

Monday, February 27, 2023
Council Chamber
2:00 PM - 4:00 PM

OPENING SESSION 2:00 - 2:05 p.m.

1. Approval of the Agenda Verna Yiu
2. Report from the President Verna Yiu

CONSENT AGENDA 2:05 - 2:10 p.m.

3. Approval of the Open Session Minutes of October 17, 2022, and January 30, 2023
4. New Members
5. Proposed Suspension of the Graduate Certificate in Stroke Rehabilitation, Rehabilitation Medicine and FGSR
Motion: To Approve
6. Proposed Suspension of the Graduate Certificate in Bridging to Canadian Physical Therapy Practice, Rehabilitation Medicine and FGSR
Motion: To Approve

ACTION ITEMS

7. Teaching, Learning and Evaluation Policy Revised Appendix A: Student Perspectives of Teaching (SPOT) Survey 2:10 - 2:40 p.m. Karsten Mündel
Kathryn Todd
Motion: To Approve

DISCUSSION ITEMS

8. Question Period 2:40 - 3:10 p.m. Verna Yiu
9. Proposed Changes to GFC Terms of Reference and Reapportionment Procedure 3:10 - 3:20 p.m. Jerine Pegg
Kate Peters
10. Facilities Update (no documents) 3:20 - 3:30 p.m. Andrew Sharman
11. University Strategic Plan consultation summary: "What We Heard" 3:30 - 3:40 p.m. Verna Yiu
12. Student Experience Action Plan 3:40 - 3:50 p.m. Verna Yiu
Melissa Padfield
13. Budget Model 2.0 Update 3:50 - 4:00 p.m. Todd Gilchrist
Verna Yiu

INFORMATION REPORTS

14. Report of the GFC Executive Committee
15. Report of the GFC Academic Planning Committee
16. Report of the GFC Programs Committee
17. Report of the GFC University Teaching Awards Committee
18. GFC Nominations and Elections
 - A. [NC Report to GFC -January 27, 2023](#)
 - B. [Recent Elections](#)
 - C. [Anticipated Vacancies for 2023-24](#)
19. Information Items:
 - A. [GFC 2023-2024 Meeting Schedule](#)
 - B. [Annual Report on Undergraduate Enrolment for 2022/23](#)
 - C. 2021-2022 Annual Report of Student Conduct Responses
 - D. 2021-2022 Annual Report of Appeals and Compliance Officer
 - E. International Strategy Implementation Plan
 - F. Office of the Student Ombuds Report
 - G. 2023 Faculty & Staff Engagement Survey
20. Report of the Board of Governors
21. Information Forwarded to GFC Members Between Meetings
 - A. Request for Feedback : Embedded Certificate Framework and GFC Executive Committee Terms of Reference

CLOSING SESSION

22. Adjournment
- Next Meeting of General Faculties Council: March 20, 2023

Presenter(s):

Verna Yiu	Interim Provost and Vice-President (Academic), Vice-Chair of GFC
Karsten Mündel	Acting Vice-Provost (Learning Initiatives)
Kathryn Todd	Deputy Provost (Academic)
Jerine Pegg	Professor and Chair of GFC Executive Subcommittee on Governance and Procedural Oversight
Kate Peters	GFC Secretary and Manager, GFC Services
Todd Gilchrist	Vice-President (University Services and Finance)

Documentation was before members unless otherwise noted.

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



UNIVERSITY
OF ALBERTA

President's Report to General Faculties Council

February 27, 2023



From the Desk of President Bill Flanagan

I would like to thank GFC members for their contributions to the development of our new University Strategic Plan. We have compiled feedback from town halls, interviews, roundtable sessions and online surveys, and created a *What We Heard* document that provides an overview of key findings from these internal and external consultations that will help us develop the strategic plan.

Consultations showed a strong desire for the U of A to continue to be a source of pride for our region. We heard the expected reality that faculty and staff morale continues to be affected by restructuring as a result of operating grant cuts. We have also heard that our community wants to embrace an aspirational vision for the future, grounded in our core academic mission.

I appreciate the candid feedback and I would like to thank the steering committee, led by Dr. Verna Yiu, interim provost and vice-president (Academic), for their ongoing commitment to advance this work. This [What We Heard](#) document will be discussed during our meeting. I encourage you to read it and participate in upcoming [town halls](#) or complete an [online survey](#). This step in the consultation process will validate what we have right and identify what needs to be refined before we draft a plan. We hope to share a draft plan with the university community in April.

Black History Month

I am so pleased to see the U of A community coming together to honour the achievements, contributions and lived experiences of Black Canadians throughout [Black History Month](#). From in-person or online events to the sharing of stories of Black scholars, students and alumni, this important month provides opportunities to listen, engage and learn so we can grow our understanding and awareness about Black history, cultures and experiences.



Last month, Dr. W. Andy Knight began his two-year appointment in the inaugural role of **Provost Fellow in Black Excellence and Leadership**, a new role that aligns with the U of A's commitment to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. I look forward to all Dr. Knight will achieve in this role.

Our progress in creating a more inclusive environment also includes the appointment of 12 tenure-track Black scholars through the [Black academic excellence cohort hire](#). I am pleased how the U of A continues to make progress to create a more inclusive environment.

Leadership

Three new college deans

We continue to move forward with our University of Alberta for Tomorrow vision with the appointment of deans for each of the three colleges. This work advances our plan to operate as One University focused on our core mission. These remarkable leaders will help strengthen our teaching and research excellence, especially along interdisciplinary and multidisciplinary lines, and community engagement.



Beginning July 1, **Dr. Brenda Hemmelgarn** will serve her five-year term as dean and vice-provost of the College of Health Sciences while retaining her role as dean of the Faculty of Medicine and Dentistry, which she has held since January 2020.

Dr. Matina Kalcounis-Rueppell began serving her five-year term as dean and vice-provost of



the College of Natural and Applied Sciences on February 1. She had served as interim college dean since July 2021 and previously served as dean in the Faculty of Science.



I welcome the return of **Dr. Marvin Washington**, who will assume the role of dean and vice-provost of the College of Social Sciences and Humanities on July 1. He is a former professor and past chair of the Department of Strategy, Management and Organization at the Alberta School of Business and returns to the U of A from Portland State University.

On behalf of the U of A, I thank interim deans Dr. Joseph Doucet, College of Social Sciences and Humanities, and Dr. Greta Cummings, College of Health Sciences, for their leadership. They will continue to serve as interim deans until June 30.

Hiring a secretary

In November, I shared that we are recruiting for a full-time university secretary. The secretary will provide leadership and expertise to support the effective operation and administration of our bicameral system of governance. I serve as chair for the search committee that includes representatives from GFC, the Board of Governors, academic staff, administration and students. The university community is invited to provide input into this search. I encourage you to send feedback by March 3 to feedback@pekarskyco.com after considering the following questions:

1. What characteristics, experience, or credentials are essential for the university secretary role?
2. Along with post-secondary institutions, are there other specific organizations you would recommend Pekarsky & Co. include in their search for the university secretary?
3. Do you have specific individuals you'd like to recommend for the university secretary role?

Advancing the U of A

CIFAR AI funding support

I am thrilled by the U of A and Amii's recent funding announcement to support [20 new faculty members](#) who will advance AI research. This historic \$30-million investment over five years will help keep Alberta at the forefront of AI research on the world stage. The funding, made possible by the Canadian Institute for Advanced Research (CIFAR), will deepen our collaboration with Amii as we focus on next-generation science in health, energy, and Indigenous initiatives in health and humanities. I also want to share my deep gratitude to U of A community supporters Dianne and Irving Kipnes, whose foundation is funding two of the faculty members dedicated to AI health research. The U of A and Amii enjoy a long-standing partnership and we will work closely with Amii as we launch a global recruiting initiative.

AHS Chair in Indigenous Health



I congratulate **Professor Jessica Kolopenuk** on her appointment as AHS Chair in Indigenous Health within the Faculty of Medicine and Dentistry. Funded by AHS, this newly created position will promote research and scholarship in Indigenous health. It will also develop research partnerships, including partnerships with Indigenous communities.

My sincere thank you to each and every member of the GFC. We continue to be united by our commitment to inspire the human spirit through excellence in learning, discovery, and citizenship.

Bill Flanagan
President and Vice-Chancellor

New Members of GFC**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:

Douglas Gingrich

Science

Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Suspension of the Graduate Certificate in Stroke Rehabilitation, Rehabilitation Medicine and FGSR
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Motion

THAT the General Faculties Council approve the Suspension of the Rehabilitation Medicine Graduate Certificate in Stroke Rehabilitation, to take effect July 1, 2023.
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Item

Action Requested	Approval X Recommendation
Proposed by	Tammy Hopper, Dean - Rehabilitation Medicine, Faculty of Rehabilitation Medicine
Presenter(s)	Bernadette Martin, Associate Dean - Rehabilitation Medicine Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to approve the suspension of the Graduate Certificate in Stroke Rehabilitation.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	This is a tuition-supported Certificate. Enrollment has been lower than the level required to sustain the program. Transition of the Certificate content and learning activities to a non-credit format is being explored to maintain continuing professional education opportunities for health professionals interested in stroke rehabilitation. The program will be suspended for the next five years: there are 3 students currently enrolled in the program who will complete it this year. No new admission applications were received this year.
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 >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> All current active students were individually emailed and asked for feedback and provided with the 2022-23 course schedule to plan their program completion.
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> All inactive students who have partially completed the program were individually emailed and provided with information regarding the planned suspension. None choose to return to the program.
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> No new admission applications were received for 2022-23.

Item No. <>

Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> ● Graduate Studies Support Team October 3, 2022 ● FRM Faculty Council Oct 26, 2022 ● Policy Review Committee November 10, 2022 ● FGSR Council December 7, 2022 ● GFC Programs Committee December 8, 2022 ● GFC Academic Planning Committee February 1, 2023 ● General Faculties Council February 27, 2023
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>22. OBJECTIVE Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p> <p>iii. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="553 1066 1529 1276"> <tr> <td data-bbox="553 1066 1071 1276"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1071 1066 1529 1276"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act UofA Calendar General Faculties Council Faculty of Graduate Studies & Research Faculty of Rehabilitation Medicine</p>			

Attachments

1. Rehab Med SUSPENSION Stroke Rehab Certificate Sep2022

Prepared by: Bernadette Martin, Associate Dean - Rehab Med (berni.martin@ualberta.ca)

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program Name	Graduate Certificate
Specialization Name	Stroke Rehabilitation
Credential Awarded	Graduate Certificate in Stroke Rehabilitation
Proposed start date of suspension	July 1, 2023
Proposed end date of suspension	June 30, 2028

SECTION A: PROGRAM SUSPENSION

SECTION A: RATIONALE

1. Suspension Rationale

- a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).
 - This Graduate Certificate was developed in consultation with the AB Stroke Council and received Ministry Approval in 2010 as a non-funded / tuition supported program. It has been offered by the Faculty of Rehabilitation Medicine (FRM) Continuing Professional Education (CPE) Unit for 11 years. Unfortunately enrollment numbers have never met projected targets and have decreased from an initial cohort of 20 (2011) to 8 (2022) with a relatively low completion rate of ~ 49% overall. This current enrollment level is not financially sustainable. During a formal curriculum review, the Certificate courses were significantly revised and updated based on student and instructor feedback (2018) but that has not led to more applicants or improved the Certificate completion rate. CPE would like to explore a transition of the current

Graduate Certificate to a series of non-credit CPE courses.

b. Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.

Enrolment	2021-22	2020-21	2019-20	2018-19	2017-18
Total Head count	8	14	16	3	7
● 1 st Year of Study	8	7	10	0	7
● Completed Certificate (3 of 3 courses)	0	7	6	3	0
Reviewer's Comment:					

- a. Indicate when admissions into program/specialization will be or were closed.
- July 1, 2023
- b. Briefly explain how the proposed end date of the suspension was determined.
- The typical five-year suspension period will ensure adequate time for any necessary teach-out.
- c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.
- Graduate Studies Support Team October 3, 2022
 - FRM Faculty Council Oct 26, 2022
 - UA Programs Committee TBD
 - UA Academic Planning Committee (APC) TBD
 - UA General Faculties Council (GFC) TBD
 - UA Board Learning Research Student Experience Committee (BLRSEC) TBD
 - UA Board of Governors TBD
- d. Check the applicable box to specify the longer-term plan.
- To terminate the program.
- To reactivate the program.

SECTION B: ACCESS

<p>a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).</p> <ul style="list-style-type: none"> • The Faculty of Rehabilitation Medicine (FRM) offers non-credit coursework in the same content area. The FRM Masters of Science in Rehabilitation Science (MScRS) is exploring the possibility of transferring some of the coursework from the Certificate to the MScRS curriculum. There are currently no other graduate certificates in stroke rehabilitation offered in Alberta.
<p>b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> • The Faculty has consulted with professionals and team leads within Alberta Health Services to explore options but the designation as a graduate level certificate and the associated work required has made it challenging to support professionals in enrolling and completing the Certificate, especially while working. The proposed transition to a non-credit format currently under consideration by the CPE unit has been positively received.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> • Students enrolled in or considering application were individually emailed with information regarding the plan to suspend the Certificate. They were also informed of the timetable for the Certificate courses over the next year.
<p>d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.</p> <ul style="list-style-type: none"> • Each student has been contacted by email and informed of the timetable for the Certificate courses over the next year.
<p>e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.</p> <ul style="list-style-type: none"> • All active students have been notified and offered the ability to complete the Certificate within program timelines.
<p>Reviewer's Comment:</p>

SECTION C: IMPACT

<p>a. Identify which stakeholder groups were consulted regarding demand/need for this program:</p> <p><input checked="" type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Regulator and/or accreditation bodies</p>	<p><input checked="" type="checkbox"/> Employers and professional associations</p> <p><input type="checkbox"/> Advisory Committee(s)</p> <p><input checked="" type="checkbox"/> Other (please identify) Survey of Certificate Students</p>
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<p>b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.</p> <ul style="list-style-type: none"> • Discussions were held with clinicians, current Certificate instructors and faculty members who have taught in this content area in other programs. Current students were notified and asked for feedback about a non-credit certificate as an alternative – most were supportive of that change.
<p>c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.</p> <ul style="list-style-type: none"> • Given that the Certificate courses have always been offered as distance based / online courses, there are no classroom or lab space considerations. CPE staff support several programs, therefore the suspension of this Certificate will not impact staff members.
<p>Reviewer's Comment:</p>

SECTION B: SUSPENSION EXTENSION

SECTION A: RATIONALE

<p>a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)</p> <ul style="list-style-type: none"> • N/A
<p>b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).</p> <ul style="list-style-type: none"> • N/A
<p>c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.</p> <ul style="list-style-type: none"> • N/A
<p>d. Explain how the duration of the suspension extension was determined.</p> <ul style="list-style-type: none"> • N/A
<p>Reviewer's Comment:</p>

SECTION B: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?</p> <ul style="list-style-type: none"> • Many professionals are inquiring and enrolling in the easily accessible, non-credit, lower cost micro-credential courses within our Faculty. These tend to fit with the schedule and budget for working professionals. Generally graduate certificates are not required for workplace advancement in this practice area.
<p>Reviewer's Comment:</p>

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Suspension of the Graduate Certificate in Bridging to Canadian Physical Therapy Practice, Rehabilitation Medicine and FGSR
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Motion

THAT the General Faculties Council approve the suspension of the Rehabilitation Medicine Graduate Certificate in Bridging to Canadian Physical Therapy Practice, to take effect July 21, 2023.
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Item

Action Requested	Approval X Recommendation
Proposed by	Tammy Hopper, Dean - Rehabilitation Medicine Faculty of Rehabilitation Medicine
Presenter(s)	Bernadette Martin, Associate Dean - Rehabilitation Medicine Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to approve the suspension of Graduate Certification in Bridging to Canadian Physical Therapy Practice
Executive Summary <i>(outline the specific item – and remember your audience)</i>	This is a tuition-supported Certificate. Enrollment has been lower than the level required to sustain the program. Transition of the Certificate content and learning activities to a non-credit format is being explored to maintain continuing professional education opportunities for internationally educated physical therapists. There are currently 5 students in this program who will complete the program this academic year.
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)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> All five current students have been informed of the planned suspension and will be able to complete their programs within the 2022-23 academic year.
<For information on the protocol see the Governance	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> There are no inactive students in this program.

Item No. <>

Resources section Student Participation Protocol >	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> Faculty webpage information has been updated for those inquiring about the program. Inquiries are being responded to on an individual basis.
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> Graduate Studies Support Team October 3, 2022 FRM Faculty Council Oct 26, 2022 Policy Review Committee November 10, 2022 FGSR Council December 7, 2022 GFC Programs Committee December 8, 2022 GFC Academic Planning Committee February 1, 2023 General Faculties Council February 27, 2023

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>22. OBJECTIVE Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p> <p>iii. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="565 1220 1523 1423"> <tr> <td data-bbox="565 1220 1073 1423"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1073 1220 1523 1423"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act UofA Calendar General Faculties Council Faculty of Graduate Studies & Research Faculty of Rehabilitation Medicine</p>			

Attachments

1. Rehab Med SUSPENSION Bridging to Can PT Practice Grad Certificate Sep2022

Prepared by: Bernadette Martin, Associate Dean - Rehab Med (berni.martin@ualberta.ca)

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program Name	Graduate Certificate
Specialization Name	Bridging to Canadian Physical Therapy Practice
Credential Awarded	Graduate Certificate
Proposed start date of suspension	July 1, 2023
Proposed end date of suspension	June 30, 2028

SECTION A: PROGRAM SUSPENSION

SECTION A: RATIONALE

1. Suspension Rationale

- a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).
- This Graduate Certificate was developed with a Health Canada grant (2013-2015) and received Ministry Approval as a non-funded / tuition supported Graduate Certificate program in 2016. The Certificate has been offered since the 2017-18 academic year. Unfortunately the enrollment numbers have declined consistently each year since the inception of the Certificate and it is not financially sustainable. CPE would like to explore a transition from the current Graduate Certificate to a series of non-credit CPE courses that will continue to support the learning needs of internationally educated Physical Therapists (IEPTs) entering the healthcare workforce in Canada.

b. Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.

Enrolment	2022-23	2021-22	2020-21	2019-20	2018-19
Total Head count	5	9	9	9	10
● 1 st Year of Study	5	9	9	9	10
● Completed Certificate (5 of 5 courses)	0 TO DATE	6	8	5	7

Reviewer's Comment:

a. Indicate when admissions into program/specialization will be or were closed.

- July 1 2023

b. Briefly explain how the proposed end date of the suspension was determined.

- The typical five-year suspension period will ensure adequate time for any necessary teach-out.

c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.

- Graduate Studies Support Team October 3, 2022
- FRM Faculty Council October 26, 2022
- Policy Review Committee November 10, 2022
- UA Programs Committee TBD
- UA Academic Planning Committee (APC) TBD
- UA General Faculties Council (GFC) TBD
- UA Board Learning Research Student Experience Committee (BLRSEC) TBD
- UA Board of Governors TBD

d. Check the applicable box to specify the longer-term plan. To terminate the program.

To reactivate the program.

SECTION B: ACCESS

a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

- The Faculty of Rehabilitation Medicine (FRM) offers non-credit coursework in some of the same content area as is covered within the Certificate. There are currently no other graduate certificates in bridging to Canadian PT practice offered in Alberta.

- b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.
- The Faculty has consulted with IEPTs, clinicians and the College of Physiotherapist of Alberta. There is ongoing discussion about a more modular series of non-credit courses to meet the learning needs of IEPTs. There is consensus that more accessibility to education and mentorship to successfully bridge is desired.
- c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.
- Certificate graduates and students currently enrolled have been consulted through email or in discussions with the program director. Those inquiring or considering application for 2023 have been advised that the format will likely be changing and they will be provided with more information when available.

- d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.
- The current cohort will not see any change and should be able to complete the Certificate in the 1-year timeframe. Typically most students complete this Certificate within a year with their admission cohort and deferral of courses is rare. Offering a course(s) to allow student completion will be scheduled as needed.
- e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.
- There are currently no stop-out students in this Certificate.
- Reviewer's Comment:**

SECTION C: IMPACT

- a. Identify which stakeholder groups were consulted regarding demand/need for this program:
- | | |
|---|--|
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Employers and professional associations |
| <input checked="" type="checkbox"/> Regulator and/or accreditation bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (please identify) Survey of Certificate Students |
- b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.
- Discussions were held with clinicians, current Certificate instructors and faculty members who have taught in this content area in other programs. Early discussions with the College of PTs of AB have also been held. Generally there is support for a series of courses that can be customized for an individual IEPT and which are less expensive and accessible more often during the calendar year. The graduate certificate level of credential is not considered essential.

- c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.
- Given that the Certificate courses have always been offered using a hybrid format with mainly online learning and a few days of weekend in-person lab sessions, and some of the content is offered at affiliated clinical sites, there are no space impacts. As the Certificate instructors are hired on short term contracts, and staff members support several programs, the suspension of this Certificate will not impact staff.

Reviewer's Comment:

SECTION B: SUSPENSION EXTENSION

SECTION A: RATIONALE

- a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

● N/A

- b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

● N/A

- c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

● N/A

- d. Explain how the duration of the suspension extension was determined.

● N/A

Reviewer's Comment:

SECTION B: OTHER CONSIDERATIONS

Other considerations

- a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

● Many professionals are inquiring and enrolling in the easily accessible, non-credit, lower cost micro-credential courses within our Faculty. These tend to fit with the schedule and budget for working professionals. IEPTs are a unique student population who truly appreciate educational opportunities that can advance their integration into the Canadian workplace. Most IEPTs have limited budgets and are not seeking a graduate certificate credential.

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

**Governance Executive Summary
Action Item**

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

THAT the General Faculties Council approve the proposed revisions to the UAPPOL Appendix A: Student Perspectives of Teaching (SPOT) Survey, as set forth in Attachment 1 to take effect July 1, 2023.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Kathryn Todd, Deputy Provost (Academic) Karsten Mündel, Acting Vice-Provost (Learning Initiatives)
Presenter(s)	Karsten Mündel, Acting Vice-Provost (Learning Initiatives)

Details

<i>Office of Administrative Responsibility</i>	Office of the Provost and Vice-President (Academic)
<i>The Purpose of the Proposal is (please be specific)</i>	The proposal is before the committee to provide a final version of the revisions to the Appendix A of the Teaching, Learning and Evaluation Policy suite, and seek recommendation of approval of the revised Appendix A: Student Perspectives of Teaching (SPOT) Survey for the University of Alberta.
<i>Executive Summary (outline the specific item – and remember your audience)</i>	<p><u>Background</u> 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 language 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 the General Faculties Council effective July 1, 2022.</p> <p><u>Commitment to EDI and Involvement of Institutional Experts</u> Throughout the development of these new questions, feedback gathered through earlier efforts to modify the USRI process was considered; best practice and current research was incorporated; and the work to date of the CLE on the Effective Teaching Framework has been reflected. These questions also incorporate and show sensitivity toward the considerations raised through the overall Policy consultation process. These revised questions intend to minimize the impact of biases that exist within survey evaluation and encourage feedback that is timely, specific and actionable.</p>



	<p>The attached revised Appendix A reflects the new proposed SPOT questions (18 total) (initially developed by the 2021 Working Group set that was further refined by CLE in late 2021) that have followed initial piloting and validation as led by our institutional 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.</p> <p>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 as referenced in the Teaching, Learning and Evaluation Policy (Section A., pages 2 - 3).</p> <p><u>Pilot and Validation</u> Please see the two reports from CRAME (attachment 2: CRAME SPOT Validation Summary (January 2023); attachment 4: Interim Validation Report) for details about the extensive work done to develop questions and pilot them during 2022.</p> <p><u>Next Steps</u> As confirmed by Dr. John Nychka (Vice-Provost (Learning Initiatives)) at the February 28, 2022, GFC meeting, GFC would be asked to approve the revised Appendix A containing the first new questions for student input.</p> <p>Feedback can be shared at tleinput@ualberta.ca.</p>
<p><i>Supplementary Notes and context</i></p>	<p><u>Comments from the Committee on the Learning Environment (CLE):</u> <i>CLE unanimously recommends that GFC approve these questions after careful thought and discussion were given to the changes. This consensus was reached by CLE members in a series of two Circles offered to them and joined by an Indigenous community member. Through that circle, committee members were able to express concerns and discuss how they were comfortable approving the SPOT questions because student questionnaire was only one mechanism in multifaceted evaluation of teaching and the collective agreement states that evaluation at FEC should not rely on any one approach (A6.03.4.2). Committee members suggested that GFC should take into consideration the role of its standing committee in developing the questions in collaboration with the U of A teaching and learning community over the past five years. Members emphasized that they are committed to continuing to work on the development of a multifaceted evaluation of teaching through the use of additional appendices, to monitor the implementation of questions once approved, and to regularly review the implementation using an innovation and design approach to facilitate favourable outcomes for all stakeholders.</i></p>

Item No. 7

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating and who have been consulted:</u></p> <ul style="list-style-type: none"> ● 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) ● Graduate Students’ Association Board (January 25, 2023) ● GFC CLE (January 25, 2023) ● GFC Council of Student Affairs (COSA) (January 26, 2023) ● GFC (January 30, 2023) ● GFC CLE (February 8, 2023) ● <i>GFC (February 27, 2023)</i>
<p>Approval Route (Governance) (including meeting dates)</p>	<ol style="list-style-type: none"> 1. GFC CLE Action: For Recommendation (February 8, 2023) 2. GFC EXEC Placement on the GFC Agenda (February 13, 2023) 3. GFC Action: For Approval (February 27, 2023)

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>MISSION: Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships.</p> <p>VALUES: We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.</p> <p>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.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="578 1602 1531 1812"> <tr> <td data-bbox="578 1602 1089 1812"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1602 1531 1812"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].</p> <p>Post-Secondary Learning Act GFC CLE Terms of Reference</p>			

Item No. 7

	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
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Attachments

1. [UAPPOL Appendix A - SPOT Survey \(January 2023\)](#)
2. [CRAME SPOT Validation Summary \(January 2023\)](#)
3. [UAPPOL Appendix A - SPOT Survey \(July 1, 2022\)](#)
4. [CRAME Interim Validation Report - SPOT \(October 2022\)](#)
5. [Presentation to GFC \(February 27, 2023\)](#)

Background information/relevant reference documents

1. [UAPPOL Teaching, Learning and Evaluation Policy](#) (Section A., pages 2 - 3)
2. [CTL Website: Multifaceted Evaluation of Teaching](#)
3. [Report of the Student Experience of Teaching and Learning Task Force \(September 2021\)](#)
4. [Student Experience of Teaching and Learning Task Force of CLE - History of USRIs at the University of Alberta \(February 2021\)](#)
5. [The Quad: Consider This: USRIs-what are they good for? \(2019\)](#)
6. [Executive Summary: Teaching Evaluation at The University of Alberta - by CTL \(2016\)](#)
7. [Teaching and Learning and Teaching Evaluation and the Use of the Universal Student Ratings of Instruction \(USRI\) as an Evaluative Tool - GFC Outline of Issue \(May 2016\)](#)
8. [University of Alberta's Multifaceted Summative Evaluation of Teaching Symposium \(2015\)](#)
9. [GFC Committee on the Learning Environment \(CLE\) Subcommittee on the Status of Universal Student Ratings of Instruction \(USRIs\) Final Report \(2013\)](#)
10. [Evaluation of Teaching at the University of Alberta: Report of the Sub-Committee of the Committee on the Learning Environment \(CLE\) \(2008\)](#)
11. [GFC USRI Report \(1999\)](#)

Prepared by: Karsten Mündel, Acting Vice-Provost (Learning Initiatives) and Chair of GFC CLE
(kmundel@ualberta.ca)

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 typewritten 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.

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.
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RELATED LINKS

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

Question from GFC Elected Academic Faculty Member Carolyn Sale on the University Strategic Plan

1. How involved was the Strategic Plan Steering committee in the process of preparing this report? Specifically:

- a. Were they present at the “key informant interviews with University of Alberta community members”?
- b. Were they present at the “key informant interviews with University of Alberta community and industry partners”?
- c. Were they present at the interviews with “external informants from the scientific community”?
- d. Did they review the notes or any other materials from all interviews as well all survey results?
- e. Were they consulted about the report before it was finalized?

2. How many “key informants with University of Alberta community and industry partners” were there? What percentage of these were from industry or industry-related organizations? What percentage of these “informants” were from the petro-chemical industry?

3. How many “external informants from the scientific community” were there? How many of these were academics from outside the University of Alberta?

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

Steering Committee members have overseen the consultation process from the outset of the strategic planning process, and members have played a critical role throughout. The role of the Steering Committee has included:

- Approving the consultation plan, including reviewing the environmental scan, consultation questions, and internal and external engagement plans
- Receiving and providing input on a preliminary presentation of findings from phase one consultations
- Providing input to and approving the questions for the survey launched in mid-January
- Reviewing and providing input on a draft of the “What We Heard” report before the report was finalized for release.

A large majority of consultation sessions and discussions internal to the university were facilitated by members of the Steering Committee, and members also attended and participated in numerous sessions.

Consultation with stakeholders external to the university were primarily conducted by Higher Education Strategy Associates (HESA), in order to facilitate gathering candid feedback from partners with ongoing relationships with the university. Primary analysis of the consultation data was conducted by HESA and reported to the Steering Committee.

Item No. 8.1

Approximately 80 external stakeholders were invited to take part in key informant interviews, either individually or in small groups (not including standing externally facing bodies, such as Alumni Council, Senate, and community advisory committees convened by faculties). These were divided approximately equally between the government (including K-12 education), not-for-profit, industry, and academic research sectors (some stakeholders could be classified in multiple categories). These figures do not necessarily reflect emphasis of input. In some cases, multiple similar stakeholders were grouped in a small number of sessions. Approximately one fifth of the industry participants invited to consult represented energy and/or petrochemical industry stakeholders. Participants from the academic research sector included current and former university presidents, research funding agencies, and current and former senior academics.

Question from GFC Elected Academic Staff Member on Vethanayagam on University Libraries Journal Licenses

Thank you to UA library services for adding the the PLOS open access journal suite for U of A faculty, staff and students to publish without direct cost impact to the researchers.

<https://journals.plos.org/plosone/s/journal-information#loc-journal-impact>

Question - Are there similar plans to approach both **Elsevier & Science Direct** for their whole suite of publications (given its potential to increase world university rankings as well)?

Response from Dale Askey, Vice-Provost and Chief Librarian

Thank you for this question; the short answer is yes, this is the intent. The UofA Library licenses many journal packages via the Canadian Research Knowledge Network, a national membership organization that leverages the full scope of Canadian institutions to secure the best possible terms. With regard to the "big three" publishers--Elsevier (Science Direct is a sub-brand of theirs), Springer, and Wiley--we recently announced that CRKN reached an agreement similar to the PLoS agreement with Wiley. It is on the negotiation roadmap to pursue the same course with Springer and Elsevier as those contracts approach renewal. We do currently have a 20% discount with Elsevier. The Library maintains a growing list of APC discounts and waivers for authors here:

<https://www.library.ualberta.ca/research-support/open-access/apc>

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

Agenda Title	Proposed Changes to General Faculties Council Terms of Reference and Reapportionment Procedure
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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 (GFC)
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 General Faculties Council Terms of Reference (ToR) and Reapportionment Procedure.
Executive Summary (outline the specific item – and remember your audience)	<p>Tracked Changes GFC ToR, and Revised/Current Reapportionment Procedure are attached and will be shared with Executive and GFC for discussion and with feedback forms for GFC's input.</p> <p>In their discussions on the GFC ToR, GPO considered the GFC Principle Documents and the Report of the GFC Ad Hoc Committee for the Formal Review of Academic Restructuring (Ad Hoc Review). They considered the recommendations in the report and made suggestions to clarify authority and to align information and language across the documents.</p> <p><u>Reapportionment Procedure:</u></p> <ul style="list-style-type: none"> The document was revised using plain language for clarity and to align with the <i>Post-Secondary Learning Act (PSLA)</i>. <p><u>Proposed changes to GFC ToR:</u></p> <ul style="list-style-type: none"> Mandate and Role – Alignment of language with the <i>PSLA</i> and addition of links to relevant resources and documents. Areas of Responsibility – Alignment with language in the Principles Documents for clarity and consistency. Composition – Editorial changes have been suggested to clarify the position of the Director of Extension who is no longer a Faculty Dean, to update full-time academic staff from category A and replace “faculty” with “academic staff” to align with the <i>PSLA</i>, and to divide the appointed members into categories. See also discussion questions below. Delegated Authority from the Board of Governors – The Board will be asked to consider these delegations and whether they should be updated to align with current practices. For example,

Item No. 9

	<p>Faculties no longer have individual Immunization regulations and General Space Programs are no longer developed.</p> <ul style="list-style-type: none"> ● Responsibilities Additional – Consider whether the first meeting in September is appropriate for budget information. ● Delegations from GFC – Updated language to refer to the PSLA and links added to the Principles and list of delegations. ● Communicating and Reporting – Addition of language from the PSLA. <p><u>Composition Discussion Questions:</u> GPO discussed composition questions related to the appointed members of GFC (PSLA, Section 23(d)) and decided that Executive Committee and General Faculties Council should have a chance to engage with the matter before any recommendations are made. GPO has suggested the following questions for discussion:</p> <ol style="list-style-type: none"> 1. What principles should guide decisions regarding the composition of GFC (specifically the appointed members)? 2. Should inclusion of relevant university leadership positions be one of the guiding principles? If so, which leadership positions should be included? 3. How can we ensure diversity of membership and consider the lens of Indigenous Initiatives and Equity, Diversity, and Inclusivity in decisions regarding GFC membership? 4. Should representation of constituency groups be one of the guiding principles? If so, which constituency groups should be included and what should guide decisions regarding the numbers of seats for each? <ol style="list-style-type: none"> a. Should academic staff and student numbers be equal as set out in the 1971 report and GFC decision (See attachment 4 for the report)? b. In the 1971 report it was stated that, "No constituent group should be large enough to carry a vote in GFC without the support of a substantial number of members of other constituent groups." Should this recommendation be maintained? c. Should the size of each staff category be considered when making decisions about staff representatives (See attachment 3 for staff numbers in each category)? d. Should the fact that all full-time academic staff from category A are now eligible to stand for election as Faculty representatives change the number and category of appointed academic staff members? e. Should the overall size of GFC be a consideration in making decisions about composition?
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 - Apr 4, Nov 28, 2022, Jan 23, Feb 6, 2023 GFC Executive Committee - February 13, 2023
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	General Faculties Council - February 27, 2023
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Strategic Alignment

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

Attachments:

1. GFC ToR-Tracked Changes document
2. Draft and Current Reapportionment Procedure
3. Staff and Student Counts
4. Report of the Ad Hoc Committee on Student Representation on the General Faculties Council (Approved by GFC February 3, 1971)
5. [Link to GFC ToR and Reapportionment feedback form](#)
6. [Link to GFC Composition feedback form](#)

Prepared by: Heather Richholt, Associate Secretary to GFC



1. Mandate and Role of ~~Council~~ the ~~Committee~~

GFC is responsible for the academic affairs of the university in accordance with section 26 of the *Post-Secondary Learning Act*.

The University of Alberta is governed bicamerally by the Board of Governors and General Faculties Council (GFC); they share and balance power within the University and are called upon to provide both oversight and strategic vision. The proper functioning of the Board and GFC are essential to the university's institutional autonomy and the processes of collegial academic governance.

~~GFC is the University's senior academic governing body defined in the *Post-Secondary Learning Act* (PSLA) and is responsible for the **academic affairs** of the University, subject to the authority of the Board of Governors. The Board of Governors has primary responsibility for the business affairs of the institution.~~

- [*Post-Secondary Learning Act*](#)
- [*GFC Meeting Procedural Rules*](#)
- [*Roles and Responsibilities of Members*](#)
- [*GFC and Committee Member Guidebook*](#)

2. Areas of Responsibility

The General Faculties Council has primary responsibility for the academic affairs of the university which includes areas such as academic planning, academic quality, programming, curriculum and methods of instruction, academic standards, research, and academic policies and awards.

GFC has delegated authority on many matters to GFC standing committees, faculty councils, officials of the University, and other bodies (see Section 6), thus allowing it to focus on major policy and strategic issues that include, but are not limited to:

- significant strategic and policy issues related to the academic affairs of the university;
- any matter involving the alteration of the mandate, terms of reference, membership, or structure of a GFC standing committee; and
- those matters that a standing committee, body, or officer holding delegated authority from GFC considers to be of major strategic significance or long-term impact on the university.

~~General Faculties Council (GFC) operates by authority of the *Post-Secondary Learning Act* (PSLA). The PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons.~~

~~GFC has delegated authority on many matters to GFC standing committees, faculty councils, officials of the University, and other bodies (see Section 6), thus allowing it to focus on high level strategic items of academic significance which include, but are not limited to:~~

- ~~— high level strategic and academic stewardship policy issues or matters of significant academic consequence to the University;~~
- ~~— alterations to the mandate, terms of reference, composition, or structure of a Standing Committee;~~
- ~~— those things which a Standing Committee considers to be of major strategic significance to or long term impact on the University;~~
- ~~— those matters on which, in the opinion of a Standing Committee chair, there has been a strong division of opinion within the Standing Committee; and~~
- ~~— issues in which there is a lack of clarity as to which Standing Committee is responsible.~~

3. Composition

Voting Members (158)

Statutory:

Ex-officio (26) – PSLA, Sec 23(a)

- President, Chair
- Vice-Presidents (5)
- Dean of each Faculty (178)
- Associate Vice President, Online and Continuing Education (Director of Extension)
- Vice-Provost and Chief Librarian
- Vice-Provost and University Registrar

Statutory Student Members (3) – PSLA, Sec 23(c)

- 2 students nominated by the Students' Union
- 1 student nominated by the Graduate Students' Association

Elected Academic Staffmembers (52) – PSLA, Sec 23(b)

- full-time academic staff (category AA1.1 and A1.6) elected by Faculty/School Council in the numbers assigned by GFC

Appointed – PSLA, Sec 23 (d):

Ex-Officio and Affiliate Members (8)

- Vice-Provost and Dean of Students, or delegate
- 3 College Deans
- President of AASUA
- President of NASA
- President of St. Joseph's College, or delegate
- Principal of St. Stephen's College, or delegate

Board of Governors Representatives (6)

- 1 academic staff member, nominated to the Board by GFC
- 1 academic staff member, nominated to the Board by AASUA
- 2 undergraduate students, nominated to the Board by the Students' Union
- 1 graduate student, nominated to the Board by the Graduate Students' Association
- 1 non-academic staff, nominated to the Board by NASA

Elected Students (52)

- undergraduate students (39)
- graduate students (13)

Elected Staff (11)

- 1 representative from Chairs' Council
- 2 non-academic staff; elected by NASA, up to 1 may be from excluded category
- 1 APO/FSO Representative, elected by AASUA

- 2 Academic Teaching Staff (ATS), elected by AASUA
- 3 library academic staff elected by the academic staff of the University Library
- 1 Postdoctoral Fellow, elected by the Postdoctoral Fellows Association
- 1 elected Management and Professional Staff (MAPS) representative, election conducted by University Governance

~~Other appointees (25)~~

- ~~- Vice Provost and Dean of Students, or delegate ¶~~
- ~~- President of AASUA ¶~~
- ~~- President of St. Joseph's College, or delegate ¶~~
- ~~- Principal of St. Stephen's College, or delegate~~
- ~~- 1 representative from Chairs' Council~~
- ~~- Board of Governors Representatives (6) ¶~~
 - ~~• 1 academic staff member, nominated to the Board by GFC ¶~~
 - ~~• 1 academic staff member, nominated to the Board by AASUA ¶~~
 - ~~• 2 undergraduate students, nominated to the Board by the Students' Union ¶~~
 - ~~• 1 graduate student, nominated to the Board by the Graduate Students' Association ¶~~
 - ~~• 1 non-academic staff, nominated to the Board by NASA ¶~~
- ~~- 2 non-academic staff; elected by NASA, up to 1 may be from excluded category ¶~~
- ~~- 1 APO/FSO Representative, elected by AASUA ¶~~
- ~~- 2 Academic Teaching Staff (ATS), elected by AASUA ¶~~
- ~~- 3 library academic staff elected by the academic staff of the University Library ¶~~
- ~~- 1 Postdoctoral Fellow, elected by the Postdoctoral Fellows Association ¶~~
- ~~- 1 elected Management and Professional Staff (MAPS) representative, election conducted by University Governance~~
- ~~- 3 College Deans ¶~~
- ~~- President of NASA~~

Reapportionment of elected ~~academic staff~~ **faculty** and student seats takes place every three years with at least one ~~academic staff member~~ **faculty** and one student per Faculty.

Each Faculty shall adopt a method of election for their respective elected ~~academic staff~~ **faculty** representatives to GFC. Academic staff members serve three year terms, elected individuals may serve more than one term. Faculties may elect members to serve one or two-year terms in order to provide overlapping terms. Persons on leave normally do not serve.

Elected students are elected in accordance with the principles approved by GFC February 3, 1971. Student members serve a one year term, elected individuals may serve more than one term.

The President will chair GFC. In the absence of the President, GFC will be chaired by the Provost or by the Dean serving on the GFC Executive Committee.

Non-voting Members

- University Secretary
- GFC Secretary

4. Delegated Authority from the Board of Governors

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

- 4.1 Physical Testing and Immunization of Students - individual Faculty regulations (sub-delegated to GFC Programs Committee)
- 4.2 General Space Programs for academic units (sub-delegated to GFC Facilities Development Committee)
- 4.3 Proposals concerning the design and use of all new facilities and the repurposing of existing facilities

5. Responsibilities Additional to Delegated Authority

- 5.1 Receive an information session on the proposed budget each year just prior to being introduced to the Board approval process, ~~and receive information on the budget, however 'soft', at the first GFC meeting in September.~~

6. Delegations from General Faculties Council

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

- 6.1 Per section 26(3), ~~t~~^{The} PSLA allows GFC to delegate its responsibilities to GFC standing committees and other persons. Limitations to delegations of authority are outlined in GFC Committee Terms of Reference. Principles and ~~s~~^{specific} delegations from GFC are outlined in the following documents:

- [Principles for GFC Delegation of Authority](#)
- [Principles for GFC Standing Committee Composition](#)
- [GFC Delegations of Authority List](#)

7. Limitations to Authority

GFC is subject to the authority of the Board of Governors

8. Communicating Recommendations and Reporting

GFC recommendations to the Board of Governors are communicated by the Chair of GFC as per section 26(2) of the PSLA.

GFC reports regularly to the Board of Governors with respect to its activities and decisions through the GFC nominee to the Board of Governors.

9. Definitions

Reapportionment – The process by which the number of members that may be elected by each Faculty is determined. This number of elected ~~academic staff~~^{faculty} members shall be proportional to the

number of ~~academic staff~~^{faculty} members in each Faculty. The number of elected undergraduate student members shall be proportional to the number of undergraduate students in each Faculty. It is, in effect, a “representation-by-population” system. Reapportionment occurs every three years.

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

AASUA – [Association of Academic Staff University of Alberta](#)

NASA – [Non-Academic Staff Association](#)

Repurposing – Significant changes to the use of a facility, as determined by the Vice-President (Facilities and Operations) or delegate.

University Facilities – All lands, buildings, and space owned, operated, or leased by or from the University of Alberta (as per UAPPOL).

10. Links

[Procedure for Reapportionment](#)

[GFC Apportionment Table](#)

[Post-Secondary Learning Act \(2003\)](#)

Approved by General Faculties Council:

April 29, 2019

September 20, 2021

October 17, 2022

November 14, 2022



The statutory members of General Faculties Council (GFC) are set out in the GFC Terms of Reference according to provisions in the *Post-Secondary Learning Act* (PSLA).

- Sections 23 and 24 of the *PSLA* determine the persons who are members of GFC by virtue of their office (ex-officio) and the number of academic staff members who are elected by their Faculty or School.
- Section 23 requires that the council of the students' association appoint two student members and that the graduate students' association appoint one student member.

As set out in section 25 of the *PSLA*, the statutory members have, in the past, decided to appoint additional members to the GFC composition. In 1971, they voted to include a number of elected student members equal to the number of statutory elected academic staff members on GFC. Undergraduate student members are elected by the students in their Faculty in an election conducted by the UA Students' Union. The Graduate Students' Association conducts the election of graduate student members.

Reapportionment of statutory academic staff members is conducted according to section 24 of the *PSLA*. The number of elected members per Faculty is determined based on the proportion of the total number of full-time academic staff in the Faculty to the total across all Faculties. Each Faculty has at least one academic staff member. Reapportionment of student seats is conducted in a like manner and each Faculty has at least one undergraduate student member.

Reapportionment is the responsibility of the GFC Secretary. The process is conducted every three years, or when the number of academic staff or students in a Faculty changes significantly, or when there is a change to the number of statutory ex-officio seats on GFC.

~~-current copy-~~

REAPPORTIONMENT OF GENERAL FACULTIES COUNCIL (GFC)

INTRODUCTION

Sections 23 and 24 of the *Post-Secondary Learning Act (PSLA)* and General Faculties Council's (GFC's) own Terms of Reference govern the apportionment of faculty seats on GFC. The Secretary to GFC is directed to determine the number of members that may be elected by each Faculty which, so far as is reasonably possible, shall be in the same proportion to the total number of elected faculty members as the number of faculty members in each Faculty is to the total number of elected members in all the Faculties. It is, in effect, a "representation-by-population" system.

Undergraduate seats are apportioned in like manner.

In accordance with GFC regulations, Faculties with at least six (6) full-time faculty members must have a representative on GFC. In accordance with practice, all Faculties have at least one undergraduate student representative.

DETAIL

1. In accord with policy approved by GFC, reapportionment is normally done once every three (3) years:

*GFC Terms of
Reference
Section 2:*

"Reapportionment

On the direction of the General Faculties Council, from time to time the registrar [see below] shall

a. establish the total number of elected members to be on the general faculties council, which shall be twice the number of persons who are members of the general faculties council by virtue of their offices, and

b. determine and assign to each faculty and school the number of members that may be elected by that faculty or school, which so far as is reasonably possible shall be in the same proportion to the total number of elected members as the number of full time members of the academic staff of the faculty or school is to the total number of full time members of the academic staff of all the faculties and schools. (PSLA Section 24(2))

Responsibility for the reapportionment of GFC in practice resides with the Secretary to GFC.

Reapportionment of seats on GFC shall be completed every third year except when there has been a significant shift in faculty or student numbers or a change to the ex officio seats on GFC.(EXEC 13 FEB 1995)

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)

Table 1- U of A Headcount and FTE as of Oct 1, 2022 (Excluding Student Employees and Excluded Academic)

			2022-23	
			October	
Employee Group	Staff Association Description	Staff Agreement	Headcount	Employee FTE
Employee	Assoc. of Acad Staff UofA	Academic Teaching Staff	967	656.4
		Administrative Prof Off	424	421.8
		Faculty	1,944	1,930.8
		Faculty Service Off	92	90.9
		Librarian	58	58.0
		Temp Lib Admin and Prof Staff	78	70.8
		Trust Research Academic Staff	430	414.9
		Total	3,974	3,643.6
	Excluded	Excluded Management	354	350.1
		Excluded Support	18	16.3
		Total	372	366.4
	Non Academic Staff Assoc	NASA	5,623	4,247.0
	Post-Doctoral Fellows	Post-Doctoral Fellows	538	530.6
	Grand Total			10,432

Table 2 - Student Fall 2022 Headcount (Excluding Medical and Dental Residents)

Student (as of Dec 1, 2022)	Undergraduate	34,608
	Graduate	8,408

Approved Feb 3, 1971

APPENDIX A

REPORT OF THE

AD HOC COMMITTEE ON STUDENT REPRESENTATION ON THE
GENERAL FACULTIES COUNCILI. Constitution and Terms of Reference

At its meeting of June 4, 1969, the General Faculty Council, (now the General Faculties Council), agreed to set up an ad hoc Committee to bring forward recommendations concerning increased student representation on the General Faculties Council and its committees. In September 1969 the Committee was constituted with the following membership: President M. Wyman (Chairman); Dean H.T. Coutts, Professors D.T. Anderson and J.J. Delehanty; Miss E. Law and Mr. D. Leadbeater (Students' Union); Mr. R.A. Watson (Graduate Students' Association).

II. Meetings

The Committee met formally six times between October 1969, and August 1970. The views of the Non-Academic Staff Association were presented to the third meeting by a deputation consisting of Mr. P. Arnold, Mr. R.M. Scott and Mr. O. Wood. Before the fifth meeting in April, the Students' Union decided to withdraw its members from the Committee, and the Committee agreed to Mr. G. Kuschminder acting as an observer. A sixth meeting, in August, 1970, was held to hear a delegation of students, including Z. Melkvi and O. Grainger (Graduate Students' Association), and G. Kuschminder, T. Peach, D. Hendrickson and T. Christian (Students' Union).

III. Procedures and Assumptions

Early in its deliberations, the Committee decided upon the following procedures.

(1) It would consider the composition of G.F.C. itself, and attempt to establish certain general principles, before turning to the question of student participation in G.F.C. committees.

(2) In discussing the composition of G.F.C., it would first attempt to state principles by means of which a composition of G.F.C. could be determined.

(3) It would then attempt to show how this composition could be implemented within the terms of the existing Universities Act.

(4) It would leave any consideration of changes in The Universities Act to G.F.C. as outside the Committee's terms of reference.

The Committee also made the following basic assumptions.

(1) Students are a constituent part of The University and not mere clients of it.

(2) Implicit in the Committee's terms of reference is a desire on the part of the present G.F.C. to give students more "meaningful" representation on G.F.C.

(3) By more "meaningful" representation would be meant representation that made possible a wide coverage of student viewpoints and a greater voting weight.

IV. Background

With the proclamation of the Universities Act of 1966, changes took place in the governing structures of the Universities in Alberta. In the first place, although the concept of a Board of Governors as an ultimate authority was retained, the wide powers of delegation of authority given to the Board of Governors, and its actual use of these powers of delegation, resulted in the General Faculties Council becoming the major decision-making body within the University structure. In the second place, the reconstitution of the General Faculties Council to ensure a two to one ratio between elected members of the academic staff and administration officers reflected the philosophy of 1966, that the "academic staff" was the "University". In this connection, it is interesting to recall that the major argument for the present composition of the General Faculties Council was the "democratization" of the University.

In the opinion of the Committee, the philosophy mentioned above is no longer generally acceptable, and certainly the present governing structure of the University does not approximate the ideas of students concerning a "democratic" university.

Although student representation on the General Faculties Council came into existence with the proclamation of the Universities Act of 1966, a membership of three students among a total membership of 79 must be considered as a token representation, without the authority or voting strength to influence the important decisions the General Faculties Council must make.

A great deal has been written recently, both pro and con, about student participation in the governing bodies of universities, most of it pure rhetoric or polemic with little or no evidence on the basis of which the validity of the statements could be tested. There is, however, considerable evidence to support the belief that a move towards a "meaningful" student representation on the governing bodies of universities is inevitable and imminent.

During the past year, indeed, many proposals have been advanced to change the governing structures of universities to give a meaningful voice to students, and some of them have already been adopted. For example, the University of Toronto has recommended a radical change in the Universities Act of Ontario to provide for a widely representative and unicameral governing body.

Of the eleven proposals considered by the University of Toronto, that recommended, and the number two choice, are outlined below:

<u>Constituents</u>	<u>Recommended</u>	<u>Second Choice</u>
Faculty	21	18
Students	14	18
Public	14	10
Alumni	10	10
Support Staff	6	7
President	1	1
President's Appointees	3	4
Academic Administrators	3	-
Total	72	68

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An example of a university with a governing body made up entirely of staff and students is provided by the University of New Haven, whose major decision-making group now consists of the following:

<u>Constituents</u>	<u>Numbers</u>
Academic Staff (elected)	30
Students (elected)	30
Administration officers	<u>12</u>
Total	<u>72</u>

For purposes of comparison, the present composition of The General Faculties Council of The University of Alberta is given below.

<u>Constituents</u>	<u>Numbers</u>
Ex-officio administration officers	24
Academic staff elected by faculties	48
Students named by the Students' Union	2
Students named by Graduate Students' Association	1
Staff member named by Academic Staff Association	1
Provost	1
Representative of Summer Session and Evening Credit Program	1
Representative of Non-Academic Staff Association	<u>1</u>
Total	<u>79</u>

Clearly the elected members of the academic staff hold a working majority of the membership in General Faculties Council, and, as mentioned before, this is in accord with the fundamental concept involved in the definition of a "democratic" university as of 1966. Since that time, the need to redefine this term seems to have been generally conceded, and the Committee accordingly places before G.F.C. for its consideration the following recommendations as to guiding principles, composition of membership, and election of members.

V. Recommended Guiding Principles

1. As long as the two-tiered governing structure exists at the University of Alberta, the membership on G.F.C. should come from within the University Community.

2. With the wide powers which have been delegated to it by the Board of Governors, G.F.C. should continue to be the major decision-making body within the University structure.

3. Every member of G.F.C. is charged with the responsibility of examining issues before the Council and voting as he or she judges fit on such issues. No member of G.F.C., no matter how he or she gains membership on this Council, is an instructed delegate, and no member of G.F.C. can be impeached.

4. Although the Committee feels that the possibility is remote that any issue will ever arise which will polarize one group within the University against another, the following constituent groups should be recognized as having independent claims for membership on G.F.C.

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- (1) Academic Staff
- (2) Undergraduate Students
- (3) Graduate Students
- (4) Non-Academic Staff
- (5) Administration officers
- (6) A.A.S.U.A.
- (7) Students' Union
- (8) Graduate Students' Association
- (9) Non-Academic Staff Association

5. The importance of the academic staff to this University should be recognized by ensuring that no other constituent group has a membership on G.F.C. larger than that assigned to the academic staff.

6. No constituent group should be large enough to carry a vote in G.F.C. without the support of a "substantial" number of members of other constituent groups. (What the Committee considers to be a "substantial" number is explained below.)

7. The number of ex-officio members of G.F.C. is determined by the Universities Act to be 24, and the number of members of the Academic Staff to be at least 48. This latter number should remain at 48 (exclusive of the one member of the academic staff named by the A.A.S.U.A.).

8. Staff and student associations should name representatives to G.F.C. as follows:

<u>Constituents</u>	<u>Numbers</u>
(1) A.A.S.U.A.	1
(2) Students' Union	2*
(3) Graduate Students' Association	1*
(4) Non-Academic Staff Association	1
Total	<u>5</u>

*Currently required by The Universities Act.

9. The Non-Academic Staff Association agrees with the Committee that the non-academic staff of the University should elect two members at large to G.F.C. (There is, however, a disagreement between the Non-Academic Staff association and the Committee on the method of electing these members. The Committee would give the franchise to all members of the non-academic staff; the N.A.S.A. would restrict it to its own membership.)

10. Student members of G.F.C. should be elected on a basis that is proportional to the number of students registered in the various faculties and schools.

11. A quorum for G.F.C. should be one-third of the total membership.

Note (1) In attempting to determine what might be deemed a "substantial" number under Principle 6 above, the Committee reasoned as follows:

(a) If the non-academic staff were granted three statutory places on G.F.C., the total membership would rise to 81, of whom 49 would be members of the academic staff constituent group. This would give that group an absolute voting majority. To prevent this happening, it would be necessary to raise the total membership to at least 99, an increase of 18. If the 18 places were to be assigned to students, their membership would rise to 21,

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but the academic staff constituent group would theoretically still need only one vote from another group to carry a motion. One vote cannot be considered a "substantial" number.

(b) The largest number of places that could be assigned to students would be 46, raising their total to 49, or parity with that of the academic staff (See Principle 5 above). The membership of G.F.C. would then be 127. Under such circumstances, either group would theoretically require 15 votes (or about 20% of the remaining voting strength of G.F.C.) from other constituent groups to carry a motion. The Committee would call such a percentage "substantial", and would recommend its adoption.

Note (2) The Committee recommends the raising of the representation of the student constituent group to parity with that of the academic staff rather than to some arbitrary figure between 21 and 49 for the reasons advanced above, but also to make "reasonable" representation possible. It is felt that there should be one graduate student representative for each of the faculty areas where a considerable amount of graduate work is conducted, and proportional representation of members of the Students' Union across the various faculties and schools, with none having less than one representative.

Composition of the General Faculties Council

The recommended composition of the expanded General Faculties Council is shown on the accompanying chart.

RECOMMENDED COMPOSITION OF THE GENERAL FACULTIES COUNCIL

	Ex- Officio	Ele- cted	Appo- inted	Under- Graduate Students	Graduate Students	Non- Academic Staff
Agriculture	1	3	-	1	1	-
Arts	1	13	-	6	1	-
Bus. Admin & Comm.	1	1	-	2	1	-
Dentistry	1	1	-	1	1	-
Dental Hygiene	1	-	-	1	-	-
Education	1	6	-	8	1	-
Engineering	1	3	-	3	1	-
Extension	1	-	-	-	-	-
Graduate Studies	1	-	-	-	-	-
Household Economics	1	1	-	1	-	-
Law	1	1	-	1	-	-
Library Science	1	-	-	1	-	-
Library	1	-	-	-	-	-
Medicine	1	5	-	1	1	-
Nursing	1	1	-	1	-	-
Pharmacy	1	1	-	1	1	-
Physical Education	1	1	-	1	1	-
Rehab. Medicine	1	1	-	1	-	-
Science	1	10	-	6	1	-
President's Office	4	-	-	-	-	-
Registrar	1	-	-	-	-	-

Summer Session and ECP	-	-	1	-	-	-
Students' Union	-	-	2	-	-	-
Graduate Students' Assoc.	-	-	1	-	-	-
A.A.S.U.A.	-	-	1	-	-	-
Non-Ac. Staff Assoc.	-	-	1	-	-	-
Provost	-	-	1	-	-	-
Non-Academic Staff	-	-	-	-	-	2
	24	48	7	36	10	2 = 127

RECOMMENDED METHOD OF ELECTION OF MEMBERS TO THE GENERAL FACULTIES COUNCIL

The Committee feels that a faculty or school is the smallest unit with which an undergraduate student can normally be identified. On this basis, the following recommendations are made:

1. The distribution of 36 undergraduate student members among the faculties and schools should be determined on a basis that is proportionate to the number of full-time students in that faculty or school, with the proviso that each faculty or school should always have at least one member on G.F.C.

2. Every student who is registered in a particular faculty or school, and who is a member of the Students' Union, should be eligible to vote in the election of undergraduate student members of G.F.C. for that faculty or school.

3. The election of undergraduate student members of G.F.C. should be conducted by the Students' Union.

4. Every graduate student whose work is connected with a department in a particular faculty or school is eligible to vote in the election of the graduate student member of G.F.C. for that faculty or school.

5. The election of graduate student members of G.F.C. should be conducted by the Graduate Students' Association.

Note (1) It should be noted that the Students' Union made a suggestion to the Committee that all members of the Council of the Students' Union should also be members of G.F.C. Although this would cause no difficulty with respect to numbers because there happen to be 36 members of the Council, the Committee feels that this would not be a wise principle to adopt. The Committee believes that the student body should be free to elect any student of their choice to membership on G.F.C., and an obligation to serve also on the Council of the Students' Union should not be imposed on students interested in the work of G.F.C. If students are interested in such a two-fold obligation, they should be free to run in the election for both positions.

Note (2) The Committee was also aware of the possible disadvantages inherent in a much enlarged G.F.C., but felt that other considerations, including urgency, outweighed them at this time.

M. Wyman, Chairman for the Committee
D.T. Anderson.
H.T. Coutts.
J.J. Delehanty.
R.A. Watson.

September 23, 1970

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

Agenda Title	University Strategic Plan consultation summary: "What We Heard"
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Item

Proposed by	Verna Yiu, Interim Provost & Vice-President (Academic)
Presenter	Verna Yiu, Interim Provost & Vice-President (Academic)

Details

Office of Administrative Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The item is before GFC to review and discuss a summary of consultations on the development of the University Strategic Plan.
Executive Summary (outline the specific item – and remember your audience)	<p>The University Strategic Plan (USP) process was launched to the university community with a town hall on November 2.</p> <p>The USP process is guided by a Steering Committee, chaired by the Interim Provost & Vice-President (Academic). The Steering Committee includes broad representation from across the university, including college and faculty deans, faculty members, staff, and students. Membership is available here. The role of the Steering Committee is to oversee the consultation process, review consultation input, and present a proposed strategic plan for consideration by General Faculties Council and the Board of Governors.</p> <p><u>Consultation overview</u></p> <p><i>First phase, fall 2022</i></p> <p>Informed by a robust environmental scan, the first phase of consultation took place over November-December 2022. This phase is intended to engage the university community as broadly as possible to gather input and identify high-level themes for further development.</p> <p>Key milestones for the first phase of consultation are as follows:</p> <ul style="list-style-type: none"> • Senior leaders retreat – Oct. 31 • Town hall (public launch) – Nov. 2 • Launch of online feedback form – Nov. 2 • Roundtable discussions (approximately 30, held across all faculties and major administrative portfolios and for other stakeholder groups) – Nov. 3-Dec. 7 • GFC engagement session – Nov. 14 • Discussion with Students' Council and Graduate Students' Association Council – Nov. 15-21 • Alumni Council retreat – Nov. 26 • Senate Plenary – Dec. 1-2 <p>In addition, the university has retained Higher Education Strategy Associates to manage a process of consultation with external stakeholders, which is currently ongoing. This includes interviews and focus group sessions with stakeholders from government, funding agencies, industry, economic development agencies, the non-profit sector research partners, donors, and other thought leaders in higher education.</p>

Second phase, early 2023

In the second phase of consultation, the Steering Committee administered targeted surveys to the university community (launched mid-January) to allow for deeper engagement on key themes. At the Board/GFC/Senate summit in January, attendees received a summary of feedback from external stakeholders and discussed emerging critical directional questions.

“What We Heard”

In February, the Steering Committee released a “What We Heard” consultation summary document, and will conduct additional consultation with the university community and GFC to validate themes and provide input on major topics. The document is available as Attachment One.

The Steering Committee anticipates submitting a proposed strategic plan for GFC consideration and Board approval in the May/June governance cycle.

Consultation questions

The validation of the “What We Heard” report is focused on the following questions:

1. Do you believe the discussion of the “Community Pride and Challenges of the Recent Past” accurately reflects what is happening at the University of Alberta? What, if anything, did we miss or get wrong?
2. Do you believe the document identifies the most important themes to address (Growing with the province, Inspirational Research: Global Impact, Built at Home, A Greater Edmonton: Where Talent Wants to Be, Indigenization and Equity)? Are there others you would add or ones you would replace?
3. For each of the themes articulated in *What We Heard*, please indicate what you believe are key steps the university should take to make each of these initiatives a success?
 - A. *Growing with the Province*
 - B. *Inspirational Research: Global Impact, Built at Home*
 - C. *A Greater Edmonton: Where Talent Wants to Be*
 - D. *Indigenization and Equity*
4. The document outlines the shape of a possible vision for the University of Alberta: rising to the top 40 universities worldwide and becoming the biggest and the best university in Western Canada by 2035. Does this resonate with you? Why or why not? Are there other goals you might propose instead?
5. Do you have any other comments about the “What We Heard” document?

Risks

The university is expected to face both risks and substantial social and demographic change over the next decade. The strategic plan will provide overall directional guidance to the university as it anticipates and responds to risk and change. As a complex organization, successfully navigating future risks will require engaging the whole of the university community to gather insights and generate enthusiasm for our shared aspirations.

Item No. 11

	Opportunities As the university continues to implement its new operating model and prepares to respond to demographic opportunity, the strategic plan will be instrumental in helping us to build and then deliver on a shared vision for the institution's future.
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	Consultation process is summarized in the Executive Summary above. Steering Committee membership is available here .
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Strategic Alignment

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

Attachments (each to be numbered 1 - <->)

1. "What We Heard" report: consultation summary

Prepared by: Logan Mardhani-Bayne, Lead, Strategic Planning and Initiatives, Office of the Provost & Vice-President (Academic), lmardhan@ualberta.ca



2023

What We Heard Report

Building the Next University Strategic Plan Together

February 16, 2023



Prepared for the University of Alberta by





Higher Education Strategy Associates (HESA) is a Toronto-based firm providing strategic insight and guidance to governments, postsecondary institutions, and agencies through excellence and expertise in policy analysis, monitoring and evaluation, and strategic consulting services. Through these activities, HESA strives to improve the quality, efficacy, and fairness of higher education systems in Canada and worldwide.

Authors: Alex Usher and Maïca Murphy

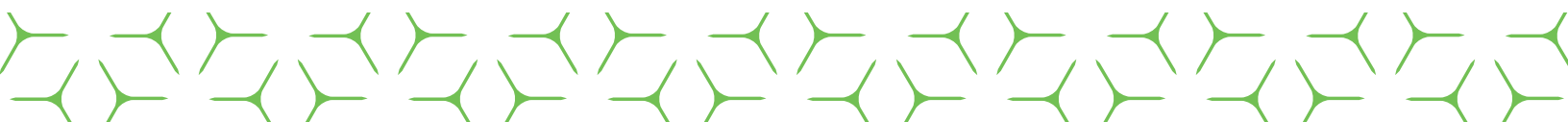
Work completed on behalf of: The University of Alberta

Any errors or omissions are the authors' alone.

Contact:

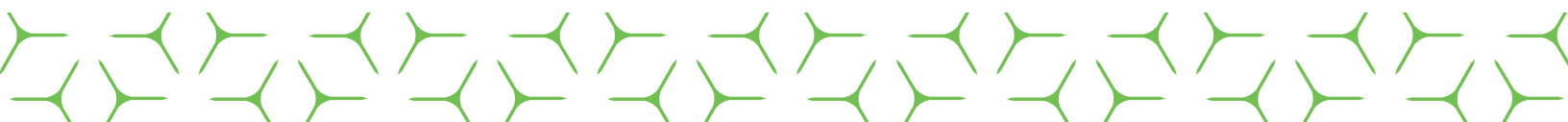
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Introduction

Since fall 2022, the University of Alberta community has been engaging in a planning process to develop a new institutional strategic plan for 2023 and beyond.

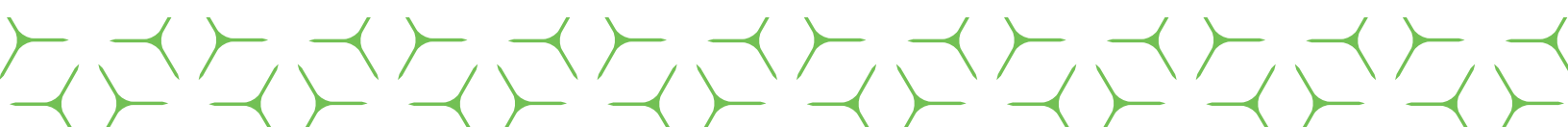
The strategic plan will articulate the collective ambition of the university, summarizing priorities and broad actions while still allowing the University of Alberta the flexibility to adapt and respond to significant emerging opportunities.

The University of Alberta's strategic planning consultation process has so far included the following:

- Key informant interviews with University of Alberta community members
- Key informant interviews with University of Alberta community and industry partners
- University of Alberta faculty, staff and student roundtable sessions
- Student survey
- Staff survey
- University of Alberta Board of Governors retreat and Senior Leadership retreat
- Special engagement session with GFC
- A joint GFC-Senate-Board of Governors session

The consultations have not quite finished. However, there appears to be enough consensus about the elements of a plan that an outline of the way forward can be drawn. This document explains what has been learned so far and some ways in which a strategic plan could move things forward.

This document is not a draft of a strategic plan, but it is an important milestone on the way towards a new plan. It is a document that records the key findings from discussions that have taken place across the University of Alberta community over the past five months. The purpose of the document is to capture the common threads of the numerous discussions that have taken place about the University of Alberta's future and distill them into a common narrative.



Community Pride & The Challenges of the Recent Past

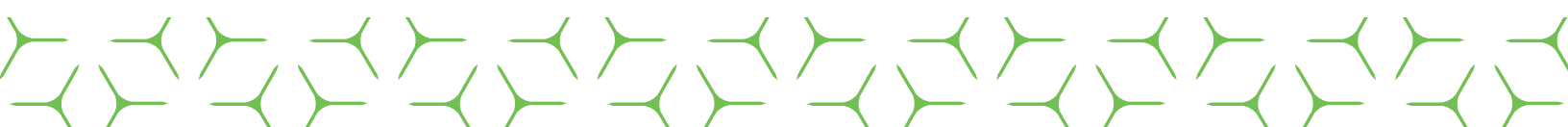
The University of Alberta has the unmistakable privilege of being a source of pride not only for those who work hard every day to make the institution better and for those who benefit from the cachet of having attended the institution, but also for the community that surrounds it.

During consultations, it was clear that the university's presence was considered by all to be a strong net positive, and that the province of Alberta is enriched by the presence of the University of Alberta. This was true even when some had difficulty supplying specific proof points of why this was the case (the most frequent responses were examples of external approbation, such as rankings and the award of a Nobel Prize).

Both the internal and external consultations with interested parties showed a strong desire to see the University of Alberta thrive, inspire greatness, reach new heights, and continue to be a source of pride for the region. It is understood above all that the University of Alberta is a key talent magnet for the region, not just in the sense that talented people come to the university but also that having a thriving world-class university is an asset that helps others in the region attract highly qualified personnel as well. However, externally, the institution is not always seen as a leader or a strategic actor/partner. Among community members, rising admission requirements are seen as an example of the university raising its gates and becoming inaccessible to the very people who have historically funded it. In business, it is seen as somewhat difficult to work with, and in government, it is seen as less focused on areas of specialization and less able to leverage its strengths than other leading regional universities. It is seen as a good partner by other community groups in the areas in which it chooses to engage, but it is not necessarily a strategic actor engaged in long-term city building and nor is it seen as playing any kind of convenor role in economic and civic affairs.

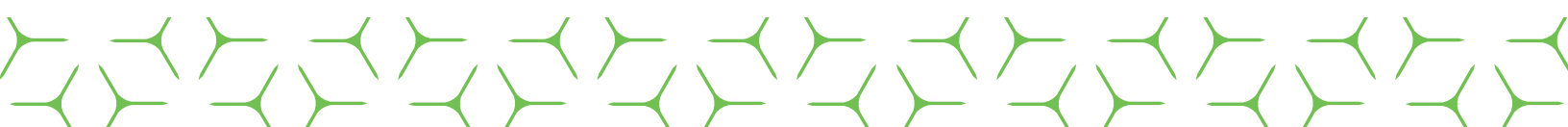
These perceived deficiencies do not detract from the sense of pride Edmontonians have for the institution. However, the muted community response to the government cuts of the last few years – which were very demoralizing to staff inside the university – very probably stems from them.

Within the university, the pride and the accompanying desire for greatness are accompanied by a degree of despondency resulting from the consequences suffered in the wake of massive cuts to government operating grants. In staff consultation sessions, the most common theme was that the University of Alberta is still adjusting to the new One University structure. Particularly among staff whose day-to-day work



environment and structure have been greatly impacted by the restructuring, much time and energy are still being spent making the new structure work, making it difficult in the short-term to think about a more distant future, no matter how potentially bright. More specifically, on the academic side, many find the notion of new opportunities difficult to imagine now that many resources formerly available at the university are no longer accessible. A common sentiment was that the university's prospects are not improving and that its future was likely to be one of mediocrity rather than excellence.

This may not sound like encouraging ground on which to build a strategic plan, but there were some very promising contributions. When discussing how the institution was doing, the prevailing sentiment was that the university has what it takes to compete with any prestigious public institution. Its work on Indigenization and decolonization as well as equity, diversity, and inclusion were frequently heralded as achievements that spoke to a collective commitment to community and integrity. In particular, its laudable international reputation for quality and research excellence, expressed largely through pride in how the university performs in rankings and the prestigious awards its researchers have collected, communicates a real commitment and desire to be the best. In discussing these achievements, participants repeatedly suggested that the University of Alberta could surpass its own past achievements. Additionally, those future achievements needed to build on the image the university has for itself as a research-intensive university that contributes meaningfully to the development and progress of knowledge and to the future prosperity of Alberta, contributing to the region's position on the global stage.



Emerging Themes

As participants looked to the next decade, they expressed a deep desire for their work to be more compelling and more relevant to society. Throughout our surveys, focus groups, and interviews, we heard a great deal about what it would mean to be a thriving University of Alberta.

Most accounts focused on three broad themes – growing with the province, inspirational research, and a greater Edmonton – on which we will expand below. There is some overlap between these themes, and they implicate students, staff, and faculty in different ways. It should also be noted that, as befits an exercise with wide engagement, there are themes and findings on which there is little or no consensus; different views and approaches are noted as needed.

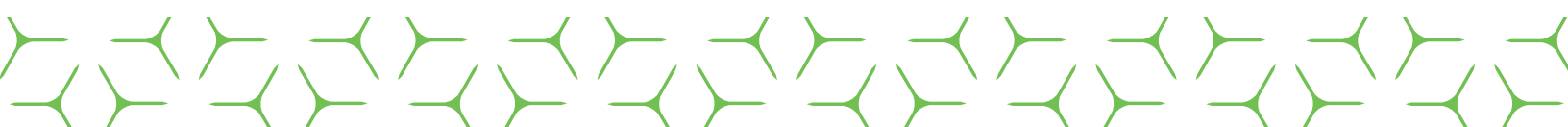
GROWING WITH THE PROVINCE

There is little doubt that the University of Alberta will need to grow substantially over the next decade. While some questioned the need to grow at all, sometimes pointing out that size does not necessarily correlate to quality, there was a resounding sense among most that the university needed to grow to meet demand for its services.

The university has already made a commitment to grow, but our consultations revealed that it is likely to need to grow even more. The proportion of 0–14-year-olds in Alberta is higher than the national average at 24.9% (compared to 20.9%), and while the country is looking at an increase in the number of 18-year-olds over the next five years, in Alberta the numbers of young people are projected to continue rising well into the 2030s. This is coming at a time when many are already saying that the University of Alberta is failing to uphold its social obligation to provide a quality education to many Albertans because, as reported through several consultations and noted above, it is simply too hard to get into. Similarly, Albertan youth who pursue university education leave the province to pursue higher education elsewhere at a higher rate than anywhere else in the country.

This growth will need to be carefully managed. When confronted with the hypothetical scenario of significant growth at the University of Alberta, many raised concerns about personnel capacity in light of recent cuts and infrastructural limitations.

Specific concerns included a lack of study space, a fear that it would be even more difficult to access specific course sections, that transit to the university (which many noted is already lacking) could not support an increase in the student population, and the detrimental effects of potentially larger class sizes. Many, however, suggested that some of the concerns raised could be addressed by significantly increasing the number of online offerings. There were differences of opinion about whether this would be a good strategy or a pitfall to avoid. Students were for the most part fairly positive, with many saying that they preferred a mix of in-person and online courses.



Online education (all or partial) helps with access and flexibility; particularly for students with a part time job and those living off-campus who find the commute to campus too expensive or time consuming. On the other hand, many staff articulated that online learning could be correlated with a drop in overall quality.

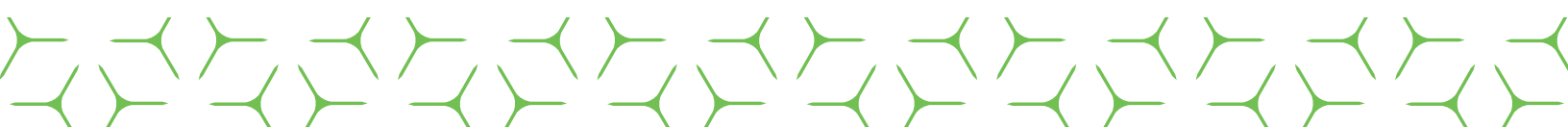
In thinking through the ways in which the University might grow, it will need to pay very careful attention to the student experience. There was an overarching consensus that the student experience – defined more often in terms of the academic experience than the availability of student services and activities in our consultations – was crucial to how people perceived the quality of education at the University of Alberta. Investments in the student experience in the context of growth will be a necessary priority to ensure that growth does not come at the expense of the commitment to quality.

The nature of the investments in student experience will differ depending on the type of growth pursued. For instance, should online be preferred, it is worth noting that online courses have typically had lower student persistence, which has implications for growth and the University of Alberta student experience. On campus, the student experience will need to be carefully considered as well. Concerns around accessing classes, overcrowding, affordability of campus services, availability of housing, and finding study space are but some of the issues that the University of Alberta will need to address in its quest to meet the coming demand for a University of Alberta education.

Growth was also articulated as a means of addressing what some identified as gaps in accessibility. Increasing student enrollments from these populations will be one part of the equation in meeting growth targets.

INSPIRATIONAL RESEARCH: A GLOBAL IMPACT, BUILT AT HOME

Improving the university's global standing and performance was a clear aspiration for many participants. Participants positioned research success as the primary means by which the university could drive advancement in knowledge, innovation, social progress and creativity in the province, the country, and the world. If there is an area of unanimity in the consultations, it is that the University of Alberta needs to remain a strong research university across all fields of study. However, external informants from the scientific community were unanimous in saying that on top of that, the institution needs to choose and invest strongly in a few areas of signature excellence. This was not simply because the concentration of resources in a few areas is the shortest way for an institution to attract positive attention to itself within the academy. It was also because the act of finding focus indicates to government and philanthropists that an institution is capable of prioritization (an area where outside observers do not rate the University of Alberta very highly). When discussing where the University of Alberta could make the greatest impact, most spoke of globally recognized achievements in areas of traditional strength such as energy and artificial intelligence.

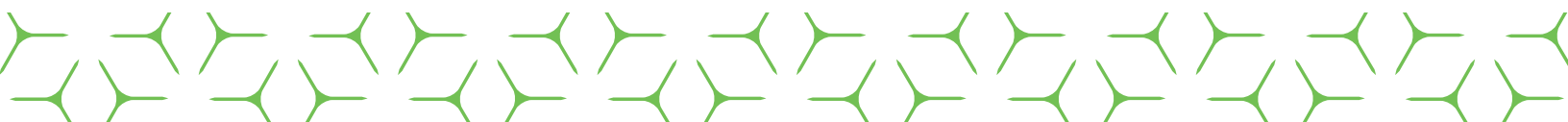


Improving research outcomes would likely require greater support and recognition for faculty with significant research records and contributions. In part, we heard that that means creating an environment that is collegial and collaborative, a place that enables high levels of individual and collective performance, and one that supports the development of successful and rewarding careers for all those at the university. While there was a recognition that global challenges require global solutions and oftentimes the coming together of many different domains, there was a strong sense internally that the university should allow for an epistemic culture that values the contribution of individual disciplinary fields as applicable in addition to interdisciplinary knowledge generation. The overall tenor was that it is, above all, ambitious challenge-led or curiosity-driven research undertaken to the highest standards of rigour and integrity has the potential to create the greatest impact.

It was clear that the current structures that incentivize research at the university are less designed to foster high-impact research, than to encourage the volume of research. The time-consuming FEC process, which is widely perceived to promote quantity over quality, is an example of a structure that could be adjusted to better incentivize research outcomes.

While internally, conversations about research focused on increasing activities within the university to promote additional productivity and reach specific objectives, it is clear that the university's international partnerships are a huge asset to the university and crucial to its continued development as a research-intensive university. International partners reported that exchanges between the University of Alberta and partner institutions were mutually beneficial and that their strength was in their intentional development to the mutual benefit of participants. When asked about their benefit and potential, partners pointed to how they advanced discovery and creativity, with an emphasis on how these are integral to ensuring either participating partner is plugged in to global academic discourse. To participate in academic discourse at the highest levels, it is clear that the University of Alberta must be placed within a global network of exchange of ideas.

Finally, strong graduate student support is needed to advance the University of Alberta's research goals. Improving research output requires a strong graduate student population. However, many indicate they are losing graduate students because they cannot offer competitive stipends or otherwise make coming to the University of Alberta attractive. While the cost of living in Edmonton is lower than in many other Canadian metropolises, top American schools are luring Canadian talent with better offers. Graduate students involved in research require strong supports in carving out paths for careers outside of academia, as well as institutions that can credibly offer students ways to leverage their research experience at the university into meaningful careers in industries.



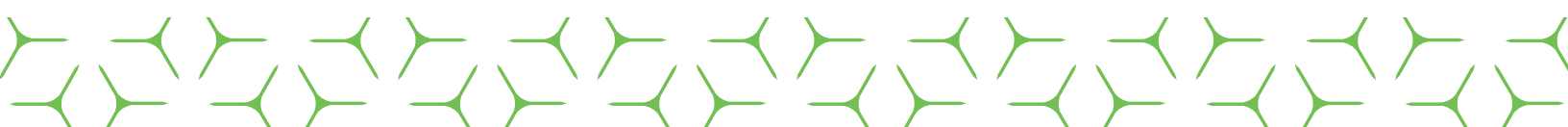
A GREATER EDMONTON: WHERE TALENT WANTS TO BE

In the 21st century, no university can ascend to greatness alone; it is always done through deep, symbiotic interaction with a thriving economy and community that surrounds it. But this does not currently describe the state of relations between the University of Alberta and its community partners.

Within the business community, two things were striking. First, they said that research output and connection with corporate R&D was not very high on the list of things for which they thought the University was useful. By far and away, the first priority was the university's teaching mission and the production of talented young graduates. There was also a desire to see the university be more active in trying to attract firms to the region, but the emphasis here seemed to be more about the University of Alberta giving the city a "cool", "knowledge-based" backdrop rather than holding it out as a possible R&D partner. Second, that business found the University of Alberta a sometimes difficult and confusing partner with which to deal.

Feedback from the government tended to be more positive about the university's research, discovery, and innovation role (including in social innovation), mainly in the sense that they saw within parts of it as a tool with which to develop Edmonton's private sector and provincial economic diversification. In general, it is seen as a good partner but not a great one. Its engagement is seen as tactical and mainly undertaken in self-interest. It is not seen as a strategic partner, one that builds lasting alliances for the benefit of the city. Neither is it seen as using its convening power to take a leadership role within the community on key issues of either of social or (particularly) economic import. In a city with a relatively weak private sector, the university can play a significant role.

When speaking to the University of Alberta community, there was a clear sense that the way in which the university engages with its communities — including Edmonton, Camrose, the francophone community, Indigenous communities, and others — as well as other external partners is an important part of its core reason for being, as it was both one of the activities that was most commonly articulated as a source of pride, but also one of the areas most commonly cited as needing improvement. A few harkened back to a past when the university was much more involved in local development and signalled a desire for the University of Alberta to be a more central presence in the city and province, working towards mutually beneficial outcomes. There was an overall sense that what the university does outside is valuable and it needs to continue these efforts. However, there is a deep need and desire to expand not only the impact but the scope of the partnership opportunities for there to be meaningful dividends to be shared.

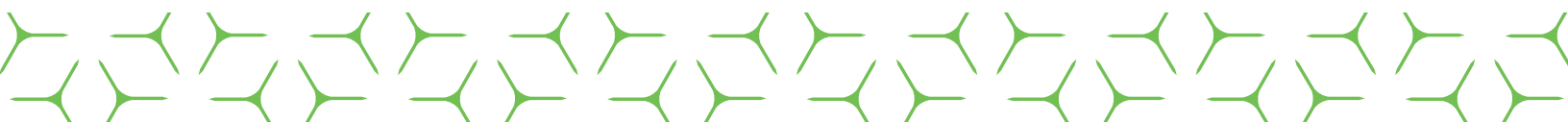


INDIGENIZATION & EQUITY

Threaded through all three issues listed above were issues related to increased Indigenization and equity. Indigenization and decolonization as well as equity, diversity, and inclusions are distinct categories of intervention in which the University has an opportunity to continue effect meaningful change. However, responses spoke to the interrelations between the two and illustrated how each were mutually reinforcing. The growth of the university was seen as an opportunity to reach out in particular to Indigenous communities and raise participation among under-represented groups. The commitment to partnerships with local communities is not limited to the municipalities such as the City of Edmonton; some participants also underlined that it means deep partnerships with First Nations and other Indigenous groups in the lands of Treaties 6, 7, and 8 on projects designed to help these communities flourish. And while not all areas of research excellence need have a local focus, some informants noted that the pool of talent in Native Studies and northern affairs generally has potential as an area of concentration and excellence.

However, while this field represents a clear thread across the three earlier themes, it has resonance as an independent theme as well. Many participants articulated that their pride in the University of Alberta was at least to some extent dependent upon the extent to which it took seriously commitments to equity, diversity, and inclusion, as well as Indigenization. There is thus a significant desire in some quarters that the university move beyond issues of increased representation to examine ways in which the university might engage in critical self-reflection about practices that lead to exclusion.

There was recognition among community members that the university has made significant progress in advancing equity, diversity, and inclusion as well as Indigenization through the development of both Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan and the University of Alberta's Equity, Diversity, and Inclusion Strategic Plan. In the responses, it was clear that these plans demonstrated a valuable commitment by the university. As a result, some articulated that the university simply needed to continue its work in this area, though others also specified that the plans' implementation must succeed – a feat that would only be possible through the commitment of significant resources towards enabling their implementation. Others still, described specific initiatives, such as hiring more people into leadership positions from equity-deserving populations (including Indigenous populations) and funding more scholarships for students from equity-deserving populations, as tangible ways of advancing EDI and Indigenization. There was a myriad of other suggestions, including designing and offering programs that would benefit Indigenous communities and developing processes to ensure Indigenous people and communities would be integrated in areas central to designing and implementing processes across the institution. Overall, these all pointed to a desire to see the university continue to genuinely embrace the values of, and engage with, the advancement of these initiatives in the interest of creating a better University of Alberta.

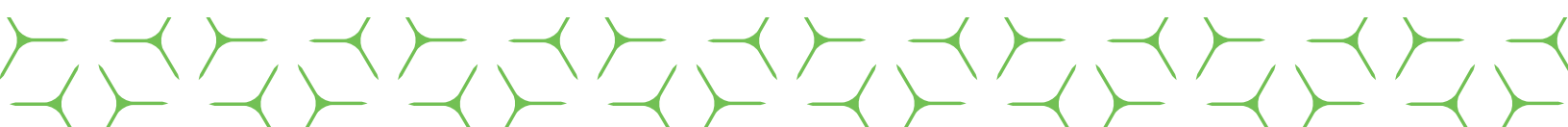


Final Thoughts: An Ambitious University for an Ambitious Community

From the foregoing, the shape of a possible strategy begins to emerge. To meet community needs, the University of Alberta will become significantly bigger.

Through greater focus, more aggressive pursuit of funds, and changes to internal processes, it can pursue greater research intensity and impact. And by exploiting strategic partnerships and exercising the university's leadership and convening role, it can work to diversify and dynamize the economies of Edmonton, and Alberta more broadly, and to help bring communities across the province to a flourishing, healthy future. By becoming the biggest and the best university in Western Canada by 2035, the University of Alberta will be the pride of, and the catalyst for, a re-invented province of Alberta.

No doubt, this will be a large undertaking, perhaps made more difficult by recent events and a tougher financial outlook. But the University of Alberta has undergone major setbacks several times in its 115-year history, and every time it has come back bigger and better. It will do so again.



Appendix 1: Methodology Notes

This summary report is the culmination of several rounds of consultation with the internal community and the University of Alberta, including faculty, staff, and students. This included over 30 group sessions with hundreds of participants as well as other stakeholder engagement sessions outlined in the introduction. Additionally, external consultations took the form of individual interviews with industry and community partners as well as government representatives conducted by HESA team members. Participants were offered the opportunity to consult with us in confidence if we thought this would be helpful in ensuring a full and frank exchange of views.

Questions posed to all participants were open ended to allow for issues and opportunities available to the University of Alberta to emerge. Our team took extensive written notes during the consultations, highlighting themes of interest to which we returned in analysis.

For this exercise the HESA team relied entirely on qualitative coding rather than charting frequency of keywords, as we were in a position to make judgments about the importance of themes in real time while collecting the data. We identified distinct themes from our conversations and considered their importance in context given the natural flow of conversations. We sought in later engagements, such as through the survey, member checking, or in engagements with external stakeholders, to validate impressions that were unearthed during initial consultations.

We used this process to identify the key themes around which we could construct a narrative about the university's strengths and challenges as well as likely prospects for the future. This narrative reflects a distillation of the feedback received based on HESA's experience in strategic planning. The resulting report is a culmination of results so far but is not final. The questions that accompany this report, for instance, are in themselves another way in which HESA seeks to validate the conclusions drawn from consultations so far and feedback will serve to inform the contents of the strategic plan.



Item No. 12

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Student Experience Action Plan
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Item

Proposed by	Verna Yiu, Interim Provost and Vice-President (Academic)
Presenter	Verna Yiu, Interim Provost and Vice-President (Academic), Melissa Padfield, Deputy Provost (Students and Enrolment)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide an update, and to facilitate discussion and input gathering about the development of a new student experience action plan for the University of Alberta.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The University places a high value on crafting and delivering a truly exceptional student experience. The student experience at the University of Alberta has been deeply impacted by the challenges of the last few years, including restructuring and the pandemic. As we move forward from those challenges, as we work together on the development of a new University Strategic Plan, and as we continue to plan for enrolment growth, it is essential to continue to place high value on crafting and delivering a truly exceptional student experience.</p> <p>In support of the University Strategic Plan, we are in the process of co-creating a Student Experience Action Plan, in partnership with students and consulting with the University community .</p> <p>Today's presentation will include an overview of the Student Experience Action Plan Project and its key participants, provide an update on community engagement and describe plans for engagement to come, and give members of the community an opportunity to provide input.</p> <p>Today's agenda item will also include an update on student mental health funding.</p>
Supplementary Notes and context	< <i>This section is for use by University Governance only to outline governance process.</i> >

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Include information about your consultation and stakeholder participation process < <i>For further information see the link posted on the Governance Resources section Student Participation Protocol</i> >
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Strategic Alignment

Alignment with <i>For the Public Good</i>	The Student Experience Action Plan is being developed in alignment and support of the new University Strategic Plan.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success

Item No. 12

	<input type="checkbox"/> Physical Infrastructure	
Legislative Compliance and jurisdiction	GFC Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Student Experience Action Plan: Update Presentation

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

Student Experience Action Plan: Update

February 9, 2023



UNIVERSITY
OF ALBERTA



Purpose of the project

As the University grows, it's essential to continue to place high value on crafting and delivering a **truly exceptional student experience**.

We are consulting with with students, faculty, staff and alumni to develop a **Student Experience Action Plan** to support the University Strategic Plan (USP).



About the Student Experience Action Plan Project

The project has 3 overarching goals:

1.

Co-create an engaging “student experience value proposition” that is unique to the U of A

2.

Identify and implement steps to deliver that student experience

3.

Track and report on specific metrics to monitor success

Our team:

Project Sponsors:

- **Abner Monteiro**, SU President
- **Monisha Vinod**, GSA VP Student Services
- **Melissa Padfield**, Vice-Provost, Students and Enrolment
- **Leo Wong**, Associate Dean, Education, Alberta School of Business

Project Team:

- **Sarah Wolgemuth**, Assistant Dean, Student Life – Project Director
- **Trevor Phillips**, Manager, Indigenous Recruitment – Project Specialist
- **Gail Breum** – Senior Project Manager
- **Carmen Norris** – Senior Service Designer

Community Engagement Update

Engagement with both staff and students for Phase 1 of the [Student Experience Action Plan](#) is well underway. A number of focus groups, drop-in engagement sessions with students and a staff survey have taken place since the launch of the project in early January.

- We received 341 responses to a survey issued to staff in student service roles inviting their feedback on what an exceptional experience looks like for U of A students and how the U of A could deliver that experience.
- More than 600 eager students shared their thoughts on the student experience with the project team who set up at various locations on North Campus from January 23-25.
- Four focus groups were held with students between January 23-25.
- Two staff focus groups were held.
- Project team members attended the GSA Council Meeting, RO Student Advisory Committee Meeting, Students' Council Meeting and Deans' Advisory Committee to share information about the Student Experience Action Plan and gather initial feedback.

Continued Engagement

- 3 rounds of engagement (Jan - June)
- Round 1 culminated with a co-creation workshop on January 30
- Planning for round 2 is underway, with engagements being planned for Augustana, Campus Saint-Jean, Faculty/Instructors, and additional student stakeholder groups, where we will test and validate round 1 findings
- Creation of an Advisory Committee for the project

Questions?

Project Webpage:

www.ualberta.ca/strategic-plan/student-experience-action-plan/index.html

Contact Us: seap@ualberta.ca

Thank you!

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

Agenda Title	Budget Model 2.0 Update
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Item

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

Details

Office of Administrative Responsibility	Office of the Vice-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 as to the status of Budget Model 2.0 development.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Current Status</p> <p>The development of Budget Model 2.0 is progressing forward with two streams of consultation. The following provides an update to council members since the last General Faculties Council meeting on January 27, 2023.</p> <p>Each Expert Group has met for the first of three sessions and members of all groups met for an information sharing session on February 22, 2023. There are two further meetings for each of the Expert Groups as well as two additional information sharing sessions scheduled between the second and third round of meetings and following the third meeting. The information sharing sessions provide an opportunity to review, discuss and inform end to end intersections in the model.</p> <p>During the Senior Leaders Retreat (attendees included senior executive, associate vice-presidents, deans, and portfolio chief of staff), breakout groups, chaired by the vice-chairs of each expert group were held to discuss the Expert Group questions. The breakout groups aligned with the topics of the Expert Groups:</p> <ol style="list-style-type: none"> 1. Tuition Revenue Sharing (Chair Verna Yiu, Vice-Chair Melissa Padfield); 2. Central Services & Functional Efficiency (Chair Todd Gilchrist, Vice-Chair Andrew Sharman); 3. Research Support & Growth (Chair Verna Yiu, Vice-Chair Aminah Robinson); 4. Strategic Initiatives & Subvention (Chair Verna Yiu, Vice-Chair Todd Gilchrist); and 5. Multi-year budget mechanisms, Performance Incentives & Carry-forwards (Chair Todd Gilchrist, Vice-Chair Martin Coutts). <p>Feedback from the discussion will be considered when compiling the recommendations from all groups.</p>

Consultation on the **Budget Model Principles** commenced with the President's Executive Committee - Strategic, followed by a discussion at the Senior Leadership Retreat, and most recently with the Chairs at a special Chairs Council meeting held on February 21, 2023. At each session, the budget model principle discussion reviewed the existing 6 principles (as approved in 2017) and introduced 3 additional principles.

The following six principles were approved in 2017. Following discussion at PEC-S, a reword of the first principle was incorporated.

1. **Priority of Academic Needs** (*approved in 2017 as Supremacy of Academic Priorities*)

Reinforcing continues to be paramount. In the previous model faculties were spending their budgets delivering administrative activities, not core teaching and research. This principle doesn't mean that faculties getting less is a bad idea. Instead, this means that the new model will ensure that college and faculty resources are directed towards teaching and research, rather than administrative activities, and that professional services actively support colleges and faculties to achieve the academic mission.

2. **Transparency**

Under the previous budget model, faculties were allocated a proportionate share of the grant based on teaching and research activity. While it was formulaic, it wasn't transparent because faculties had no way of predicting how a change in their teaching or research activity impacted the actual base operating budget. The new model needs to more clearly tie activity to budget allocation so that faculties are incentivized to pursue enrolment and research growth. It also needs to clearly show where allocated budget comes from in order for faculties and staff to plan more strategically.

3. **Accountability**

Under Budget Model 1.0, the allocation of the Campus Alberta Grant (now the Operating and Program Support Grant) was based on historical cost structures in the faculties and historical expenditures of central portfolios. Units and faculties have come to rely on the funding they've been given, and feel entitled to this funding. The new model needs clear accountability mechanisms that ensure central support portfolios, colleges and faculties, are delivering on outcomes and this means including some form of performance-based funding aligned with institutional goals.

4. **Simplicity**

The design of Budget Model 1.0 includes numerous different allocation rules depending on where the funding is coming from. It also included a complex weighting formula (the Basic Revenue Unit) to allocate the grant for teaching. Because of the numerous rules, and the fact that the grant was then proportionately shared out, it made it very difficult for faculties to determine how a change in their activity would result in a change in their budget. The model and its

incentives need to be simple and easy to understand so that units can promptly act on the incentives the model creates.

5. Consistency and 6. Predictability

While the formulae of the model applied consistently across faculties the previous budget model leaves portfolios and academic units overly exposed to funding shocks - like that which the university experienced over the last three years. It also limited our capacity to conduct long-term planning towards university goals, with planning dominated by year-on-year changes in government grants. The new model needs to break that cycle, and ensure the ability to moderate the impacts of funding fluctuations into the future.

The following 3 principles were presented to the General Faculties Council and the Board of Governors in spring 2022. Following discussion at PEC-S , a suggestion to replace Equity with Fairness was incorporated.

1. Fairness (presented as Equity in spring 2022)

Rules are applied uniformly to reflect the One University vision and ensure that when the new model is created, the impacts of changes and how to manage those impacts in a manner that is equitable is considered.

2. Collaboration

This reflects the One University vision, and ensures that mechanisms in the budget model do not unintentionally inhibit collaboration, and instead, encourage it. It also means that the budget model should encourage resource allocation decisions that serve the entirety of the university rather than any individual portfolio, college or faculty in isolation.

3. Strategic

It's critical that the budget model ensures that the university is able to deliver on the institutional goals. This includes ensuring that there is sufficient funding for strategic initiatives and that the model creates the right incentives with with respect to enrollment growth and research

Background

Budget model 1.0, developed in consultation with the General Faculties Council in 2017, determined that an activity-based model would be best for the university moving forward. Due to the COVID-19 pandemic and reductions to the Operating and Program Support Grant, it was determined that Budget Model 1.0 was no longer applicable or usable in support of the university.

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. The Budget Model 2.0 design

Item No. 13

	<p>process was relaunched over the past few months, and will be implementing the new model for Fiscal Year 2024-25.</p> <p>The university needs a new budget model for three key reasons:</p> <ol style="list-style-type: none"> 1. The \$222M (34%) reduction in our Campus Alberta Grant (now the Operating and Program 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 current model will not support our objective of achieving a University of Tomorrow (UAT). It does not create the right incentives concerning enrollment growth and research and limits our capacity to plan long-term. <p>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. The new model will provide data transparency and incentives to faculty and colleges to support data-based decision-making.</p> <p>Over the past few months, the Budget Model 2.0 design process has been relaunched following a pause in the planning in the summer of 2022 due to a change in leadership and to allow for meaningful consultation with the stakeholders.</p> <p>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.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p><u>Budget Model Principles</u></p> <p>Consultation as follows: PEC-S: February 14, 2023 Academic Planning Committee (APC) /Board of Governors (BOG) Joint Budget Briefing: February 16, 2023 Senior Leaders Retreat: February 17, 2023, Chairs Council: February 21, 2023</p>
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	<p>Board Finance & Property Committee (BFPC): March 9, 2023</p> <p>Anticipated recommendation: APC: March 8, 2023 GFC: March 20, 2023 BFPC E-Vote: March 21 - March 23, 2023</p> <p>Anticipated approval: BOG: March 24, 2023</p> <p><u>Expert Groups</u> All Deans and Vice-Presidents are invited to be in at least one Expert Working Group. Representatives from Chairs Council are included within in each group along with support from Resource Planning and Performance Analytics & Institutional Research.</p> <p>Updates and opportunities for feedback have been provided to PEC-S, Chairs Council, Statutory Deans' Council, College Deans, and Senior Leaders (at the February 17 retreat).</p> <p>Updates will be provided to the wider university community through multiple channels including a scheduled townhall for on March 29, 2023.</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good (Sustain):</i> Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans. OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. iii. Strategy: Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.</p>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].	

No Attachments

Item No. 13

Prepared by: Verna Yiu, Interim Vice-Provost and Vice-President (Academic), pypa@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 February 13, 2023.

2. Items Approved With Delegated Authority
 - Proposed Changes Faculty Deans Selection Procedure Appendix A - Dean of Students
 - Faculty of Rehabilitation Medicine Chair-Academic Selection Committee Policy
 - Proposed Changes to Composition of the Dean Selection Committee for the Faculty of Science
 - Draft Agenda for the Next Meeting of General Faculties Council

3. Items Discussed
 - Proposed Changes to GFC Terms of Reference

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 February 1, 2023.
2. Items Recommended to GFC for Approval
 - Proposed Suspension of the Graduate Certificate in Bridging to Canadian Physical Therapy Practice, Rehabilitation Medicine and FGSR
 - Proposed Suspension of the Graduate Certificate in Stroke Rehabilitation, Rehabilitation Medicine and FGSR
3. Items Recommended to the Board Finance and Property Committee for approval
 - Non-Regulated Exclusion to Program Fee Proposals
4. Items Discussed
 - Annual Report on Undergraduate Enrolment 2022-23
 - Update on Development of the University Strategic Plan
 - Introduction Vice-Provost & Dean, Faculty of Graduate Studies and Research (FGSR)
 - 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 Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on February 13, 2023.
2. Items Approved With Delegated Authority
 - Non-Regulated Exclusion to Program Fee Proposals
3. Items Recommended to GFC for Approval
 - Proposed Suspension of the Graduate Certificate in Bridging to Canadian Physical Therapy Practice, Rehabilitation Medicine and FGSR
 - Proposed Suspension of the Graduate Certificate in Stroke Rehabilitation, Rehabilitation Medicine and FGSR
4. Items Discussed
 - Annual Report on Undergraduate Enrolment 2022-23
 - Update on Development of the University Strategic Plan
 - Introduction Vice-Provost & Dean, Faculty of Graduate Studies and Research (FGSR)
 - 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_EXEC

Submitted by:
W Flanagan, Chair
GFC Executive Committee



General Faculties Council Standing Committee Report

GFC Programs Committee (PC)

1. Since last reporting to GFC, the GFC Programs Committee met on February 9, 2023.

2. Items Approved with Delegated Authority from GFC
 - Course and Minor Program Changes
 - Arts
 - Business
 - Education
 - Engineering
 - Medicine and Dentistry
 - Nursing
 - Science
 - Received Courses to be Deleted, Office of the Registrar
 - Practicum Restructure and Program Changes, Faculty of Kinesiology, Sport, and Recreation
 - Program Changes for Graduate Programs in Nursing

3. Items Recommended to GFC
 - Undergraduate Embedded Certificate Framework
 - Proposed Suspension of the Graduate Certificate in Bridging to Canadian Physical Therapy Practice, Rehabilitation Medicine and FGSR

4. Items Recommended to the Board of Governors
 - Proposed New Course-based Master of Science in Biomedical Engineering, Faculty of Engineering

5. Items Discussed
 - Faculty of Graduate Studies and Research Update
 - 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



General Faculties Council Standing Committee Report

GFC University Teaching Awards Committee (UTAC)

Following a 3-year pause of UTAC and [review](#) of the procedures and processes for awards and recognition at the University of Alberta, UTAC met on February 16, 2023.

At their first meeting, the committee was provided with an orientation on Equity, Diversity, and Inclusion by Senior Advisor on Equity and Human Rights, Evelyn Hamdon.

Over the coming months, the committee will consider a number of changes, informed by the [Report of the Equity, Diversity and Inclusivity \(EDI\) Review of Teaching Awards Working Group](#), to GFC's teaching awards set out in the [UAPPOL Awards for Teaching Excellence Policy Suite](#).

The Committee plans to have an early draft ready for GFC to review at their meeting of March 20, 2023 and a recommendation for GFC to consider at their April 17, 2023 meeting.

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_UTAC

Submitted by:

Tracy Raivio, Chair

GFC University Teaching Awards Committee

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

Agenda Title	2021-2022 Annual Report of Student Conduct Responses
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Item

Proposed by	Dr. Helen Vallianatos, Acting Vice-Provost and Dean of Students
Presenter	Dr. Helen Vallianatos, Acting Vice-Provost and Dean of Students Chris Hackett, Acting Director, Student Conduct & Accountability

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	This report provides statistical information on the various responses to student conduct.
Executive Summary (outline the specific item – and remember your audience)	This report is organized by policy, and provides statistical information on how student conduct is addressed within the Dean of Students' portfolio, including the Code of Student Behaviour, Residence Community Standards, Sexual Violence Policy and the Protocol for Urgent Cases of Disruptive, Threatening, or Violent Behaviour
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 >
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Strategic Alignment

Alignment with <i>For the Public Good</i>	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.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	GFC Student Conduct Policy Committee Terms of Reference	

Attachments (each to be numbered 1 - <->)

 2021/22 Annual Report of Student Conduct Responses, Dean of Students' Portfolio (page(s) 1 - 14)
 Prepared by: Chris Hackett, Acting Director, Student Conduct & Accountability, chackett@ualberta.ca



Student Conduct and Accountability

2021-22

ANNUAL REPORT OF **STUDENT CONDUCT RESPONSES**

Dean of Students' Portfolio
July 1, 2021 to June 30, 2022



Contents

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Territorial Acknowledgement

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.

Introduction

This report covers responses to student conduct across the Dean of Students' portfolio for the 2021-22 academic year. It is organized by relevant policy, including the Residence Community Standards, Residence Agreement (i.e. rental contract), Code of Student Behaviour, Sexual Violence Policy, and the GFC Protocol for Urgent Cases of Disruptive, Threatening or Violent Behaviour. Units within the Dean of Students' portfolio also work closely with Helping Individuals at Risk (HIAR) to provide the necessary supports to students whose behaviour causes concern but may not constitute misconduct. This report details only those incidents addressed within the Dean of Students' portfolio.

The 2021-22 academic year at the University of Alberta continued to be affected by the pandemic. Classes were delivered both in person and online. Many University services were also provided virtually. As a result of the hybrid landscape and a low population density physically on campus, we continued to see lower numbers of non-academic cases of misconduct. Meanwhile, academic cases remained steady due to some students embracing new and innovative ways of challenging academic integrity as they adapted to virtual environments and the many temptations that technology and corporate interests made available.

For data from previous years, the 2020-21 Dean of Students portfolio Student Conduct Report is available from University Governance. This report should be read alongside the annual reports of the Office of the Student Ombuds and the Appeals and Compliance Officer for a more comprehensive picture of student misconduct (that is, discipline under the Code of Student Behaviour and Code of Applicant Behaviour).

Residence Community Standards Policy

Focus: Restorative Practices

Administered by: Residence Life (North Campus and Augustana)

[Residence Community Standards Policy](#)

The Residence Community Standards Policy addresses both resident misconduct and resident conflict restoratively. Only students in residence are subject to this policy, which provides a framework to recognize and prevent unacceptable behaviour in the Residence community and resolve the issues in a positive and constructive way. Rather than defining misconduct, the framework focuses on the effects of behaviour on individuals and the community. Doing so allows residents to identify and repair harms and build trust in the community.

Restorative responses include Community Resolutions (a restorative conversation between staff and responsible student), Restorative Meetings (facilitated discussion between a harmed person and a responsible student), and Restorative Conferences (facilitated discussion with multiple parties, including those harmed, responsible student(s) and relevant community members). The desired outcome, a Restorative Agreement, is highly personalized and specific to the needs of those directly involved.

Engaging with Restorative Practices (RP) is voluntary. If for any reason RP is not available or appropriate, the University will use one of the other available processes to resolve the issue (Code of Student Behaviour and/or Breach of Residence Agreement) without prejudice. When a Restorative Agreement is reached and fulfilled, the matter is considered to be closed and no other University process is applied. If a student fails to meet the agreed repairs, they are considered in breach of their Residence Agreement.

Potential Outcomes: Community Resolution or Actions decided in a Restorative Agreement (including apologies).

Update to policy: The Community Standards Policy underwent review and revision during the 2021-2022 academic year. The new policy is linked above, which took effect August 2022. The numbers below reflect the previous policy. Augustana Residence now uses the same Residence Community Standards Policy as North Campus residences.

NORTH CAMPUS

For the 2021-22 academic year:

During the academic year (August 1, 2021- April 30, 2022) 49% of residents who interacted with the residence conduct process never had another documented violation. Of those single incident residents (n: 594), 418 (70%) of those situations were resolved in the moment with a Community Resolution.

OUTCOME	
COMMUNITY RESOLUTION	1153
COMMUNITY RESOLUTION WITH PROFESSIONAL STAFF DURING FOLLOW UP MEETING	81
APOLOGY	20
COMMUNITY PROJECT	3
RESTITUTION	3
OTHER ACTIONS AS DECIDED IN RESTORATIVE MEETING/CONFERENCE	15

As part of Residence Services continuous improvement, residents who are identified as a responsible party through our processes receive an invitation to complete a survey to provide feedback on their experience. Residents who completed the survey in Fall 2021 or Winter 2022 and reported their interaction with the process as a Community Resolution in the moment with a student staff shared the following about their experience:

- 68% reported as a result of the conduct process, they understand the harm and/or potential harm their behavior had on the community
- 75% reported they are unlikely or very unlikely to repeat the behaviour.

This serves as evidence that restorative conversations in the moment are effective in creating a commitment for future behaviour that residents adhere to.

AUGUSTANA CAMPUS

For the 2021-22 academic year:

Administered by: Augustana Residence Life

Note: Damage charges, unit relocation, and COVID-19 Written Warnings are outcomes under a breach of Augustana's [Residence Agreement](#).

OUTCOME	
COMMUNITY RESOLUTION - NOISE	8
COMMUNITY RESOLUTION - ALCOHOL	5
DAMAGE CHARGES (VANDALISM)	1
UNIT RELOCATION	1
COVID-19 WRITTEN WARNING	1

Breach of Residence Agreement

Focus: Breach of contract

Administered by: Residence Services

[Breach of Residence Agreement](#)

The Residence Agreement is the rental contract between the student (as tenant) and the University (as landlord). It lays out the terms of the rental, including rent, payment, maintenance, and behaviour. Evictions under the Breach of Residence Agreement can be behaviourally-based, or can be a result of other factors.

A behaviour that leads to a Breach of Residence Agreement may also be addressed under the *Code of Student Behaviour* and/or the *Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct*.

Potential Outcomes: Letter of expectations, letter of conditions (including temporary restrictions), revoked visiting privileges, damage charges, relocation, probationary status and/or eviction.

Temporary outcome used for both 2020-2021 and 2021-2022: COVID-19 Written Warning

Notable trends in residence across both Residence Community Standards Policy and Breach of Residence Agreement:

1. 1487 total documented incidents, with many involving multiple students. Each resident responsible receives their own outcome as listed in this report.
2. Wide majority of incidents were related to excessive noise/violations of quiet hours. 1294 of the outcomes listed (restorative or not) were provided to residents where excessive noise was an aspect of the incident. For comparison, the next most numerous violation was open alcohol in a common area with 211 responsible outcomes.
3. Residence continued to use COVID-19 Safety Expectations during the 2021-2022 academic year with some adjustments in response from the previous year. These expectations changed throughout the year in response to provincial and university guidance.

OUTCOME	
LETTER OF EXPECTATIONS	400
LETTER OF CONDITIONS	20
ALCOHOL CONDITIONS	3
REVOKED VISITING PRIVILEGES	20
DAMAGE CHARGES	5
UNIT RELOCATION	12
PROBATIONARY STATUS	32
EVICTION	10
COVID-19 WRITTEN WARNING	42

Code of Student Behaviour

Focus: Student academic and non-academic misconduct

Administered by: Student Conduct & Accountability (SCA)

[Code of Student Behaviour](#)

The *Code of Student Behaviour* addresses misconduct as defined under the *Code*. It applies to all Students (also as defined under the *Code*). In order for a Student to be sanctioned under the *Code*, a number of conditions must be met:

1. The University must have jurisdiction to act (i.e. there is a “real and substantial link” between the misconduct and “the University, University Activities, the University Community, or University-related Functions.”)
2. It must be established, on a balance of probabilities, that the Student under allegation committed the misconduct at issue; and
3. The misconduct must meet the definition of at least one offence under the *Code*.

Types of misconduct are broadly defined to encompass a variety of behaviours. Because the differences can be significant, the *Code* also defines available sanctions, ranging from a written Reprimand through Expulsion. The Discipline Officers, located in SCA, are responsible to ensure that the severity of the sanction(s) is proportionate and commensurate with the seriousness of the misconduct, taking into account the totality of circumstances in each case.

Behaviours that lead to *Code of Student Behaviour* investigations can also lead to Breach of Residence Agreement and/or *Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct*.

Complaints of non-academic misconduct are investigated by UAPS and referred to SCA with recommendations for sanctions.

Academic misconduct complaints start with a report from a course instructor to the Dean (or delegate) of the Faculty in which the course is offered. The Dean makes the initial finding and imposes Minor and/or Intermediate Sanctions. Where Severe Sanctions are warranted, the Dean makes a recommendation to the Discipline Officer. For comprehensive statistics on student misconduct (*Code of Student Behaviour* and *Code of Applicant Behaviour*), refer to the [Annual Report of the Appeals and Compliance Officer](#), University Governance.

Potential outcomes: Sanctions as defined in the *Code*, including Conduct Probation, Exclusion (partial or total; time-limited or indefinite) Expulsion, Fine, Reprimand, Restitution, Suspension for up to three years and Suspension of specified University Services and Resources (essential or non-essential; time-limited or indefinite). Any single case can involve multiple offences and/or multiple sanctions.

Please note, 2022-2023 will see a dramatic change in the student conduct landscape once revisions to the Code of Student Behaviour and the Sexual Violence Policy are approved. In addition, work has begun on a new Academic Integrity policy suite that will replace the academic sections of the Code of Student Behaviour. How we as an institution address conduct will be significantly different, with opportunities coming from new tools and approaches to accountability. This report, as well as the reports for other years, will be an important tool in understanding the impact of those changes.

For the 2021-22 Academic Year:

VIOLATIONS CONSIDERED	
30.3.2(1) PLAGIARISM	12
30.3.2(2) CHEATING (TOTAL: 18)	
30.3.2(2) A CHEATING - UNAUTHORIZED SOURCE	12
30.3.2(2) B CHEATING - MISREPRESENTATION	1
30.3.2(2) C CHEATING - EDITORIAL ASSISTANCE	3
30.3.2(2) D CHEATING - RESUBMISSION	1
30.3.2(2) E CHEATING - FABRICATION	1
30.3.2(3) MISUSE OF CONFIDENTIAL MATERIALS	2
30.3.2(4) A RESEARCH AND SCHOLARSHIP MISCONDUCT	2
30.3.4(1) A DISRUPTION	0
30.3.4(6) VIOLATIONS OF SAFETY OR DIGNITY (TOTAL: 3)	
30.3.4(6) A SEXUAL OR PHYSICAL CONTACT	1
30.3.4(6) B PHYSICAL ABUSE OR THREATS	0
30.3.4(6) C CREATING A CONDITION	2
30.3.4(6) D HARASSMENT OR SEXUAL HARASSMENT	0
30.3.4(6) VERBAL OR WRITTEN THREATS	0
30.3.5(1) DAMAGE TO PROPERTY	0
30.3.5(2) UNAUTHORIZED USE	0
30.3.6(4) MISREPRESENTATION OF FACTS	2
30.3.6(5) PARTICIPATION IN AN OFFENCE	1
30.3.6(2) BREACH OF RULES EXTERNAL TO THE CODE	0

CASES	
TOTAL CASES	31
ACADEMIC CASES	29
NON-ACADEMIC CASES	2

* See the Code of Student Behaviour for complete definitions of Offences.

ACADEMIC MISCONDUCT FACULTY REFERRALS FOR SEVERE SANCTIONS	
FACULTY OF ARTS	15
ALBERTA SCHOOL OF BUSINESS	3
AUGUSTANA FACULTY	1
FACULTY OF ENGINEERING	6
FACULTY OF SCIENCE	1
FACULTY OF GRADUATE STUDIES AND RESEARCH	2
FACULTY OF AGRICULTURAL, LIFE AND ENVIRONMENTAL SCIENCES	1

SANCTIONS	
NO SANCTION	1
INTERMEDIATE SANCTIONS	
CONDUCT PROBATION CONDITION	25
SEVERE SANCTIONS	
SUSPENSION	20
EXPULSION	2
EXCLUSION	1

* A student can have one or more Conduct Probation conditions.

Notable trends:

1. Case numbers were steady (31 compared to 30 the prior year 2020-21).
2. Severe sanctions increased by 30% (7), whereas intermediate sanctions remained even. Although the percentage increase appears dramatic, the actual change is small and likely represents normal fluctuation from year to year based on specific cases.
3. Recommendations for Severe Sanctions from Deans for academic misconduct increased this year (29 this year and 20 last year).
4. Non-academic misconduct referred to SCA dropped significantly (2 cases this year compared to 10 in 2020/21 and 14 before that in 2019/20).
5. One of two non-academic cases constituted sexual violence, as defined in the Sexual Violence Policy.
6. Eight of the students found to have committed academic misconduct had a prior finding under the Code. None of the students with non-academic misconduct cases had a previous violation.
7. No students reported that their offence occurred while they were intoxicated or as a result of being intoxicated.

Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct (Protocol 91)

Focus: Safety of the University Community

Administered by: Office of the Dean of Students

[Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct](#)

The primary purpose of Protocol 91 is to protect and ensure the safety of the University community. It provides a means by which the University can respond to serious incidents and imminent threats in a timely manner. While it applies to all members of the University Community, a team led by the Vice-Provost and Dean of Students addresses cases in which Protocol 91 is invoked for students.

It primarily considers the safety of individuals and/or the community and is not disciplinary. It does not result in findings of responsibility or sanctions. UAPS performs threat or risk assessments which form the basis for decisions and measures taken. When a Protocol stems from behaviour that could also be considered misconduct, UAPS may investigate and proceed with charges under the *Code*.

Potential outcomes: Highly personalized responses, including exclusion from University facilities and activities (full or partial), other conditions as necessary to address safety concerns.

For the 2021-22 Academic Year:

PROTOCOL 91	
PROTOCOL 91 (TOTAL: 20)	
RESTRICTIONS FROM CAMPUS	9
OTHER CONDITIONS	11

Notes:

1. Responses to imminent threats, disruptions or violence must be timely, preferably coming within a day or two of the University becoming aware of an incident or any other concern. Each response is tailored to ensure that it is appropriate and proportionate to the incident at hand.
2. Of the 20 Protocols this academic year, all involved either threats or harm to others, including physical assault, sexual assault, or significant personal risks to safety.
3. The Dean of Students may impose multiple conditions, all of which are tailored to the specific situation at hand, including measures to ensure safety, change of behaviour and/or realignment with educational goals.
4. Nine of the Protocols began with exclusions from Residences or campus. However, the conditions were reconsidered as each situation evolved. Of these, 5 were modified to allow the student to return to campus or residence, with conditions.
5. The number of Protocols was up 120% this year from a total of 9 in the 2020-21 academic year

Sexual Violence Policy

Focus: Support for those who have experienced sexual violence

Administered (for students) by: Office of the Dean of Students

[Sexual Violence Policy](#)

The *Sexual Violence Policy* was approved by GFC on June 23, 2017. It complements the existing disciplinary processes (the *Code* for students) by committing to support those who have experienced sexual violence. It distinguishes between a Disclosure (that is, disclosing and incident of sexual violence) and a Complaint (a disclosure for the purpose of initiating an investigation for charges/sanctions under University policy or collective agreements). It recognizes that making a Complaint is one of many options for those who have experienced sexual violence, and provides a range of other options, supports and resources.

Should a Complaint be made, it is routed through the relevant disciplinary process/policy. Under the *Sexual Violence Policy*, the Office of the Dean of Students can support those who have experienced sexual violence by offering Modifications (for those who have experienced sexual violence) or Interim Measures (non-disciplinary measures for the student under allegation). In addition, the Office of the Dean of Students provides support to the student named as having committed sexual violence, and works with them to identify potential voluntary measures they may be willing to undertake.

Potential outcomes: Modifications for those who have disclosed experiences of sexual violence, voluntary or interim measures for person named as having committed the sexual violence.

Modifications can be provided by any University unit (e.g. Residence Services, Faculties, individual professors, etc.). This report refers only to those modifications provided by the Office of the Dean of Students. Examples include: assistance with deferring exams or assignments, assistance changing classes or residence rooms.

Interim measures are non-disciplinary measures applied by the Dean of Students. Where the measures affect a student's program, every effort is made to accommodate the academic needs of those under conditions. Examples include: non-contact conditions, or instructions on where or when to move through certain areas of campus.

Examples of *Voluntary measures*: agreement not to contact the person who disclosed, or agreement to avoid certain areas.

For the 2021-22 academic year:

SEXUAL VIOLENCE SUPPORT	
DISCLOSURES	65
MODIFICATIONS	28
INTERIM MEASURES	37
VOLUNTARY MEASURES	2
SAFE HOUSE USAGE	15

Notes:

1. The Sexual Violence Policy explicitly states that students can receive support and resources without making a Complaint under one of the University's disciplinary processes.
2. The numbers above reflect only Disclosures to the Office of the Dean of Students in which additional supports or modifications were sought. They are not indicative of the overall incidence of sexual violence in our community.
3. Disclosures to the DoS have increased by 120% compared to the 2020/21 academic year. It was noted that as more students returned to in-person learning and living in residence there were increased numbers of students seeking assistance under the SVP to feel safe on campus.
4. Safe House is the university's emergency housing program that is jointly operated by the Dean of Students Office and Residence Services. Students are eligible for Safe House if they meet any of the following criteria: 1) are experiencing an immediate personal safety risk (i.e. emotional, physical, and/or sexual harm), 2) facing intolerable living conditions, or 3) are financially destitute.

Student Groups Procedure

Focus: Relationship between Student Groups and the University

Administered by: Office of the Dean of Students

[Student Groups Procedure](#)

Student Groups that are recognized by the Dean of Students enjoy a number of benefits, including the ability to use University facilities, use of the institutional liquor license and permission for gaming events, use of the University's name and insignia, exclusive use of the Group's name on campus, ability to rent University space and equipment, and ability to solicit membership on campus. This is not a disciplinary procedure; student groups not recognized by the Dean of Students are free to exist and associate, however, they do not have access to the same benefits.

In exchange for these benefits, a Student Group is expected to live up to the responsibilities outlined in the Procedure. In terms of the conduct of the Group, the Dean of Students has the authority to deny, revoke, or temporarily suspend a Student Group's recognition when:

- Their stated objectives or activities or the manner of carrying out their activities expose the University to unacceptable risk, or warrant justifiable complaints under University policy or municipal, provincial, or federal law;
- They engage in hazing, create an unacceptable risk to persons, property or reputation; or
- The group tolerates, allows or encourages members or its executive to violate the *Code* when acting on behalf of or representing the Student Group.

For the 2021-22 academic year:

Student Group Procedure Complaint = 1 (complaint was withdrawn)

Number of groups that had their recognition temporarily suspended or revoked = 0

Item No. 19D

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	2021-2022 Annual Report of Appeals and Compliance Coordinator
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Item

Proposed by	Laura Riley, Appeals and Compliance Coordinator, University Governance
Presenter	Laura Riley, Appeals and Compliance Coordinator, University Governance

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To provide committee members with an annual report of statistical information on discipline cases, as required by GFC policy.
Executive Summary (outline the specific item – and remember your audience)	<p>The Annual Report provides information about discipline decisions and the appeal processes under the <i>Code of Student Behaviour</i>, <i>Code of Applicant Behaviour</i>, <i>Academic Appeals Policy</i> and <i>Practicum Intervention Policy</i>. This information is provided to GFC (through SCPC/Executive/GFC) and the Board of Governors (through BLRSEC) as discipline decisions and appeal decisions fall under the authority of the GFC and the Board, and have been delegated by those governing bodies to the appropriate decision makers (Deans, Discipline Officers, UAB and GFC AAC) within the university. The information provided informs the GFC and the Board, in their oversight role, as to how their delegated authority has been carried out.</p> <p>The 2021-2022 reporting statistics show a decrease in the number of discipline decision cases decided by Deans and Discipline Officers across the university, with the majority of those decisions involving the academic offences of cheating and plagiarism. This decrease may correlate with the gradual transition from a remote learning environment to a hybrid remote/in person learning environment amid the context of the continuing COVID-19 pandemic. The number of discipline decision cases appears more in keeping with pre-pandemic case numbers.</p> <p>This reporting year saw a slight decrease in the number of appeals compared to the previous year. This decrease may also correlate with the decrease in the number of discipline decision cases. The statistics also include appeal outcomes, but caution should be used before extrapolating any trends. The sample size is small and each case was decided on its own unique merits, so that the statistics provide a snapshot of outcomes for these particular cases heard and decided.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> • GFC Student Conduct Policy Committee, January 19, 2023 (for discussion); • GFC Executive Committee, February 13, 2023 (for discussion); • General Faculties Council, February 27, 2023 (for information);
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Item No. 19D

	<ul style="list-style-type: none"> Board Learning, Research & Student Experience Committee, March 10, 2023 (for information)
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy i: Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p> <p>Strategy ii: Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.</p>	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post Secondary Learning Act (PSLA)</i> GFC SCPC Terms of Reference GFC Executive Terms of Reference GFC Terms of Reference Board Learning, Research & Student Experience Committee (BLRSEC) Terms of Reference	

Attachments

- Annual Report of the Appeals and Compliance Coordinator (2021 – 2022) (pages 1 - 4)
- Statistical Attachments (pages 1 - 10)

Prepared by: Laura Riley, Appeals and Compliance Coordinator, University Governance

**ANNUAL REPORT OF APPEALS AND COMPLIANCE COORDINATOR
(INCLUDING UNIVERSITY DISCIPLINE STATISTICS)
2021 – 2022**

Scope

This report covers the period of July 1, 2021 to June 30, 2022. Statistics for previous years are also included for comparison.

This report provides information about discipline decisions and the appeal process under the Code of Student Behaviour (COSB) and the Code of Applicant Behaviour (COAB), with the focus on the university appeal level of the University Appeal Board (UAB). This report also provides information for two other university-level appeal bodies, the General Faculties Council Academic Appeals Committee (GFC AAC) and the General Faculties Council Practice Review Board (GFC PRB).

Role of the Appeals Coordinator

Working as the Appeals and Compliance Coordinator in University Governance, I carry out the role of the Appeals Coordinator under the COSB, COAB, University of Alberta Academic Appeals Policy and University of Alberta Practicum Intervention Policy for the UAB, GFC AAC and GFC PRB. In this role I am neutral and do not advocate for either party in an appeal. I facilitate or administer the appeal process steps from the time an appeal is received, through the hearing and decision made by an appeal panel, to distribution of the written decision. I also provide procedural information to the parties to an appeal and to the appeal panel throughout the appeal process.

Apart from individual appeals, I oversee the administration of the university-level student appeal system to ensure that the university continues to implement a fair process by which to address appeals. This includes helping to educate panel members as to the framework within which they work when hearing appeals and helping the university community understand that framework.

University-Level Student Appeal Process

The university-level student appeal system is made up of three appeal bodies – the UAB, the GFC AAC and the GFC PRB.

Discipline decisions arise as a result of a student being charged with an offence (academic and/or non-academic) under the COSB or COAB. When the appropriate decision-maker has made a final decision finding an offence and imposing a sanction, the parties to that decision have a final appeal to the UAB.

The UAB generally hears appeals from students charged under the COSB or COAB who disagree with the discipline decisions. UAB decisions are final and binding, within the university, subject to application to the courts for judicial review. Under the COSB (and the COAB) the UAB has the broad authority to determine whether an offence was committed and to confirm, vary or quash sanctions imposed.

Under the Academic Appeals Policy, academic standing issues are heard by the GFC AAC. The GFC AAC hears appeals from students wishing to appeal faculty decisions on matters of academic standing, including matters such as a requirement to withdraw, denial of graduation or promotion. The GFC AAC hears appeals from students after they have exhausted all other avenues of appeal within a faculty. GFC AAC decisions are final and binding, within the university, subject to application to the courts for judicial review. The authority of the GFC AAC is to uphold (and award any remedy not contrary to faculty rules) or deny an appeal depending upon whether it finds a miscarriage of justice, as defined by the Academic Appeals Policy, occurred within the faculty process.

Under the Practicum Intervention Policy, appeals concerning practicum interventions are heard by the GFC PRB. The GFC PRB's decisions are final and binding, within the university, subject to application to the courts for judicial review.

Principles of the Appeal Process

Appeals at the university level deal with complex issues affecting students, faculties and the university as a whole. Given this impact, and the fact that this final level of appeal is the last opportunity for issues to be heard within the university, it is very important that the appeal process is fair and perceived to be fair. Coming to decisions through a fair process promotes confidence in those decisions by the parties and the appeal panels themselves.

The authority of the appeal bodies (UAB/GFC AAC/GFC PRB) flows from the powers delegated under the *Post-Secondary Learning Act*. The appeal bodies carry out their authority as outlined in the applicable university appeal policy, in keeping with the principles of administrative fairness. The principles of administrative fairness are the basis for our appeals policies, help us to interpret those policies and provide the framework within which our appeal panels make decisions.

The structured steps of our appeals processes recognize the impact and finality of these decisions and ensure the opportunity for parties to an appeal to make their best cases and be fully heard. The appeals process has been designed to enable students and university decision-makers to be heard through presenting their

arguments and evidence to an objective panel coming from the university community. At its core, our appeals system involves the parties fully making their cases in writing and knowing the case of the other side before an appeal hearing takes place, then appearing at a hearing where they are able to present their information, subject to questioning, before an objective appeal panel. (The UAB process also allows for the option of a paper-only or documentary review hearing, rather than an in-person hearing, when only the severity of sanction, and not the offence, is being appealed.) The appeal panel then considers and weighs all of the evidence and comes to a decision, which it explains to the parties in writing. If any process issues or requests arise before or during a hearing, the appeal panel chair (sometimes with the full appeal panel) decides how to fairly address the issues, keeping in mind the relevant appeals policy and the principles of administrative fairness, including the goal to provide for a full and fair hearing.

Appeal Panel Membership

The university-level student appeal panels are made up of volunteer panel members from the university community. While the exact makeup of a panel depends on the applicable appeal policy, generally the panels are a combination of undergraduate/graduate students and academic staff selected from the university's appeal panel membership lists. (Membership is determined by an application process and ultimately approved by GFC.) Appeal panel members come from the greatest possible variety of faculties and the broadest possible representation of the university community. For objectivity, no appeal panel member may sit on an appeal involving a party from their faculty. Appeal hearings are scheduled throughout the academic year, including summer, mostly in evenings around academic schedules. Student panel members usually serve for terms of two years, while academic staff panel members usually serve for terms of three years (with the possibility of serving additional terms). The number of appeals heard by individual panel members depends on the number of appeals received and the faculties involved.

In addition to their understanding of the university environment through their experience as students (both undergraduate and graduate) and academic staff, our panel members are provided ongoing training, including understanding the principles of administrative fairness within which their tribunals operate. This helps to ensure that, as discussed above, the appeal process is a fair one.

The service of appeal panel members is a significant commitment, including considering and addressing procedural issues arising before and during hearings, conducting hearings, deliberating and drafting written reasons for decisions. All of our panel members recognize the need to objectively hear cases, analyze and weigh evidence, then come to reasonable decisions based on that evidence. Part of my role is to ensure that appeal panels have all the needed resources to perform their role. I thank all of our appeal panel members for their commitment and service to our university community. Their work is a very important contribution to fostering and maintaining the values of the university, for all members of our community.

Discipline Decision Statistics / Appeals Statistics

In conjunction with administering appeals, my office collects and maintains the statistics from every discipline decision made at the university under the COSB and COAB.

The 2021-2022 reporting statistics show a decrease in the number of discipline decision cases decided by Deans and Discipline Officers across the university, with the majority of those decisions involving the academic offences of cheating and plagiarism. This decrease may correlate with the gradual transition from a remote learning environment to a hybrid remote/in person learning environment amid the context of the continuing COVID-19 pandemic. The number of discipline decision cases appears more in keeping with pre-pandemic case numbers.

This reporting year saw a slight decrease in the number of appeals compared to the previous year. This decrease may also correlate with the decrease in the number of discipline decision cases.

Although not statistically tracked, a significant number of appeals are received from international students.

While the provided statistics include general outcomes of the appeals heard, caution should be used before considering any trends from these outcomes. The sample size is small and each case was decided on its own unique merits, with the resulting statistics providing simply a snapshot of the outcomes for those particular cases heard and decided.

Attachment 2.0: Statistics for University-Level Student Appeal Processes and University-Wide Discipline Decisions

[Statistics based upon year of appeal deadline.]

Laura Riley
Appeals and Compliance Coordinator
University Governance, University of Alberta
January 11, 2023

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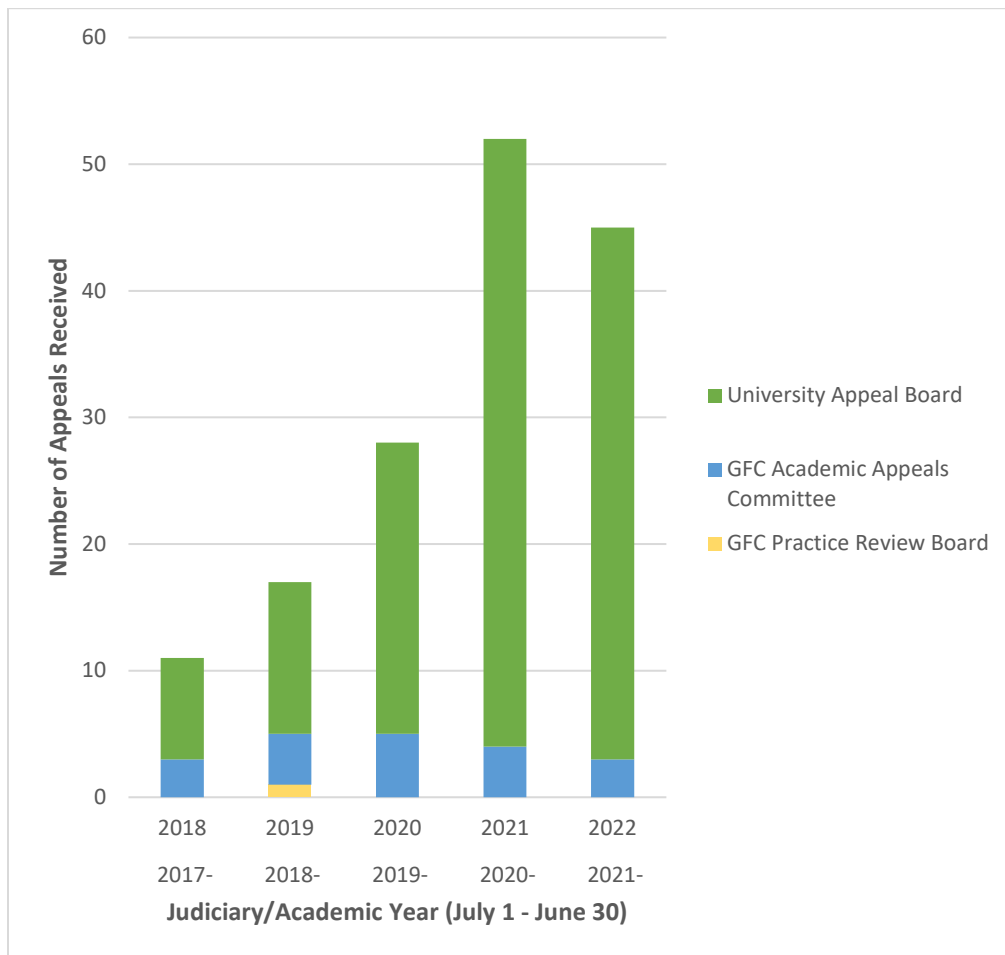
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Figure 1

Number of Appeals Received by University Governance

Judiciary/Academic Year (July 1 - June 30)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
University Appeal Board	8	12	23	48	42
GFC Academic Appeals Committee	3	4	5	4	3
GFC Practice Review Board	0	1	0	0	0
TOTAL NUMBER OF APPEALS	11	17	28	52	45



Notes:

- These numbers reflect the number of appeal cases.
- An appeal case can include more than one offence and a student can appeal the offence(s), severity of sanction(s), or both the offence(s) and severity of sanction(s).

Figure 2

**UAB Disposition of Appeals
July 1, 2021 to June 30, 2022**

Appeal Upheld	4
Appeal Denied	16
Appeal in Progress (undetermined as of June 30, 2022)	20
Appeal Withdrawn	2
Total Appeal Cases	42

Sanction Increased	2
Sanction Decreased	3
Sanction Timing Varied	1

- As students can be charged with and appeal more than one offence, and because appeals may concern the offence(s), severity of sanction(s), or both, the total number of appeal cases and how sanctions were addressed will not necessarily match.
- If sanctions were not increased/decreased/timing varied, the sanctions were confirmed and stayed the same; if the offence appeal was upheld, there were no sanctions.
- The Governance discipline database does not track the disposition of appeals by issue i.e. it cannot track disposition by the multiple issues of offence(s) and/or severity of sanction(s). If an appeal is upheld on any one issue, it is categorized as "Appeal Upheld". To provide the most accurate picture, I have calculated the disposition of appeals by issue as follows:

Issues of Appeal	Appeal Upheld	Appeal Denied
Offence(s)	1	7
Severity of Sanction(s)	4	16

Figure 3

**GFC AAC Disposition of Appeals
July 1, 2021 to June 30, 2022**

Appeal Upheld	0
Appeal Denied	2
Returned to Faculty	0
Taken Back by Faculty	0
Appeal Withdrawn	0
Appeal in Progress	1
Total Appeals	3

- “Returned to Faculty” means the GFC AAC decided at the appeal hearing to return the matter to the Faculty Academic Appeals Committee for re-hearing, based upon new evidence being introduced at the appeal hearing.
- “Taken Back by Faculty” means the student provided new information as part of the appeal and, before the GFC AAC hearing, the Faculty chose to reconsider the matter at the Faculty level.

Figure 4

**GFC PRB Disposition of Appeals
July 1, 2021 to June 30, 2022**

Appeal Upheld	0
Appeal Denied	0
Total Appeals	0

Figure 5

Total Discipline Decision Cases under COSB Decided by Deans and Discipline Officers

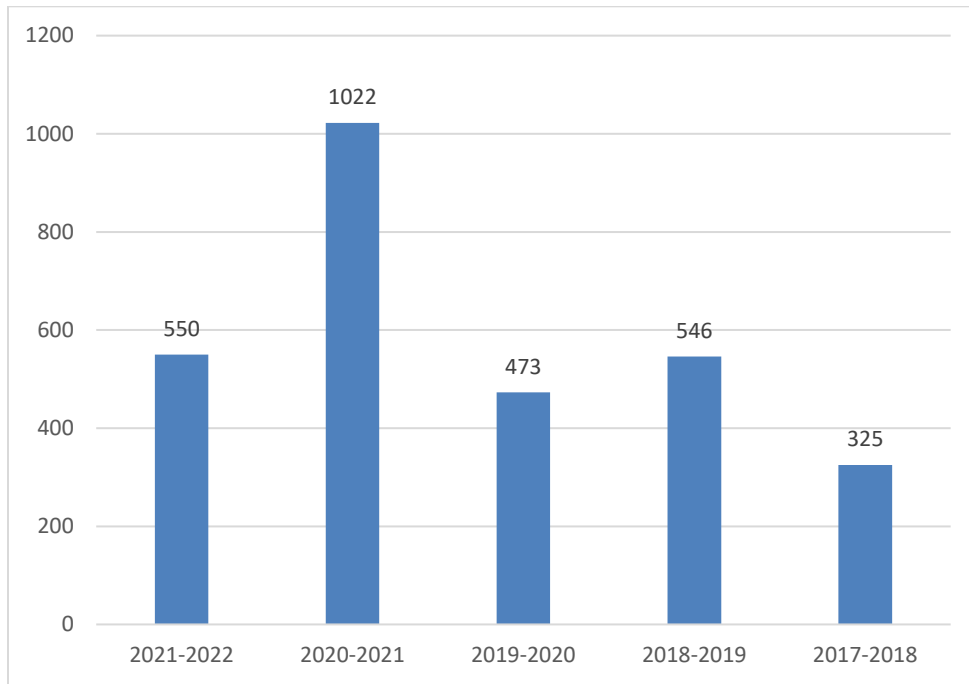


Figure 6

**Category of Sanction by Decision Maker under COSB
July 1, 2021 to June 30, 2022**

Sanction Type Description	Count	Final Decision By
Exclusion	1	Discipline Officer
Less Than Suspension or Expulsion	528	Dean
Less Than Suspension or Expulsion	7	Discipline Officer
Less Than Suspension or Expulsion	1	Registrar
Less Than Suspension or Expulsion	28	UAB
Suspension or Expulsion	13	Discipline Officer
Suspension or Expulsion	7	UAB
UAB dismissed charge	4	UAB

Figure 7

**COSB Discipline Decisions
July 1, 2021 to June 30, 2022**

Charge/Offence Description	1	2	3	4	5	GS N/A	N/A	N/A Applicant
Cheating	128	80	72	39	4	19	3	
Misrepresentation of Facts	5	4	9					
Participation in an Offence	19	9	7	5	1	3	1	
Plagiarism	106	52	40	22		24	6	
Inappropriate Behaviour in Professional Programs			3			2		
Misuse of Confidential Materials	8	8	2	1		1		
Research and Scholarship Misconduct						2		
Breach of Rules External to the Code	1					1		
Bribery				1				
Dissemination of Malicious Material			1					
Unauthorized Use of Facilities, Equipment, Materials, Services or Resources	1		1			1		
Violations of Safety or Dignity	1		1	1				

- Columns 1 through 5 refer to year of program of student when offence occurred.
- GS N/A refers to graduate student not applicable (i.e. no program year).
- N/A students are students in Open Studies, Faculty of Extension, Visiting Students, Previous Students and Special Students.
- N/A applicant refers to students reapplying who have been charged with offence re application; do not have a year of program.
- A student can be charged with more than one offence, so charges and case numbers will differ.

Figure 8

**COAB Discipline Decisions
July 1, 2021 to June 30, 2022**

Charge Description	COAB Applicants
	0

Figure 9

**Cases Reviewed by Deans, University of Alberta Protective Services,
Discipline Officers, Registrar, and the UAB under COSB
July 1, 2021 – June 30, 2022**

Decision Maker	Forwarded By	Count
Dean	Not Applicable	528
Discipline Officer	Dean	18
	UAPS	3
Registrar	Not Applicable	1
UAB	Not Applicable	40

- In all cases where a sanction of suspension or expulsion has been recommended by a Dean the case goes to the Discipline Officer for review and adjudication.

Figure 10

**Cases Reviewed under COAB
July 1, 2021 – June 30, 2022**

Decision Maker	Forwarded By	Count
Registrar		0

Figure 11

**Charge Count by Category of Sanction and Decision Maker under COSB
July 1, 2021 – June 30, 2022**

Decision Maker	Less Than Suspension or Expulsion	Suspension or Expulsion	Exclusion	UAB dismissed charge
Agricultural, Life and Environmental Sciences	40	1		
Arts	157	17		1
Augustana	13	1		
Business	21			
Education	3			
Engineering	118	1		1
Extension	12			
Graduate Studies and Research	2	2		
Kinesiology, Sport, and Recreation	35			
Law	8			
Medicine and Dentistry	2			
Nursing	3			
Pharmacy and Pharmaceutical Sciences	1			
Rehabilitation Medicine	5			
Science	236	1		3
UAPS	3		1	

Figure 12

**Case Count by Category of Sanction and Decision Maker under COSB
July 1, 2021 – June 30, 2022**

Decision Maker	Less Than Suspension or Expulsion	Suspension or Expulsion	Exclusion	UAB dismissed charge
Agricultural, Life and Environmental Sciences	40	1		
Arts	141	14		1
Augustana	12	1		
Business	21			
Education	3			
Engineering	94	1		1
Extension	12			
Graduate Studies and Research	2	2		
Kinesiology, Sport, and Recreation	26			
Law	6			
Medicine and Dentistry	1			
Nursing	2			
Pharmacy and Pharmaceutical Sciences	1			
Rehabilitation Medicine	4			
Science	197	1		2
UAPS	2		1	

Figure 13

**Charge Count by Category of Sanction and Decision Maker under COAB
July 1, 2021 – June 30, 2022**

NONE

Figure 14

**Case Count by Category of Sanction and Decision Maker under COAB
July 1, 2021 – June 30, 2022**

NONE

Item No. 19E

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	International Strategy Implementation Plan Annual Report
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Item

Proposed by	Verna Yiu, Provost and Vice-President (Academic)
Presenter	Cen Huang, Vice-Provost and Associate Vice-President (International)

Details

Office of Administrative Responsibility	University of Alberta (International)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide an update on progress towards completion of initiatives identified in the University's International Strategy Implementation Plan.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The University's International Strategy was approved by the Board of Governors in June, 2019. In the year that followed approval of the Strategy, University of Alberta International worked with stakeholders to develop an implementation plan for the strategy. Approved in June 2020, the Implementation Plan articulates the core actions for the five years of the plan, and the measures that will document our progress. Achieving success requires the engagement of all sectors of our university community. The implementation plan articulates how our community will be engaged and who will be the champions for the various elements of the plan. This annual report on the implementation plan notes the progress made in 2021-22.</p> <p>The events of the year with COVID-19, SET and Academic Restructuring have required changes to initial action plans. COVID-19 in particular continued to require the university to adapt to ensure international activities, such as recruitment and services, continue to meet goals and support our students. Despite these challenges the university continues to progress its international goals.</p> <p>Following development of the new University Strategic Plan, we anticipate engaging in a consultation process on a new International Action Plan to replace the former Strategic Plan.</p>
Supplementary Notes and context	< <i>This section is for use by University Governance only to outline governance process.</i> >

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Office of the Provost and Vice-President (Academic) University of Alberta International Office of the Registrar and Student Awards Office of the Vice-President (Research and Innovation)
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.
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Item No. 19E

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	X Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	X Relationship with Stakeholders X Reputation X Research Enterprise <input type="checkbox"/> Safety X Student Success
Legislative Compliance and jurisdiction	APC Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. University of Alberta International Strategy Implementation Plan - Annual Report

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



UNIVERSITY
OF ALBERTA

2021-22

INTERNATIONAL STRATEGY IMPLEMENTATION PLAN

ANNUAL REPORT





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INTRODUCTION

The University of Alberta's International Strategic Plan was formally approved in June 2019. The strategic plan, framed by our Institutional Strategic Plan, *For the Public Good*, outlines 11 objectives with corresponding strategies to advance the University's strong record of international engagement. The [International Strategic Plan](#) and accompanying documents are available on-line at the Office of the Provost and Vice-President (Academic) website.

Approved in June 2020, the Implementation Plan articulates the core actions we will take over the next five years and the measures that will document our progress. Achieving success requires the engagement of all sectors of our university community. The implementation plan articulates how our community will be engaged and who will be the champions for the various elements of the plan.

This report notes the progress made in 2021-22. The events of the year with COVID-19, SET and Academic Restructuring have required changes to initial action plans. COVID-19 in particular continued to require the university to adapt to ensure international activities, such as recruitment and services, continue to meet goals and support our students. Despite these challenges the university continues to progress its international goals.

The Implementation Plan was drafted in 2019 and as such some of the established targets will need to be calibrated and aligned with the vision of *University of Alberta for Tomorrow*.

BUILD

International Objective 1: Build a diverse community of exceptional undergraduate and graduate students from all parts of the world.

Accountability: Provost

2021-2022	DOMESTIC	INTERNATIONAL	TOTAL	% INTERNATIONAL
UNDERGRADUATE				
New to the U	7,916	1,253	9,169	13.7%
Total Enrolled	29,977	4,912	34,889	14.1%
GRADUATE				
New to the U	522	767	1,289	59.5%
Total Enrolled	5,096	3,306	8,402	39.3%
TOTAL				
New to the U	8,438	2,020	10,458	19.3%
Total Enrolled	35,073	8,218	43,291	19.0%

Note: includes BP, exchange, open studies, visiting, special, VSCP, PGME and DES.

Source: Tableau Headcount by National Status, 21/22 Undergrad Enrollment Report (p.3 for new to U direct entry + transfers = 9,169), and ADMSTATS, Dec. 1, '21 (for New to U Graduate).

2024 Target: 2000 new international undergrad students enrolled in September 2023 (To a goal of total international undergraduate enrollment of 6700 by 2024/25)

Core Actions Undertaken

International enrollment targets will be revised in the coming year as part of University Strategic Planning and the Enrollment Expansion Objectives Working Group.

Identified core actions 1.1 - 1.5 are established. Establishing enrollment targets and recruitment plans for Course-Based Master's will be addressed as part of UAT growth strategy for enrollment planning. Highlights for current year include:

- Undergraduate English Proficiency requirements remain aligned with peer institutions. Additional proficiency tests were continued due to closure of testing centres. (1.2)
- Creative enrollment management strategies implemented to support yield of the 2021 undergraduate international class - eg. acceptance of grades at time of admission, use of additional ELP tests, International Student Grant. (1.4)
- Leveraged digital recruitment tools to pivot to an entirely online recruitment cycle for Fall 2022. Participated in over 300 online recruitment activities including faculty members presenting on their area of expertise. (1.4)
- Record number of international applications and deposits for Fall 2022. (1.4)
- Indian Students increased to 736 (increase of 208 or 39.4%) to become to 15% of our international undergraduate student body in 2021 compared to 7.5% in 2019 (1.4)
- Total international headcount enrolment exceeded the 2021/22 target by 9.6%. (1.4)
- Refreshed scholarship program for international students was launched for Fall 2022 (1.5)
- 30 students enrolled in a program at Shandong University taking a combination of in person and online classes in China. (1.4)

International Objective 2: Build a community of exceptional faculty members and scholars at the university with backgrounds in many parts of the world.

Accountability: Provost/Deans

Core Actions Undertaken

Core action 2.2 (establish Engage India: Association of Professors) has been completed. Activities in 2020-21 include:

- University of Alberta's Canadian Institute of Ukrainian Studies (CIUS), Kule Institute for Advanced Study, Kule Folklore Centre, Department of Modern Languages and Cultural Studies, Department of History, Classics and Religion, and the Wirth Institute for Austrian and Central European Studies started the Disrupted Ukrainian Scholars and Students (DUSS) initiative to provide research funding and other supports to disrupted Ukrainian scholars and students. They initially allocated \$529,000 and have been able to support 32 individuals in various capacities to date. Since inception, an additional 10 faculties and departments from across campus have rallied resources to help support DUSS. Our researchers have provided over 150 media interviews about Ukraine and the war since Feb 24th.
- Engage India: Association of Professors (EIAP) continued working together with UAI's International Recruitment team to deliver a series of "Faculty Speak" virtual recruitment sessions in 2021-22. While the first round of Faculty Speak sessions in 2020-21 were only targeted at Indian students, they were opened up to participants from other countries in 2021-22 due to very positive responses from those who joined. 6 sessions attended by over 400 prospective students were held in 2021-22.
- Through targeted outreach by the EIAP Secretariat in 2021-22, membership has grown to include 74 researchers across 11 faculties.

International Objective 3: Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and our many stakeholders.

Accountability: Vice President University Relations

Core Actions Undertaken

Detailed planning on this objective will be undertaken once SET External Relations Stream is completed.

EXPERIENCE

International Objective 4: Ensure inclusion of international students into the campus community; support them in their pursuit of their academic, personal, and professional goals; facilitate lasting relationships for international students with their Canadian peers, the university, the City of Edmonton, the Province of Alberta, and Canada.

Accountability: Provost/Deans

Undergraduate Study Year 1 to Year 2 Retention Rates

REPORT YEAR	COHORT YEAR	RETURNED %
CANADIAN		
2015-2016	2014-2015	87.60%
2016-2017	2015-2016	88.60%
2017-2018	2016-2017	90.00%
2018-2019	2017-2018	89.10%
2019-2020	2018-2019	89.10%
2020-2021*	2019-2020	92.30%
2021-2022	2020-2021	88.20%
INTERNATIONAL		
2015-2016	2014-2015	84.10%
2016-2017	2015-2016	86.70%
2017-2018	2016-2017	88.60%
2018-2019	2017-2018	89.10%
2019-2020	2018-2019	89.70%
2020-2021*	2019-2020	93.5%
2021-2022	2020-2021	85.50%

Source: Tableau

*Note: 2020-21 Report Year. The Covid-19 pandemic resulted in changes to grades, final assessments and academic standing for the Winter 2020 term. To minimize any negative impact on students as a result of these changes modifications to Faculty. This can be seen in a decrease in Did not return, required to withdraw coun counts and a resulting increase in the Returned or graduated counts. academic standing regulations may have occurred.

Degree Completion - International Domestic Comparison 2019-2020

STUDENT	COMPLETION MEASURE	COHORT YEAR	DOMESTIC	INTERNATIONAL
UNDERGRADUATE				
High School Admit	6 years	2014-2015	72.70%	67.80%
Post-Secondary Admit*	5 years	2015-2016	88.50%	80.60%
GRADUATE				
Masters	5 years	2015-2016	91.50%	91.80%
Doctoral	9 years	2011-2012	77.90%	87.30%

Source: Tableau

*Note: Includes direct PS admit and 2nd entry admits

2024 Target: International student performance on metrics equals or exceeds domestic performance.

Core Actions Undertaken

Core Actions 4.3 orientation material has been updated to include content on Indigenous people of Canada and programming such as English Conversation Club continues to include topics of discussion. Core actions 4.1 and 4.4 have been delayed.

Significant activity has been taken in the reporting year to support students with issues resulting from pandemic. Efforts to achieve this extend to all sectors of the University and include as example (4.5):

- Student support services continued to be delivered online.
- Online orientation program delivered.
- Off Campus Isolation and Travel Registry and Isolation Accommodation Program created to support quarantine requirements. This program ran from Aug 2020 to March 2022.
 - 2,631 students completed quarantine
 - 4,323 students registered (4,323 in OCITR and 608 were in the Residences' IAP)
 - 11, 458 emails responded to via isolate@ualberta.ca
- \$919, 400 Total funds disbursed through international quarantine grant support

- Plan developed to support Ukrainian students impacted by war in Ukraine. University will waive 2022-23 tuition and provide bursaries for living support to those in financial need. At June 2022, 361 new students applied for admission and 80 had been admitted. Admissions continue to be processed for Fall 2022.
- 3 new students from Syria, Iraq and South Sudan began studies with support from the David Turpin and Suromitra Sanatani Award for Refugees and Displaced Persons, bringing to 32 the total number of students supported since the inception of the award in 2016.

International Objective 5: Introduce international dimensions in the learning experiences of all students to enrich their academic achievements, broaden their understanding of the world, educate them as global citizens, and facilitate their career success in a globalized economy.

Accountability: Provost/Deans

Student Participation in Education Abroad

YEAR	CREDIT	NON-CREDIT	TOTAL	GRADUATING CLASS	% GRADUATING CLASS PARTICIPATING IN EDUCATION ABROAD
UNDERGRADUATE					
2014-2015	719	212	931	6632	14.0%
2015-2016	783	232	1015	6516	15.6%
2016-2017	760	212	972	6495	15.0%
2017-2018	802	202	1004	6311	15.9%
2018-2019	726	275	1001	6418	15.6%
2019-2020	831	248	1079	6321	17.1%
2020-2021	10	0	10	7263	0.1%
2021-2022	33	2	35	6698	0.5%

Student Participation in Education Abroad

YEAR	CREDIT	NON-CREDIT	TOTAL	GRADUATING CLASS	% GRADUATING CLASS PARTICIPATING IN EDUCATION ABROAD
GRADUATE					
2014-2015	221	25	226	2026	11.2%
2015-2016	217	2	219	2034	10.8%
2016-2017	298	2	300	1974	15.2%
2017-2018	279	20	299	2048	14.6%
2018-2019	252	3	255	2111	12.1%
2019-2020	246	14	260	2251	11.6%
2020-2021	5	0	5	1375	0.4%
2021-2022	28	0	28	2447	1.1%

2024 Target: Double current participation rates

Core Actions Undertaken

Education abroad activity was suspended in March 2020 when the global pandemic declared and Global Affairs travel advisories moved to level 3. Activity resumed in January 2022. As such, a number of core actions are not actionable at the current time. Core action 5.3 (campus wide credit transfer framework) has been established.

Despite the suspension of travel the following were undertaken this reporting period:

- Secured \$1 million from the Global Skills Opportunity Fund for 2 projects. The first supports Indigenous students' participation in education abroad opportunities and the second provides students in financial need with funding to advance their knowledge of the SDG's through international experiences. First awards made to 36 students.
- Virtual international experiences continued, eg virtual internships. 62 students participated (May 2021 - April 2022)
- 67 students completed the Certificate in International Learning (Fall 2021 and Spring 2022)
- Online intercultural training program launched.

EXCEL

International Objective 6: Strengthen, expand, and effectively support the international dimension of research and innovation.

Accountability: Vice President Research and Innovation

Core Actions Undertaken

- UAlberta continued to make a strong contribution to global research networks such as the Worldwide Universities Network (WUN). UAlberta was successful in receiving another WUN seed grant in 2021 and has been successful in receiving seven of the last eight applications to the WUN Seed grant program over the last four years. UAlberta is now lead on eight WUN projects and is a team member on an additional 22.
- UAlberta chairs the Public Health Steering Group of the WUN and in early 2022 we launched an initiative in global mental health. Following a successful workshop in May 2022 including 70 researchers from 16+ universities internationally, we invited researchers to leverage the network to build projects and international teams to tackle important issues in mental health. Those proposals are in development.
- This year, UAlberta has also taken over Chairing of the WUN Responding to Climate Change Global Challenge group as well as the WUN Coordinators group, allowing us to show additional leadership in this network.
- In May, President Flanagan and Dr. Aminah Robinson Fayek (VP-Research and Innovation), attended the WUN AGM in Switzerland. This provided an opportunity to engage with 24 other international universities. Bilateral meetings were organized with the University of Sheffield, University of York and Tec de Monterrey (Mexico). Following the WUN AGM, President Flanagan and VP Robinson Fayek visited important funding agencies in Germany, including the DFG (German Research Foundation; a German research funding organization, which, for instance, funded the DFG-NSERC International Research Training projects), DAAD (German Academic Exchange Service) and the Alexander von Humboldt Foundation (which promotes academic cooperation between Germany and other countries). UAlberta has hosted the Humboldt Foundation Liaison Office in Canada since 2007 and a renewal of our agreement with the Humboldt Foundation was signed on this visit.
- In June, Aminah Robinson Fayek and others visited key funding agencies in Mexico, including CONACyT (provided \$14M in research funding to the University of Alberta for energy projects and provides scholarships for research-based graduate programs) and AMEXCID (a funder of scholarships for Mexican students to study at the University of Alberta) as well as other important Mexican partners such as Tec de Monterrey.
- In 2022, UAlberta made an official bid to join the Global Alliance of Universities on Climate (GAUC).

- Completed the legal agreement, program guidelines and application form for the Research Seed Grant program with the University of Sheffield. Held a workshop with USheffield on the theme of Energy System Resilience in January 2022 and then launched round 1 of the seed grant program. Two joint seed grant proposals were reviewed and approved in May 2022 (CAD \$50,000 each).
- Round two of the joint seed grant program with Tec de Monterrey (Mexico) was launched in February 2022 on the theme of Advanced Manufacturing following a workshop including 65 researchers from both universities. In June 2022, four joint projects were approved (CAD \$45,000 each).
- The seven projects funded through a joint seed grant program with RWTH Aachen (Germany) came to an end in early 2022. The projects were highlighted at an Exploratory Research Space (ERS) talk series in March 2022.
- The Helmholtz-Alberta Initiative (HAI) was highlighted during the Celebration of 50 years of cooperation in Science and Technology between Germany and Canada.
- In 2022, steering committee meetings were held for our Joint Research Centre for Energy and Environment with Tsinghua University (China) and the ECNU-UAlberta Joint Institute of Advanced Science and Technology with East China Normal University (China).
- A fund of \$123,000 was made available during the 2021-2022 fiscal year to the Signature Areas to support the development of major grants to national and international funding organizations. The funds were used to develop 13 grant proposals worth about \$40 million.

International Objective 7: Establish, grow, and consolidate priority partnerships with a select number of institutions in countries of particular relevance to our university

Accountability: Provost/Vice President Research and Innovation

Core Actions Undertaken

The following activities were undertaken (7.4):

- In Fall 2021, UAlberta welcomed the first cohort of four joint PhD students from our partners the Indian Institutes of Technology in Bombay, Kharagpur, and Roorkee.
- The first call for applications was announced in February 2022 for the joint seed funding provided by UAlberta and the University of Sheffield, for research projects in the field of energy research.
- The North American Energy Dialogue webinar series continued with University of Texas at Austin and Tecnológico de Monterrey, with two more webinars taking place in 2021-2022. The last one (March 2022), "The Future of Oil and Gas in the Age of Decarbonization" attracted 1400 registrations.

- In February 2022, UAlberta and Tecnológico de Monterrey co-hosted a virtual research workshop on Advanced Manufacturing with 65 researchers from both universities. This led to 12 applications being submitted to the joint seed fund for UofA-TEC research projects in July 2022.
- Key partnerships in Mexico were enhanced in June 2022 during a mission led by the Vice-President, Research & Innovation, and UAlberta's Chief Strategy Officer, and coordinated by UAI, including with the National Commission on Science & Technology, the Ministry of Energy, CEMEX, and Tecnológico de Monterrey.
- In November 2021 President Flanagan hosted the event "Celebrating the Fulbright Canada University of Alberta Relationship" on the occasion of the Fulbright Program's 75th anniversary. This event included the US Consul General in Calgary, and CEO of Fulbright, Michael Hawes.
- President Flanagan was a featured virtual panelist at the Times Higher Education Latin American Universities Summit in July 2021, where he discussed "University internationalization in Latin America: The road ahead" alongside Vice Presidents International from the University of Chile and the University of Sao Paulo.
- In December 2021, President Flanagan met virtually with Mr. Ravi Kumar, President of Infosys. The meeting was coordinated by UAI in order to develop a comprehensive strategic partnership with Infosys. A large number of opportunities were being explored, including joint research, IP/Tech Transfer, micro-credential offerings, an online Executive MBA program, an internship program (InStep) for undergraduate students, mass hiring of U of A graduates and more.

The following were among the agreements signed in 2021/2022 to support key partnerships and initiatives:

- Beijing Sport University - Kinesiology, Sport, and Recreation collaboration and associated agreements for a joint school were revised and submitted to the Ministry of Education in China. This initiative is based on a unique model which will facilitate undergraduate and graduate training, allowing for increased student enrollment, revenue generation, and profile in China;
- To facilitate distance education in response to COVID-19 travel restrictions, agreements were signed with both Canadian National Education Exchange Centre and Beijing Sport University for online course delivery at Shandong University campus and Beijing Sport University's Hainan campus respectively;
- Agreements were signed between the Faculty of Education and Maple Leaf Education System to facilitate student recruitment to Education's Bachelor of Education programs, as well as provide outgoing field placement opportunities for Education students within MLES's school system in China;
- New funding agreements were signed with Universities Canada which provided funding for two pilot projects aimed at facilitating indigenous and low income student engagement in overseas exchanges;

- UAlberta entered into the National Student Exchange consortium, opening up a variety of exchange opportunities for UAlberta students with universities in the United States;
- A series of new service agreements were signed, including to provide the Global Medical Service Program (FoMD) to Chongqing Medical University, a Global Skills Opportunity Program (Engg) to Akita University, and an Environmental Waste Management course (Engg) to Dereje Building and Water Works Company (Ethiopia);
- A Sponsored Student Program agreement was signed with the University of Costa Rica;
- A MoU regarding the intent to develop a joint institute was signed with China University of Petroleum - Beijing;
- An agreement to establish a visiting Chair in the Department of History, Classics, and Religion was signed with the Indian Council for Cultural Relations; and
- An agreement establishing a successful dual degree program in Pharmacy with the Universidade de São Paulo was renewed for an additional term.

ENGAGE

International Objective 8: Strengthen active participation in international networks, membership associations, and consortia to learn from partners abroad and to profile our university as an institution that is focused on collaboration.

Accountability: President's Committee on International Strategies (PCIS)

Core Actions Undertaken

Alumni Advisor (Asia) in Alumni Relations is engaging in alumni activities in China and continuing to update alumni records with current contact information. (8.3)

- UAlberta Alumni WeChat Subscription Account (WSA) continues to engage alumni and friends based in mainland China and elsewhere.
 - 5,653 members.
 - 24 articles/posts generating 4,480 shares and 55,954 views.
- Partnership events (UAI/OAR)
 - Two post graduation work permit webinars and one career branding webinar.
 - Engaged 320 students from 3rd/4th year.

International Objective 9: Encourage UAlberta's involvement with initiatives to benefit communities around the world that strive to better the lives of their citizens, to build peace, and to secure a sustainable future.

Accountability: Provost/Deans

Core Actions Undertaken

- UAI and the Sustainability Council, with support from Energy Management and Sustainable Operations (EMSO), collaborated with over 100 content experts in 50 faculties and units to enter the U of A in the Times Higher Ed (THE) annual Impact Rankings for the second time completing core action 9.6. These rankings measure university progress towards the UN's Sustainable Development Goals. U of A ranked 11th overall (up from 64th last year) in the world out of 1,406 institutions (up from 1,154 last year). Collecting the data required for the rankings has also provided a broader institutional overview of our research, partnerships and projects related to the SDGs (9.3, 9.5) and helped advance campus understanding of the SDGs (9.4)

- International Week (Feb. 2022) focused on SDGs, highlighting the work of campus, local community and international partners as they relate to all 17 SDGs.
- The Sustainability Council has undertaken a project in 2021 to create an inventory of UAlberta courses related to the Sustainable Development Goals (SDGs). Progress continued on this initiative last year. It involves the creation of an inventory of SDG-relevant courses on campus and an SDG Mapping Tool application. The tool could be used when creating course descriptions and syllabi and it has the potential to improve course descriptions, course enrollments, and cross-faculty student learning on the SDGs. Further work will be done by the Sustainability Council on the SDG course inventory in 2022-23.(9.2)

The following projects were pursued (9.5):

- UAI successfully completed its administration of the Canada-Pacific Alliance Scholarship Program (CPASP), funded by GAC, which was designed to build capacity in the governments of Mexico, Colombia, Peru, and Chile to administer their extractive industries sectors for the sustainable economic development of their countries. 133 scholarships were awarded to government employees with responsibility for management/oversight of the extractive resource sector (mining, oil & gas) from the four Pacific Alliance countries, for one-year course-based Master's programs and short professional development courses delivered by Canadian universities (SDGs #4, #7, #8).
- In March 2022, the Faculty of Nursing was awarded \$175,000 from the Fund for Innovation & Transformation to implement a one-year project in northern Pakistan that aims to increase financial and health numeracy among illiterate and innumerate women. The project is expected to be implemented starting in July 2022 (SDGs #3, #4, #5, #10).
- Professors from Augustana and Public Health were active in participating remotely in small-scale, capacity-development projects funded by Academics Without Borders to support the creation of online educational resources and to mentor faculty to improve graduate student supervision skills and processes in universities in Eswatini and Uganda (SDGs #4, #17).

SUSTAIN

International Objective 10: Ensure clarity of roles and responsibilities for all stakeholders in designing and implementing University of Alberta's international agenda and facilitate institutional collaboration and alignment.

Accountability: International Steering Committee

Core Actions Undertaken

The annual report on the Implementation plan was completed. (10.2)

International Objective 11: Ensure effective, efficient, as well as sustainable delivery of international projects and programs.

Accountability: Provost/Vice President Administration

Core Actions Undertaken

As part of SET transitions International Recruitment was moved to the Recruitment Centre of Expertise in the Office of the Registrar to facilitate greater alignment with admissions and prospective student supports .

UAI will continue to lead the UofA International Strategy and was reorganized with 3 core Centre's of Expertise - Global Engagement, International Student and Visitor Services and Global Learning. The enhancements resulting from these changes include an integrated student affairs ecosystem, increased consistency in program delivery and accountability in safety protocols for education abroad and enhanced settlement services for visitors.

Abbreviations

ASC	Academic Standards Committee
CBIE	Canadian Bureau for International Education
CTWG	Credit Transfer Working Group
DAIR	Disclosure, Assurance and Institutional Research
EMSO	Energy Management and Sustainable Operations
ISB	International Student Barometer
ISC	International Steering Committee
NSSE	National Survey of Student Experience
PDFO	Postdoctoral Fellows Office
PCIS	President's Committee on International Strategies
RO	Office of the Registrar
OAR	Office of Alumni Relations
SCIEM	Sub-Committee on International Enrollment Management
SDGs	Sustainable Development Goals
SDSN	Sustainable Development Solution Network
UAI	University of Alberta International
VPIPR	Vice Provost Indigenous Programming and Research



**UNIVERSITY
OF ALBERTA**

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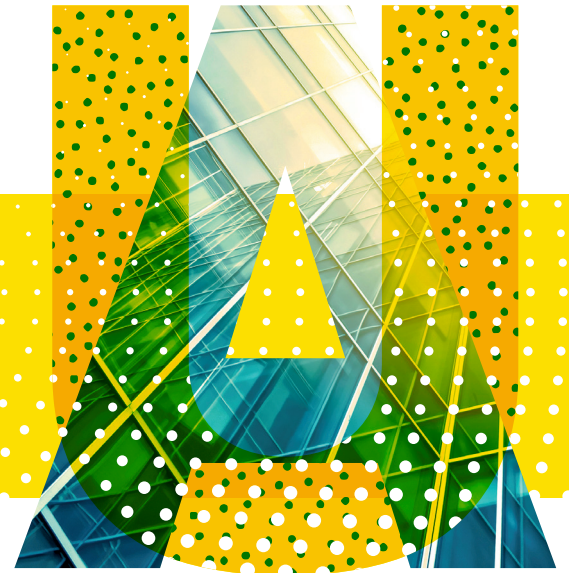
UNIVERSITY
OF ALBERTA

2021-22

OSO Annual Report

Promoting Equitable Fairness

Exploring the Work and Worth of
the Ombuds.



DECEMBER 15, 2022

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Introduction – Exploring the Work and Worth of the Ombuds; Another year of Remote Delivery

Notes of Appreciation from Students

ACCUO's First Virtual Conference and Ombuds 101

ACCUO's Joint Conference with ENOHE Virtual and other Virtual International Connections

Ombuds Staff 2021 – 2022

Mentoring Interns

OSO Interns 2021-2022

Ombuds Activity Summary 2021 – 2022

Demographics of OSO 2020 – 2022 (3 years)

Graphs/Charts

OSO Recommendations and Responses Last Year 2020 – 2021

OSO Recommendations and Rationales This Year 2021 – 2022

Visuals on Workshops/Presentations/Conferences

Introduction: Exploring the Work and the Worth of the Ombuds

What is the Value of the Higher Education Ombuds at the University of Alberta? (uab.ca/ombuds)

The first step to knowing the value of a higher education ombuds is to learn how to pronounce and spread the name to others over a conversation: Om-buds or Om-buds-person. We are not omnipotent but we are an important resource on campus for everyone. Yet, many do not know what we do, and we believe it is because we are a confidential and impartial service and much of our needed work flies under the radar. We are the team that works with students daily when they are frustrated and upset dealing with numerous problems. This includes academic issues such as: grade appeals and appealing academic withdrawals; non-academic allegations of cheating and plagiarism; complaints about bullying, discrimination and harassment; peer classroom and lab conflicts, and conflicts with your professor or supervisor; and any other issue that affects the quality of your academic and personal life on campus. We offer guidance and support in our area of expertise and have close connections with many support units for referral. We help students to find their agency. To answer what is the value of the Higher Education Ombuds you need to first ask what is the value of fairness at your institution? We are not legal advocates; rather, we are advocates for fairness: in all university procedures (procedural fairness), in university decisions that affect your standing as a student (substantive fairness); in the way you are treated on campus (relational fairness); and consideration of your social location (equitable fairness).

The Office of the Student Ombuds or OSO stands at arm's length in the Dean of Students portfolio, providing advice and referrals for students, student groups, faculty and administration on university policies and procedures. Our goal is to find the best possible resolution in a timely way abiding by the rules and regulations of the University of Alberta, unless we find impediments and structural barriers in these processes. We do not have power to make decisions; however, we have the power of moral suasion to make recommendations on gaps and omissions, and biases (even if they were unintended), and we offer to collaborate with institutional partners using education to correct errors and remove barriers. Your university ombuds can be a first point of contact for a concern, not a last resort, as we strive to help with earlier resolutions where your voice is heard.

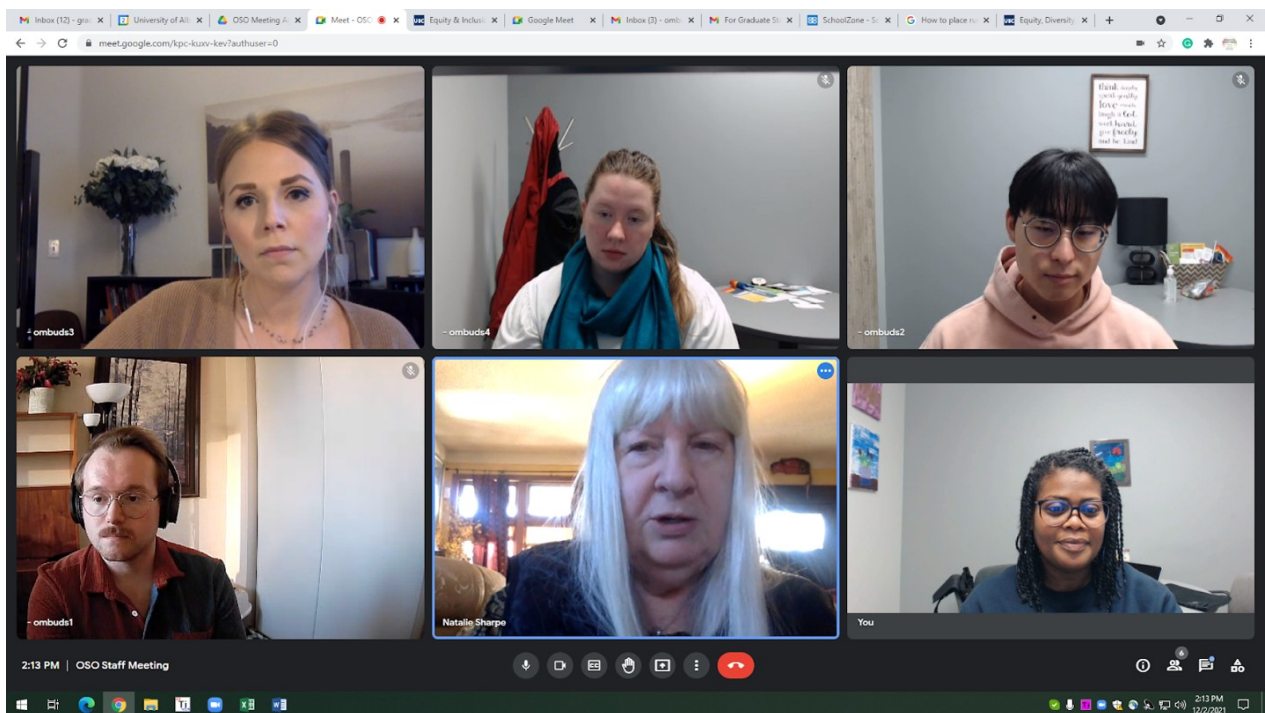
Are you starting to see the value of having an ombuds at your institution? At an international ombuds conference in the fall of 2021, Natalie Sharpe, Director of the OSO, with a national colleague (Carolyn Brendon, McMaster U) and an international colleague, Jean Grier (VP, ENOHE) gave a session on “Higher Education and the Bottom Line: How Much is an Ombuds Worth?” Here is one of our arguments. “Simply Establishing an Ombuds Office Communicates that it is Safe to Bring Forward Concerns. Ombuds offices are inherently credible because they are uniquely Independent, Impartial and Confidential. Because of the Ombuds’ confidentiality, stakeholders are comfortable disclosing sensitive concerns to the Ombuds, allowing them to act as an Early Warning System and Safe Disclosure or Whistleblowing channel when appropriate, thereby mitigating institutional liability and reputational damage. Because Ombuds are outside the hierarchy reporting only to the highest levels and are not decision-makers or compliance officers, they can build trust across constituencies allowing them to resolve issues quickly and fairly at minimal cost to the institution.” (presented at ACCUO/ENOHE joint virtual conference September 2021). So the formula for what an ombuds’ worth might be: “Independent + Impartial + Confidential = Credible”. (ibid) As you can see, the OSO continues to work hard in its current reporting relationship, but ideally, a HE ombuds works at its best when it is truly independent, reporting to the decision-makers. After reading this report, debate on whether your ombuds creates value for your institution.

For more information on the work we do to help students find their agency, and for faculty and staff consultation, check our website at uab.ca/ombuds.

Another Year of Remote Delivery Anticipating a Move to Hybrid

This was another year of remote delivery with planning toward hybrid delivery. Staff meetings were held twice a week for wellness check-ins, to discuss orientations and presentations for faculty and staff, and casework conundrums. We adjusted our appointments to meet across time zones at a convenient time for both parties. Formal investigations and hearings continued to be held remotely, with consideration to students’ locations. OSO staff received notes of appreciation from students because of the staff’s prompt responses and assurance while waiting for important decisions, preparing for the next stage of their appeals, and/or discussing options regarding the outcome of their appeals. Despite being familiar with the virtual routine, we still could see students struggling with loneliness and anxiety, especially if it was their first year as a student (undergraduate, graduate, transfer, international) and especially for those who

had returned on probation. We watched closely and responded carefully, ensuring that we referred them to the wellness supports on campus. Often students, including our staff, spoke of their longing to return to the classroom, and missing the social life of campus and class breaks with their classmates as well as student group and recreational activities. Student staff expressed how important it was to check in with their student client's wellness at each meeting. Students were still coping, but their situations varied. For students who already experience marginalization, the barriers increased and their situations became even more exacerbated with rising costs, and failing technology. Despite the University having a rescue plan with computers and financial assistance, many students were anxious that more technological problems would arise around exam time. Students became increasingly worried about how long this pandemic would last, and its impact on their grades, their degrees, and their future, in general. We focused on tracking every instance of a contact, not just cases, and our statistics grew to reflect the constant inquiries and interactions with the OSO.



Above: The OSO team working remotely: Top Veronica, Laurel, Hasul
Bottom: David, Natalie, Remonia

Notes of Appreciation from Students: 2021 – 2022

Thank you, for helping me in every step of the way through this process. I really appreciate your efforts.

You really helped me, I'm unsure what the outcome would have been if I didn't have your support and the resources you provided me. I'm beyond grateful :)

Hey! I am very happy to say my appeal got approved!!! Thank you so much for helping me through this process!!

Thank you and thank you for helping me so much in my hard time.

Thank you for attending my meeting with the associate dean, I felt comfortable speaking and presenting my case knowing that you were there with me.

I am writing this email to thank you for your help. You helped me so much although this was a very busy time of the year for ombuds, thanks again for your time.

I just wanted to thank you very much for all your help, advice, and knowledge in this stressful process.



ACCUO

ASSOCIATION OF CANADIAN
COLLEGE AND UNIVERSITY
OMBUDSPERSONS

ACCUO's First Virtual Conference and Ombud 101

Most Canadian higher education ombudspersons belong to the bilingual Association of Canadian College and University Ombudspersons (ACCUO/AOUCC), and adhere to a Professional Standards of Practice: **Independence, Confidentiality, Impartiality, and Accessibility**. An active list:serv provides consultation and diverse perspectives as we advocate for institutional accountability through best practices. We have active committees on: communications, international relations, awards, and equity, diversity and inclusivity. Due to the inability to meet in person since 2019, we hosted our first virtual conference in February 2022 and invited members across Canada. Many of our international Higher Education ombuds colleagues participated.

ACCUO also offered its first Ombuds 101 seminar: introduction to ACCUO; Natalie Sharpe, President of ACCUO, provided an introduction to the history of ACCUO and the work of its various committees. There was also a panel of long-serving ombuds practitioners to talk about the challenges and rewards of Higher Education ombudensing. The following day-long conference included four presentations from our OSO staff: "Online Proctoring: Integrity, Equity and Fairness" (David Draper); "Independently Connected and Impartially Biased: Overcoming Oxymorons in Ombudensing Practice" (Veronica Taylor & Laurel Wilkie); "Multipartiality: An Essential Foundation for Equitable Fairness" (Remonia Stoddart-Morrison & Natalie Sharpe); "Making the Most of the Courage to Act Project for Ombuds" (Natalie Sharpe interview with Deborah Eerkes, University of Alberta). For further information on this organization, refer to accuo.ca

International Networks of Ombuds in Higher Education

As institutional members of ACCUO, the OSO staff were able to engage with international colleagues through free and low-fee webinars. For example, in September 2021, ACCUO co-hosted a conference with the European Network of Ombuds in Higher Education (ENOHE). Staff also attended a virtual, admission-free, one-day conference with the California Caucus of College and University Ombudspersons and discussed special ombuds topics with American ombuds colleagues. ACCUO members were also invited to the first Ombuds Day session hosted by the University of Moncton ombuds that was offered in French and English (translation). These have been important learning opportunities for the interns to meet and dialogue directly with higher education ombuds of diverse backgrounds and practices. They discussed the common challenges we see in higher education globally, with an ombuds focus on best institutional practices to promote fairness, transparency, and accountability. There were two international presentations this year: the ACCUO-ENOHE virtual conference in September 2021, “Higher Education and the Bottom Line: How Much is an Ombuds Worth?” (Carolyn Brendon, McMaster U; Jean Grier, VP, ENOHE; Natalie Sharpe, Pres ACCUO); and the Cal Caucus conference in Pacific Grove, California in November 2021, “Multipartiality: An Ombuds Technique for Achieving Equitable Fairness” (Kimberly Jackson Davidson, Oberlin College; Natalie Sharpe, UAlberta).

University Ombuds Staff 2021-2022

Natalie Sharpe, Director of the OSO



“While directing the OSO in a remote world anticipating a move to hybrid delivery, I continued my role as the President of the Association of Canadian College and University Ombudspersons (6th year). It was a busy year with managing caseloads (two to three times higher than other PSEs of similar size). It is important to acknowledge the important connection that students made with our team members (because we model a practice of relational and equitable fairness). It was also critical to find ways to fulfill the team’s thirst for continuing professional development. Instead of feeling completely alienated through remote work, our team saw ways to engage in new and exciting modes of professional development that had not been affordable before. I believe this helped us keep closely connected to our student clients, as our staff wanted to reflect the latest teachings of best ombuds practices learned through discussions with colleagues across the country, sharing our experiences of working through a pandemic. As a result, not only did we survive another remote work year, but we also thrived as a community of practice regionally, nationally and internationally. Our staff kept close ties to our Alberta colleagues and our neighbouring colleagues in BC, as well as our national

organization. I also found that faculty were calling the ombuds more frequently not about cases specifically but more about fair practices to remove barriers for students. It was an interesting year as there were many requests for collaboration on proactive information and education sessions with FGSR and some of the professional faculties. I delivered “Module 5: Conflict Management and Resolution in the Supervisory Relationship” for FGSR. In addition to directing the office, I collaborated in the delivery of a session in the ACCUO/European Network of Ombuds in Higher Education virtual conference on the value of an ombuds in higher education; a joint presentation with Kimberly Jackson Davidson, an esteemed ombuds colleague from Oberlin College (USA) at the CalCaucus Ombuds Conference on “multipartiality” as an effective equitable practice tool in ombuds work; presenting in the first virtual ACCUO conference and Ombuds 101 session on the History of ACCUO, and co-presenting on “multipartiality” with Remonia Stoddart-Morrison, and an interview with Deborah Eerkes on how can ombuds be involved in the Courage to Act project in their daily work with clients, as we work with both complainants and respondents.” Natalie received an ACCUO Recognition Certificate for her work on the ACCUO executive, and international HE ombuds colleagues, and various ACCUO presentations.

Remonia Stoddart-Morrison, Graduate Ombudsperson



“We began the year working remotely so all our meetings with students occurred over one of the online platforms (Google Meet/Zoom/Skype/Telephone). As we had been doing this for about a year, I had now settled into this practice. Working with students

facing issues with the added barriers that the pandemic brought, highlighted further the inequities that equity-seeking students face at the university. This opened up opportunities to prepare materials and deliver educational sessions to both students and faculty that focused on equity, conflict management, bias and discrimination. The sessions provided to students included: Identifying and Addressing Biased and Discriminatory Behaviours and Managing Difficult Conversations in Your Practicum. The sessions provided for Faculty included: Nursing Practicums Best Practices in Student Feedback; Getting to Know our Biases: How Self-Awareness Supports Equitable Action as well as the Conflict Management and Resolution in Supervisory Relationships which was a part of the Supervisory Development Program offered by FGSR. The goals of these workshops were to promote an understanding of early resolution; provide students with an understanding of their rights and the agency they have to advocate for themselves when these situations arise; provide faculty the opportunity to reflect on their practice and consider best practices that will ensure fairness and equitable treatment for all students. The journey from admission in a program to convocation can be a challenging one, especially for graduate students and medical residents within the university which is mainly due to the complex and unique needs they have. These are unique because these student share a closer, longer working relationship with other university members such as supervisors. These kinds of relationship, because of their closeness, tenure and high stakes can prove challenging to manage. Throughout the year, the focus was on continuing the work with students by providing support that will help to successfully build and maintain these relationships from inception to departure from the university. This entailed ongoing conflict management coaching with students as well as the facilitation of restorative sessions which has proven useful in helping participants (peers, lab colleagues, association members, students and faculty) repair harms that have been caused, rebuild the relationship and trust in each other as well as enrich the working environment they share. Towards the end of this reporting year, I transitioned from the role of Interim Graduate Ombudsperson to Graduate Ombudsperson to continue the work of ensuring fairness and equity for the graduate student and medical resident populations of the university.” Remonia co-chairs the Dean of Students EDI Committee, and serves on the ACCUO EDI Committee. ACCUO honoured Remonia for these contributions with a Recognition Certificate.

Veronica Taylor, Interim Undergraduate Ombudsperson



Veronica Taylor became the Interim Undergraduate Ombudsperson in February 2020. “ As the Interim Undergraduate Ombudsperson, a large portion of my work involved meeting with and advising undergraduate students impacted by a variety of academic and non-academic issues. As students returned to in-person classes and practicums, and on-campus activities, this included advising students impacted by both inter-personal (e.g., student-instructor), and intra-personal conflicts (e.g., conflict of personal views and external requirements). Through the ombuds lens of fairness, I assisted students in navigating these situations in ways that aligned with their primary goal of meeting their academic and work responsibilities within the structures of the university.

In addition to working directly with students, I collaborated on a number of training-development projects including the development of a graduate supervisory conflict management and resolution module for academic supervisors in the Faculty of Graduate Studies and Research. In collaboration with the Faculties of Nursing and Kinesiology, Sport, and Recreation, and members of our ombuds team, I also developed and delivered seminar-style trainings for students and faculty members. These trainings were tailored to faculty-identified needs, and covered a variety of topics including: how to navigate personal biases while striving for equity, how to identify and address biased and discriminatory behaviours, how to approach difficult conversations with practicum supervisors, and best practices in student practicum feedback. This collaborative work supporting members of our campus community was an exciting and valuable new branch of our office’s commitment to promoting fairness and equity at the University of Alberta.” Veronica was awarded a Recognition Certificate for her presentation at the ACCUO Virtual Conference in February 2022.

Mentoring Interns – OSO Senior Staff Reflections



Above: OSO team meet in park



Left: OSO Winter Wellness Festivity Lunch

The OSO undergraduate and graduate internship program builds and hones students' ombuds skills incrementally via mentoring, shadowing, case debriefing, and supervision/feedback. "The key aspects of the mentoring program are: mentorship (learning by instruction and example); shadowing (learning by observing senior ombuds); debriefing (learning by reflection) of examples (an opportune time to focus on cues to cultural nuances, etc); skill-building in alternative dispute resolution (communication and conflict resolution skill roleplays)" (uab.ca/ombuds)

Natalie Sharpe:

"The seventh year of intern ombudsing in a second year of remote delivery demonstrated the tenacity and resiliency of our internship program team in teaching, learning mentoring, and reflective practice. We have a robust training schedule based on learning modules and resource information in our Office Handbook supplemented by an Intern Manual (both revised annually). Along with the inhouse training modules, we encourage practice through roleplaying. Interns also participated in a number of Dean of Students units' sessions to ensure their work is informed by the latest training on sexual assault awareness and trauma-informed approaches, as well as suicide awareness and prevention. They are also trained on cultural and gender sensitivities to practice equitable treatment of clients. We hold two staff meetings per week, and this year, an orientation to meet and greet new ombuds at a safe outdoor park setting during the summer, and our only indoor gathering for our season's winter dinner. We were a determined team, checking in routinely on each other's health and wellness. There were definitely challenges in our lives; despite vaccinations and masking protocols, the pandemic began to hit many of us in our homes at family gatherings as government rules were relaxed. Team members covered each other's tasks as we took time to heal and recover in our secluded realities. The "ombuddy chat" was not only a place to share important work information but also to check in, send warm wishes and share special home remedies (that offered a recipe with "ginger") to heal sore throats and foggy minds. Health and wellness were the goal, and we were now accustomed to our remote meetings, scheduling alternative times to meet our students, faculty, etc. The reality of having a physical workspace seemed so distant to us, and we had to check in frequently to ensure that the loneliness of remote work was not having any adverse effects, especially on our interns. We met all special requests for special one-on-one meetings through the internal Ombuds' chat. The interns took special interest in working with the Association of Canadian College and University Ombudspersons (ACCUO) to engage in various sub-committees: EDI, Communications, International Relations, the new International Ombuds Book Club, as well as ACCUO' first Ombuds 101 training session and virtual conference. Interns participated in the first virtual summer California Caucus of College and University Ombudsperson's conference. The staff engaged in

professional development and supplementary training whenever offered, when fees were waived or minimal because of the pandemic. “

Remonia Stoddart- Morrison:

“Training sessions for our new interns (2021 – 2022) started online as we were still operating remotely. I was fully comfortable with the online platforms to engage and interact with interns so as to assist them in successfully transitioning in their roles as ombuds. Ombuds interns occupy different spaces, that of a student and an ombuds, and with that can come the challenge of separating the two while drawing on the experiences of each to inform the other. Interns were invited and encouraged to reach out as often as they needed through online chat, virtual meetings or telephone to ask questions, have discussions and debrief cases. These chats, calls and meetings provided them with the help they needed to navigate these spaces so that they are able to provide appropriate support for the students they work with.

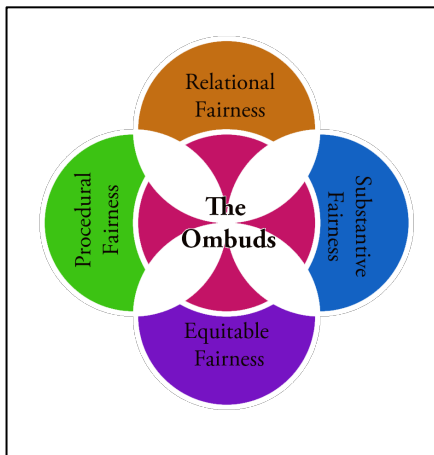
We returned to campus for a few days each week midway through this reporting year which offered the opportunity for us to interact in-person with interns. We had a few social engagements which allowed us to get to know each other a little better. More specifically, I was able to add another dimension to mentoring that I was not able to do in the previous year, that of facilitating in-person and virtual presentations with the Graduate and Undergraduate Ombuds Intern. Through facilitating these education sessions together, I was able to guide the interns into an understanding of the importance of providing information through which students can empower themselves. This is further linked to promoting early resolution which involves engaging graduate students before a concern or a conflict.”

Veronica Taylor:

“My work as Interim Undergraduate Ombudsperson over the 2021-2022 year also involved training and mentoring our amazing undergraduate and graduate interns. In addition to training interns on the key tasks and overarching fairness lens of ombuds’ work, we endeavored to support each intern’s unique interests and ambitions in order to provide a meaningful internship experience tailored to their future academic and career goals. From my own experience as both an undergraduate (2015-2016) and graduate (2020-2021) intern, the mentorship of new interns has always been a top priority and key contributor to both quality ombuds practice, and a tight-knit and supportive office ‘family’ within the OSO.”

Ombuds Interns 2021 – 2022

David Draper, Undergraduate Ombuds Intern



Circle of Fairness (by David Draper)

David is an undergraduate student studying Political Science and had previous experience on the Students' Union executive, and various University committees. "Throughout my internship I was given the opportunity to work with a variety of students from all walks of life and help them understand the rights and responsibilities they have as University of Alberta students. This process pushed me to strengthen my communication skills and ensure I had a fulsome understanding of the policies, procedures, and possibilities at the University.

The wide array of case types and unique circumstances allowed me to always find an opportunity to learn or grow on a daily basis during the internship. In addition to the daily activities of the office, I was also able to take part in work with ACCUO, our federal organization. Through ACCUO I was given the opportunity to work on developing a conflict of interest and procurement of contracts policy, I was able to work with Ombuds from across Canada to plan a national conference, as well as present on topics of interest at two different conferences. The pedagogical value of my internship with the Office of the Ombuds cannot be understated. The internship has set me up for success in many ways, and was a consistently welcoming, inclusive, and engaging experience.” For all of his voluntary work with ACCUO, David was awarded a Recognition Certificate for his technical leadership and participation in the planning of the virtual ACCUO/AOUCC conference in February 2022; his presentation at the conference, his work on the International Book Club Planning committee, and his participation on the EDI committee. David was also a co-presenter at the Alberta Student Leadership Summit with his ombuds intern peers on advocating for fairness.



Hasul Kim, Undergraduate Ombuds Intern

Hasul is an undergraduate student studying Psychology, and had previous experience on student committees. “I had the pleasure of being an undergraduate ombuds intern of 2021-2022, and it has been an exciting year with great opportunities for my personal development in a lot of new fields I did not have much prior exposure to. I gained a lot of in depth knowledge about our university policy and how the different departments operate to create a fairer and safer environment across the campus. It was fascinating to learn about the different roles and responsibilities of an Ombudsperson, and I got to see how involved we are across the campus and how closely we work together with the various departments and faculties to serve our staff and students. I had a chance to interact with several clients who each brought unique and complex circumstances, and I learned how to equip them with the appropriate knowledge to guide them through different university processes. I learned the different ways to practice impartiality to uncover the best possible resolution. Being an ombuds intern taught me that practicing impartiality was the best possible solution for assisting our clients as it frees us from our tendency to develop stereotypes and biases, and allows us to view situations more objectively. As I worked closely with students in confidential settings, I learned the value and importance of building students’ knowledge of their rights, and their capacity to act to ensure that they are heard. In feedback from my clients, they showed me why the services at the Office of the Student Ombuds are essential and beneficial to all students.” Hasul co-presented with David Draper and Laurel Wilkie at the Alberta Student Leadership Summit on how to advocate for fairness using the ombuds fairness lens.



Laurel Wilkie, Graduate Ombuds Intern

Laurel is a Master's graduate student in Educational Policy Studies specializing in Adult, Community, and Higher Education. She has a background in Residence Life at various institutions and a passion for student support. "My internship with the OSO has allowed me to make a meaningful impact on students' experiences at the university while broadening my understanding of fairness and equity at the institution. Each student that accesses the OSO has a unique social location that requires an attention to detail and level of care on part of the ombuds so that we may best support the student. Each individual case also allowed for a deeper reflection on fairness and equity due to how they uniquely applied to each individual case in different ways. This critical reflection allowed me to become more cognizant of my own biases and how I can strive to uphold impartiality and independence better within any role moving forward. My understanding of the university's policies, as well as the breadth with which they may be applied, helped me communicate with students regarding what information may be important to include so that they may best advocate for themselves. Not only was I able to build strong connections with the other folks in the office, but I had the opportunity to network with national, as well as international colleagues, through our strong ties to various ombudsing organizations. The other interns and I had ample opportunity to get involved with these organizations in various ways, such as through different committees or conferences. Additionally we were able to present at the Alberta Student Leadership Summit to students across postsecondary and the K-12 system across Canada on advocating for yourself through a fairness lens.

The team is incredibly supportive and encouraging to the interns to explore new areas and make as many opportunities for growth in this role as possible. I could not be more thankful for this opportunity as not only has it been invaluable to my professional journey, but I feel as though the connections I have made with the passionate people here are ones that I will carry with me moving forward.” Laurel was awarded the ACCUO/AOUCC Recognition Certificate for her presentation at the ACCUO virtual conference, her work with the International Book Club Planning Committee, and her work with the ACCUO EDI committee.

OSO Activity Summary: 2021 – 2022

- Fairness Day on Campus was promoted remotely with the DOS Communications Group (special thanks to Debbie Yee)
 - Relational Fairness Video (posted on website)
 - Ask an Ombuds (6 video shorts posted on DoS Instagram)
 - Ask the Ombuds a Question Live (Zoom)
- OSO conducted 33 Education and Orientation workshops (virtual)
- Attended 1478 (1057+421) client-associated meetings outside of the office (mostly virtual)
- Attended 32 formal appeal hearings (virtual)
- Engaged in 11 Alternative Dispute Resolution processes
- Workshop for Transition Year Program, First Peoples' House
- Workshop for International Student Services
- GSA Workshop for Election Candidates: Handling Conflict during the Elections
- FGSR Ethics & Academic Citizenship Training YouTube Videos (x2)
- FGSR Supervisory Development Training Module: Conflict Management & Resolution in the Supervisory Relationship
- Faculty of Nursing:
 - Nursing Practicums: Best Practices in Student Feedback (Faculty)
 - Getting to know our biases: How self-awareness promotes equitable action (Faculty)
 - Identifying & Addressing Biased & Discriminatory Behaviours (Students)
- Faculty of KSR: Managing Difficult Conversations in Your Practicum
- Workshops on Conflict Resolution/supervisory relationships in several departments
 - Rehabilitation Medicine - Conflict Resolution (x2)
 - Modern Languages and Cultural Studies - Introduction to the OSO and Conflict Resolution
 - History, Classics & Religion - Graduate Student-Supervisor Relationships
 - Computer Science - Student's Rights & Responsibilities. Where to Go for Help
- Presentation at Faculty of Graduate Studies and Research Council Meeting on OSO Report 2020-2021
- Restorative Sessions (x3: each consisting of multiple sessions)
- Participation in 10 International HE webinars (Europe, California, Australia, Africa)
- Participation in 4 virtual conferences (joint ACCUO-European Network of Ombud in Higher Education; California Caucus of College and University Ombuds Summer

Virtual Conference; Alberta University Student Summer Conference; ACCUO Virtual Conference)

- Presentation at one on-site conference California Caucus of College and University Ombuds
- Participation in ACCUO virtual Western Regional Meeting/Training hosted by Vancouver Community College
- Participation in 2 Alberta Network of Ombuds in Higher Education Virtual Meetings
- ACCUO 101 Presentation (ACCUO Presentation on Getting to know ACCUO)
- ACCUO Conference Presentation (x3)
- Alberta Leadership Summit Presentation (Interns)
- Allyship Activities on Orange Shirt Day and Pink Shirt Day.



Orange Shirt Day

Above: Remonia Stoddart-Morrison

Demographics of OSO: 2019 – 2022

Case activity remained steady; the number of academic offence allegations reduced to half, consistent with the prior year. Academic cases increased substantially as there were more RTWs, more consistent with the year prior to the pandemic when many RTWs were reconsidered.

Reporting Years Comparison (Apr 1 – Mar 31)	2019 – 2020	2020 – 2021	2021 - 2022
Clients	1320	1498	1438
Undergraduate	1008	1170	1236
Graduate (includes Med Residents and Postdoctoral fellows)	307	296	198
Others (parents, admin, outside inquiry)	5	12	4
International*	522	547	466
Domestic	758	918	938
Residence Status Unknown	44	77	34
Contacts and Visits	2568**	6996**	14274***
Average Number of Visits per Client	2.0	3.5	2.0
Issues***	1573	1761	1600
Academic	786	435	820
Conflict	165	177	121
Academic Offence	455	1011	496
Non-Academic Offence	34	13	25
Discrimination/Harassment Allegations	42	35	50
Miscellaneous	91	90	88
Activities			
Investigative Meetings	362	926	421
Committee Meetings	154	863	974
Formal Hearings	31	31	32
Informal Resolution/Appreciative Inquiries	6	6	11

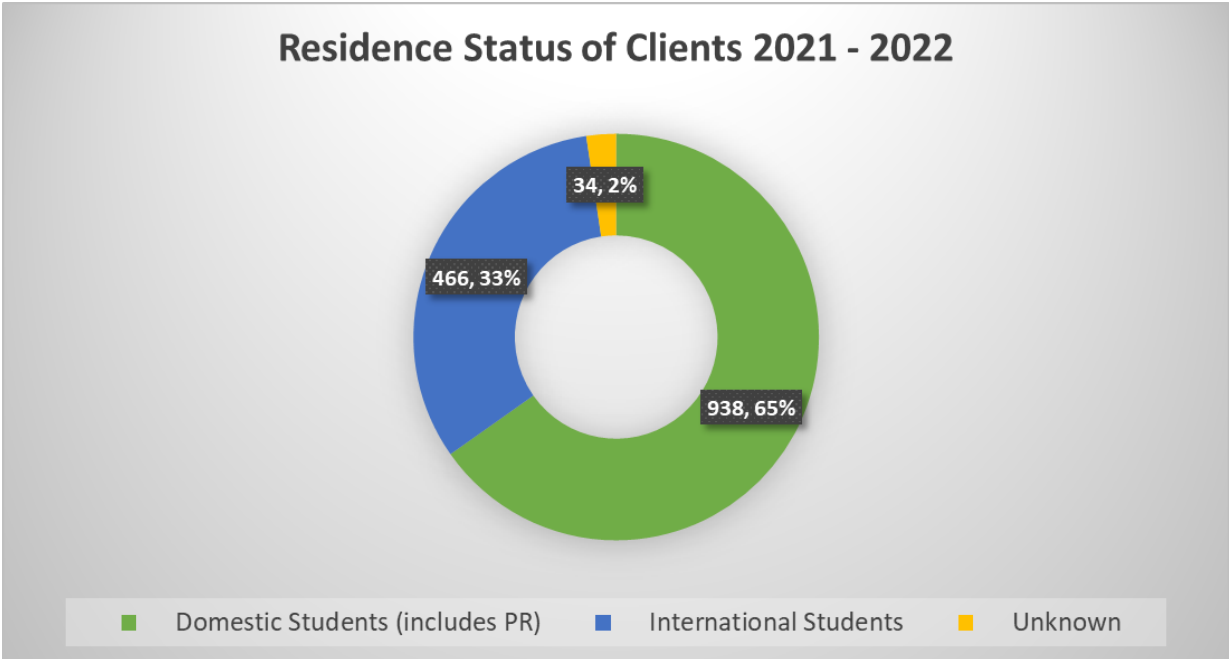
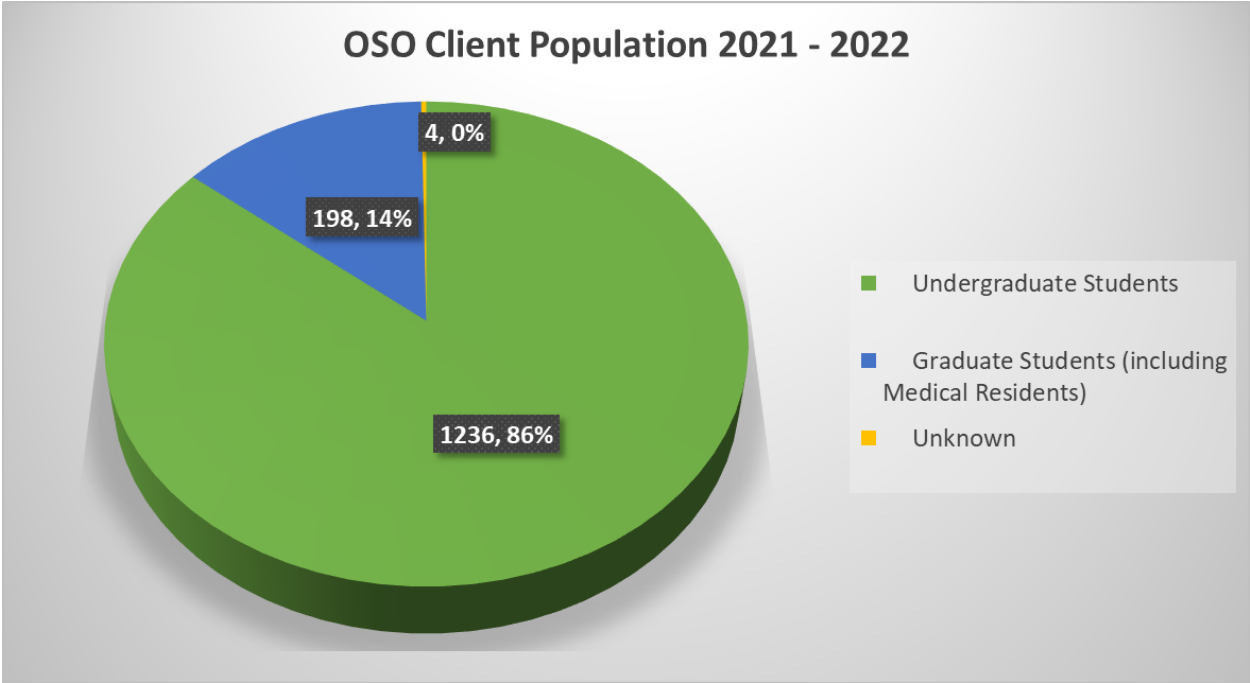
** International students are a smaller portion of the total student population, yet the relative proportion of international student visits far exceeds those of domestic students.*

***Contact hours are typically scheduled for 1 hour but may vary from ½ hour (RTW) to 2 hours. ***Clients may have more than 1 issue.*

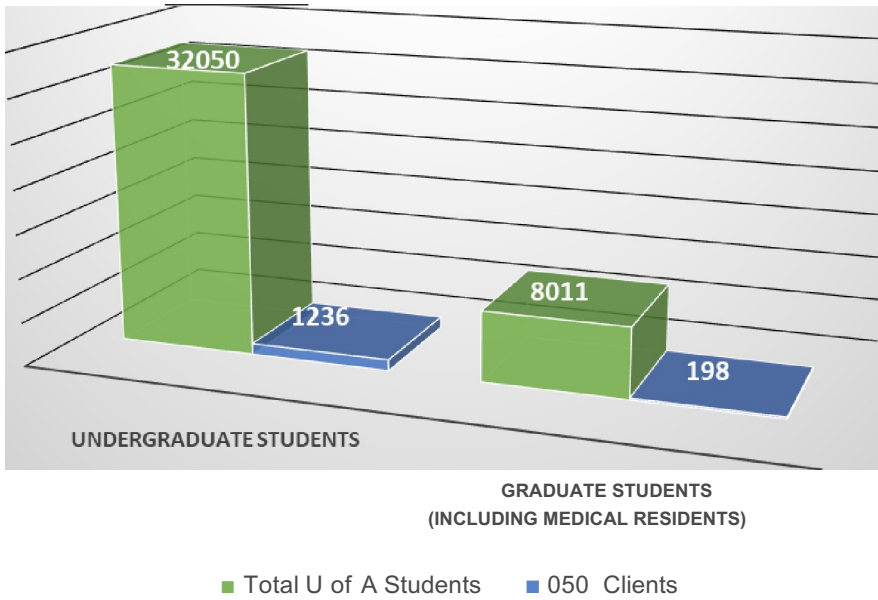
***** This increased significantly while working remotely, as we focused on tracking each contact with students including meetings, emails scheduling and responses (not just the meetings).*

Glossary: Academic includes required to withdraw (academic standing), grade appeals, exam deferrals and re-examinations. Conflict may involve interpersonal, supervisory, student-professor conflicts. Academic Offence includes plagiarism, cheating, misrepresentation of facts. Non-Academic Offences include online bullying, discrimination, different forms of harassment and inappropriate behaviours. Discrimination/Harassment allegations related to sex, gender, racial, disability, family status discrimination, duty-to-accommodate violations. Miscellaneous includes residence conflicts, etc.) Investigative Meetings are those that include the instructor, chair, Associate Dean, Discipline Officer, Protective services meetings related to an allegation; Formal Hearings are Formal University Administrative Tribunal Hearings (i.e., the various university appeal boards); Informal Resolution, e.g., Conflict Management Coaching, Mediation, Appreciative Inquiry

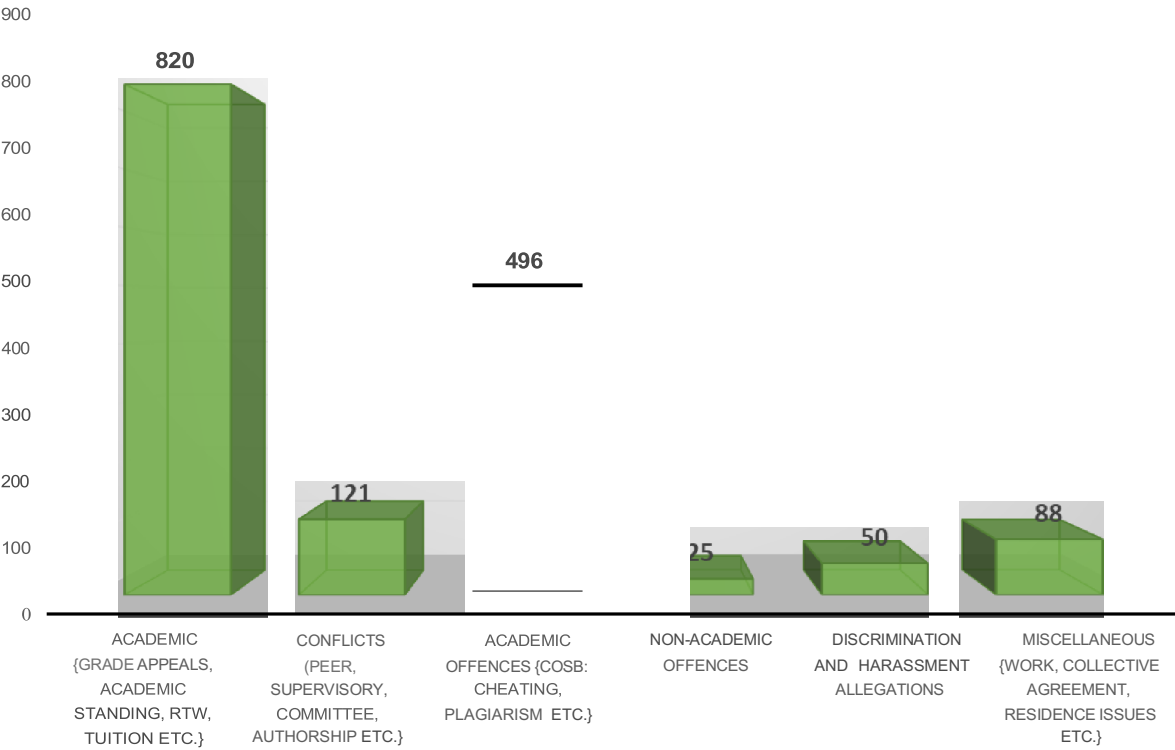
Graphs/Charts



050 Clients 2021 - 2022



OSO Cases/Issues 2021- 2022



RECOMMENDATIONS FOR 2020 – 2021

RECOMMENDATION ONE: The OSO recommends to the Dean of Students and University Administration, the importance of the expedited implementation of the OSO strategic plan to ensure the office is able to perform its functions effectively by adhering to the professional Standards of Practice of Canadian Higher Education ombuds.

- **Response:** The OSO maintains that the Terms of Reference reflected in this strategic plan will strengthen the OSO capacity to deliver the highest quality of services to the University community. This recommendation will continue to be carried forward to 2022-2023 as it is critical for the OSO's mandate and ToR to be aligned with the Association of Canadian College and University Ombudsperson's Professional Standards of Practice which include Independence, Confidentiality, Impartiality, and Accessibility. This strategic plan will enhance the OSO's visibility within the University community.

RECOMMENDATION TWO: In collaboration with the Dean of Students, Augustana and Campus Saint-Jean (CSJ) Associate Deans (or designates), the OSO will promote the visibility and availability of ombuds services for Augustana and CSJ students. Concretely, the OSO will bring attention to the need for all university websites and brochures for the OSO as well as university appeal and complaint processes to be made available in French for CSJ students. In collaboration with the Dean of Students and the AD of Campus Saint-Jean, provisions should be made to provide ombuds services in French.

- **Response:** This has not been implemented but will be a continued recommendation for next year. The OSO continues to support students from Augustana and Campus St Jean through remote meetings.

RECOMMENDATION THREE: The OSO, along with its professional organization the Association of Canadian College and University Ombudspersons (ACCUO) and its EDI committee, will work closely with Indigenous, EDI and Anti-Racism initiatives to champion best practices and inform service delivery. The OSO will strive to engage its staff in self-reflective training to increase sensitivities around culture, gender, sexual diversity, ableism, family status, class and other factors that create not only systemic barriers but directly contribute to the intersectional oppressions faced by our clients.

- **Response:** The ACCUO EDI sub-committee conducted a survey which looked at the capacity of ombuds offices to address issues of EDI on their campuses. The survey's recommendations and best practices were highlighted. As a result, the OSO facilitated several workshops and presentations with both faculty and students. The OSO staff continue to engage in training on personal reflection of their own biases to create an equitable and just office culture.

RECOMMENDATION FOUR: The OSO recommends that FGSR and GSA continue to develop course modules and training to promote excellence in graduate supervision and supervisory relationships.

- **Response:** The OSO worked closely with FGSR and produced three training modules: namely FGSR Ethics & Academic Citizenship Training YouTube Video – Academic Integrity & Plagiarism, FGSR Supervisory Development Training Module: Conflict Management & Resolution in the Supervisory Relationship. The OSO continues to be a non-voting member on FGSR committees helping to provide a fairness lens to proposed policies and procedures.

RECOMMENDATION FIVE: The OSO recommends that professional faculties work closely with offices such as the OSO, Office of Safe Disclosure and Human Rights, First People's House, and International Student Services, Accessibility Resources, and student groups to develop and deliver training sessions and modules in conflict management and resolution, early intervention for practicum conflicts, feedback best practices, and other professional issues in these programs to enable student success.

- **Response:** With the challenges of working remotely, we were unable to consult with all these units. However, we collaborated with International Students Association to facilitate a Facebook live presentation. Additionally, in response to several faculty requests, the OSO provided tailor-made workshops covering areas such as bias and discrimination, feedback on best practices and conflict management and resolution. In an effort to promote early intervention and resolution, these workshops/presentations, in addition to facilitating restorative sessions, were employed.

RECOMMENDATION SIX: The OSO is committed to Continuing Work on Hybrid Delivery of Ombuds Services and Improving Remote Delivery to ensure continuing high quality of service. This includes adding modules to our training of interns to ensure they are able to work with ease in transitioning to different modes of delivery. This will be done in collaboration with CMT DoS Re-entry Plan.

- **Response:** The OSO has continued with a hybrid model of service delivery as it is believed that the health and safety for staff and students is still a priority for continuity of the service. As noted, the OSO does not have sufficient office space to adhere to safe practices working closely with students. This way, we are able to deliver high quality services with adequate staffing.

RECOMMENDATIONS FOR 2022 – 2023

RECOMMENDATION ONE: The OSO recommends to various stakeholders, including Dean of Students and University Administration, the need to expedite the implementation of the OSO strategic plan. This recommendation has been in our annual report for the past three years.

- **Rationale:** Work towards implementing the OSO Strategic Plan must begin to demonstrate the independence and transparency of the OSO in serving its clients, following the ACCUO Professional Standards of Practice. The plan provides a rationale and a comparison of three Canadian HE institutions with strong ToR that adhere to the ACCUO guidelines. The view of the OSO is that our work is more aligned offices such as OHDR and HIAR, and that an ombuds office should not be limited to students alone. We see strong models of ombuds offices in Canada that serve faculty, staff and students. The University has shown its commitment to the need for an ombuds since the early 1970s; however, the ombuds office has evolved in an arbitrary, ad hoc fashion. The role of the ombuds needs to be examined in how it can best serve the entire University community and have a higher profile and independence.

RECOMMENDATION TWO: The OSO continues to promote the visibility and availability of ombuds services for Augustana and CSJ students. One example of commitment would be to provide OSO information and university appeal and complaints processes in French for CSJ students. The OSO therefore promotes in collaboration with the Dean of Student and the AD of CSJ, the provision of ombuds services, appeal hearings, and appeal information in French.

- **Rationale: The OSO sees this as an equity issue.** As the OSO supports students from Campus St. Jean, we believe that it is important to enhance the equitability and accessibility of the service to these students. One way to do this is to provide OSO materials in their spoken and written language (French).

RECOMMENDATION THREE: The OSO promotes a continuing hybrid model of onsite and remote delivery to increase accessibility to its clients as aligned to our ACCUO Professional Standards of Practice.

- **Rationale:** The OSO has found that certain services such as remote meetings outside general office hours provide more accessibility for students. We also

have found that remote university appeal hearings provide more safety and comfort for clients than late hour appeals on campus. This also cuts expenses for evening hearings (food/beverages and protective services surveillance). This also helps to increase OSO staff safety as we can reduce the number of staff members in the office and on campus at late hours during the week.

RECOMMENDATION FOUR: The OSO, in collaboration with professional and graduate faculties, recommends more restorative practice sessions with special focus on equity, diversity and inclusiveness. The OSO in collaboration with other units on campus will promote earlier restorative practice sessions, as requested.

- **Rationale:** These sessions were provided through special faculty requests this year to address peer-to-peer conflict (lab group & student groups/associations) where EDI issues were a main factor for the conflict. We hope to expand these offerings to promote early resolution; our work has demonstrated a greater possibility for mutually agreeable options to be identified and explored when concerns and conflicts are addressed early. OSO will collaborate with other units on campus that are promoting earlier resolution through restorative practices as requested.

RECOMMENDATION FIVE: The OSO recommends continued development and facilitation of presentations and workshops addressing EDI issues and the promotion of EDI in all of our presentations and collaborative work with departments and faculties, student associations and as a self-reflective practice in the ombudsing profession.

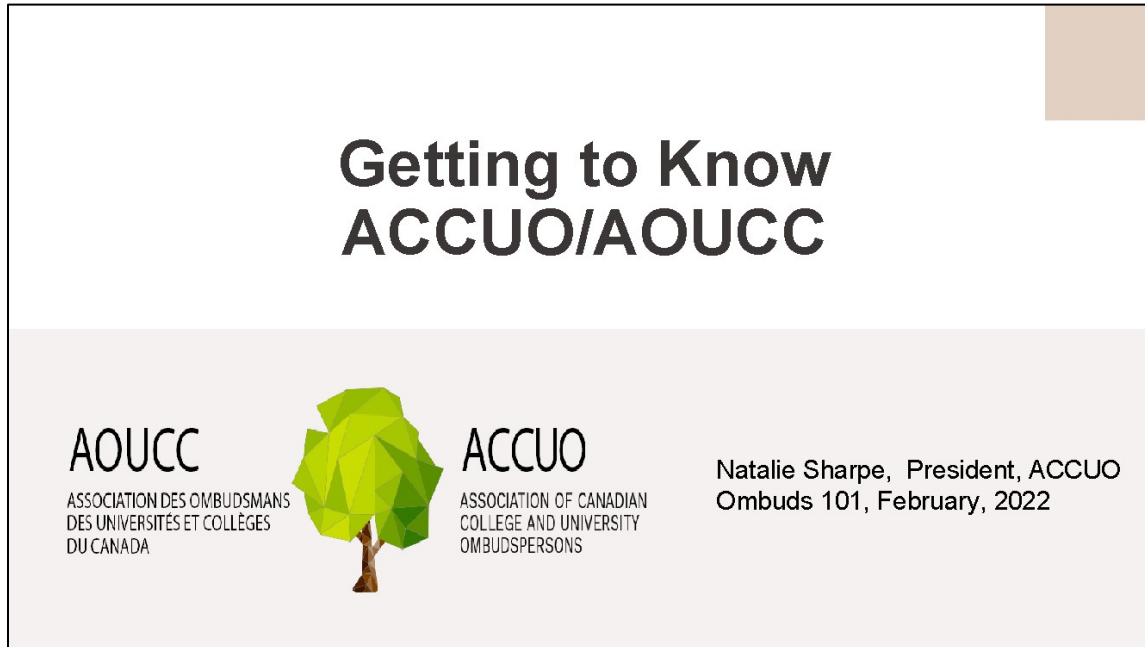
- **Rationale:** EDI-focused presentations and workshops have been offered this year to the Nursing faculty and we are hoping to offer these to other professional faculties such as Rehab Med, FoMD, Education, Pharmacy, etc. These sessions will be promoted with DOS Comms and tailored to the specific needs of the departments and faculties as identified by instructors, students, and other faculty members, eg, associate deans. The promotion of EDI practices will also be reviewed in our case debriefings, demonstrating self-reflective practices in EDI, and also in our participation in professional development activities focusing on EDI.

RECOMMENDATION SIX: The OSO promotes the initiatives of the new Sexual and Gender-Based Violence (SGBV) Advisory Council and will collaborate in all its initiatives as an advisory member.

- **Rationale:** Because of our ongoing casework with complainants and those accused of SGBV, it is critical for OSO to continue to provide advice and feedback on the policy, training, and communications as drafted by the new SGBV Coordinator, to ensure that the policies implemented promote safety as well as fairness to involved parties.


A Sampling of OSO

Workshops/ Presentations: New Visuals for Presentations



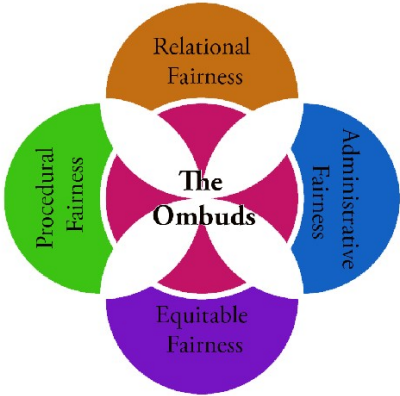
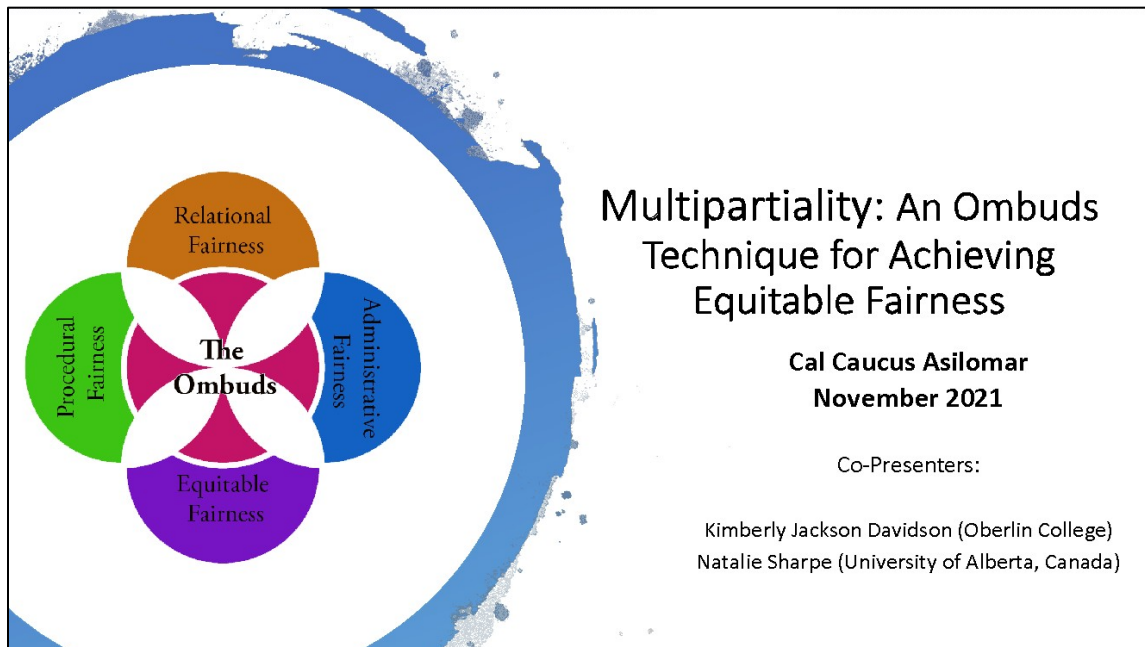
**Getting to Know
ACCUO/AOUCC**

AOUCC
ASSOCIATION DES OMBUDSMANS
DES UNIVERSITÉS ET COLLÈGES
DU CANADA



ACCUO
ASSOCIATION OF CANADIAN
COLLEGE AND UNIVERSITY
OMBUDSPERSONS

Natalie Sharpe, President, ACCUO
Ombuds 101, February, 2022



**Multipartiality: An Ombuds
Technique for Achieving
Equitable Fairness**

**Cal Caucus Asilomar
November 2021**

Co-Presenters:

Kimberly Jackson Davidson (Oberlin College)
Natalie Sharpe (University of Alberta, Canada)



Higher Education & the
Bottom Line:
How Much is an Ombuds Worth?

**ENOHE -ACCUO Virtual
Conference September 2021**

*Presenters: Carolyn Brendon (McMaster U),
Jean Grier (ENOHE), Natalie Sharpe (ACCUO)*

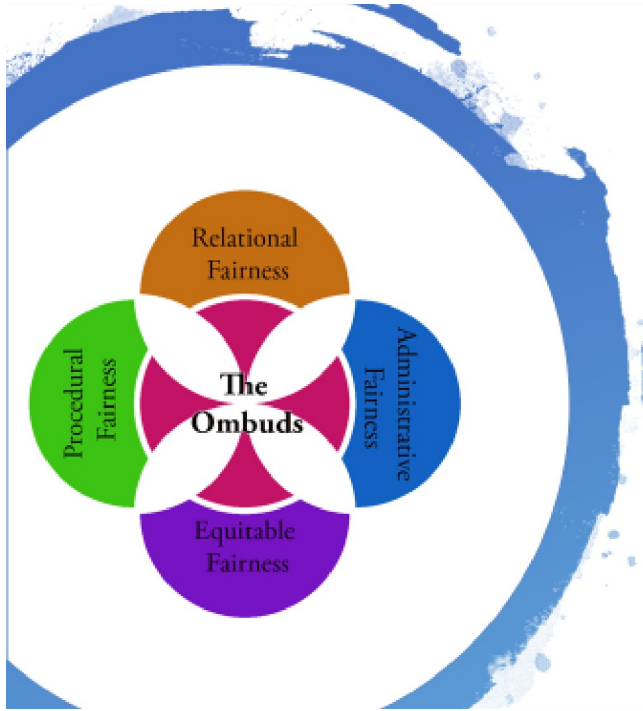
Faculty of
Graduate
Studies +
Research

SUPERVISORY
DEVELOPMENT
PROGRAM

Building a culture of growth in graduate supervision

Module 5.0
Conflict Management and Resolution in the Supervisory Relationship

Natalie Sharpe, M.A.
Director, Office of the Student Ombuds



Nursing Practicums Best Practices in Student Feedback

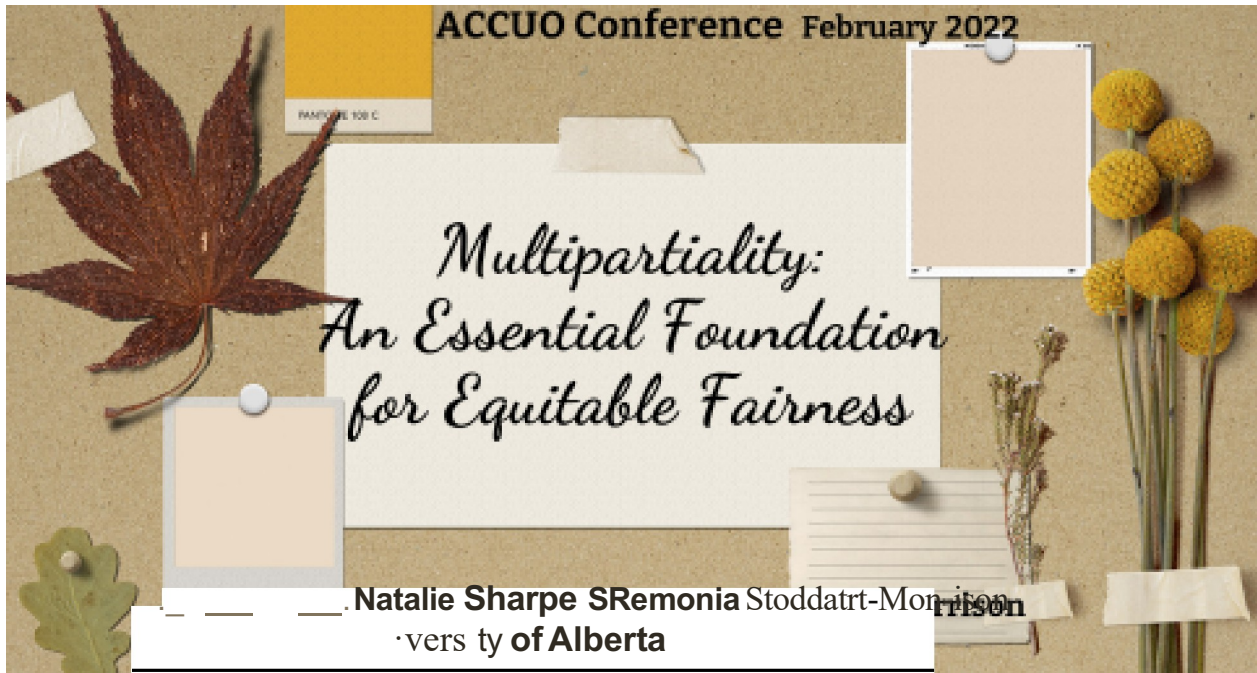
Office of the Student Ombud
 Octob@r2021

Presenters:
 RMionla Stoddart-Morrison and veronkaTaylor

Writers:
 Natalie Sharpe, Iternonia Stoddart-Morrison,md Veronica Taylor

Managing Difficult Conversations In Your Practicum

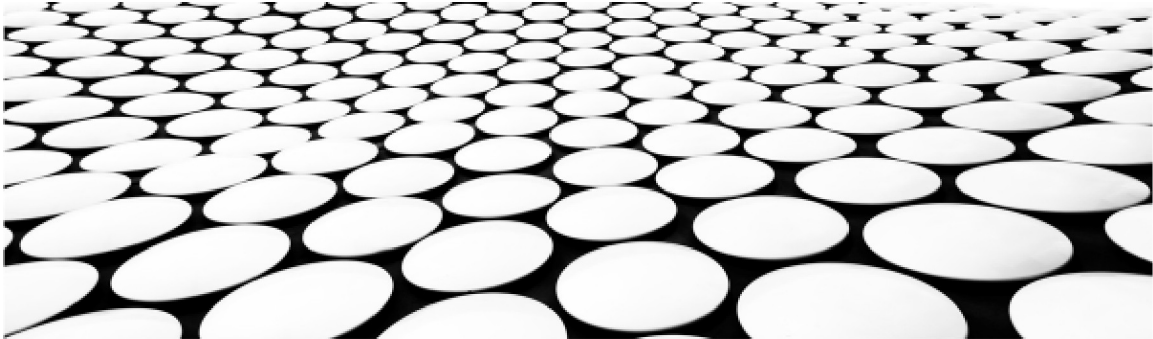
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CONSTRUCTIVE: COMMUNICATIONS

GSA ALL CANDIDATES MEETING

FEBFWAI1Y2022



PRESENTERS: REMONIA STODDART-MORRISON & LAUREL WILKIE, OFFICE OF THE STUDENT OMBUDS

Office of the Student Ombuds

Students Rights and Responsibilities: Where to Go for Help

April 30, 2021

Dr. Rita Stoddart-Morrison, Interim Graduate, Outreach & Inclusion
Vuun Sharmill, Undergraduate Ombudsman (2020 - 2021)
Office of the Student Ombuds
University of Alberta

Getting to Know Our Biases:

How Self-Awareness
Supports Equitable Action

Presenters: Remonia Stoddart-Morrison & Veronica Taylor
Office of the Student Ombuds

Online Proctoring

Integrity, Equity, and Fairness

David Draper (They/Them)
Undergraduate Ombuds Intern,
University of Alberta Office of the Student Ombuds.

Identifying and Addressing Biased and Discriminatory Behaviours

Presenters:
Veronica Taylor & **R** **emonia Stoddart-Morrison**
Office of the student **Ombuds**

Annual Report written and compiled by Natalie Sharpe; thanks to the OSO staff, especially Remonia Stoddart-Morrison, for their assistance with information, statistics, charts and biographies. Thank-you to the DOS Communications.

Inquiries/Comments: **ombuds@ualberta.ca**

Item No. 19G

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

Agenda Title	2023 Faculty and Staff Engagement Survey
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Item

Proposed by	Todd Gilchrist, Vice-President (University Services and Finance)
Presenter	Todd Gilchrist, Vice-President (University Services and Finance) Tanya Wick, Associate Vice-President (Human Resources, Health, Safety and Environment)

Details

Office of Administrative Responsibility	Vice-President (University Services & Finance) Human Resources, Health, Safety and Environment
The Purpose of the Proposal is	To provide the General Faculties Council with an introduction to the 2023 Faculty and Staff Engagement Survey.
Executive Summary	<p>At the University of Alberta, we begin with people - people with ideas, talent, and purpose. Engaged employees are committed, passionate and proud, with a line of sight to their own future and the institution's strategic priorities. Successful organizations make employee engagement a priority and provide resources, tools and a workplace environment that supports engagement, enabling employees to thrive.</p> <p>Employee engagement surveys are a commonly used tool to measure the degree to which employees feel valued and included in the organization. The university will be conducting a faculty and staff engagement survey from May 1-19, 2023 to help us understand our engagement levels and determine where we need to focus our improvements.</p> <p>The Provost and Vice-President (Academic), and Vice-President (University Services and Finance) are co-executive sponsors of the survey. Support from the university's broad leadership groups will be important to the success of this initiative.</p> <p>Following a request from the President's Executive Committee - Strategic (PEC-S) to initiate the survey, a Request for Proposal (RFP) was issued and a vendor selected.</p> <ul style="list-style-type: none"> • The RFP Evaluation Committee had representation from across the university community to ensure appropriate insights were provided from both the academic and administration perspective. • President's Executive Committee - Operations (PEC-O) endorsed <u>Korn Ferry</u> as the successful vendor. • To ensure appropriate benchmarking capability, the survey questions are standardized and benchmarked against other post secondary institutions and Canadian norms (i.e., cross-Canada benchmarks).

Item No. 19G

	<p>Indigeneity, Equity, Diversity and Inclusivity are important aspects of the engagement survey. Human Resources, Health, Safety and Environment (HRHSE) is working with the vendor and the survey committee to ensure the survey is in line with best practices.</p> <p>The survey results will contribute to action plans that will inform university direction with respect to employee engagement. Leaders and their teams will be provided with tools and resources for improving engagement and clarifying accountability.</p> <p>Survey Phases: A detailed four-phase project plan is in development:</p> <ol style="list-style-type: none"> 1. Pre-Survey administration and support including training for HR Service Partners, FAQs for employees and managers, manager toolkit (including key messages for leaders), and introductory webinars (February - April 2023). 2. Survey Period: Invitations/Survey administration (May 2023). 3. Post-Survey: Delivery of results (Fall 2023). 4. Evaluation: Action planning and implementation (2024). <p>Communication Plan: A detailed communication plan is being developed that supports the survey phases. The communication plan has four goals:</p> <ol style="list-style-type: none"> 1. Participation across all faculty and staff groups and units. 2. Employees believe the university values their feedback. 3. Results will be shared in a timely manner across the university. 4. Employees trust the university will act on the results. <p>Risks and Opportunities: The university has undergone significant change through the University of Alberta for Tomorrow initiative; following this period of change, it is an important time to measure employee engagement. The results provide the university with the opportunity to inform university strategies and direction with respect to employee engagement.</p> <p>Often, engagement surveys encounter the risk that employees do not feel comfortable providing their answers or trust that the results will be acted upon. These risks will be mitigated through our communications strategy and plan, which emphasizes transparency in results reporting.</p>
Supplementary Notes and context	n/a

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Ongoing consultation with executive sponsors (Provost and Vice-President (Academic) and Vice-President (University Services and Finance) and with the President’s Executive Committees.
	Early presentations/information (February/March 2023) to

Item No. 19G

	<p>Statutory Deans' Council, College Deans and College General Managers, Provost's Advisory Committee of Chairs, General Faculties Council, and Board Human Resources and Compensation Committee.</p> <p>An Engagement Survey Working Committee has been established with representation from administrative and academic positions from across the university to provide input into survey development, communication, engagement strategies and action planning approaches and raise awareness about the importance of the survey.</p> <p>Joseph Doucet, Interim College Dean, College of Social Sciences and Humanities is acting as academic advisor to HRHSE to provide feedback on survey design and process, communication strategies and action planning approaches.</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><u>Goal:</u> BUILD a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p> <p><u>Objective 5:</u> Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values</p> <p><u>Goal:</u> SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	n/a	

Attachments

n/a

 Prepared by: Melissa Murphy, Director, Talent Management, melissa.murphy@ualberta.ca

FOR THE GFC MEETING OF FEBRUARY 27, 2023

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on December 9, 2022:

REPORT OF THE PRESIDENT

In addition to his written report, President Flanagan provided verbal updates on his trip with Vice-President (Research and Innovation) Aminah Robinson Fayek, to the 2022 United Nations Climate Change Conference (COP27) in Egypt, which included meetings regarding the university's research on energy transition and climate change; a recent trip to Ottawa to advance the university's applications to the Canada Biomedical Research Fund (CBRF) and the Canada First Research Excellence Fund (CFREF), the latter of which has passed peer review; and upcoming travel to India to meet with a number of key partners in government, industry, and academia.

DISCUSSION ITEMS

The Board of Governors discussed:

- a request from General Faculties Council (GFC) that the Board of Governors pause implementation of the College Deans Selection Procedure to allow GFC to consider the procedure. Discussion included information from the Interim Provost and Vice-President (Academic) on the current status of the selection process, including community engagement and consultation, as well as potential risks if the process was delayed. There being no motion in respect of the request, the Board Chair acknowledged GFC's request, thanked the GFC representative that delivered the request, and noted that there had been some administrative urgency to reduce the number of direct reports to the Provost when the Board considered the procedure in June. The Board Chair further noted that it was within the Board's jurisdiction to proceed without pause.
- an update on the development of the University Strategic Plan, including the establishment of a steering committee, internal and external consultation, and key milestones, including the January 20, 2023 Joint Summit of the Board of Governors, General Faculties Council, and Senate, the launch of targeted surveys, a consultation summary, draft plan, and final plan in June;
- a budget update, including: an anticipated surplus for fiscal year 2023, attributable to the Targeted Enrolment Expansion grant, lower employee benefits, and higher investment income; no anticipated changes to the Campus Alberta grant for 2024; unavoidable cost pressures, including increased utility costs and research capacity, as well as structural deficit budget pressures; an update on planned domestic and international tuition proposals, including an expanded tuition consultation process; and consultation on 'Budget Model 2.0', to be implemented for FY 2025; and
- an update on the development of the Asset Management Master Plan (AMMP), a single master plan for infrastructure asset utilization, space optimization, and investment prioritization, including examples of the financial model outputs and how it relates to other Facilities and Operations plans.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Finance and Property Committee, the Board of Governors approved the disposition of up to 6,000m² (64,583 ft²) of space within Enterprise Square via leases with terms not to exceed 15 years (including renewal options), on terms and conditions acceptable to the Vice-President (Facilities and Operations); and an application to the Minister of Infrastructure for the required approval via Ministerial Order.

INFORMATION REPORTS

The Board received reports from its standing committees, the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, and General Faculties Council.

Prepared for: Dilini Vethanayagam, GFC Representative on the Board of Governors
By: Erin Plume, Associate Board Secretary

Please note: official minutes from the open session of the December 9, 2022 Board of Governors' meeting will be posted on the [University Governance website](#) once approved by the Board at its March 24, 2023 meeting.



Heather Richholt <richholt@ualberta.ca>

Request for Feedback : Embedded Certificate Framework and GFC Executive Committee Terms of Reference

Kate Peters <peters3@ualberta.ca>

Tue, Jan 31, 2023 at 1:42 PM

Cc: Heather Richholt <richholt@ualberta.ca>, Faiza Billo <faiza.billo@ualberta.ca>

Dear Members of GFC,

As noted in the meeting yesterday, you are invited to provide feedback on the proposed:

1. Embedded Certificate Framework by emailing janice.causgrovedunn@ualberta.ca by February 3, 2023
2. Revisions to the GFC Executive Committee Terms of Reference using this [google form](#) by February 13, 2023

Thank you,

[Quoted text hidden]

2 attachments

**Proposed Changes to GFC Exec ToR.pdf**
197K**Item 17E - Information-Undergraduate Embedded Certificate Framework.pdf**
159K