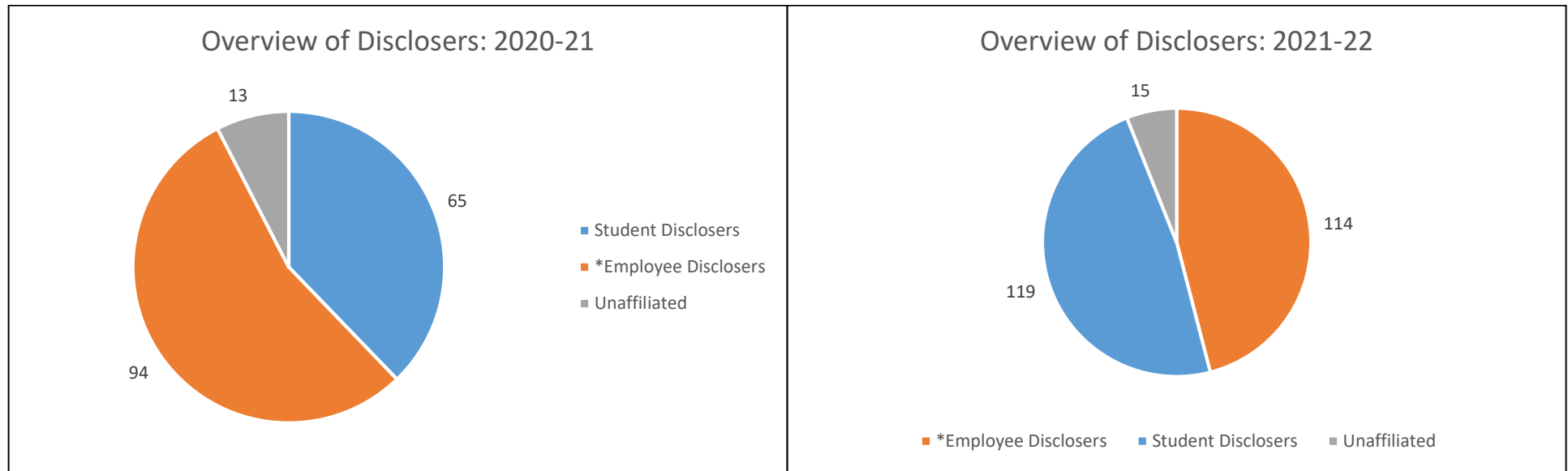
Duty to Accommodate: 2020-21

Category	Count
Mental Disability	14
Physical Disability	9
Family Status	2
Religious Beliefs	2
Collapsed Categories	2

Duty to Accommodate: 2021-22

Category	Count
Mental Disability	14
Unknown Protected Grounds	11
Religious Beliefs	9
Physical Disability	7
Collapsed Categories	2

Discloser Demographics

OSDHR receives disclosures from a wide range of university community members, including undergraduate students, graduate students, post-doctoral fellows, staff, faculty, visitors and volunteers. Reflected below is information on the student and employee categories.

OSDHR can receive disclosures from more than one individual, for example, two students may choose to come to the office together to disclose a concern.
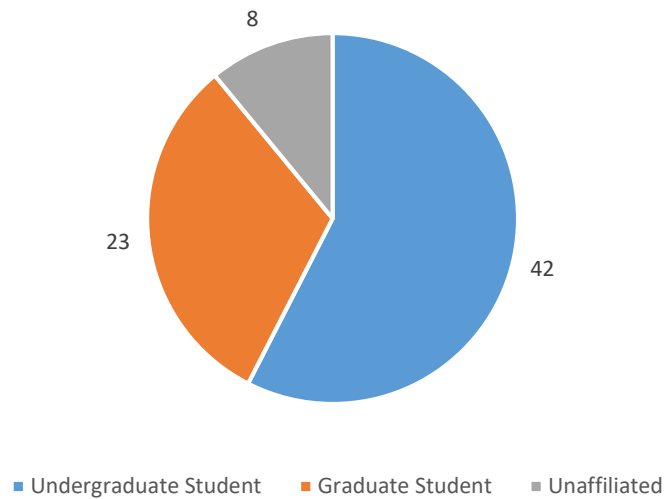

Overview of Disclosers: 2020-21

- Student Disclosers
- *Employee Disclosers
- Unaffiliated

Overview of Disclosers: 2021-22

- *Employee Disclosers
- Student Disclosers
- Unaffiliated

*employees include all groups of employees (faculty, support staff, management and excluded staff, etc.)
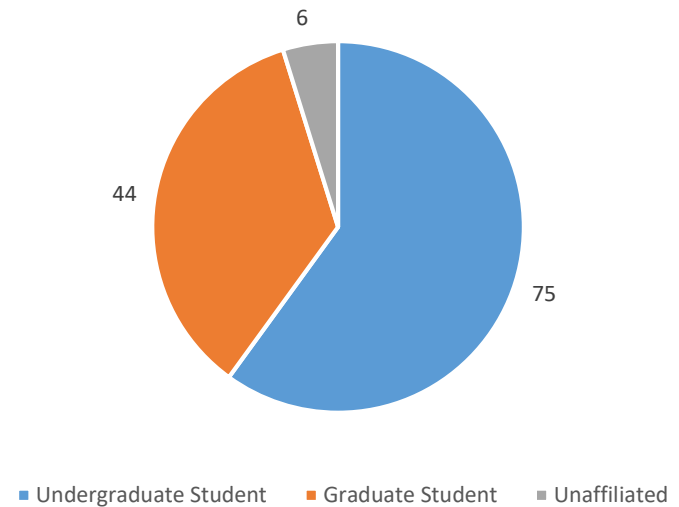
Student Disclosers

Overall, OSDHR received a higher number of disclosures from undergraduate students versus graduate students in 2020-21 and 2021-22. However, compared to the overall student population, the number of graduate students that disclosed to the office is still significant.
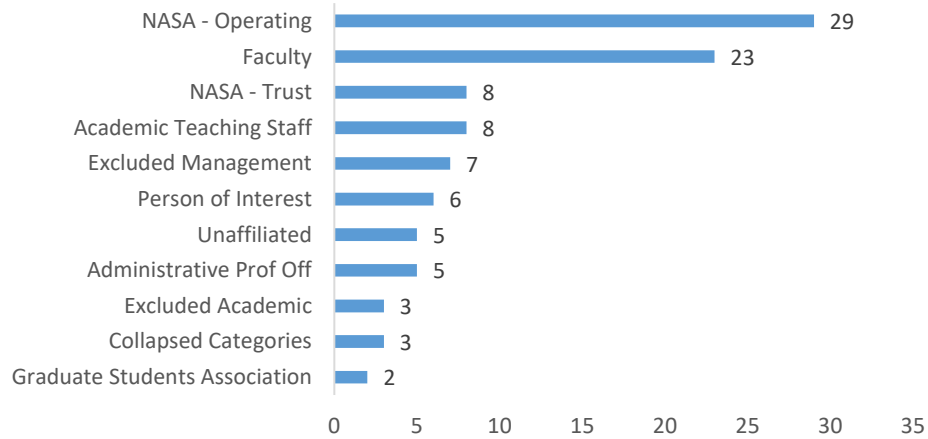
Student Disclosers: 2020-21

Category	Value
Undergraduate Student	42
Graduate Student	23
Unaffiliated	8

Student Disclosers: 2021-22

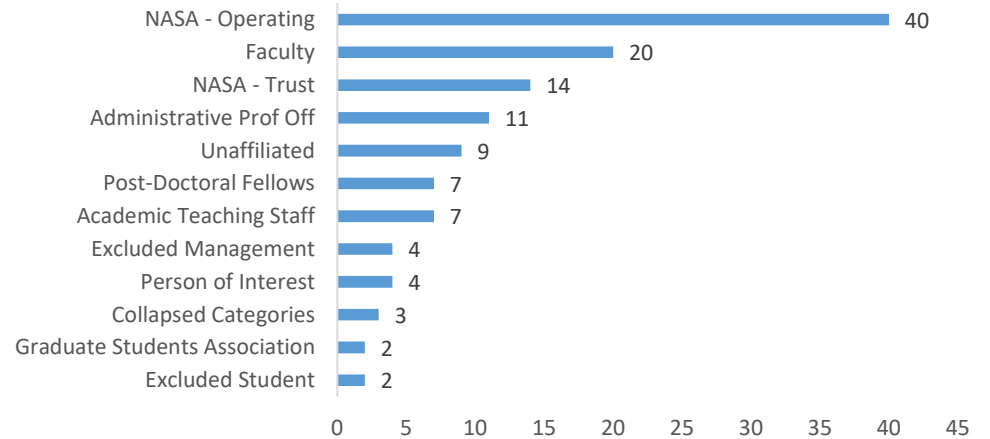| Category	Value
Undergraduate Student	75
Graduate Student	44
Unaffiliated	6

Employee Discloser

The type of staff agreement that an employee belongs to is listed below in the chart. Overall, both in 2020-21 and 2021-22 OSDHR received the highest number of disclosures from NASA operating staff, followed by Faculty.

Employee Discloser (Staff Agreement): 2020-21

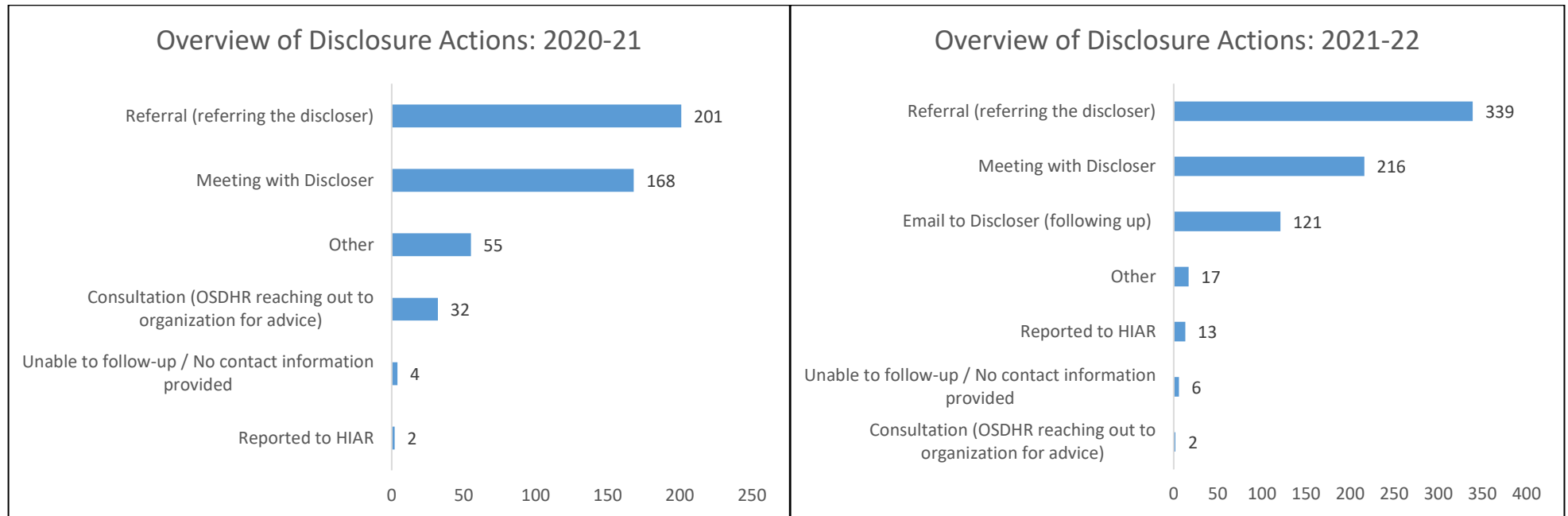| Staff Agreement	Value
NASA - Operating	29
Faculty	23
NASA - Trust	8
Academic Teaching Staff	8
Excluded Management	7
Person of Interest	6
Unaffiliated	5
Administrative Prof Off	5
Excluded Academic	3
Collapsed Categories	3
Graduate Students Association	2

Employee Discloser (Staff Agreement): 2021-22

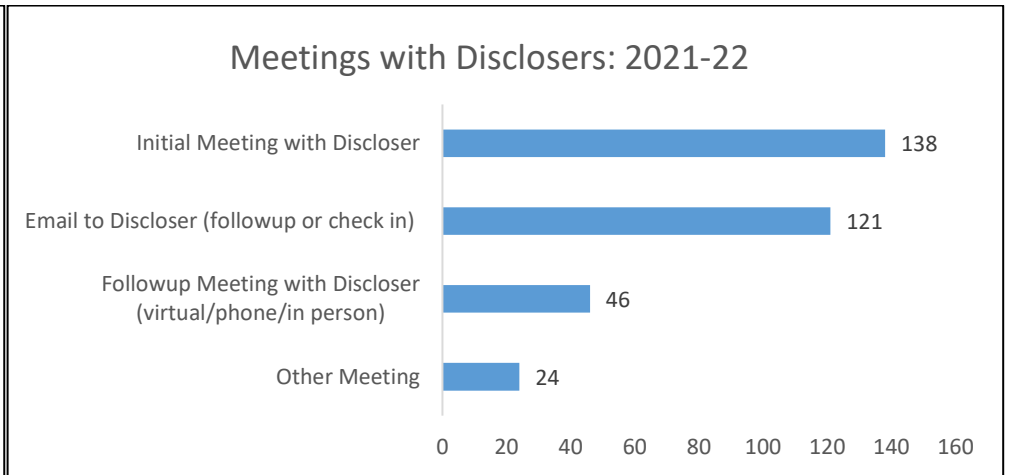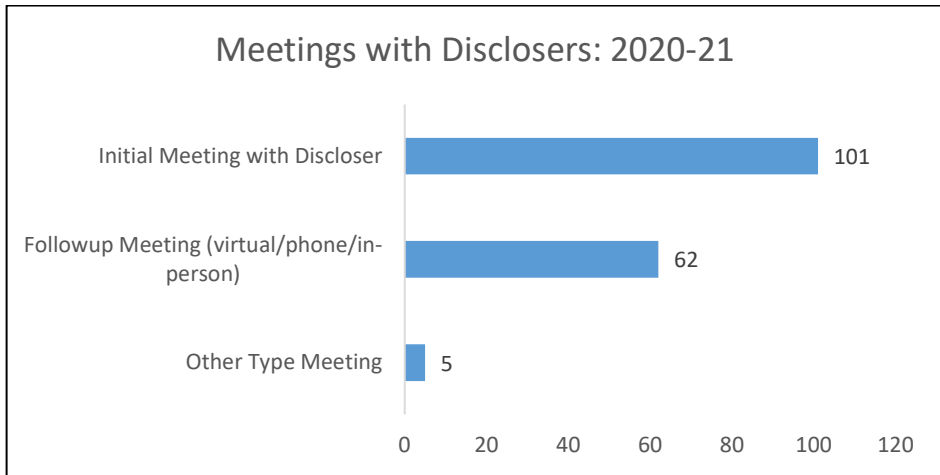| Staff Agreement	Value
NASA - Operating	40
Faculty	20
NASA - Trust	14
Administrative Prof Off	11
Unaffiliated	9
Post-Doctoral Fellows	7
Academic Teaching Staff	7
Excluded Management	4
Person of Interest	4
Collapsed Categories	3
Graduate Students Association	2
Excluded Student	2

Overview: Disclosure Actions

The charts below reflects the actions or steps that OSDHR has taken with a disclosure. OSDHR typically meets with a discloser via phone, in-person, or virtually, listens deeply to the nature of the concerns, and then provides advice and referrals. In 2020-21, OSDHR was still developing its new database; therefore "Other" was utilized. However, in 2021-22 OSDHR created the category "Email to Discloser" to capture the amount of follow-ups and check-ins' the office was managing with disclosers.

Overview of Disclosure Actions: 2020-21

Action	Value
Referral (referring the discloser)	201
Meeting with Discloser	168
Other	55
Consultation (OSDHR reaching out to organization for advice)	32
Unable to follow-up / No contact information provided	4
Reported to HIAR	2

Overview of Disclosure Actions: 2021-22

Action	Value
Referral (referring the discloser)	339
Meeting with Discloser	216
Email to Discloser (following up)	121
Other	17
Reported to HIAR	13
Unable to follow-up / No contact information provided	6
Consultation (OSDHR reaching out to organization for advice)	2

***Other** for 2020-21 includes following up with the discloser via email (at this time OSDHR was still developing the database in 2020-21).
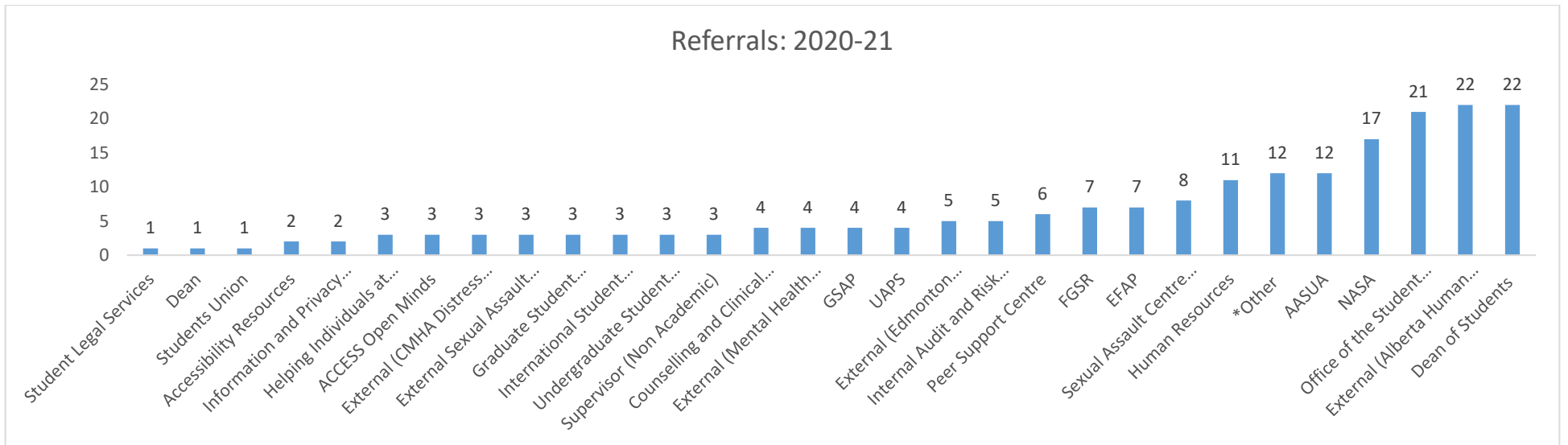
Meetings

In 2020-21, OSDHR had 168 meetings with disclosers, compared to the 216 meetings with disclosers in 2021-22 (a **22% increase**). In 2021-22, OSDHR sent an email to follow up/check-in with a discloser 121 times.
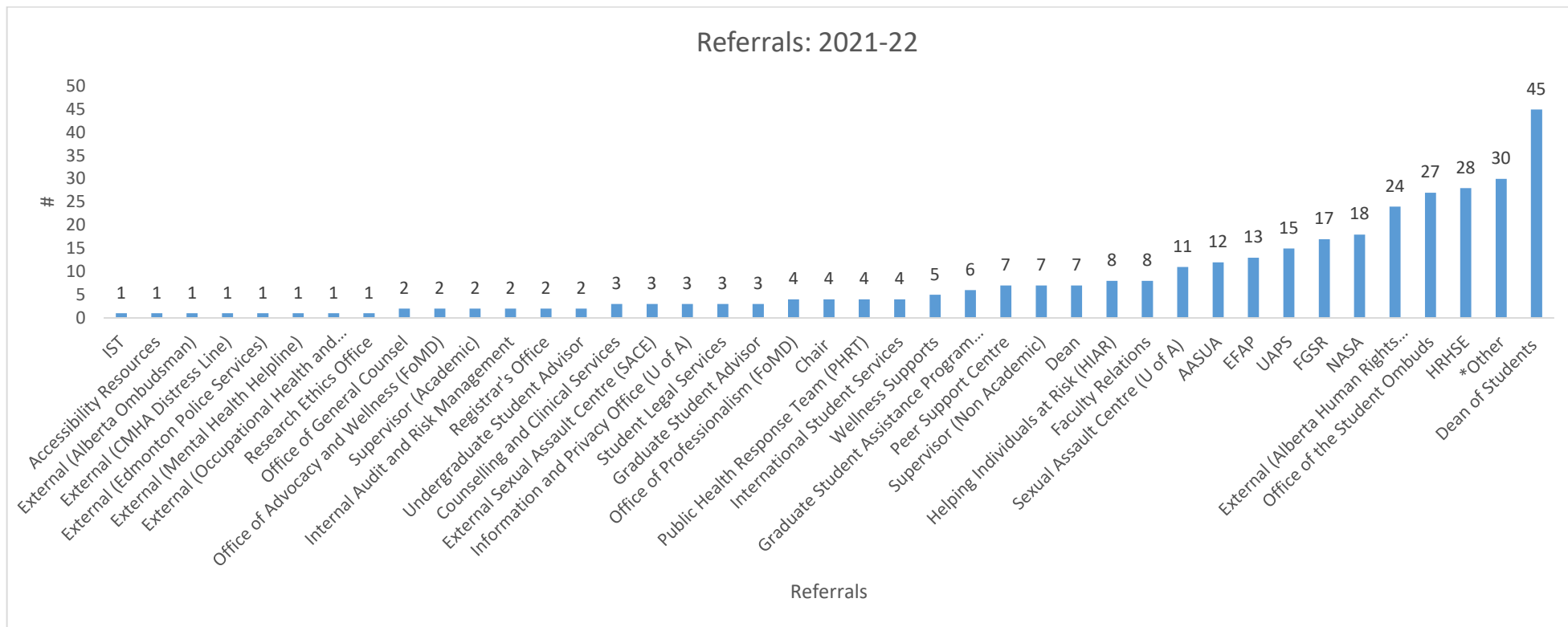
Meetings with Disclosers: 2020-21

Meeting Type	Count
Initial Meeting with Discloser	101
Followup Meeting (virtual/phone/in-person)	62
Other Type Meeting	5

Meetings with Disclosers: 2021-22

Meeting Type	Count
Initial Meeting with Discloser	138
Email to Discloser (followup or check in)	121
Followup Meeting with Discloser (virtual/phone/in person)	46
Other Meeting	24

Referrals

In 2020-21, OSDHR provided **201 referrals** to disclosers, compared to **339 referrals** (41% increase) in 2021-22. The highest number of referrals was to the Dean of Students Office in both reporting years. Overall, OSDHR provides multiple referrals to a broad range of internal and external stakeholders. During the pandemic, a high number of disclosers were referred to the Alberta Human Rights Commission for information on Covid-19 specific to human rights.

Referrals: 2020-21

Referral	Count
Student Legal Services	1
Dean	1
Students Union	1
Accessibility Resources	2
Information and Privacy...	2
Helping Individuals at...	3
ACCESS Open Minds	3
External (CMHA Distress...	3
External Sexual Assault...	3
Graduate Student...	3
International Student...	3
Undergraduate Student...	3
Supervisor (Non Academic)	3
Counselling and Clinical...	4
External (Mental Health...	4
GSAP	4
UAPS	4
External (Edmonton...	5
Internal Audit and Risk...	5
Peer Support Centre	6
FGSR	7
EFAP	7
Sexual Assault Centre...	8
Human Resources	11
*Other	12
AASUA	12
NASA	17
Office of the Student...	21
External (Alberta Human...	22
Dean of Students	22

*Other includes referrals to Alberta Health Services, Domestic Violence Helpline, Edmonton Community Legal Centre, etc.

Referrals: 2021-22

Referral	#
IST	1
Accessibility Resources	1
External (Alberta Ombudsman)	1
External (CMHA Distress Line)	1
External (Edmonton Police Services)	1
External (Mental Health Helpline)	1
External (Occupational Health and...	1
Research Ethics Office	1
Office of General Counsel	2
Office of Advocacy and Wellness (FoMD)	2
Supervisor (Academic)	2
Internal Audit and Risk Management	2
Registrar's Office	2
Undergraduate Student Advisor	2
Counselling and Clinical Services	3
External Sexual Assault Centre (SACE)	3
Information and Privacy Office (U of A)	3
Student Legal Services	3
Graduate Student Advisor	3
Office of Professionalism (FoMD)	4
Chair	4
Public Health Response Team (PHRT)	4
International Student Services	4
Wellness Supports	5
Graduate Student Assistance Program...	6
Peer Support Centre	7
Supervisor (Non Academic)	7
Dean	7
Helping Individuals at Risk (HIAR)	8
Faculty Relations	8
Sexual Assault Centre (U of A)	11
AASUA	12
EFAP	13
UAPS	15
FGSR	17
NASA	18
External (Alberta Human Rights...	24
Office of the Student Ombuds	27
HRHSE	28
*Other	30
Dean of Students	45

***Other** includes referrals to the College of Physicians and Surgeons, the Landing, Stop Hate AB, Edmonton Community Legal Centre and more.

Consultations

OSDHR provides consultations to staff, faculty, student service providers, and senior leaders on a wide array of issues. OSDHR had a similar number of consultations for both 2020-21 and 2021-22.

OSDHR is often consulted regarding policy questions or other generic questions, where the individual themselves is not disclosing regarding a specific situation, rather they are requesting broader information and/or advice on; policy, procedures, best practices or legislation such as the *Alberta Human Rights Act.*

YEAR	Number of Consultations/Requests
2020-21	11
2021-22	12

Article 18 Intake Officer Role

The Advisor in OSDHR is also the Intake Officer for Article 18 complaints as outlined in the Non-Academic Staff Association (NASA) Collective Agreement. The Intake Officer is a person designated by the Employer and endorsed by the Union, who is skilled in the assessment of discrimination and harassment complaints. The Intake Officer reviews complaints to determine if they fall within the definition of harassment and/or discrimination, are complete (as outlined in Appendix G #2 of the Common Provisions of the NASA Collective Agreement), and are timely. If a complaint meets the criteria, the Intake Officer sends the complaint to the Case Manager for further next steps.

In 2021-22, a higher number of Article 18 complaints were received by the Intake Officer compared to the prior year. This was likely due to the increase of Article 18 complaints that were related to vaccine exemptions.

YEAR	Number of Article 18 Complaints
2020-21	3
2021-22	9

Education

The Office of Safe Disclosure & Human Rights (OSDHR) continues to respond to the educational needs of the university by developing and implementing an educational framework that supports the realization of human rights within the institution.

Education Requests

OSDHR has responded to education requests made directly through the office by various professors, departments, faculties and institutional partners within the university community. In addition, OSDHR has seen a high number of participants, solely from promotion through university communications systems such as the Employee and/or Student Digests.

YEAR	Total # of Workshops/Training	Total # of Participants
2020-21	14	375
2021-22	14	349

In 2020-21, OSDHR offered 14 training and workshops to the university community. The request for education came from various faculties, departments and student led organizations. OSDHR is proud to have worked closely with The Faculty of Graduate Studies and Research on a number of initiatives during the 2020-21 academic school year. Most notable was that OSDHR was able to collaborate in the development of the supervisor training modules, with a particular focus on discrimination, harassment and accommodation; and Diversity & Inclusivity (focusing on supervisor and supervisee relationship).

In 2021-22, OSDHR offered 14 unique training and workshops to students, faculty and staff working in partnership with the university (total number of participants 349). OSDHR staff also acted as subject matter experts to support students and staff groups with advice on policy and practice on the topic of human rights. The number of educational offerings remained the same for 2021-22 from the previous year (2020-21) likely because of the time constraint of onboarding the newly hired Education Coordinator and Intake Worker. Although OSDHR did not offer training for three months to onboard the new staff member, the number of participants for the training sessions has remained relatively comparable to the previous year.

What We Heard

"The workshop coaxed me to be self-aware and I like that the last activity was to commit to an action item from the key takeaways."

"The presenter was very welcoming, knowledgeable, and created an interactive and engaging session"

"I appreciate the diversity of the workshop. It was a safe space to learn, ask questions and share. I appreciate the visuals and also the scenarios where we had the opportunity to talk through each. I left wanting to learn more and challenge myself on what and how I could do things better. Thank you!"

"I really enjoyed this workshop. Thank you so much for offering this and advertising it through the Employees Digest."

"The energy of the class was warm, calm and welcoming. The Facilitator spoke at a nice pace, and explained things well. The subtitles are helpful, for different learning styles. The approach to Privilege was great! and a good place from us to start, to open our minds in a different way to listening and learning.

Visiting Lectureship in Human Rights

OSDHR continues to meet its mandate of serving as a member of the Visiting Lectureship Human Rights (VLHR) selection committee. OSDHR is working in collaboration with other members of the selection committee to identify and select a number of speakers for the 2022-23 school year, in honour of the 75th anniversary of the proclamation of the UN Declaration of Human Rights.

Additional Initiatives/Involvement

OSDHR provides advice and expertise to both institutional initiatives/programs and with regard to university operations.

Additional initiatives that OSDHR is involved with include:

- EDI Scoping Committee
- Diversity, Equity and Inclusion Committee - Faculty of Medicine and Dentistry
- Faculty of Graduate Studies & Research (FGSR) - Supervisory Initiatives
- FGSR – Academic Integrity and Ethics Training Requirement

- Ad Hoc Faculty/Department EDI Committees Requests
- Sexual and Gender-Based Violence Advisory Council
- Human Resources, Health, Safety and Environment (HRHSE)
  - DHDA Policy Suite Revisions
  - Sexual Violence in the Workplace Training
  - Workplace Violence and Harassment Training
  - Monitoring for retaliation within termination process
  - Confidential file checks
- Ad Hoc Student Group Initiatives

Current Challenges

Given the challenges in the last two years, OSDHR has mainly focused on maintaining services levels, standardizing its internal processes, improving the office's record management and building capacity of the office. Given the increased visibility of the office, an increase in education requests and the broader changes happening across the institution, OSDHR expects its workload to increase in 2022-23. Although OSDHR is currently meeting the demands, there is potential for the office to be unable to do so if there is an increase in disclosures, consultations, education requests, and article 18 complaints in 2022-23.

Moving forward, OSDHR would benefit from some strategic planning to prioritize efforts and map out short-term and long-term goals of the office as we move into the reporting year of 2022-23. With the incoming Vice-Provost, Equity, Diversity and Inclusion (EDI) the office hopes to have further oversight and direction regarding strategic priorities.

Item No. 17C

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2021 to June 30, 2022)

Item

Proposed by	Scott Jeffrey, Special Advisor, Faculty Relations
Presenter	Scott Jeffrey, Special Advisor, Faculty Relations Michelle Strong, Director, Faculty Relations

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal (annual report) is before the committee because it is a requirement of GFC.
Executive Summary (*outline the specific item – and remember your audience*)	GAC Annual Report
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	Include information about your consultation and stakeholder participation process *<For further information see the link posted on the* Governance Resources section Student Participation Protocol>

Strategic Alignment

Alignment with *For the Public Good*	Institutional Strategic Plan - *For the Public Good* - Goal of Excel: "Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service."
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. ☐ 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
Legislative Compliance and jurisdiction	1. *Post-Secondary Learning Act* (*PSLA*): The *Post-Secondary Learning Act* (*PSLA*) gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1). 2. **GFC Policy Manual**: GFC requests that the GAC report annually to Council (Section 56.2 (*General Appeals Committee*) of the GFC Policy Manual). The GAC is a committee established under Section A8 of the Board/AASUA Agreement (Faculty) and, until 1977, was a GFC committee. Currently, it is one of several non-GFC committees requested to provide an annual report to GFC. GFC requests that the report include a statistical summary of cases and their dispositions and protect the confidentiality of individual cases.

Item No. 17C

	3. **GFC Terms of Reference (*GFC Procedures (GFC Agendas) (Reports)*)**: "Reports not requiring action by GFC will be discussed by the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items." (Section 4.a.)

Attachments

1. General Appeals Committee Annual Report to General Faculties Council (July 1, 2021 – June 30, 2022) (pages 1 - 4)

Prepared by: Scott Jeffrey, Special Advisor, Faculty Relations, scott.jeffrey@ualberta.ca

GENERAL APPEALS COMMITTEE

Annual Report to General Faculties Council
July 1, 2021 – June 30, 2022

The General Appeals panel members for the year were:

Dr. G. Anderson	Faculty of Arts
Dr. R. Breitkreuz	Faculty of Agricultural, Life, and Environmental Sciences
Dr. C. Deutsch	Faculty of Engineering
Dr. M. Gingras	Faculty of Science
Dr. R. Girgis	Faculty of Medicine & Dentistry
Dr. M. Gowrishankar	Faculty of Medicine & Dentistry
Dr. D. Gross	Faculty of Rehabilitation Medicine
Dr. F. Marsiglio	Faculty of Science
Dr. M. Michalak	Faculty of Medicine & Dentistry
Dr. C. Poth	Faculty of Education
Dr. K. Raine	School of Public Health
Dr. L. Steier	Alberta School of Business
Dr. B. Stelmach	Faculty of Education
Dr. T. Tang	Faculty of Engineering
Dr. M. van der Baan	Faculty of Science

Panel of Chairs as Provost and Vice-President (Academic) designates:

Dr. S. Forgie	Faculty of Medicine & Dentistry
Dr. D. McConnell	Faculty of Rehabilitation Medicine
Dr. J.C. Spence	Faculty of Kinesiology, Sport & Recreation
Dr. E. Adams	Faculty of Law
Dr. J. Harrington	Faculty of Law

Three appeals were made under the provisions of Article A8 of the Collective Agreement (Schedule A – Academic Faculty). This Article provides for appeals of Faculty Evaluation Committee decisions to be heard by the General Appeals Committee (GAC), the membership of which shall be the Provost and Vice-President (Academic) or a designate as Chair; three members from the above Panel, none of whom shall be from the same Faculty as the appellant; and two tenured staff members selected jointly by the President of the University and the President of the AASUA, who shall be from the same Faculty as the appellant.

It should also be noted that the hearings were again conducted via ZOOM which worked well and perhaps should be considered as the default form of hearing in the future

The results of the three appeals can be categorized as follows:

- Two appeals from an FEC denial of promotion to professor which GAC granted with promotion to the rank of professor.
- One appeal from an FEC awarding a Zero increment which GAC granted and changed the identification to a 0(b).

During the last ten years, the GAC has changed FEC decisions in 43% of the cases.

Two 10-year summaries are attached for information (one by decision, and one by Faculty).

Ten -Year Summary by Faculty of Cases Heard

2011-12 to 2021-22

Faculty	Number of Appeals
ALES	4
Arts	6
Augustana	5
Business	3
Education	2
Engineering	4
Extension	2
Kinesiology, Sport and Recreation	2
Medicine and Dentistry	4
Native Studies	0
Nursing	2
Pharmacy	0
Public Health	4
Rehabilitation Medicine	2
Science	13
Campus Saint Jean	1
TOTAL:	**54**

Ten Year Summary
2011-12 to 2021-22

Year	Faculty	Tenure	Promotion	Increment				Faculty Total	Year Total
				0d	0b	0.5	0.75		
2011-12	Nursing				1 U			1	8
	ALES	1 U 1 UW				1 U		3	
	Arts	1 UW	1 G			1 U		3	
	Engineering	1 (*FSO*) UW						1	
2012-13	Arts	1 U 1 UW						2	7
	Public Health				1 G$_3$ 1 U	1 G$_2$		3	
	Medicine & Dentistry	1 G	1 U					2	
2013-14	Business		1 U					1	7
	Engineering		1 U				1 U	2	
	Science	1 UW		1 U	1 G$_3$ (0.25)			3	
	Medicine & Dentistry	1 G						1	
2014-15	Arts	1 G						1	6
	Science	1 G$_4$						1	
	Education						1 U	1	
	Phys. Ed and Rec					1 G$_3$ (0.75)		1	
	Business	1 G$_4$						1	
	Rehab Medicine	1 U						1	
2015-16	Public Health			1 U				1	6
	Science	1 G		1 U			1 U	3	
	Rehab Medicine			1 G$_1$				1	
	Medicine & Dentistry		1 G					1	
2016-17	Science			1 UW			1 UW	2	2
2017-18	Science				1 UW			1	8
	Augustana			1 G$_1$	1 U 1 G$_3$ (0.5)			3	
	Engineering					1 U		1	
	Faculty*			1 U	1 U			2	
	Nursing					1 G$_3$ (0.75)		1	

Year	Faculty	Tenure	Promotion	Increment				Faculty Total	Year Total
				0d	0b	0.5	0.75		
2018-19	ALES						1 U	1	3
	Augustana			1UW				1	
	Science				1UW			1	
2019-20	KSR		1 G					1	1
2020-21	Education		1 G					1	3
	Science						1 G	1	
	Campus St Jean		1 G					1	
2021-22	Science			1 G$_1$				1	3
	Business		1 G					1	
	Augustana		1 G					1	
TOTALS		**14**	**10**	**9**	**9**	**6**	**6**	**54**	**54**

LEGEND:

G	FEC decision overturned (Appeal granted)
G$_1$	FEC decision overturned. Replaced with 0(b)
G$_2$	FEC decision overturned. Replaced with single increment.
G$_3$	FEC decision overturned. Replaced with partial increment (0.25, 0.5, 0.75)
G$_4$	Extension granted
U	FEC decision upheld – FEC decision stands (Appeal dismissed)
UW	Withdrawn

*Faculty withheld as information may identify individual

Item No. 17D

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Proposed Changes to GFC Executive Terms of Reference

Item

Proposed by	GFC Executive Subcommittee on Governance and Procedural Oversight (GPO)
Presenter	Jerine Pegg, Chair of GPO Kate Peters, GFC Secretary

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	The proposal is before the committee for early consultation on proposed changes stemming from the work of GPO to conduct a three-year review of the Executive Committee terms of reference.
Executive Summary (*outline the specific item – and remember your audience*)	Tracked Changes are attached and will be circulated to GFC with a feedback form for their input. Proposed changes are as follows: • Addition of governance and procedural oversight to the mandate and role of the committee • Changes to language in areas of responsibilities for clarity • Adding two members to the committee composition: 1 elected staff member from the appointed category and 1 graduate student member • 4.1 edit so that Exec will not wait until the next meeting of GFC to report any decisions made under this authority • 4.2 adding language regarding Exec's role to ask for clarity or consultation – this would not give Exec any additional authority and is not a gatekeeping function it is simply articulating the responsibility set out in 6.1 and 6.2 of the Meeting Procedural Rules for Exec to ensure that items are complete and ready for GFC • 4.3 edit to align language with that in the *Post-Secondary Learning Act* (PSLA) • 4.4 edit to refer to policies in general rather than specific documents –specific documents already indicate approval authority • 4.5 remove approval of consolidated exams and suggest transfer of authority to Programs Committee • 4.6 edit for consistency and addition of editorial authority • 6.1 addition of language in sub delegation and proposal to rescind GFC Policy 25 • Additions of definitions of editorial changes and editorial authority

Item No. 17D

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	GPO - Feb 7, Apr 4, Oct 24, 2022 Vice-Provost and Registrar Student Appeals Coordinator GFC - Initial Feedback form November 2022 GPO - November 28, 2022

Strategic Alignment

Alignment with *For the Public Good*	Objective 21
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Executive Terms of Reference GFC Executive Subcommittee on Governance and Procedural Oversight Terms of Reference

Attachments:

1. Exec ToR-Tracked Changes document

Prepared by: Heather Richholt, Associate Secretary to GFC

1. **Mandate and Role of the Committee**
   The Executive Committee is the executive body of General Faculties Council (GFC). It is charged with preparing the GFC agenda, governance and procedural oversight, and carrying out the functions delegated to it by GFC. The Committee may acts on behalf of GFC in areas as defined in the terms of reference. The Chair may bring forward items to the committee for advice.

2. **Areas of Responsibility**
   a. Act on behalf of General Faculties Council as defined in section 4.1
   b. Preparation of agendas for GFC
   c. Faculty Councils – membership, quorum, conditions, restrictions, and control function, sub-delegations
   d. Student Judiciary matters
   e. Academic procedural matters
   f. Governance procedural rules and procedures oversight

3. **Composition**
   Voting Members (164)
   Ex-officio (5)
   - President, Chair
   - Provost and Vice-President (Academic)
   - Vice-Provost and University Registrar
   - Vice-President (Academic), Graduate Students' Association
   - Vice-President (Academic), Students' Union

   Elected from and by GFC (119)
   - 7 elected academic staff (A1.1, 1.5, 1.6, 1.7), one of whom will be elected by the committee to serve as Vice-Chair
   - 1 elected appointed members (from any staff category)
   - 1 Faculty Dean
   - 1 undergraduate student
   - 1 graduate student

   Non-Voting Members
   - University Secretary
   - GFC Secretary

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

   4.1 <u>Act on behalf of General Faculties Council</u> on matters that must be decided before the next regularly scheduled GFC meeting and where it is not feasible to call a special meeting of GFC. The committee will first determine if the matter cannot wait and, if so determined, will proceed to consider it and act on behalf of GFC and report on the decision to at the next GFC meeting.

   4.2 <u>Prepare the agenda</u> for all regular and special meetings of General Faculties Council. The committee will receive items from:

      a.   GFC Standing Committees
      b.   GFC members
      c.   University Administration

The committee may choose to provide comments to GFC on any agenda items and may ask for clarity in documents or for additional consultation.

4.3 Faculty Councils
      a.   Approve composition and quorum provisions of Faculty Councils
      b.   Review any conditions or restrictions that are imposed by GFC on ~~Exercise supervision of control functions regarding~~ Faculty Councils (section 29 and 30 of PSLA), and make~~with~~ recommendations to GFC when appropriate

4.4 Student Judiciary Matters
      a.   Consider changes to policies on student conduct and discipline ~~Code of Student Behaviour, Code of Applicant Behaviour, Practicum Intervention Policy~~ for approval or placement on the GFC agenda
      b.   Receive annual reports on student conduct and discipline ~~and discuss annual reports on student conduct, including residence discipline statistics, and appeals~~ and place on the GFC agenda for information
      c.   Authority to take whatever special measures are necessary to ensure timely and fully-constituted hearing by the University Appeal Board (UAB), Academic Appeals Committee (AAC) and Practice Review Board (PRB)

4.5 Academic Procedures
      a.   Approve the Academic Schedule
      b.   Provide for the preparation and publication of the University Calendar
      c.   Approve changes to wording on Parchments
      d.   ~~Approve proposals for consolidated exams~~

4.6 Governance Procedural Oversight
      a.   Ensure delegations from GFC and committee terms of reference are reviewed at least every 3 years
      b.   Make recommendations to GFC regarding terms of reference, composition, and procedures for GFC and its standing committees
      c.   Make editorial changes to GFC Committee terms of reference and report changes to GFC

5. Responsibilities Additional to Delegated Authority

5.1 Joint Summit of the Board and GFC – the chair will consult annually with the committee on the focus and goals of the annual joint meeting

6. Sub-delegations from GFC Executive Committee
Should be reviewed at least every three years and reported to GFC.

Sub-delegations - the following items have been delegated by this committee as noted:
6.1 Academic Procedures
      a. Technical matters, minor procedural directions, and final editorial authority relating to the publication of the University Calendar have been sub-delegated to the Registrar

b. Special arrangements to depart from the official Final Examination Schedule have been sub-delegated to Faculty Councils, subject to challenge by GFC

7. **Limitations to Authority**
    The following further refines or places limitations on authorities held by or delegated to EXEC:
    7.1 Decisions made on behalf of GFC under section 4.1 must be reported to GFC~~at the next GFC meeting~~.
    7.2 In ordering the GFC agenda, the committee will be mindful of student membership terms when considering matters of particular concern to students.

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

9. **Definitions**
    Academic staff – as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues
    Editorial changes – these include grammar and punctuation as well as updates of names and titles for accuracy
    Editorial authority for minor procedural directions - as related to the *University Calendar*, includes the structure of the Calendar, compliance with general University policy and other applicable decisions made by GFC pertaining to academic programs.

10. **Related Links**
    Academic Schedule Policy and Procedure
    ~~Consolidated Final Examinations Procedure~~
    Parchment Procedure
    ~~GFC Policy Manual Section 37: Course and minor program changes~~
    University Calendar, Regulations

Approved by General Faculties Council:
February 25, 2019
May 25, 2020

Item No. 17E

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Draft Undergraduate Embedded Certificate Framework

Item

Proposed by	Dr. Janice Causgrove Dunn, Vice-Provost (Programs)
Presenter	Dr. Janice Causgrove Dunn, Vice-Provost (Programs)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to gather feedback on the draft of the undergraduate embedded certificate framework that was built on recommendations of the Embedded Certificate Working Group.

Executive Summary (*outline the specific item – and remember your audience*)	Purpose of the Framework
	
	● To communicate clearly what the purpose and structure of embedded certificates is at UAlberta
	● To differentiate embedded certificates from other types of credentials and specializations
	● To address risks and promote opportunities:
	   ○ Proliferation of low demand & low enrolment embedded certificates risks diluting the value of embedded certificates overall
	   ○ Provide students an opportunity to enhance their experience and learning via a unique type of credential
	
	Timeline and Next Steps
	
	● **Winter 2022** – **Project Launch** (Embedded Certificate Working Group)
	● **Spring – Fall 2022** – **Early Consultation** (Survey of Spring 2022 graduates, report of recommendations of the Embedded Certificate Working Group, broad discussion with administrative and governance bodies)
	● **Fall 2022 – Winter 2023** – **Discussion** - Draft Undergraduate Embedded Certificate Framework, formal stakeholder consultation, various GFC standing committees, various administrative committees, General Faculties Council)
	● **Spring – Fall 2023 – Approval and Implementation** (Various GFC standing committees, various administrative committees, GFC, implementation phase)
	
	Questions for the Committee:
	
	1. Are you supportive of the draft Framework?
	2. Are there important elements within the draft Framework that we have missed?

Item No. 17E

	Feedback can be shared by emailing vprovprograms@ualberta.ca.
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	Program Support Team (Undergraduate and Non-Credit) (June 2, 2022) Students' Union Vice-President (Academic) (June 15, 2022) Students' Union Council of Faculty Associations (August 17, 2022) Students' Union Students' Council (August 23, 2022) Students' Union Vice-President (Academic) (September 13, 2022) GFC Programs Committee (September 15, 2022) Provosts' Council (September 19, 2022) Program Support Team (Undergraduate and Non-Credit) (November 24, 2022) Statutory Deans' Council (January 18, 2023) Council on Student Affairs (January 26, 2023) General Faculties Council (January 30, 2023)

Strategic Alignment

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

Attachment:

1. Draft Undergraduate Embedded Certificate Framework (January 2023)

Prepared by: Janice Causgrove Dunn, Vice-Provost (Programs)

UNIVERSITY OF ALBERTA

Item No. 17F

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Metrics Associated with Academic Restructuring and University Operating Model (UAT/College and University Metrics) ● Financial ● Support Services Quality ● Interdisciplinarity

Item

Proposed by	Verna Yiu, Interim Provost and Vice-President (Academic) Todd Gilchrist, Vice-President (University Services and Finance)
Presenter	Deborah Williams, Associate Vice-President and Chief Analytics Officer Logan Mardhani-Bayne, Strategic Development Manager

Details

Responsibility	Office of the Provost and Vice-President (Academic) Office of the Vice-President (University Services and Finance)
The Purpose of the Proposal is (please be specific)	This report provides an update on the University and College Metrics that fall under the purview of the Board Finance & Property Committee (BFPC) and the Board Learning, Research & Student Experience Committee (BLRSEC).
Executive Summary (*outline the specific item – and remember your audience*)	On December 11, 2020, the Board of Governors passed three motions that created the new College structure and its leadership model for the University. Subsequently, on June 18, 2021, the Board approved the following metrics in order to track implementation progress: ● Financial Metrics ● Quality of Shared Services Metrics (now named: Support Services Quality Metrics) ● Interdisciplinarity Metrics These metrics reflect the impact of the university's new organizational structure and operating model, of which the Colleges are a key component. Because the university's academic structure and support services are interdependent and jointly contribute to meeting institutional goals, institution-level metrics are not restricted to areas within the sole purview of the Colleges. For internal administrative use, the university is also developing a complementary set of more granular metrics specific to the operational functions of the Colleges and the outcomes resulting from specific College activities. **Financial Metrics** The current report provides the Q2 measures for the Financial Metrics. ● Administrative Staff at Colleges relative to Faculties ● Proportion of Academic Leaders within Colleges Compared to Faculties Second-quarter results are consistent with the goals of the college model as they show that administrative FTE are beginning to be consolidated within the colleges. Results also reflect a decrease in the total number of

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academic leaders and the early stages of consolidation of these roles within the Colleges. Overall, administrative staff costs are approximately on track with last year, though total FTE increased in Q2.

Quality of Support Services Metrics
- Support Services End-to-End User Satisfaction Survey
- UniForum Satisfaction Survey
- Leadership Satisfaction Survey

The Q2 Support Services End-to-End User Satisfaction Survey results demonstrate strong satisfaction with the services provided. Q2 satisfaction is generally up in comparison to Q1.

Leadership Satisfaction Survey results are also included in this report and indicate mixed results, with 34.2% indicating satisfaction with the new operating model and a further 31.6% indicating neutrality. Critical feedback is important and will inform continued performance improvement activities.

Interdisciplinarity Metrics
The current report provides the Q2 measures as available. Note that these are preliminary metrics, as the relevant functions within the Colleges are in the developmental stages, and will be further developed as implementation progresses:
- Sponsored research awards involving multiple faculties (baseline report)
- Interdisciplinary course teaching (update on current status)
- Program development (qualitative)

The College Offices of Education and Research were launched on July 1 and are in the setup phase. Given the timeline for both research and program development, it is preliminary to expect substantial progress to be evident this fall.

Risks
Given that there is a wide range of stakeholders with an interest in the outcomes, the expectations for what the college model will be able to deliver are not uniform.

Opportunities
The college model should be able to deliver increased interdisciplinarity across the academic enterprise, encompassing research, course teaching, and program development; financial savings; and more importantly, efficiency gains that will benefit the institution.

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Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	- Office of the Provost - Office of the Vice-President (University Services and Finance) - Shared Services Office - Office of Performance, Analytics and Institutional Research - University Initiatives Office

UNIVERSITY OF ALBERTA

Item No. 17F

Strategic Alignment

Alignment with *For the Public Good*	SUSTAIN. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
	Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.
Alignment with Core Risk Areas	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ 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
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) BFPC Terms of Reference Section 2d BLRSEC Terms of Reference 2a

Attachments

1. College Metrics Report (15 pages)

Prepared by:
Deborah Williams, Associate Vice-President and Chief Analytics Officer (deborah.williams@ualberta.ca)
Logan Mardhani-Bayne, Strategic Development Manager (logan.mardhani-bayne@ualberta.ca)

UNIVERSITY OF ALBERTA

University and College Metrics

Financial
Support Services Quality
Interdisciplinarity

Fiscal Year 2023 Q2

Prepared by:

PERFORMANCE, ANALYTICS AND
INSTITUTIONAL RESEARCH (PAIR)

OFFICE OF THE PROVOST &
VICE-PRESIDENT (ACADEMIC)

Date:
Dec. 9, 2022

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Background

On December 11, 2020, the Board of Governors passed three motions that created the new College structure and its leadership model for the University of Alberta. Subsequently, on June 18, 2021, the Board approved the following metrics in order to track implementation progress:

- Financial Metrics
- Quality of Shared Support Metrics (now titled Support Services Quality Metrics)
- Interdisciplinarity

These metrics reflect the impact of the university's new organizational structure and operating model, of which the Colleges are a key component. Because the university's academic structure and support services are interdependent and jointly contribute to meeting institutional goals, institution-level metrics are not restricted to areas within the sole purview of the Colleges.

For internal administrative use, the university is also developing a complementary set of more granular metrics specific to the operational functions of the Colleges and the outcomes resulting from specific College activities.

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Current Period (FY 2023 Q2)

The current report provides the measures for two of the **Financial Metrics** :

- Administrative staff at Colleges relative to Faculties
- Proportion of academic leaders within Colleges compared to Faculties

The Function cost of delivery by Colleges relative to Faculties is updated annually with the next scheduled update at the March 9, 2023, meeting of BFPC.

It provides an update for two of the **Support Services Quality Metrics** for the University as a whole:

- Support Services[1] User Survey (Q2 update)
- Leadership Satisfaction Survey

The next administration of the third survey associated with Support Services Quality Metrics, UniForum Satisfaction Survey, is not confirmed.

It also provides a baseline of the **Interdisciplinarity Metrics:**

- Sponsored Research Awards involving multiple Faculties
- Interdisciplinary Course Teaching
- Program Development

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[1] This reflects the end-to-end services provided under the new administrative service model.

1.   Financial Metrics

As part of the implementation of the College model, some academic administrative services are being consolidated at the college level. In conjunction with Service Excellence Transformation (SET), the consolidation of academic support functions within the Colleges is intended to achieve a reduction in administrative expenditures. Savings will result from improved administrative efficiency and from a reduction in academic leadership roles.

The setup and implementation of administrative functions within the Colleges is underway, with an initial focus on developing college-level supports for program development and administration, research, and student services. This work is highly interdependent with the implementation of relevant service streams under SET.

Goals

The purpose of these metrics is to track progress towards achieving the University of Alberta for Tomorrow goal of cost reduction.

Table 1. Financial Metrics Reporting Timeline

	2022-23 BFPC Schedule			
	Sep 27, 2022	**Nov 29,2022**	**Mar 9, 2023**	**May 30, 2023**
Administrative staff at Colleges relative to Faculties	Quarter 1 Report (Jul 1, 2022)	Quarter 2 Report (Oct 1, 2022)	Quarter 3 Report (Jan 1, 2023)	Quarter 4 Report (April 1, 2023)
Proportion of academic leaders within Colleges compared to Faculties		Quarter 1 Report 1st year only (Jul 1, 2022)	Quarter 3 Report 1st year only (Jan 1, 2023)	
UniForum Function cost of delivery by Colleges relative to Faculties			Annual Report (2021-22)	

Note: The majority of academic leader roles generally change once a year, on July 1. A few changes can occur as of January 1.

1.1   Administrative staff at Colleges, Faculties and VP Portfolios

Over the long term, this measure is intended to demonstrate overall administrative savings achieved through the College model by the reduction of administrative staff resources. Table 2 presents total salaried FTE by organizational level; this will be reported quarterly going forward and is supported by three indicators reported in Table 3. These indicators track total administrative expenditure in the colleges and faculties, the percentage of administrative staff spending that resides in the colleges, and administrative staff expense per student enrolment. Together, they allow the organization to monitor overall administrative spending and the degree of consolidation achieved through the college model, and to normalize results to account for enrolment growth.

Table 2 provides administrative FTE counts as of October 1. Results reflect an overall increase in administrative FTE of 61, or 1.8%. The increase in FTE in the college offices reflects the setup and implementation of college functions, notably the Offices of Education and Research, and is in line with expectations for the college model. The increase in VP portfolios reflects the scaling up of central functions to meet service expectations and growth targets. Within faculties, hiring increases are largely related to general administrative roles, with smaller increases in research, student services and teaching support roles.

Table 2. Salaried Administrative FTE (operating funded, 2022-23)

	Salary Administrative FTE (April 1)	Salary Administrative FTE (October 1)	# Change from the baseline (April 1)	% Change from the baseline (April 1)
College Offices	10	24 ↑	14	140.0%
VP Portfolio and President Offices	2,138	2,162 ↑	24	1.1%
Faculties	1,258	1,281 ↑	23	1.8%
Grand Total	3,406	3,467 ↑	61	1.8%

Note: Updated data will be reported quarterly. Data extracted as of October 16, 2022, and subject to (small) changes. Data reflects the proportion of salary paid from operating. 2022-23 July 1 data was updated to reflect backdated records. Salaried administrative staff includes staff with salaried positions whose primary job responsibilities are administrative and professional in nature. They include salaried staff in NASA, MAPS, APO, TLAPS (Temporary Librarian, Administrative and Professional Staff), TRAS (Trust Research Academic Staff) whose jobs are in the Professional and Administrative job family, Executives who are not required to be academic and Excluded Support. This category does not include academic leaders (e.g. college deans, associate deans).

Table 3 provides Q2 results for supporting indicators. The quarterly results indicate that overall administrative staff cost in colleges and faculties (combined) is approximately on track with last year's total (Indicator 1), and that a higher proportion of that expense is occurring within the colleges (Indicator 2). This is consistent with expectations for the college model. For comparison purposes, FY 2021-22 Q2 is also included in Table 3. Compared to FY 2021-22 Q2, Indicator 1 has decreased by 5.4M in FY 2023 Q2, and Indicator 2 is also trending in the anticipated direction.

Table 3. Administrative Expense Indicators

Indicator Name	Baseline (FY 2021-22)	FY 2022 Q2	FY 2023 Q2	Indicator Formula	Reporting Interval
Indicator 1 Administrative Staff Cost in College and Faculties	$100,632,786	$54,153,602	$48,821,207	Fiscal 2021-22 Salary expenditure from operating funds for salaried administrative staff in College offices and Faculties. Q2 includes expenses in the 6 months ended September 30, 2022.	Quarterly and Annual
Indicator 2 Percentage Administrative Staff Spending in College	1.16%	1.15%	1.49%	Percentage of Administrative Staff Spending in College *equals* Administrative staff salary expenditure in College *divided by* the total of Administrative Staff expenditure in College Offices and Faculties. This is from operating funds only.	Quarterly and Annual
Indicator 3 Administrative Staff Cost per Enrolment		$2,323		Administrative Cost (from operating) per Enrolment *equals* Administrative Staff Cost in College Offices and Faculties *divided by* Student Enrolment. Student Enrolment is as of Dec 1, 2021, including Post-Graduate Medical/Dental Education (PGME).	Annual

UNIVERSITY OF ALBERTA

1.2   Proportion of Academic Leaders within Colleges compared to Faculties

In addition to the overall administrative savings reported in 1.1 above, as the college model is implemented, the university will realize savings through a reduction in academic leader roles[2].This measure is best presented on a position count basis. Reporting will track both the number and distribution of these roles. Reporting can be normalized on the basis of enrolment and sponsored research to account for activity growth. Position headcounts are updated biannually[3], while normalization by sponsored research funding will be updated on an annual basis.

Tables 4 and 5 provide preliminary academic leader information which should be interpreted with caution as not all faculties have submitted their revised leader records.

Table 4. Academic Leaders Headcount, 2022-23 April 1 Baseline

	Headcount (April 1)	Headcount (July 1)
VP Portfolios and President Offices	15	13
College Offices	3	**6**
Faculties	290	227
Total	308	246
Total per 1000 enrolment	7.28	5.81
Total per $1M sponsored research	0.582	0.465

Note: Results will be reported quarterly during the initial implementation phase of the colleges, and will transition to annual reporting as position counts stabilize. Normalizations are calculated on an institution-wide basis based on student headcount enrollment and total sponsored research revenue. Sponsored research includes grants & contracts from external sources, endowment spending allocations as well as sales & investment income generated from research activities and are available annually. Data was updated as of October 16, 2022. *July 1 data is preliminary and subject to changes as these appointments have not been fully reflected in HCM yet, for example, there should be 6 College Associate Deans (i.e. 2 for each college), and currently, only 3 are showing in the system. Academic leaders include Assistant/Associate Deans, Vice-Deans, Deans, Chairs and Associate Chairs*.

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[2] Academic leaders include roles such as Dean, Vice-dean, etc.
[3] Changes to academic leaders largely occur as of July 1, though small changes can also occur in January.

Table 5. Proportion of Academic Leaders within Colleges compared to Faculties, 2022-23 April 1 Baseline

	April 1	July 1
Ratio of leaders in Colleges to Faculties	3 : 290	6 : 227
Percentage of leaders in Colleges (among total leaders within Colleges and Faculties)	1.02%	2.58%

Note: Results will be reported quarterly during the initial implementation phase of the colleges, and will transition to annual reporting as position counts stabilize. Data was updated as of October 16, 2022. July 1 data is preliminary and subject to changes as these appointments have not been fully reflected in HCM yet, for example, there should be 6 College Associate Deans (i.e. 2 for each college), and currently, only 3 are showing in the system. Academic leaders include Assistant/Associate Deans, Vice-Deans, Deans, Chairs and Associate Chairs.

1.3   Function Cost of Delivery by Colleges Relative to Faculties

This measure is updated on an annual basis and is not updated for this report. The information remains unchanged from the report shared at the May 31, 2022, meeting of BFPC. The measure will be updated and shared with committee members at the March 9, 2023, meeting of BFPC.

2.   Support Services Quality Metrics[4]

As part of the program to increase administrative efficiencies, services are being centralized at the institution and college levels. As services are further developed in the Centres of Expertise (also known as CoEs, which consist of teams of functional specialists under the new operating model), and brought into Shared Services and the Colleges, it is important to monitor satisfaction and use the results to inform subsequent improvements. Three separate surveys will support the monitoring required, as outlined in Table 1 and subsequently explained.

Goals

The user surveys and leadership interviews are anticipated to satisfy the following requirements:

- To obtain satisfaction levels with administrative functions across the University.
- To obtain feedback that can be used to inform service improvements (once services are fully transferred, questions and analytics will be quite detailed in order to support this goal).
- To assess satisfaction with the new service model from university leadership.

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[4] Title changed from Quality of Shared Services Metric to Support Services Quality Metrics to reflect the fact that it is a measure of satisfaction with end-to-end services, not just those services delivered by the Shared Services unit.

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Table 6 outlines the timelines and key milestones for the three proposed surveys. Results follow in section 2.1

Table 6. Support Services Quality Metrics Reporting Timeline

	2022-23 BFPC Schedule			
	Sep 27, 2022	Nov 29, 2022	Mar 9, 2023	May 30, 2023
Support Services End-to-End User Satisfaction Survey	2023 Q1 Results (Apr-Jun, 2022)	2023 Q2 Results (Jul-Sep, 2022)	2023 Q3 Results (Oct-Dec, 2022)	2023 Q4 Results (Jan-Mar, 2023)
Uniforum Satisfaction Survey	Next administration not yet scheduled			
Leadership Satisfaction Survey	Progress Update	Results Reported		

2.1   Support Services End-to-End User Satisfaction Survey

The end-to-end satisfaction survey for shared services is intended to collect user feedback and assess satisfaction with the recently transformed administrative services. Support Services surveys have been administered to clients who had opened at least one ticket with the Staff Service Centre (SCC) in the month before they were surveyed.

Figure 1 presents the satisfaction trends, which correspond to the proportion of respondents who answered "strongly agree" or "agree" to the questions in the SSC survey[5]. Satisfaction has increased for all questions between Q1 and Q2[6], except for the "My request(s) were handled in a timely manner" question, which had a slight decrease of about 1.3 percentage points. Particularly, for the overall satisfaction question, the satisfaction rating has increased from 71.7% in Q1 to 73.1% in Q2. For the very key question of whether a respondent's issue was resolved, positive responses were at 84.9% in Q2, which is an increase from 81.6% in Q1.

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[5] Results are summarized based on completed responses to the survey only.
[6] Q1 consists of both the April 2022 and May 2022 surveys. Q2 consists of the September 2022 survey. The next Q2 survey is tentatively scheduled for December 2022.

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Figure 1. Satisfaction Rating Trend - Institution Level
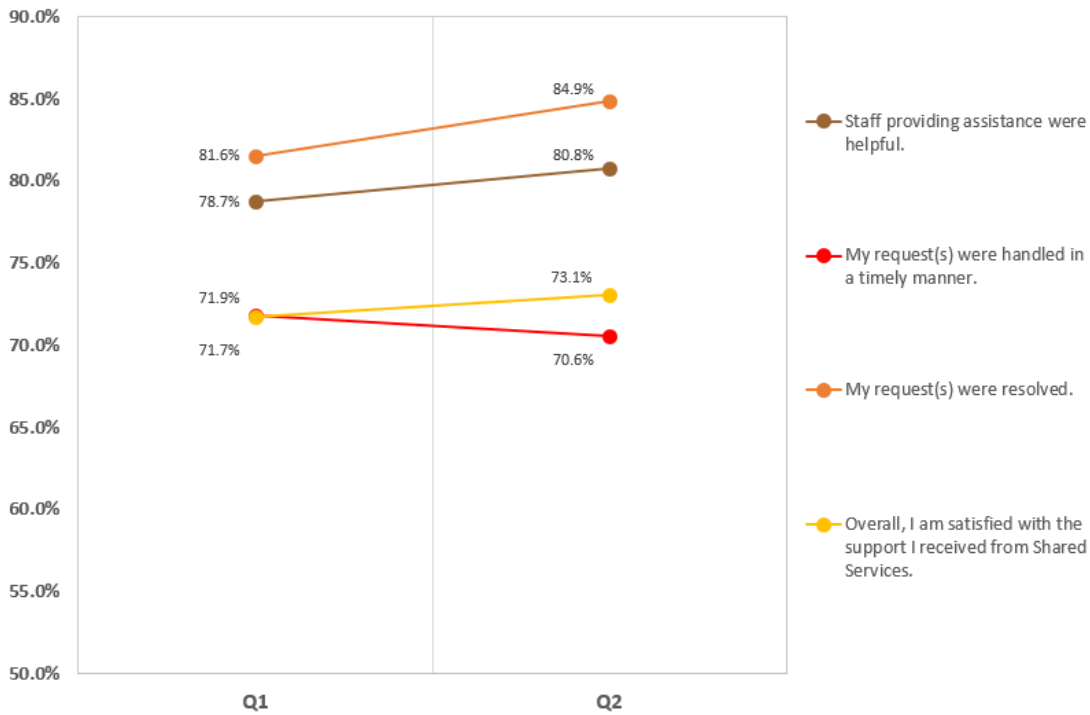
Source: Support Services Survey Results
Prepared by: Performance, Analytics and Institutional Research, October 26, 2022.
Note: The satisfaction rating is defined as the percent of respondents who answered "strongly agree" or "agree".

As indicated in the Q1 report, the new service management tool (Freshservice) was implemented in the Staff Service Centre in July 2022. However, further development of analytics and surveying capabilities was paused in order to prioritize the implementation of the tool for the Student Service Centre. Satisfaction measures will continue to be gathered and reported quarterly using the current process until an enhancement review can be conducted in the next quarter.

2.2 UniForum Satisfaction Survey

The UniForum Satisfaction Service Effectiveness Survey provides a comprehensive picture of staff and faculty satisfaction with administrative services, as defined by the UniForum program. The most recent survey was administered in November 2021 with results included in the report shared at the May 31, 2022, meeting of BFPC. The next administration of the survey is not yet scheduled.

2.3 Leadership Satisfaction Survey

Leaders were asked to complete a survey indicating their satisfaction with the new operating model. The survey was open between August 5 and August 14, 2022, and a total of 38 survey responses were received for a 59% response rate. As illustrated in Figure 2, results indicate that 18.4% of respondents were satisfied and 47.4% indicated dissatisfaction (31.6% dissatisfied and 15.8% very dissatisfied). Interestingly, the single largest response category was "neutral", suggesting that leadership may either feel no differently about the

new operating model, in comparison to the previous or not yet have had time to fully evaluate the new model. Although it must be acknowledged that the results show overall dissatisfaction with the operating model, these results are not unexpected. Organizations that undergo significant changes, will typically undergo an initial period of dissatisfaction that can last for several years before improvements are embedded and recognized.

Figure 2. Survey Results

Satisfied
18.4%

Very Dissatisfied
15.8%

Dissatisfied
31.6%

Neutral
34.2%
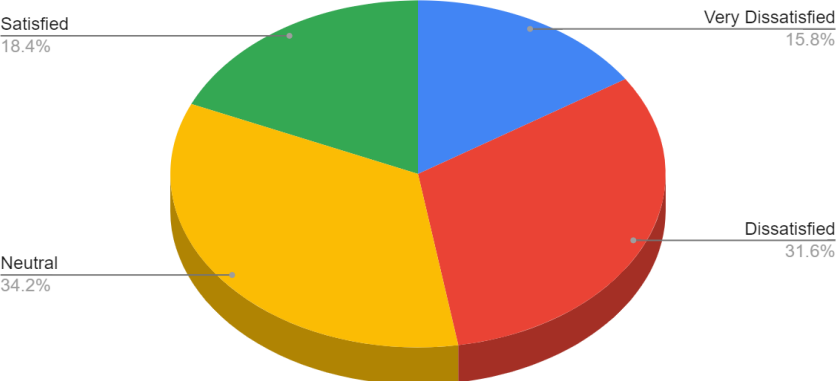
Note: There were no responses of Very Satisfied

3.   Interdisciplinarity Metrics

The university's reporting on interdisciplinarity will encompass three pillars: research, course teaching, and programs.

Interdisciplinarity occurs at multiple scales, which are not all measurable in the same ways. It is important to acknowledge that there is a longstanding history of interdisciplinarity embedded in our research and teaching enterprise, which is not fully reflected in any single quantitative metric and which is better described qualitatively.

In addition to interdisciplinary collaboration across faculties or across colleges, examples include interdisciplinary collaboration between members of different departments within the same faculty, interdisciplinary teaching that occurs within a single course, and programs wholly owned by a single faculty which include options or requirements that cross disciplines.

As part of the implementation of the university's new operating model, some research and teaching support services are being consolidated at the College level, supported by embedded central services (e.g. research

service partners, enrolment management service partners). In concert, this model is intended to facilitate an increase in interdisciplinary sponsored research, improvement in interdisciplinary course teaching, and enhanced interdisciplinary program development (where supported by academic priorities and market demand).

A significant degree of interdisciplinary work also occurs within the three stand-alone faculties, and between these faculties and the three Colleges. The implementation of the College model is anticipated to support and increase collaboration between the Colleges and the stand-alone faculties.

The setup and implementation of administrative functions within the Colleges is underway, with an initial focus on developing College-level supports for program development and administration, research, and student services. This work is highly interdependent with the implementation of relevant service streams under SET.

Goals

The purpose of these metrics is to track progress towards achieving the University of Alberta for Tomorrow goal of increased interdisciplinarity.

Table 7. Interdisciplinarity Metrics Reporting Timeline

	2022-23 BLRSEC Schedule			
	Nov 25,2022	**Mar 10, 2023**	**June 2, 2023**	**Fall 2023**
Sponsored research awards with investigators from multiple faculties	Baseline report 219 (2021-22 fiscal year)			Annual report
Interdisciplinarity in course teaching	Under development			
Interdisciplinary program development	Qualitative			

3.1   Sponsored Research Awards Involving Multiple Faculties

This measure presents the number and dollar amount of awarded research proposals involving investigators from two or more faculties. This measure is intended to reflect the degree of collaboration occurring across faculties (both within a given College, and across Colleges). As the new operating model is fully implemented, including both the Colleges and the research service partners network, we expect these figures to increase over time. Progress is also influenced by external factors, including the structure and funding levels of funding programs.

This is presented as a baseline measure, in recognition that new structures for supporting research at the college level are still being implemented. This measure has lower relevance for disciplines which are relatively less dependent on external funding (e.g. some areas in humanities and social sciences) and where

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the research model is more independent (but which may nevertheless involve deep engagement across disciplines).

As shown in table 8, interdisciplinary awards averaged 10% of awarded proposals over the last five years.

Table 8. Sponsored research awards with investigators from multiple faculties
Number of Interdisciplinary Awards, 2017-18 to 2021-22

	Fiscal Year					
	2017-18	2018-19	2019-20	2020-21	2021-22	Grand Total
Health Sciences	100	95	116	149	109	569
Natural & Applied Sciences	72	80	80	94	86	412
Social Sciences and Humanities	17	20	19	17	16	89
Stand-alone faculties	9	4	4	3	3	23
Administration	9	3	5	9	5	31
Grand Total	207	202	224	272	219	1,124
Percentage of All Awarded Proposals	9%	9%	10%	12%	9%	10%

Note: Data are preliminary as the methodology is still being defined. Interdisciplinary proposals are ones with researchers from multiple faculties. "Administration" includes researchers from VP Portfolios. Data can be updated annually.

Qualitative examples provide additional context for understanding how the colleges and research service partner network are supporting interdisciplinary research. Working through the partner network and the Colleges Offices of Research, in August 2022 the university submitted a University of Alberta-led application to the Canada First Research Excellence Fund for $175 million over seven years. The application includes researchers from all three colleges, as well as 11 Canadian post-secondary institutions and numerous external partners.

3.2   Interdisciplinary Course Teaching

Over time, the College model is intended to facilitate increased cross-faculty collaboration on course delivery by reducing duplication and redundancy across faculties, and by creating and supporting opportunities for faculty members to collaborate. Overall, this work is intended to support a high quality student experience. More specific goals and definitions are under development in concern with the university's strategic planning process.

The university's data collection mechanisms do not currently attribute courses to multiple faculties in a manner that allows for standardized reporting across the institution. Appropriate infrastructure and protocols are currently under development, in conjunction with work with the College Associate Deans (Education) to develop more precise institutional definitions. As the College Offices of Education are fully implemented, measures will be supplemented with additional reporting.

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3.3   Program Development

Numerous University of Alberta programs involve students taking courses across multiple disciplines and offered by multiple faculties. The College model is intended to coordinate enrolment planning, recruitment, program administration, and interdisciplinary program development. Program development activity will be reported qualitatively.

As an early example, in fall 2022, the College of Health Sciences is supporting the development of an interdisciplinary Bachelor of Health Sciences. This program will respond to high student demand while leveraging instructional resources from across faculties in the health sciences and natural and applied sciences.

UNIVERSITY OF ALBERTA   **Heather Richholt <richholt@ualberta.ca>**

Memo from President Flanagan

Kate Peters <peters3@ualberta.ca>   Thu, Nov 10, 2022 at 11:17 AM
Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of General Faculties Council (GFC),
On behalf of the Chair of General Faculties Council, please see the attached memo to members of GFC.
Thank you,
Kate
Kate Peters | *Pronouns: She/Her/Elle*
Secretary to General Faculties Council (GFC) and Manager, GFC Services

UNIVERSITY OF ALBERTA
University Governance
3-04 South Academic Building (SAB)
Edmonton, AB Canada T6G 2G7
T 780.492.4733 **E** kate.peters@ualberta.ca

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**L'Université de l'Alberta reconnaît respectueusement
que nous sommes situés sur le territoire des traités 6, 7 et 8,
terres traditionnelles des Premières Nations et des Métis.**

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📄 **Governance Letter 2022Nov10.pdf**
92K

UNIVERSITY OF ALBERTA

10 November 2022

Dear GFC Members,

Following up on our last meeting of October 17, I wanted to share a few thoughts about how we might improve the process of bicameral and collegial governance at the University of Alberta.

At our last meeting, it was clear that GFC wants and quite rightly expects to have a full opportunity to engage in a meaningful way in the academic direction of the university and participate in the decision-making process relating to the university's academic affairs. It is fundamental to the success and reputation of a university that its academic affairs be informed and guided by academic expertise. It is also of fundamental importance that all the university's key stakeholders, as represented on GFC, including academic and non-academic staff and our undergraduate and graduate students, have a full opportunity to participate in that process.

For this reason, matters of academic import must first come to GFC for discussion, debate, recommendation or approval, as appropriate. For example, the following matters were all brought to GFC first before going to the Board of Governors for approval:

- The Change of Status of the Faculty of Extension
- Faculty of Education Restructuring
- Residence Community Standards Policy Suite
- FGSR Supervisory Initiatives
- Statement on Free Expression
- Student Financial Support Policy Suite
- Sexual Violence Policy
- Braiding Past, Present and Future: U of A Indigenous Strategic Plan

A current example is our University Strategic Plan (USP), a matter of central academic importance to the university. The USP consultation process will include GFC consultation and engagement in the upcoming GFC meetings on November 14, January 30, February 27, March 9, and April 17. The USP will also be the focus for discussion at the upcoming joint GFC/Board/Senate Summit on January 20. The final draft USP will come to GFC on May 29 for recommendation to the Board of Governors.

Notice of Board Agenda and Board Meetings

As was clear at our last meeting, GFC would like have notice of matters being brought to the Board of Governors. The agenda for the open session of the Board of Governors is always publicly posted at least five days before the meeting. I have asked the Governance team to notify all GFC members by email as soon as the agenda is posted. If any GFC member has a question

about the agenda, I encourage you to reach out to the Governance team for assistance. All the open sessions of the Board meetings are live-streamed, and the Governance team will share with all GFC members' information about how to access the live-stream.

University Secretary

As you may recall, as a cost cutting measure, in 2020 the position of University Secretary was combined with University General Counsel. Brad Hamdon has done an outstanding job managing both roles but it is now clear that the role of University Secretary is really a full-time role. Additional time and attention to this role will help advance the effective functioning of university governance. Brad has also expressed his preference to return to a full time role as General Counsel. So we will launch a search for a new full-time University Secretary. Details of the search process will be announced shortly. The appointment committee will include GFC and Board representation.

Going Forward

I am not able to attend the November 14 GFC meeting as I will be at the COP 27 conference in Egypt representing the University of Alberta and the World University Network in a panel discussion on how university networks can advance research on sustainable clean energy systems and climate change. This is a great opportunity to showcase the U of A's globally leading research on energy systems and climate change. I want to thank Interim Provost Verna Yiu for stepping into the Chair role for the November 14 meeting.

I know we all share the same goal to advance the University of Alberta and continue to grow our teaching and research impact in Alberta, Canada and around the world, to the benefit of our students and the larger communities we serve. I believe that these new measures will help improve university governance, and I look forward to continuing to work with all members of GFC in support of the U of A.

Bill Flanagan
President and Vice-Chancellor

UNIVERSITY OF ALBERTA   **Heather Richholt <richholt@ualberta.ca>**

Culture of Care - U of A Safety Action Plan
1 message

Kate Peters <peters3@ualberta.ca>   Tue, Nov 29, 2022 at 2:12 PM
Cc: Faiza Billo <faiza.billo@ualberta.ca>, Heather Richholt <richholt@ualberta.ca>

Dear Members of General Faculties Council
On behalf of the Vice-President (University Services and Finance), please see the attached designed version of the
Culture of Care - U of A Safety Action Plan being distributed as per the November 14th information item to GFC.
Thank you,
Kate

Kate Peters | *Pronouns: She/Her/Elle*
Secretary to General Faculties Council (GFC) and Manager, GFC Services

UNIVERSITY OF ALBERTA
University Governance
3-04 South Academic Building (SAB)
Edmonton, AB Canada T6G 2G7
T 780.492.4733 **E** kate.peters@ualberta.ca

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📄 **16271 Culture of Care Safety Strategy_digital_F.pdf**
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A CULTURE OF CARE

University of Alberta's Safety Action Plan

2023-25

UNIVERSITY OF ALBERTA

Contents

The University of Alberta, its buildings, labs and research stations are primarily located on the traditional territory of Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene and Ojibway/Saulteaux/Anishinaabe nations; lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of First Nations, Métis and Inuit nations.

EXECUTIVE
SUMMARY

Safety is a fundamental workplace requirement. Traditionally, physical injuries have been the measure of workplace safety. Additionally, we are living and working in unprecedented times resulting in a high degree of change and today's workplaces present hazards to employees' psychological and cultural safety as well.

At the University of Alberta, creating a safe workplace across our One University is a multi-faceted issue that requires specific attention to several factors. Safety involves not only the physical environment, but also psychological and cultural well-being, which are equally critical aspects of feeling safe in the workplace.

A Culture of Care is a three-year comprehensive safety action plan. Keeping the workplace physically safe is a fundamental responsibility of any organization, including the university. The focus of this document is on physical safety. However, creating a culture of care must acknowledge that a psychologically and culturally safe workplace is also our responsibility.

A Culture of Care encompasses three components: physical safety, psychological safety and cultural safety.

Physical safety means an environment where physical hazards are identified, assessed and controlled through a combination of elimination/substitution, engineering, administrative and personal protective equipment measures to prevent bodily injury or illness to a person or damage to property or the environment.

Psychological safety means "a workplace that promotes workers' psychological well-being and actively works to prevent harm to worker psychological health including in negligent, reckless, or intentional ways" (CSA National Standard, 2013). It is "the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes, and that the team is safe for interpersonal risk taking." (Edmondson, 1999).

Cultural safety means an environment where employees can be their authentic selves. Employees should feel safe no matter how they identify as a human. University employees (and students) are diverse in their identities, including, but not limited to: gender, faith, mobility, linguistically and culturally. No employee should have to mask their authentic selves. Every employee should feel accepted and respected for who they are, in all of their complex identities and for the gifts that they uniquely contribute to the workplace.
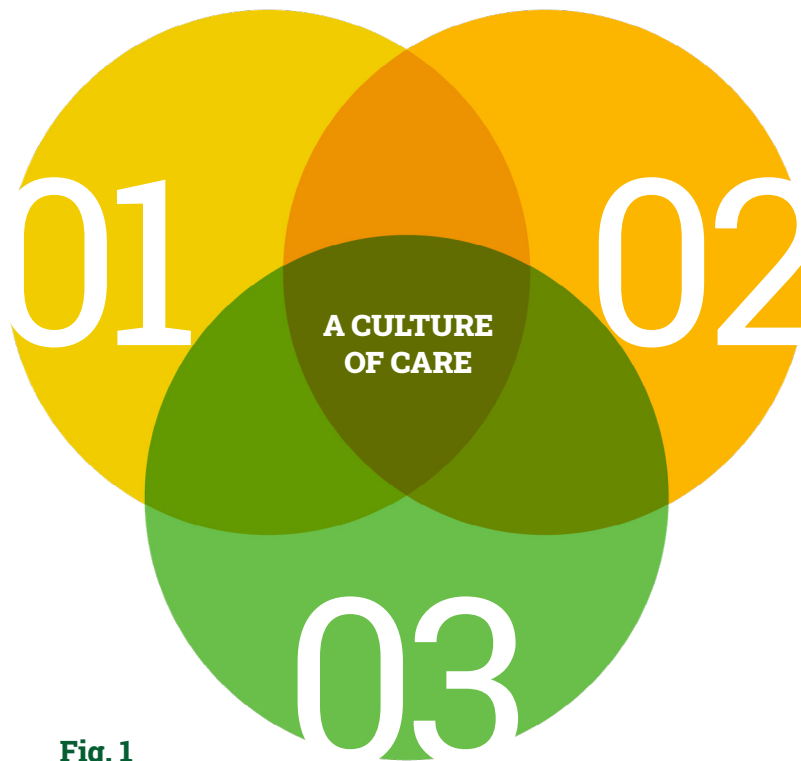
Fig. 1

1. PHYSICAL

- A Culture of Care - Safety Action Plan
- Mandatory Training
- Integrated Asset Management Strategy
- Safety Stand Downs

2. PSYCHOLOGICAL

- Sexual and Gender-Based Violence Prevention and Response
- Okanagan Charter
- Scarborough Charter
- Suicide Prevention Framework
- Healthy University Strategic Plan
- Discrimination, Harassment and Duty to Accommodate
- Health and well-being resources

3. CULTURAL

- Indigenous Strategic Plan
- Strategic Plan for Equity, Diversity and Inclusivity

To acknowledge the university's gaps in its safety culture, university administration established a Safety Strategy Advisory Committee (advisory committee) and supporting working group. The advisory committee's mandate was to develop a three-year comprehensive action plan that will uplift health and safety to a core value within the university.

This plan builds upon the foundation of the university's Health, Safety and Environment Management System (HSEMS), the university's Discrimination, Harassment and Duty to Accommodate policy, and President Flanagan's commitment that safe behaviour is the shared responsibility of all U of A faculty, staff, students, contractors and visitors. As part of this plan's development, the advisory committee adopted the Hudson Model to assess the current safety culture and track progress through five stages of safety culture maturity towards an end state where **everyone owns their safety performance and that of others.**

The advisory committee and working group used a four pillar framework to identify current gaps in safety culture and proposed a series of initiatives to close the gaps with appropriate measures to track progress. Finally, this report outlines how these recommended initiatives will transition into action.

The successful implementation of the action plan will be a coordinated effort, with shared responsibilities across the university, leading to a robust and integrated safety culture. This plan upholds the university's promise to lead with purpose and recognizes that people are the foundation of this institution's success in our core mission of research, teaching and community engagement. Safety, as a core organizational value with a truly embedded safety culture, strengthens this foundation by ensuring that our people's safety (physical, psychological and cultural) is central to everything we do.

Introduction

Any organization that wants to develop a culture of care must address all aspects of safety – physical, cultural and psychological well-being.

The University of Alberta has a comprehensive **Health, Safety and Environment Management System (HSEMS)** with the purpose of promoting and maintaining the safety of the university community. The importance of this system is upheld by our President's commitment to One University and a safe university that is the shared responsibility of all faculty, staff, students, contractors and visitors. It is both a legal and ethical obligation and, as members of one university community, we must work together.

In response to an increase in reportable, preventable and serious near-miss incidents in 2021-22 and to acknowledge the gaps in safety culture, the university established a Safety Strategy Advisory Committee (the "advisory committee"). The advisory committee, a supporting working group and other stakeholders represented a broad cross section of the university community, engaging students, staff and faculty (see Acknowledgements section, page 29).

The advisory committee recognizes the strength of the university's systems and processes to manage physical safety, but gaps in physical safety practices remain. The initial focus of the action plan is employee physical safety, while ensuring the initiatives identified in this report are coordinated with, integrated with, and do not duplicate, the plans currently underway to build cultural and psychological well-being across the university.

Currently, there are several university initiatives underway that address cultural and psychological well-being:

- Since the release of the Truth and Reconciliation Commission's Report in 2015, many people have been working to address the Calls to Action and build capacity for learning these truths and engaging in reconciliation. We recognize that Indigenous people continue to face entrenched hurdles, including bias and discrimination that impact their safety, health, well-being and ability to progress. As such, A Culture of Care supports the *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan.* The five-year plan guides measures to ensure Indigenous identities, languages, cultures and worldviews are reflected in everything the university does. The plan includes concrete measures to reclaim Indigenous identity, languages, cultures and worldviews. Foregrounding the right to self-determination, the plan also makes clear that its goals — along with all Indigenous initiatives at the U of A — must be Indigenous led.

- Our culture of care also includes Equity, Diversity and Inclusivity and fully supports the university's *Strategic Plan for Equity, Diversity and Inclusivity (EDI) plan.* This strategic plan aims to embed equity, diversity and inclusivity into the culture of the University of Alberta community, from the grassroots to the senior-most levels. It sets out strategic directions and senior-level accountabilities that are intended to empower faculties, departments and administrative units across the university to develop and implement their own EDI plans and initiatives. It includes a set of proposed structures and approaches with explicit desired outcomes that will support efforts across our community as we seek to become more diverse, equitable and inclusive. However, this is not a top-down plan: to achieve our goals, every member of the university has a role to play.

- We are committed to strengthening our efforts to ensure robust mental well-being for all employees by providing comprehensive, preventative programs and services:

- The university is a signatory to the *Okanagan Charter: An International Charter for Health Promoting Universities and Colleges* which calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally.

- An updated *Healthy University Strategic Plan* is in development to foster healthy working, learning and living environments for students, faculty and staff.

- Human Resources, Health, Safety and Environment (HRHSE) is currently leading the development of a Workplace Mental Wellness Plan. The plan will adopt a holistic, action-centric approach to workpace mental well-being.

- HRHSE continues to build on its extensive range of employee **health and well-being programming** and services.

• The Office of the Dean of Students offers **extensive programs and services** for students, including student employees, related to health and overall wellness.

- The university's policy and processes to respond to sexual and gender-based violence (SGBV) will be undergoing significant changes (pending governance approval). The university has made and continues to make progress toward better support for a culture of consent and a community of support.

- In alignment with upcoming changes to the SGBV policies, the Student Code of Conduct will be shifting its focus toward academic conduct and integrity, leaning into new processes that will support academic success in a vibrant teaching and learning environment.

It is also acknowledged that safety is linked to the university's infrastructure and its *Integrated Asset Management Strategy (IAMS).* The integration of initiatives such as the Indigenous Strategic Plan, the IAMS and this action plan will be achieved through the implementation planning process which will occur as the next stage of this project. Implementation of this plan will effectively bridge this gap from physical employee safety to the whole safety of the individual.

This report identifies the model used to assess the university's physical safety culture, the current gaps in safety culture, the proposed initiatives to close the gaps and how the contents of this report will transition from recommendations to actions.

Hudson Safety Culture Assessment Model

There are various models used to assess an organization's safety culture and assist in progressing from one stage to the next.

One of these models, the Hudson Safety Culture Assessment Model (the "Hudson Model"), has been adopted by the advisory committee to enable the development of this action plan.

The Hudson Model identifies five stages of an organization's safety culture ranging from a very poor safety culture to a robust and consistent safety culture. It is built on four pillars to advance safety culture:

- Buy-in and organizational alignment
- Employee empowerment
- Recognition and rewards
- Reporting systems

The Hudson Model emphasizes that if an organization is to fundamentally enhance its safety culture, it must not only have systems in place to manage all hazards[1] and external/internal requirements (i.e. a Health, Safety and Environment Management System), but these systems must be used consistently as a foundation across the entire organization (i.e. by all portfolios, faculties, departments, units and labs).

Table 1 outlines the five stages of an organization's safety culture as defined by the Hudson Model. The majority of an organization needs to progress to stage three to initiate a successful safety culture shift to stages four and five.

Table 1 : Five stages of the Hudson Safety Culture Model

1	Pathological	Who cares as long as we don't get caught?	**End State** Everyone owns their safety performance and that of others.
2	Reactive	Safety is important, we do a lot every time we have an incident.	
3	Calculative	We have systems in place to manage all hazards.	
4	Proactive	Safety leadership and values drive continuous improvement.	
5	Generative	Safety is how we do business around here.	

[1] Hazards in the workplace can include biological, chemical, radiation, physical, psychological (e.g. inappropriate behaviours) and cultural/social hazards (e.g. shared understanding of cultural differences).

Four Pillars

The ability to enhance a safety culture is built upon the following pillars (Table 2), which are used as an organizing framework throughout this plan. It is important to note the pillars are not sequential and are often inter-related, meaning the university needs to consider and act upon all four pillars for successful cultural change to occur.

Table 2 : Four Pillars of the Hudson Safety Culture Model

Buy-In and Organizational Alignment	**Commitment from the highest levels of institutional leadership to supervisors and frontline employees, supported by health, safety and environment structures and processes.**
Employee Empowerment	**Every level of the organization is committed and has the skills to enhance health and safety practices and feels safe to speak to or stop unsafe practices (physical, cultural, psychological).**
Recognition and Rewards	**Systems that encourage and celebrate safety behaviours and practices.**
Reporting Systems	**Systems that allow the organization to track its safety culture progress, identify any gaps in its safety practices and continually improve over time.**

Current State

The Board, through the Board Audit and Risk Committee, and senior leaders have expressed a desire to transform the university's safety culture.

This action plan is built upon existing foundations and was developed with the current context of the university in mind.

Some key foundational pieces underway include:

In 2022, the university launched a strategic plan to respond to the calls to action in the Truth and Reconciliation Commission of Canada's final report. Titled *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, the plan aims to dismantle colonial structures in the university that have long "disenfranchised Indigenous Peoples of their legal, social, cultural, religious and ethnic rights."

In 2021, the university created a project team to develop a process for faculty and staff discrimination, harassment and sexual and gender-based violence (SGBV) disclosures and complaints.

In 2021, the university's HSEMS was updated to accommodate changes to the Alberta Occupational Health & Safety (OHS) Act.The HSEMS was integrated into other guidance documents, training and education, incident investigations and in Health, Safety and Environment (HSE) Committee planning processes.

In 2019, the university approved its EDI strategic plan with a mission to achieve an accessible, equitable and inclusive community of students, faculty and staff that supports a learning environment shaped by curiosity, rigorous inquiry and evidence-based decision-making, respect and a culture of human rights.

In 2015, the university became a signatory to the Okanagan Charter with a vision of having "health and well-being promoting post-secondary campuses transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of people, places and the planet".

The university community is increasing their incident reporting through the ARISE Incident Portal, which has led to an increase in hazard awareness and control, serious and potentially serious incident reports to various safety and environmental regulatory agencies, and near miss incident reporting.

The community of health, safety and environmental practice continues through various governance HSE committees in each faculty/portfolio and three regulatory safety committees (Radiation, Biosafety, Joint Health and Safety Committee).

It should be noted the culture change journey does not exist in a vacuum and the institution has undergone leadership, organizational, structural, resource and people transformation, all of which transpired during a global pandemic that affected every individual. The negative impact on the whole health (physical, psychological and cultural) of the university community cannot be underestimated. As such, all of the initiatives above must be effectively integrated with the action plan.

Other organizational factors will impact this plan and its implementation, including:

- Units across the university are starting their safety culture journey from different stages of the Hudson Model, ranging from stage one (pathological) through to stage five (generative), with the majority of the university at stage two (reactive).
- Through the University of Alberta for Tomorrow initiative, there has been a transfer of activities from faculties to the partner network and centers of expertise.
- Safety hazard and risk profiles vary by the nature of work in research, teaching, central administration and support functions.
- Leaders, supervisors and employees regularly receive a high volume of communications and information on major change initiatives and operational items.
- The university has high turnover of some employee types. Graduate students, for example, may only be employees at the university for two to five years and the health and safety training and awareness initiatives need to be developed recognizing these shorter-term employees.

END
STATE

When *everyone owns their safety performance and that of others,* behaviours and activities throughout the university community will demonstrate and reinforce our culture and commitment to ensure each and every member of our community goes home safely each day.

The university recognizes that words, actions and behaviours impact the safety of others. The university understands the foundational assumption that every employee deserves to be respected as a human being in their workplace.

These behaviours and activities can be viewed through the four pillars upon which this plan is built (Table 3).

Table 3: Safety Culture End State

Everyone owns their safety performance and that of others.	
PILLAR	**BEHAVIOURS AND ACTIVITIES**
Buy-In and Organizational Alignment	• Leaders are active safety champions who "walk the talk." • Leaders, faculty, staff and our associations have a clear understanding of safety roles, responsibilities and accountabilities at all levels. • "Safety is not someone else's job." • Leaders, faculty and staff participate in safety initiatives and practices.
Employee Empowerment	• Leaders encourage faculty and staff to share concerns and make safe decisions. • Faculty and staff feel confident and comfortable raising safety concerns to others (supervisors, peers, contractors, volunteers, students). • Faculty and staff proactively stop unsafe behaviours and unsafe work and raise concerns with their supervisor. • Faculty and staff seek out diverse perspectives and opinions. • Faculty and staff welcome feedback about safety from others. • Faculty and staff are part of collaborative teams focused on identifying safety challenges and opportunities.
Recognition and Rewards	• Leaders, faculty and staff are regularly recognized for safe behaviour. • The U of A celebrates good safety performance. • Systems are in place to reward leaders, faculty and staff for positive safety culture during their day to day work.
Reporting Systems	• The university has a robust safety reporting system to help us understand, evaluate and improve on safety and well-being across the institution. • Leaders are actively promoting and using the reporting systems to understand, evaluate and improve safety and well-being. • Appropriate information is reaching faculty and staff. They understand where the university is at and what is being done related to safety.

Gaps

Members of the advisory committee and working group identified gaps in the university's current state versus the desired end state.

The gaps identified as "preventing us from reaching our end state" are summarized below by the safety culture pillars (Appendix A lists the full content of the gap analysis).

The role of leadership is key to creating the framework upon which this action plan is built. They will need a shared understanding and coordinated approach to initiate actions in Pillar 1: Buy-In and Organizational Alignment. Addressing leadership gaps should occur early in this journey.

OVERARCHING GAPS

- There are people and financial resource challenges for new initiatives.
- Psychological and cultural health and safety risk factors and hazard control measures are still relatively new.
- There is inconsistent application of a blame-free culture (open, firm, fair and accountable) supportive of safety improvement.

PILLAR 1
BUY-IN AND ORGANIZATIONAL ALIGNMENT

- Safety is not fully positioned as an organizational and individual value.
- Awareness and clear understanding of roles, responsibilities, authorities and accountabilities for safety varies across a continuum of leadership, supervision, employees and units.
- There are inconsistent safety engagement, change management and related competencies of leaders and supervisors.
- Safety is not well integrated into key performance measures institutionally, at the unit and at the individual level.
- There is a narrative of safety "done to people" versus "with people."

PILLAR 2
EMPLOYEE EMPOWERMENT

- Power dynamics exist between leadership, supervision and employee groups and are not always conducive to free and safe sharing of concerns and improvement opportunities.
- Decision-making for safety has been traditionally concentrated at the leadership versus supervisory level creating safety skill gaps at the interface with front line employees.

PILLAR 3
RECOGNITION AND REWARDS

- There are limited systems, resources and organizational/individual experience in place to detect and reward positive safety behaviours and actions.

- Individual safety performance is not embedded as a metric in leader, supervisor and employee performance reviews.

PILLAR 4
REPORTING SYSTEMS

- Safety performance reporting measures are new, limited in their ability to illustrate trends and are not widely available and understood by leaders, supervisors and employees.

- Linkages between safety performance measures and decision-making for improvement is not clear.

Initiatives and Measures

To move towards the end state, a series of initiatives has been identified. Each initiative:

• has been grouped according to the Hudson Model pillars;

• includes measurable outcomes; and,

• identifies who is responsible for acting on the initiative and in what year(s) the initiative will be acted on.

The initiatives under the pillar of Buy-In and Organizational Alignment have been further grouped according to the elements of the university's HSEMS. It is important to note the initiatives within the pillars are not sequential, meaning the organization does not have to implement all the initiatives within the pillar of Buy-In and Organizational Alignment before progressing to the Employee Empowerment pillar.

When reviewing the accountability column, keep in mind that changing an organization's safety culture is a shared responsibility. Although an individual unit may be identified as being accountable, it is understood the entire university must act on and assume their shared responsibility for the initiative.

OVERARCHING MEASURES

To determine whether initiatives have been effective in enhancing the university's safety culture, a set of higher level institutional measures have been identified (Table 4) along with specific measures for each initiative (Tables 5, 6, 7 and 8).

Table 4: Overarching Measures for the University's Safety Culture

MEASUREMENT TOOL	DESCRIPTION	MEASURABLE OUTCOME
HSE Quarterly Dashboard	The HSE Quarterly Dashboard will include seven measures and will be provided to the Board Audit and Risk Committee (BARC), senior leaders, associations and the faculty/portfolio HSE committees.	• Improvement in each quarterly dashboard metric.
Health and Safety Climate Survey	The safety climate survey will measure the community's attitude and behaviours toward safety. The goal is to measure how well safety is ingrained in the organization, employees' attitudes toward safety and that the university's mission is not pursued at the expense of safety.	• Improvement in year-over-year health and safety climate.
Safety Stand Downs	Initiate a verification process to confirm that safety stand down corrective actions have been implemented. Initiate new safety stand downs on an as-needed basis.	• Increased participation. • Confirmation stand down gaps are addressed.

Initiatives

Within the tables:

- the initiatives are both short and longer term;
- the years represent the calendar year beginning with January 1, 2023; and,
- the initiatives underway are marked with an asterisk (*).

The following acronyms are used in tables 5, 6, 7 and 8:

CESO - Chief Environment Health and Safety Officer
Chair - Department Chairs
Dir - Unit Directors
ELR - Employee & Labour Relations
ER - External Relations
FR - Faculty Relations
FGSR - Faculty of Graduate Studies and Research

HSE Comm - HSE Committees
HSE - Health, Safety and Environment
HRHSE - Human Resources, Health, Safety and Environment
IA - Internal Audit
ODev - Organizational Development
Pres - Office of the President

TM - Talent Management
TR - Total Rewards
VPs - Vice Presidents
VP (US&F) - Office of the Vice-President (University Services & Finance)

Table 5: Buy-in and Organizational Alignment Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
HSEMS Element - Program Management and Leadership					
Coordinate with the university's Indigenous strategic plan.	Achieved	HRHSE	●	●	●
Coordinate with the university's Strategic Plan for Equity, Diversity and Inclusivity.	Achieved	HRHSE	●	●	●
Utilize provisions within university policy and collective agreements to enhance individual accountability and promote safe behaviour.*	Actions taken through university policy and collective agreements.	CESO	●	●	●
Extraordinary direct and indirect costs incurred in mitigating safety non-compliance matters are borne by the unit.*	Costs recovered from the unit.	HSE	●	●	●

Table 5: Buy-in and Organizational Alignment Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
Onboard new senior leaders (Deans and VPs) to their responsibilities, the university's safety action plan and encourage safety culture buy-in.	100% senior leader participation in meetings.	CESO	●	●	●
Develop and implement a safety commitment charter with all senior leaders to make safety a personal value.	100% signed.	HSE	●	●	●
Define and communicate what constitutes a safety champion.	Definition developed and communicated.	HSE	●		
Create and publish a list of safety definitions.	List published.	HSE	●		
Embed safety as a value in the university's strategic plan.	Achieved.	Pres	●	●	●
Embed specific safety goals in the next university strategic plan.	Achieved.	Pres	●	●	●
Current and new supervisors sign the safety commitment form.	% Signed.	ODev		●	●
Tie safety performance into annual review (merit) which provides individual recognition and rewards.	% Achieved.	ELR, FR			●
Embed safety in all job descriptions.	% Achieved.	TR			●

Table 5: Buy-in and Organizational Alignment Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
HSEMS Element - Hazard Management					
Implement proactive in addition to reactive worksite shutdowns.	• Criteria for proactive shutdowns developed. • Proactive worksite shutdowns implemented.	HSE, HSE Comm	●	●	●
Identify a designated day and supporting process where units verify that supervisory training, hazard assessments and controls, training and emergency preparedness plans are current.	100% of units confirm plans are current.	HSE, HSE Comm	●	●	●
Build on existing programs to enhance mental health supports (Workplace Mental Wellness Plan).	Measures to be determined within the development of the plan.	HRHSE	●	●	●
HSEMS Element - Training and Competency					
Complete phase 2 of the Discrimination, Harassment and Duty to Accommodate Policy suite review.*	Measures to be determined within the development stage of the initiative.	TM	●		
Incorporate health and safety into the new institutional Onboarding Program, with flexibility to accommodate the needs of long-term permanent and short-term temporary employees.*	100% compliance.	ODev	●	●	●
Develop and implement resources and workshops for leaders that drive safety culture change, safety best practices, blame free approach and responsibilities of supervisors in supporting safety.	•100% senior leader participation in workshops. •# downloads of online resources.	HSE	●	●	●

Table 5: Buy-in and Organizational Alignment Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
HSEMS Element - Inspection and Maintenance					
Senior leaders (VPs and Deans) tour units to recognize health and safety best practices.	Each senior leader to tour sites quarterly.	VPs, Deans, HSE	●	●	●
Implement senior leader tours of units impacted by proactive or reactive worksite shutdowns.	Senior leaders attend tours.	VPs, Deans, HSE	●	●	●
HSEMS Element - Incident Management					
Develop and implement violence, discrimination and harassment incident triage process and reporting.	100% of reported incidents are triaged.	HRHSE	●	●	●
Senior leader to appear before PEC-S and BARC when serious/ significant incidents occur to report on corrective actions and lessons learned.*	Achieved.	VPs, Deans, Chair, Dir	●	●	●
HSEMS Element - Program Promotion					
Develop and implement a HSE Moments program to be held at the start of targeted team and governance meetings.	•# of moments held. •% compliance.	HSE	●	●	●
Develop and implement *A Culture of Care* social marketing campaign and supporting promotional material (e.g. safety culture video) to instill safety behaviours as norms.	Measures to be determined within the development stage of the initiative.	ER		●	●

Table 5: Buy-in and Organizational Alignment Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
Develop and implement an outreach initiative for low risk work environments to ensure hazards are identified and controlled.	% outreach uptake in low risk work environments.	HRHSE		●	●
Develop and implement a graduate student culture of care peer-to-peer ambassador program.	Measures to be determined within the development stage of the initiative.	HSE, FGSR		●	●
Identify specific seasonal days to highlight safety best practices (e.g. spring worksite clean up, fall safe return to campus, winter safe travel tips).	Days identified.	HRHSE		●	●

Table 6: Employee Empowerment Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
Engage HSE committees to actively support the implementation of A Culture of Care initiatives.	% of HSE Committee Annual Plans including A Culture of Care activities.	HSE, HSE Comm	●	●	●
Develop and implement a See Something, Say Something, Do Something program to promote timely employee conversations with supervisors about daily observed hazards and permission/expectation to correct them.	% program participation.	HSE	●	●	●

Table 6: Employee Empowerment Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
Secure resources to bring in speakers in support of the HSE symposium.	Funding secured for one keynote speaker for each symposium.	HSE	●	●	●
Enhance employee understanding of rights, roles, responsibilities and blame free approach through updated Working Safely e-learning, combined with monthly in person sessions.	% training participation.	HSE, ODev	●	●	●
Develop and implement an employee outreach plan to identify quick health and safety wins.	# of quick wins implemented.	HSE	●		
Review health and safety training materials to ensure their effective delivery.	Positive participant evaluation of training material.	HSE,ODev		●	
Develop and implement a formal self-inspection program for units.	% program participation.	HSE		●	●
Develop and implement a safety event tool kit to enable units to hold dedicated safety days.	# of health and safety events held.	HSE		●	●
Develop and implement the Workplace Violence and Harassment Prevention training module 2.*	Measures to be determined within the development stage of the initiative.	ODev, HSE, TM		●	●

Table 7: Recognition and Rewards Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
Develop a comprehensive safety recognition and rewards program.	• Program developed. • Measures to be determined within the development stage of the initiative.	HSE		●	●
Build a reward system connected to the See Something, Say Something, Do Something program.	• System developed. • Measures to be determined within the development stage of the initiative.	HSE		●	●

Table 8: Reporting Systems Initiatives

INITIATIVE	MEASURABLE OUTCOME	ACCOUNTABILITY	TIMEFRAME		
			2023	2024	2025
Launch Quarterly Dashboard with leading and lagging indicators.*	• Dashboard rolled out Q3 FY23. • Dashboard shared quarterly. • Improvement in each quarterly dashboard metric.	HSE, VP (US&F), ER	●	●	●
Complete Safety Standdown verification process.*	• Verification process implemented in FY 24. • 80% + verification that corrective actions have been implemented.	HSE	●	●	●
Publish highlights of effective, thorough incident reports that lead to learning and action.	12 highlights published per year.	HSE, VP (US&F), ER	●	●	●

Next Steps

The advisory committee and the working group will have fulfilled their mandate upon finalization of this report, its approval by PEC-S and its presentation to BARC in November 2022. The advisory committee co-chairs will officially launch A Culture of Care at the HSE Symposium on December 1, 2022.

At that time, the Associate Vice-President (HRHSE) will assume responsibility for the development of a detailed plan that will support the implementation of each initiative. As the initiatives are being implemented, and based on the outcomes as reflected in the institutional measures, the AVP (HRHSE) may need to revise, update and re-prioritize planned initiatives accordingly to ensure they are achieving the desired outcomes.

The implementation plan will include the following:

- Consideration and alignment to other institutional initiatives and strategies.
- Prioritization of the initiatives to be implemented.
- Assignment of a specific lead for each initiative.
- Annual reporting to the President's Executive Committee - Strategy (PEC-S) and BARC on the progress of the plan.
- Tools, support and training to senior leaders and HSE committees to assist them in the effective implementation of the initiatives.
- A detailed change management plan including stakeholder engagement, communications strategies in support of the plan, progress on implementation and the impact on the university's safety culture.
- A Culture of Care communications strategy.
- The identification of any new resources that will be required in support of specific initiatives.

It is recommended the implementation plan be finalized by March 2023.

Acknowledgements

Appendix A:
Gap Analysis Commentary - Current State to Future End State

GAPS IN SAFETY CULTURE

WHAT IS PREVENTING US FROM REACHING OUR END STATE?

OVERARCHING GAPS

- Downloading work to faculties, department chairs and others is a concern as to the impact on shifting the safety culture and ability to complete the work.
- It's hard to materialize the impact of psychological, cultural and social safety as it is not visual.
- Lack of resources (mainly budget and people) for initiatives.
- Organizational transformation, changes in leadership, strategic direction, workforce, financial situation, workload and pandemic stresses have had a negative impact on the physical safety of employees.

BUY-IN AND ORGANIZATIONAL ALIGNMENT

- Leaders are not consistently held accountable for safety performance.
- Not all leaders across the university will embrace the role of safety champion.
- Safety has not yet been fully and formally incorporated into university culture as a value.
- New accountability measures are in development and have not been fully implemented to influence leadership buy-in.
- Responsibilities, authorities and accountabilities for safety are not fully understood by all supervisors.
- There are differences in accountability practices and structures between faculties, partner networks and centres of expertise.
- Hazards vary in risk level in different settings. Low risk units may not see themselves in the safety culture if they feel low risk is no risk.
- Safety is not fully integrated into work planning and execution; some units may believe this is the job of their safety people.
- Safety is not incorporated into all job fact sheets or job cards.
- Few HSE faculty/portfolio committees effectively engage their senior leaders in health and safety issues.
- KRI (Key Risk Identifiers) and Safety KPIs (Key Performance Indicators) are not commonly discussed in meetings outside of the HRHSE and Faculty Safety structures.
- We do not have a true "no blame" culture, with appropriate self awareness of accountability.

- Narrative is "safety is being done to me" instead of "safety is my responsibility".
- Employees don't understand the full scope of safety to include physical, psychological and cultural.
- Safety is not just a box to check. Employees (including grad students) need to be engaged in the worksite to make safety real and an ongoing commitment. There needs to be ownership and empowerment for safety.
- The culture outside the university toward safety is inconsistent. People joining the university community often have variable safety awareness and understanding of the preventability of injuries.
- Physical safety is often viewed as something that happens in the lab, not at a desk.
- Support (and budget) for things such as ergonomic equipment and consultations is inconsistent across units/faculties. This may create delays.
- Some leaders require additional professional development and organizational alignment in order to develop the appropriate skills to manage and lead.

EMPLOYEE EMPOWERMENT

- The university must understand the foundational assumption that every human that works at the U of A needs to be respected as a human being.
- Many employees are not comfortable raising their safety concerns.
- Power dynamics between leaders and employees (including grad students) make it difficult for employees to feel their concerns are heard.
- Front line supervisors depend on higher level leaders to make decisions and may not have the skills/experience to act in their own context.
- Employees may not feel comfortable making decisions to stop tasks that are unsafe. They will need direction, permission and continuous coaching.
- A safe place to speak is not well established.
- Currently, research units have a hierarchy structure where senior members are considered to be right and are not questioned so not all employees feel comfortable stopping work to address safety.
- Current environment does not enable old work habits and practices to be questioned to understand if it's really a good habit or just been done because this is "how we do things here".
- The university's health, safety and environment management system is not universally well understood.
- Costs of incidents are not transparent.
- Lack of mentorship of employees.
- Empowerment often aligns with authority, and some employees feel they do not have authority or their efforts are ignored.
- Lead researchers do not consistently recognize and empower employees who work for them in the safety aspects of a lab.

REWARDS
• Safety not currently part of the employee review, performance or salary processes. • Inconsistent reporting / sharing of safety information and good safety behaviours (i.e. hard to determine who/what to reward). • Resources to support rewards ($$) are not allocated. • Not all leaders and supervisors have the necessary skills to offer positive feedback. • A reward system for safety performance has not been designed and implemented. • Celebrating good safety performance is not something that is familiar to all units.

REPORTING SYSTEMS
• Current systems are limited in their trending/reporting capabilities. • Many leaders and employees don't know where to find, or don't have access to, safety information. • There is a high quantity of information and communications bombarding leaders and employees. Bandwidth and prioritization may be issues. • Use of dashboards is new to some leadership groups and will require training/education. • Using mainly central reporting systems may reduce the benefits from leaders using internal reporting/tracking. • Employees will still not report even with information, education and enforcement.

Leading
with Purpose.

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Heather Richholt <richholt@ualberta.ca>

Message from the Board Chair

1 message

Kate Peters <peters3@ualberta.ca>   Thu, Dec 1, 2022 at 10:36 AM
Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Please see the email below from Board Chair, Kate Chisholm:

_____

Dear Members of General Faculties Council,

As you know, at the GFC meeting on October 17, which I attended as an observer, the following motion was brought forward:

> "*It is moved that the President shall provide the General Faculties Council with notice of all policies that the President or the Provost intends to take to the Board of Governors for its consideration so that the General Faculties Council will have both the opportunity and sufficient time to exercise its statutory right to make recommendations to the Board on any matter considered by the general faculties council to be of interest to the university.*"

The Chair of GFC ruled the motion out of order on the grounds that it was beyond GFC's jurisdiction. The Chair's ruling was challenged at the GFC meeting, and the challenge was successful. GFC then went on to approve the above-noted motion.

After that meeting, I requested a legal opinion from Neil Wittmann, a former member of the Alberta Court of Appeal and former Chief Justice of the Court of Queen's Bench, on the question of GFC's jurisdiction as it relates to that motion and, more specifically, on whether GFC can compel the President to take certain actions. I felt this was important to ensure we all have clarity on the jurisdiction of GFC as it relates to the role of the Board of Governors and the President of the University.

The opinion, which is attached, confirms that the October 17 motion was not within GFC's jurisdiction and, for that reason, is unenforceable. I am sharing this opinion with the members of GFC and of the Board to ensure both governing bodies have the same information in the hopes that their respective roles, as outlined in the Post-Secondary Learning Act, are clear.

I want to reiterate and support the comments made by the President in his November 10, 2022, email to GFC members (attached). The Board of Governors hears and understands that GFC expects to have the opportunity to engage in a meaningful way in decision-making concerning the academic direction of the university. Although the Board has the overall authority to manage the university, GFC has a key role and an essential voice in the academic affairs of the university. Working together, the Board and GFC will ensure a strong future for the U of A as one of the world's leading universities.

Kate Chisholm, KC
Chair, Board of Governors

UNIVERSITY OF ALBERTA
University Governance

3-04 South Academic Building (SAB)
Edmonton, AB Canada T6G 2G7
T 780.492.4262 **E** boardchair@ualberta.ca

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

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2 attachments

Governance Letter 2022Nov10.pdf
92K

University of Alberta Opinion, November 30 2022 (from N.Wittmann signed).pdf
483K

NEIL WITTMANN, KC
Arbitrator, Mediator, Counsel
Jamieson Place
Suite 501, 308 4 Avenue SW
Calgary, AB   T2P 0H7
Email: neilwittmann360@gmail.com
Cell: (403) 554-2319

November 30, 2022

Kate Chisolm, Chair
University of Alberta Board of Governors
3-04 South Academic Building
11328-89Ave NW
Edmonton, AB Canada T6G 2J7

Attention: Kate Chisolm

Re: General Faculties Council Motion, October 17, 2022

You have asked me for an opinion as to the jurisdiction of the General Faculties Council ("GFC") of the University of Alberta to pass a motion that the President "shall provide the General Faculties Council with notice of all policies that the President or the Provost intends to take to the Board of Governors as specifically detailed hereafter.

For reasons set out below, I am of the opinion that the motion and resulting resolution is *ultra vires* the jurisdiction of the General Faculties Council and is of no force or effect.

You have provided me with terms of reference placing the motion and resulting resolution in context.

At the GFC Meeting on September 19, 2022, a GFC member moved a notice of motion from the floor pursuant to Rule 8.7 of the GFC Meeting Procedural Rules asking for the following motion to be brought to the next GFC meeting (October 17) for a vote:

> *"A policy to ensure that the President cannot bring proposals to the Board of Governors for approval without at least informing GFC"*

For the meeting on October 17, the proponent put together the following preamble and motion:

> *"Further to the "Notice of Motion" provided at the 19 September 2022 meeting of the General Faculties Council, the following motion is brought forward for the consideration of the General Faculties Council at its meeting of 17 October 2022.*
>
> > Whereas section 26.1 of the Alberta's *Postsecondary Learning Act* declares that:
> >
> > > *"Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority"* over various things specified in 26.1; and

Whereas section 26.1(a) of the Alberta's Postsecondary Learning Act, states that the General Faculties Council has the authority to:

> *(o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university;*

Whereas the General Faculties Council cannot exercise its statutory powers under the Postsecondary Learning Act unless it is advised, in advance and in a timely manner, of all policies that the President or the Provost intends to take to the Board of Governors for its consideration;

It is moved that the President shall provide the General Faculties Council with notice of all policies that the President or the Provost intends to take to the Board of Governors for its consideration so that the General Faculties Council will have both the opportunity and sufficient time to exercise its statutory right to make recommendations to the Board on any matter "considered by the general faculties council to be of interest to the university."

When the motion came to the floor at the October 17 GFC meeting, the Chair ruled it out of order on the grounds that the motion was beyond the jurisdiction of GFC as set out in the *Post-Secondary Learning Act* [PSLA] (S.26(1)).

The Chair provided the following rationale for why the motion was out of order:

- The Chair has the authority and responsibility to rule on whether a motion is out of order, as provided in Robert's Rules of Order 10:26 and 4:17.
- As outlined in the preamble to the motion, the motion is based upon the argument that GFC has jurisdiction under section 26(1)(o) of the PSLA to require the President or Provost to provide GFC with notice of "all policies that the President or the Provost intends to take to the Board of Governors for its consideration."
- Section 26(1)(o) of the PSLA sets out GFC's power to recommend to the Board of Governors on "any other matters considered by the general faculties council to be of interest to the university".
- Although GFC has the power to recommend on any matter of interest to the university, this does not mean that the President must first notify GFC on any "policies" that the President intends to take to the Board for its consideration.
- Further, GFC does not have the power to compel the President to bring such "policies" to GFC in advance of bringing them to the Board. Under s. 81 and 82 of the PSLA, the Board has the exclusive power to appoint the president and the vice presidents. The President is appointed by the Board, reports to the Board and is accountable to the Board. Only the Board has the general authority to compel the President to act.

At the GFC meeting on October 17, 2022, there was a challenge to the Chair's ruling, and that challenge was successful on the vote (a majority was required).

A motion from the floor was made to amend this motion to change it to read that the President is "encouraged to provide …" rather than "shall provide...", and that motion was defeated.

Discussion of the original motion then proceeded, and the motion went to a vote. The motion was passed, despite the Chair and the General Counsel & University Secretary advising GFC that the motion was beyond the jurisdiction of GFC based on the language of the PSLA and could be of no force or effect.

Question to be answered: Is the motion noted above in bolded text within the jurisdiction of GFC? If not, what is the effect of the motion?

AUTHORITY AND JURISDICTION OF THE GENERAL FACULTIES COUNCIL

The General Faculties Council is a creature of statute. The *Post-Secondary Learning Act*, ("the Act"), SA 2003, c P-19.5 governs the post-secondary education system in Alberta.

With respect to universities, the Act sets forth several statutorily created offices and bodies including the Chancellor and Vice-chancellor, the Senate, Board of Governors, the President and the General Faculties Council, to name a few.

Relevant to this matter are sections 19, 26(1)(2), 59(1), 60, 61(1) and 81 of the Act, as follows:

Board to consider recommendations

19   A board must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for

> (a) the support and maintenance of the university,

> (b) the betterment of existing buildings,

> (c) the construction of any new buildings the board considers necessary for the purposes of the university,

> (d) the furnishing and equipping of the existing and newly erected buildings, or

> (e) the establishment of faculties, schools, departments, chairs, programs of study and any other activities the board considers necessary or advantageous.

Powers of general faculties council

26(1)   Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to

(a) exercise any power of a faculty council that the general faculties council considers desirable to exercise;

(b) consider and make decisions on the reports of the faculty councils as to the programs of study in the faculties;

(c) determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree, diploma or certificate;

(d) determine the timetables for examinations and for lectures and other instruction in each faculty;

(e) consider and make decisions on the reports of faculty councils as to the appointment of examiners and the conduct and results of examination in the faculties;

(f) provide for the granting and conferring of degrees other than honorary degrees;

(g) provide for the preparation and publication of the university calendar;

(h) hear and determine appeals from the decisions of faculty councils on applications, requests or petitions by students and others;

(i) consider all matters reported to it by any faculty council and communicate its opinion or action on those matters to the faculty council concerned;

(j) determine the date for the beginning and end of lectures in the university and also the beginning and end of each university term;

(k) make rules and regulations for the management and operation of libraries;

(l) recommend to the board the establishment of faculties, schools, departments, chairs and programs of study in the university in any subject that the general faculties council thinks fit;

(m) make rules and regulations respecting academic awards;

(n) determine standards and policies respecting the admission of persons to the university as students;

(o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university;

(p) authorize lecturing and teaching on the university premises by persons other than members of the staff of the university;

(q) authorize a school to have a school council of the same nature and with the same powers, duties and functions as a faculty council and, in its discretion, revoke any authority so given.

(2)   Any recommendations from the general faculties council to the board must be transmitted to the board through the president.

Natural person powers
59(1) A board has the capacity and, subject to this Act, the rights, powers and privileges of a natural person.

(2) With respect to any right, power or privilege exercisable by the board, the Lieutenant Governor in Council may, by regulation,

(a) prohibit the use of the right, power or privilege.

(b) restrict the use of the right, power or privilege.

(c) provide that the right, power or privilege be exercised subject to any terms or conditions prescribed in the regulations.

(3) Notwithstanding subsection (1), the board of a public post-secondary institution shall not engage in or carry on any activity that is not within the mandate of the public post-secondary institution contained in the investment management agreement entered into under section 78.

General powers and duties
60(1) The board of a public post-secondary institution shall

(a) manage and operate the public post-secondary institution in accordance with its mandate,

(b) develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the economic prosperity of Alberta and for the educational or cultural advancement of the people of Alberta,

(c) establish admission requirements for students of the public post-secondary institution other than students in classroom instruction that is part of an apprenticeship education program, and

(d) make and publish rules

(i)   respecting the enrolment of students to take courses, programs of study or training provided by the board, and

(ii) governing the taking of courses, programs of study or training provided by the board.

(2) Subject to section 58.6 of the *Labour Relations Code*, the board of a public post-secondary institution other than Banff Centre may, after consulting with the academic staff association of the institution and with any other bargaining agent representing employees of the institution affected by the designation or change in designation, do one or more of the following:

(a) designate categories of employees as academic staff members of the public post-secondary institution;

(b) designate individual employees as academic staff members of the public post-secondary institution;

(c) change a designation made under clause (a) or (b) or under section 5(2) or 42(2).

Tuition fees and mandatory non-instructional fees
61(1) The board of a public post-secondary institution shall set
(a) the tuition fees to be paid by students of the public post-secondary institution, and

(b) the mandatory non-instructional fees to be paid by students of the public post-secondary

President
81(1) The board of a public post-secondary institution shall appoint the president of the public post-secondary institution.

(2) The board shall prescribe the term of office of the president and the remuneration to be paid to the president by the board.

(3) A president has general supervision over and direction of the operation of the public post-secondary institution and has those other powers, duties and functions that are assigned to the president by the board.

(4) A president may delegate in writing any of the president's powers, duties or functions as the president considers appropriate and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation.

THE LAW

Statutorily created entities have neither more nor less power than is conferred upon them by the governing statute. To the extent a statutorily created entity does something it is not empowered to do, it exceeds its jurisdiction; it is said to have acted without authority. In so doing, absent a curative provision in the governing statute, the action is null and void and of no force or effect.

Judicial consideration of statutorily created entities or persons, and judicial determination of whether an act or action is *ultra vires* typically involves a two-step process as follows:

1. The determination of whether the impugned motion and resolution is authorized by the Act;

2. An interpretation of the relevant provisions of the Act, read with other provisions as a whole. This latter step involves interpreting the words in their entire context and their grammatical and ordinary sense harmoniously with the scheme of the Act, the intention of the legislature, as well as a broad and purposive approach.

ANALYSIS

The maker of the motion and the resulting resolution relied on Section 26.1(o) of the Act, conferring upon the General Faculties Council ("GFC") authority to make recommendations to the Board of Governors. That is express in Section 26.1(o). In addition, Section 19 of the Act contains an imperative that the Board "must consider the recommendations" of the GFC on matters of academic import prior to providing for the enumerated matters in Section 19.

The wording of the resolution resulting from the motion is important. It expressly states that … the President **shall** provide "the GFC with notice of policies …". The imperative word "shall", duly interpreted means that it is not capable of discretion and that compliance is mandatory. It is dictating the conduct of the President with respect to "all policies" that the President or Provost intends to take to the Board of Governors for consideration. Read in conjunction with the other provisions, the resolution could be interpreted to be confined to "any matter" considered by the GFC to be of interest to the university, following the words of the motion and resolution and tracking the last words of Section 26.1(o).

While the GFC may have an interest, even a vital interest, in matters it considers to be of interest to the university and policies considered or enacted by the Board pertaining to the same subject matter, the GFC has no power to compel the President's conduct.
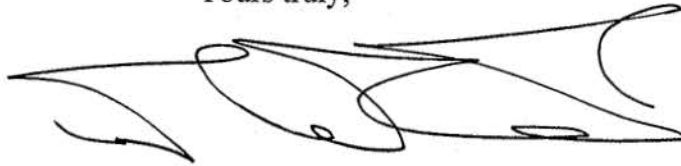
It is noteworthy that the President is accountable to the Board, not the GFC. Moreover, were the motion amended to state "encouraged to provide …" rather than "shall provide …" that motion and resolution would be within the power and authority of the GFC.

Judicial consideration of similar matters involving corporations or municipalities, for example, who, by definition, are creatures of statute, clearly supports a determination that when a resolution or other act or action is *ultra vires,* the action or resolution is void and of no force or effect.

CONCLUSION

The impugned October 17, 2022, motion and resolution of the GFC set forth above is *ultra vires* the authority of the GFC, is void and is of no force or effect.

Yours truly,

Neil Wittmann

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

Message from the Interim Provost

2 messages

Kate Peters <peters3@ualberta.ca>   Fri, Nov 18, 2022 at 1:35 PM
Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of General Faculties Council (GFC),
With the permission of the Chair, and at the request of the Interim Provost, please see the message below.
Thank you,
Kate

Dear members of GFC,

I want to thank you for Monday's meeting, and for the very engaged and lively discussion that took place at the Strategic Planning session that followed.

Members of GFC will recall that when the original motions that created the College model were approved by the Board of Governors in December 2020, the Board included a provision that, after 18 months, the President would undertake a review of the college administrative and leadership structure and report to the Board and GFC. As the colleges were launched on July 1, 2021, we are now at that 18 month timeframe.

I am pleased to let you know that Dr. Dru Marshall, former Deputy Provost at the University of Alberta and former Provost at the University of Calgary, has agreed to conduct this review on behalf of the President. GFC has an important role to play in this review. This review is an important opportunity to examine the functioning of the new colleges, and to explore the opportunities the University has going forward to make the colleges successful.

On December 5th, we will engage GFC Executive in discussion about the scope of the review and seek their input. Following that discussion, we will invite members of GFC to indicate interest in participating in round tables with Dr. Marshall. Members of GFC may also wish to share written feedback at that time, which they can do by sending that feedback to provost@ualberta.ca.

Dr. Marshall's review will be presented to GFC and the Board for discussion following its completion.

I look forward to your participation in this important review.

Best,

Verna

Kate Peters | *Pronouns: She/Her/Elle*
Secretary to General Faculties Council (GFC) and Manager, GFC Services

UNIVERSITY OF ALBERTA
University Governance
3-04 South Academic Building (SAB)
Edmonton, AB Canada T6G 2G7
T 780.492.4733 **E** kate.peters@ualberta.ca

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**L'Université de l'Alberta reconnaît respectueusement
que nous sommes situés sur le territoire des traités 6, 7 et 8,
terres traditionnelles des Premières Nations et des Métis.**

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Adekunle Mofolasayo <madekunl@ualberta.ca>　　　　　　　　Fri, Nov 18, 2022 at 2:22 PM
To: Kate Peters <peters3@ualberta.ca>
Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Received. Thank you.

Kind regards,

Adekunle
[Quoted text hidden]

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

___

Board of Governors, General Faculties Council & Senate Summit 2023
1 message

___

Faiza Billo <faiza.billo@ualberta.ca>   Mon, Dec 12, 2022 at 8:48 AM
To: Kate Peters <peters3@ualberta.ca>, Heather Richholt <richholt@ualberta.ca>

Dear Members of General Faculties Council,

Please see the below message regarding the upcoming Board of Governors, General Faculties Council & Senate Summit 2023:

<u>Save the Date</u>

Board of Governors, General Faculties Council & Senate Summit
January 20, 2023
12:00 pm - 5:00 pm
Lister Conference Centre, Maple Leaf Room (in person)
Lunch to be provided

The Summit is an important opportunity for the governing bodies of the university to come together to share perspectives. This year's summit will be focused on the development of the University Strategic Plan.

Agenda and further details will be shared in early January.

Please hold **January 20, 2023 from 12-5pm** in your calendars if possible. If you have any questions please let me know.

Thank you and have a wonderful week!

Best regards,

Faiza

--
Faiza Billo
Governance Systems Coordinator

University Governance
3-04 South Academic Building
Edmonton, AB Canada T6G 2G9
T: 780.492.5849 E: faiza.billo@ualberta.ca

UNIVERSITY OF ALBERTA

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