

Monday, March 20, 2023
Council Chamber
2:00 PM - 4:00 PM

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

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

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

- | | | |
|---|--|---------------|
| | [If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.] | Bill Flanagan |
| 3 | Approval of the Open Session Minutes of February 27, 2023 | |
| 4 | New Members of GFC | |

ACTION ITEMS

- | | | |
|---|---|-----------------------------|
| 5 | Undergraduate Embedded Certificate Framework 2:10 - 2:20 p.m. | Janice Causgrove Dunn |
| | <i>Motion: To Approve</i> | |
| 6 | Budget Model Principles 2:20 - 2:45 p.m. | Verna Yiu
Todd Gilchrist |
| | <i>Motion: To Recommend Board of Governors Approval</i> | |
| 7 | Recommendation from General Faculties Council on Tuition | |

DISCUSSION ITEMS

- | | | |
|----------------|---|--|
| 7 8 | Question Period 2:45 - 3:15 p.m. <i>Item was deferred</i> | Bill Flanagan |
| 8 9 | General Faculties Council Terms of Reference and Replenishment Procedure 3:15 - 3:35 p.m. <i>Item was deferred</i> | Jerine Pegg
Kate Peters |
| 9 10 | Proposed Revisions to the Awards for Teaching Excellence Policy 3:35 - 3:45 p.m. <i>Item was deferred</i> | Karsten Mündel
Tracy Raivio
Carrie Smith |
| 10 11 | College Model Review 3:45 - 4:00 p.m. | Dru Marshall
Verna Yiu |

INFORMATION REPORTS

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

- 11 Report of the GFC Executive Committee
- 12 Report of the GFC Academic Planning Committee
- 13 Report of the GFC Programs Committee
 - *The committee will report on their March 16 meeting next month.*
- 14 GFC Nominations and Elections
 - [NC Report to GFC – March 3, 2023](#)
 - [Anticipated Vacancies](#)
 - [Recent GFC Elections](#)
- 15 Information Items:
 - A. Update on generative AI in the learning environment
- 16 Information Forwarded to GFC Members Between Meetings
 - Request for feedback - Items from GFC
 - Dropped Zoom Call

CLOSING SESSION

- 17 Adjournment
 - Next Meeting of General Faculties Council: April 17, 2023

Presenter(s):

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Verna Yiu	Interim Provost and Vice-President (Academic)
Todd Gilchrist	Vice-President (University Services and Finance)
Jerine Pegg	Professor and Chair of GFC Executive Subcommittee on Governance and Procedural Oversight
Kate Peters	GFC Secretary and Manager, GFC Services
Karsten Mündel	Acting Vice Provost (Learning Initiatives)
Tracy Raivio	Professor and Chair of GFC University Teaching Awards Committee
Janice Causgrove Dunn	Vice-Provost (Programs)
Dru Marshall	Provost Emeritus, University of Calgary

Documentation was before members unless otherwise noted.

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

New Members of GFC**MOTION : TO APPOINT:**

The following NASA President to serve on GFC for a term commencing March 8, 2023 and extending for the duration of the appointment:

Quinn Benders

MOTION II: TO RECEIVE:

The following statutory academic staff members who have been elected by their Faculty, to serve on GFC for a term of office beginning immediately and ending June 30, 2023:

Tracy Howlett

Native Studies

**Governance Executive Summary
Action Item**

Agenda Title	Undergraduate Embedded Certificate Framework
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Motion

THAT the General Faculties Council approve the proposed Undergraduate Embedded Certificate Framework, as set forth in Attachment 1 to take effect Fall 2024.
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Janice Causgrove Dunn, Vice-Provost (Programs)
Presenter(s)	Janice Causgrove Dunn, Vice-Provost (Programs)

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to provide a final version of the Undergraduate Embedded Certificate Framework, and seek recommendation of approval of the Undergraduate Embedded Certificate Framework for the University of Alberta.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Embedded Certificates are a popular credential among faculties and departments but after consultation and feedback from our community, it was clear there is a lack of consistent understanding of a common purpose of embedded certificates, which further results in a diverse set of existing certificates.</p> <p>In Winter 2022, members of the Program Support Team (Undergraduate and Non-Credit) were invited to serve on a Working Group led by the Vice-Provost (Programs), to examine the current offerings of embedded certificates at the University of Alberta, identify concerns, risks, and opportunities as they related to embedded certificates, and develop a set of recommendations.</p> <p>The Working Group identified the following concerns, risks, and considerations:</p> <ul style="list-style-type: none"> ● Lack of consistency and clarity of purpose ● Lack of oversight ● Problematic registration system ● Some awarded to students automatically when they complete their program; certificate does not differentiate students or provide added value ● Similar appearance of embedded certificate and degree parchments may cause confusion ● Lack of awareness and understanding of the value of embedded certificates among students ● Proliferation of low demand and low enrolment embedded certificates risks diluting the value of the credential



Item No. 5

	<p>Built from the Working Group’s recommendations along with consideration of the results of surveying the 2022 Spring and Fall graduates, this Framework will:</p> <ul style="list-style-type: none"> ● better communicate a cohesive purpose and structure of embedded certificates at the University of Alberta; ● differentiate embedded certificates from other types of credentials and specializations; ● address risks and promote opportunities: <ul style="list-style-type: none"> ○ proliferation of low demand & low enrolment embedded certificates risks diluting the value of embedded certificates overall, and ○ provide students an opportunity to enhance their experience and learning via a unique type of credential. <p>Following approval of the Framework, the Office of the Provost will work on a case-by-case basis with the home Faculties of existing embedded certificates that do not adhere to the Framework to ensure all embedded certificates are in alignment by Fall 2024. Faculties will be given the option to:</p> <ol style="list-style-type: none"> 1. amend the existing program to bring into alignment with the Framework (following all necessary institutional governance approvals, while adhering to the 2024 - 25 Calendar publication deadline of January 2024), or 2. prepare a suspension* proposal (following all necessary institutional governance approvals, while adhering to the 2024 - 25 Calendar publication deadline of January 2024) <p><i>*In some cases, depending on a number of factors, a termination proposal may be more appropriate.</i></p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><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"> ● Program Support Team (Undergraduate and Non-Credit) (June 2, 2022) ● Students’ Union Vice-President (Academic) (June 15, 2022) ● Students’ Union Council of Faculty Associations (August 17, 2022) ● Students’ Union Students’ Council (August 23, 2022) ● Students’ Union Vice-President (Academic) (September 13, 2022) ● GFC Programs Committee (September 15, 2022) ● Provosts’ Council (September 19, 2022) ● Program Support Team (Undergraduate and Non-Credit) (November 24, 2022) ● GFC Programs Committee (December 8, 2022) ● College Deans’ Meeting (January 18, 2023) ● General Faculties Council (January 30, 2023) ● Statutory Deans’ Council (February 1, 2023) ● GFC Programs Committee (February 9, 2023)
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Item No. 5

	<ul style="list-style-type: none"> • <i>General Faculties Council (March 20, 2023)</i>
Approval Route (Governance) (including meeting dates)	<ol style="list-style-type: none"> 1. GFC Programs Committee Action: For Recommendation (February 9, 2023) 2. GFC EXEC Placement on the GFC Agenda (March 13, 2023) 3. GFC Action: For Approval (March 20, 2023)

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>GOAL Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>7. OBJECTIVE Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>GOAL Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>12. OBJECTIVE Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader.</p> <p>GOAL Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>17. OBJECTIVE Facilitate, build, and support interdisciplinary, cross-faculty, and crossunit engagement and collaboration.</p> <p>GOAL Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</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>
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.



Item No. 5

	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	GFC Programs Committee General Faculties Council	

Attachment:

1. [Undergraduate Embedded Certificate Framework \(February 2023\)](#)

Prepared by: Janice Causgrove Dunn, Vice-Provost (Programs), jcausgro@ualberta.ca

Purpose

Embedded undergraduate certificates are institutional credentials that are completed concurrently with an undergraduate degree program, prior to graduation. They provide students with the opportunity to enhance their educational experience through engagement with interdisciplinary concepts and topics that transcend individual programs, departments, faculties or colleges. Topics respond to broad societal interests and/or address strategic interests of the University.

Principles

Accessible	Accessible to students from multiple units or facilities and locations, and include consideration of course scheduling and delivery mode.	Strategic Alignment	Promote the University's strategic initiatives, enhance graduate attributes, and/or respond to societal interests
Interdisciplinary Focus	Provide an opportunity to engage with interdisciplinary topics or problems that incorporate and integrate different disciplinary perspectives.	Thoughtful Program Design	Consideration of overlap with other program requirements and other embedded certificates, mode of delivery; balance of junior and senior courses, meaningful experiential component
Indigenization	Contribute to the weaving of Indigenous worldviews, histories, and perspectives, recognition of the validity of Indigenous knowledge systems, remediation of the knowledge gap on Indigenous historical and lived experiences and strengthening academic rigour across disciplines (Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan)	Demonstrated Demand	Evidence of interest by students and the community
Sustainable	Consideration of administrative load, consistent delivery of courses, course enrollment limits.		

Elements

Proposal Template	The Embedded Certificate Template is available on the website of the Provost and Vice-President (Academic).
Stakeholder Consultation Requirements	<ol style="list-style-type: none"> 1. The Dean of the home faculty (or Deans of collaborating faculties) and relevant College(s) Office(s) of Education must confirm support for the embedded certificate. 2. Vice-Provost (Programs) to discuss the suitability of an embedded certificate for the proponent's purpose, and for advice and feedback related to certificate development according to the related principles and policies. 3. Vice-Provost (Indigenous Programming and Research) for advice and feedback related to embedding Indigenous content in the certificate curriculum. 4. Stakeholders (e.g., students and student groups, employers, accreditation bodies, professional associations, community organizations, alumni) to demonstrate demand and garner feedback regarding design principles. 5. Faculties that may be impacted from an enrollment (e.g., access and course capacity courses to courses for the certificate) or disciplinary perspective to confirm understanding and support. 6. Office of the Registrar for advice on Calendar language (Calendar Editor). <p>Consultation will be noted in the Governance Executive Summary, and letters of support are an asset.</p>
Administrative Responsibility	All proposals will identify a lead proposing faculty or college that will assume administrative responsibility from among those collaborating in the development and delivery of the embedded certificate.
Entrance Requirements	Enrolment in a University of Alberta undergraduate degree program.
Admission Process	A clear statement of admission requirements will be included in the proposal. Students will register via online application. Note: not all embedded certificates are available to all students in all faculties.
Credit Weight	12 - 18 credit units (maximum of 3 units at 100-level and minimum of 3 units at the 300- or 400-level), including an experiential component and/or capstone project/activity completed within, or in addition to, the course requirements.
Laddering / Transfer	Embedded undergraduate certificates are integrated into undergraduate degree programs and cannot be laddered into other for-credit programs.
Overlap	Students complete embedded certificates primarily using electives in their programs; normally, there will be no more than 3 credit units overlap with required courses. Coursework may only be applied to one embedded certificate.
Maximum Number Permitted	While there is no limit to the number of embedded certificates permitted, limits on overlap as indicated above must be strictly adhered to. If extra credits are required to complete an embedded certificate (over and above those required for degree completion), students must consult their home faculty to determine if additional course credits beyond those required for the degree (or extra-to-degree credits) are permitted in their program.
Tuition	Assessed at the standard rates for courses in which the students are registered. No additional tuition fees are assessed for courses taken as a part of the embedded certificate program, regardless of student's home Faculty.
Awarding Process	In order for the embedded certificate to be awarded at the time of degree program completion, the lead administering Faculty or College Office of Education administering the embedded certificate must provide the Office of the Registrar with the names and ID numbers of those students who have completed the requirements for their embedded certificate. This list must also include verification that the student has completed their degree program. Faculties must work with each other to reconcile lists and share information about such students.
Transcript	Embedded certificates are noted on the transcript.

Approval	Approval Pathway: Program Support Team (PST) > Proposing Faculty Council* > GFC Programs Committee (PC)
Review	Embedded certificates will be reviewed every 5 to 7 years by the Office of the Provost and the faculties and/or colleges involved. An annual report of current embedded certificates and corresponding number of graduates will be compiled by the Office of the Provost each year, and embedded certificates may be included in scheduled curriculum reviews by the offering unit(s).
Termination	Termination Approval Pathway: Program Support Team (PST) > Proposing Faculty Council* > GFC Programs Committee (PC) At a minimum, consultation should include the existing students currently enrolled in the embedded certificate to ensure they are informed and can complete the embedded certificate; Office of the Dean of the home Faculty, collaborating Faculty (ies), and College Office of Education for the embedded certificate to ensure support; Vice-Provost (Programs) for advice on completing required templates; and the Office of the Registrar. In addition, accreditation bodies and professional associations may be consulted as relevant. Consultation will be noted in the Governance Executive Summary .

** An embedded certificate offered jointly by two or more Faculties will be approved by each of the Faculty Councils involved.*

**Governance Executive Summary
Action Item**

Agenda Title	Budget Model 2.0 Principles and Update
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Motion

THAT the General Faculties Council recommend the Board of Governors approve the Budget Model Principles, as set forth in Attachment 1, to take effect upon final approval, for Budget Model 2.0

Item

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

Details

Office of Administrative Responsibility	Office of the Vice-President (University Services and Finance) Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	That the Board Finance and Property Committee recommend the Board of Governors approve the Budget Model Principles, as set forth in Attachment 1, to take effect upon final approval.
Executive Summary (outline the specific item – and remember your audience)	<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 the Board Finance and Property Committee members since the update provided at the Budget Briefing, held on February 16.</p> <p>Budget Model Principles</p> <p>Consultation on the Budget Model Principles commenced with the President’s Executive Committee - Strategic (PEC-S) on February 14., followed by a discussion at the Senior Leadership Retreat, at a special Chairs Council meeting held on February 21, and most recently at the General Faculties Council held on February 27. At each session, the budget model principle discussion reviewed the existing six principles (as approved in 2017) and introduced three additional principles. Members of GFC were provided with an opportunity to provide written feedback following the meeting.</p> <p>The following six principles were originally approved in 2017 and remain in the proposed principles. Following discussion at PEC-S, the first principal, as reflected below, was reworded.</p> <p>1. Priority of Academic Needs (approved in 2017 as <i>Supremacy of Academic Priorities</i>)</p> <p>Reinforcing this continues to be paramount. In the previous model faculties were spending their budgets delivering administrative activities, not core teaching and research. This principle does not 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.</p>

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 was not 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 the allocated budget comes from in order for faculties and staff to plan more strategically.

3. Accountability

Under the previous budget model, 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 have 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 the previous budget model includes numerous different allocation rules depending on where the funding is coming from. It also includes 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 were 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 the 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 and have been incorporated into the current proposal.

1. Equity (*updated context following consultation*)

To realize the One University vision, the budget model accounts for equity in resource allocation, which accounts for variations in circumstances and needs across units.

Item No. 6

Equity as a principle is grounded in justice in resource allocation, which understands that not all circumstances are the same in getting to our desired achievement as One University. Equity requires that different treatments are considered and enacted to address the inequalities of privilege, dominance, and marginalization. Equity as a principle demonstrates the commitment to the One University vision, focusing on working together to benefit teaching and research outcomes.

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 is 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 respect to enrollment growth and research

Background

The previous budget model, 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 the budget model 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 process was relaunched over the past few months and the new model will be implemented for Fiscal Year 2024-25.

The university needs a new budget model for three key reasons:

1. The \$222M (34%) reduction in our Campus Alberta Grant (now the Operating and Program Support Grant) has fundamentally impacted our revenue streams. Prior to the reductions, within the previous budget model, 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 Operating and Program Support Grant is no longer adequate to fund what it once did.
2. The current model leaves the university exposed to changes in the Operating and Program Support Grant 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 for Tomorrow. It does not create the right incentives

Item No. 6

	<p>concerning enrollment growth and research and limits our capacity to plan long-term.</p> <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>Expert Groups Budget Model 2.0 is being designed in consultation with five Expert Groups. Each Budget Model 2.0 Expert Group has met for two of three sessions and members of all groups met for an information sharing session on February 22.. There is one additional meeting for each of the Expert Groups as well as two additional information sharing sessions scheduled for Thursday March 9., and following the third round of Expert Group meetings. 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> <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:</p> <ul style="list-style-type: none"> ● PEC-S: February 14.
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Item No. 6

	<ul style="list-style-type: none"> • Academic Planning Committee (APC)/Board of Governors (BOG) Joint Budget Briefing: February 16. • Senior Leaders Retreat: February 17. • Chairs Council: February 21. • General Faculties Council (GFC): February 27 with an opportunity to provide written feedback. • Jennifer Tupper, Dean, Faculty of Education and Carrie Smith, Vice-Provost, Equity, Diversity, and Inclusion consulted in the development of the “Equity” principle. • Board Finance & Property Committee (BFPC): March 9. <p><u>Expert Groups</u> Deans and Vice-Presidents are invited to be in at least one Expert Working Group. Representatives from Chairs Council are included within 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.</p> <p>Updates will be provided to the wider university community through multiple channels including a scheduled townhall on March 29.</p>
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> • APC: March 8(for recommendation) • BFPC: March 9 (for recommendation) • GFC: March 20 (for recommendation) • Board of Governors: March 24 (for final approval)

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.</p> <p>OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.</p> <p>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	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 1648 1539 1948"> <tr> <td data-bbox="570 1648 1089 1948"> <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 </td> <td data-bbox="1089 1648 1539 1948"> <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 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
<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	Board Audit and Risk Committee Terms of Reference.			

Attachments

1. Proposed Budget Model Principles (1 page) - **FOR APPROVAL**
2. Slide Deck (7 pages)

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

Date: March 6, 2023

Proposed Budget Model Principles

- 1. Priority of Academic Needs**
The model gives priority to the university's core mission of teaching and research.
- 2. Transparency**
The rationale, process and outcomes of resource allocation decisions are transparent.
- 3. Accountability**
College, faculty and central support unit leaders are responsible and accountable for local resource allocation decisions.
- 4. Simplicity**
The budget model and process is clear and easy to understand so that it informs responsible local decision-making.
- 5. Consistency**
The resource allocation rules are applied consistently across all faculties and central support units.
- 6. Predictability**
The resource allocation method is predictable, to facilitate long-term budget planning.
- 7. Equity**
To realize the One University vision, the budget model accounts for equity in resource allocation, which accounts for variations in circumstances and needs across units.
- 8. Collaboration**
The model provides incentives for collaboration and behaviours that support the university as a whole.
- 9. Strategic**
The model aligns resources with institutional strategic priorities.

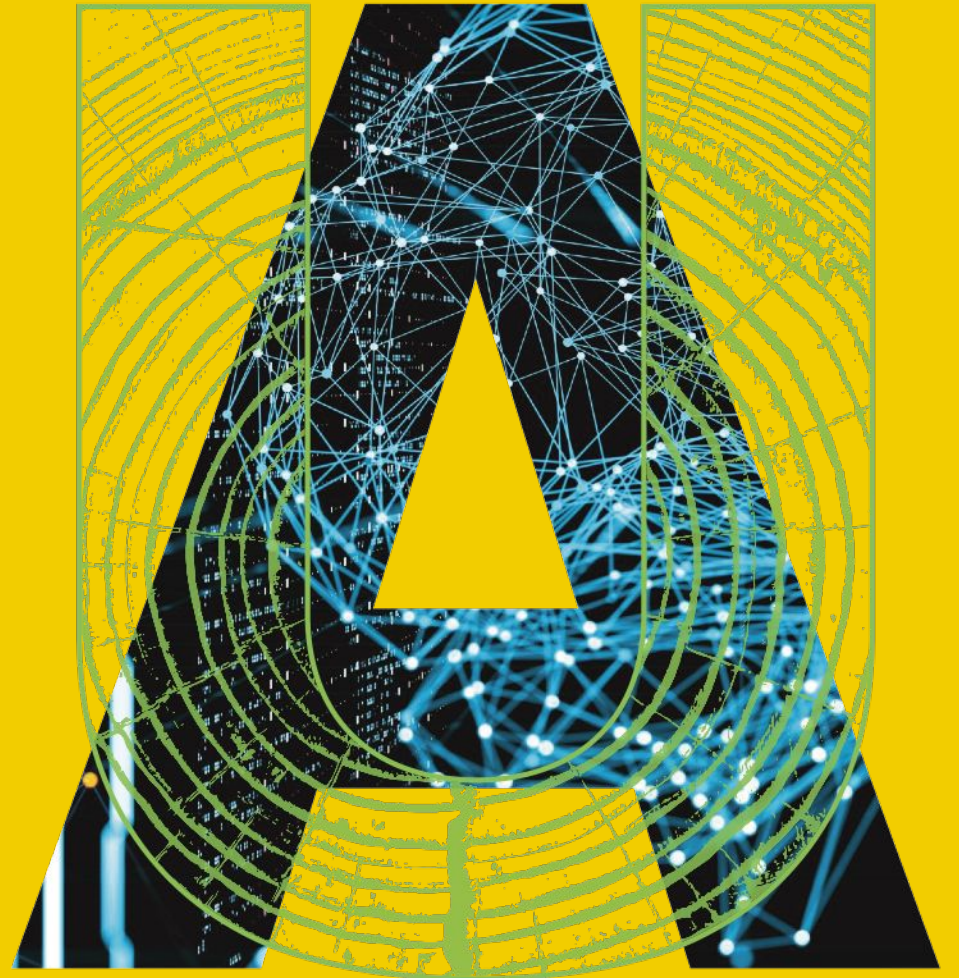
Budget Model 2.0 and Budget Model Principles

General Faculties Council

March 20, 2023



UNIVERSITY
OF ALBERTA



Budget Model 2.0 Development

EXPERT WORKING GROUPS

Tuition revenue sharing

Chair: Provost

Vice-Chair: Deputy Provost, Students & Enrolment

Central services and functional efficiency

Chair: VP USF

Vice-Chair: VP F&O

Strategic initiatives and subvention

Chair: Provost

Vice-Chair: VP USF

Research support and growth

Chair: Provost

Vice-Chair: VP RI

Multi-year budget mechanisms

Chair: VP USF

Vice-Chair: AVP Finance, Procurement & Planning

EXPERT WORKING GROUPS - UPCOMING ENGAGEMENT



**ROUND 1
WORKSHOPS** LATE
JAN 2023

COMPLETE

**COMMUNITY INFO
SHARING SESSION**
22 FEB 2023

COMPLETE

**ROUND 2
WORKSHOPS** LATE FEB 2023

IN PROGRESS

**COMMUNITY INFO
SHARING SESSION**
9 MARCH 2023

**ROUND 3
WORKSHOPS** MID
MARCH 2023

**COMMUNITY INFO
SHARING SESSION**
EARLY APRIL 2023

Budget Model Principles

Priority of Academic Needs

The model gives priority to the university's core mission of teaching and research.

Transparency

The rationale, process and outcomes of resource allocation decisions are transparent.

Accountability

College, faculty and central support unit leaders are responsible and accountable for local resource allocation decisions.

Simplicity

The budget model and process is clear and easy to understand so that it informs responsible local decision-making.

Consistency

The resource allocation rules are applied consistently across all faculties and central support units.

Predictability

The resource allocation method is predictable, to facilitate long-term budget planning.

Budget Model Principles, continued

Equity

To realize the One University vision, the budget model accounts for equity in resource allocation, which accounts for variations in circumstances and needs across units.

Collaboration

The model provides incentives for collaboration and behaviours that support the university as a whole.

Strategic

The model aligns resources with institutional strategic priorities.

Today we will have an in depth conversation on the principle of equity

Budget Model Principles - Equity

Equity

To realize the One University vision, the budget model accounts for equity in resource allocation, which accounts for variations in circumstances and needs across units.

Equity as a principle is grounded in justice in resource allocation, which understands that not all circumstances are the same in getting to our desired achievement as One University.

Equity requires that different treatments are considered and enacted to address the inequalities of privilege, dominance, and marginalization.

Equity as a principle demonstrates the commitment to the One University vision, focusing on working together to benefit teaching and research outcomes.

Budget Model Principles - Equity, continued

How will the budget model mechanisms support the principle of Equity?

Budget Model 2.0 is building on the previous activity-based budget model where teaching and research activity drive revenue allocation.

In the design of this budget model, we have proposed the use of subvention funding as a mechanism to provide support to faculties through the redistribution of funds beyond activity levels.

Mechanisms are also being explored to provide differential support for teaching based on the cost of delivery.

This will help ensure that faculties are all able to successfully contribute to the One University vision and mission.

Q&A

**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 to continue the discussion on composition as set out in the General Faculties Council Terms of Reference (ToR) and to discuss the 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 have been shared with 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, Faculties no longer have individual Immunization regulations and General Space Programs are no longer developed.

Item No. 8

	<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 General Faculties Council - February 27, 2023 GFC Executive Committee – March 13, 2023
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General Faculties Council – March 20, 2023

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. Comparator Institution Data
6. Composition of UAlberta GFC
[Link to GFC ToR and Reapportionment feedback form](#)
[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.

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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

FEB 22/71

MAR 24/71

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.

FEB 22/71

MAR 24/71

- (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,

FEB 22/71

MAR 24/71

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

Comparator Data

Alberta Research University General Faculties Councils & Select U15 Academic Senates

University of Alberta GFC

	Total	Academic	Ex Officio	Students	Proportion of Academic Staff to total membership
PSLA ¹	81	52	26	3	64%
UAlberta with appointed members ²	158	62	33	58	39%

¹*Composition if UAlberta strictly adhered to the requirements in the Post-Secondary Learning Act &*

²*Current composition with additional appointed members*

Composition of Alberta Universities

Collected from University websites

	Total	Academic	Ex Officio	Students	Proportion of Academic Staff to total membership
Athabasca University	62	26	13	3	42%
University of Calgary	110	60	27	17	55%
University of Lethbridge	72	43	18	13	60%

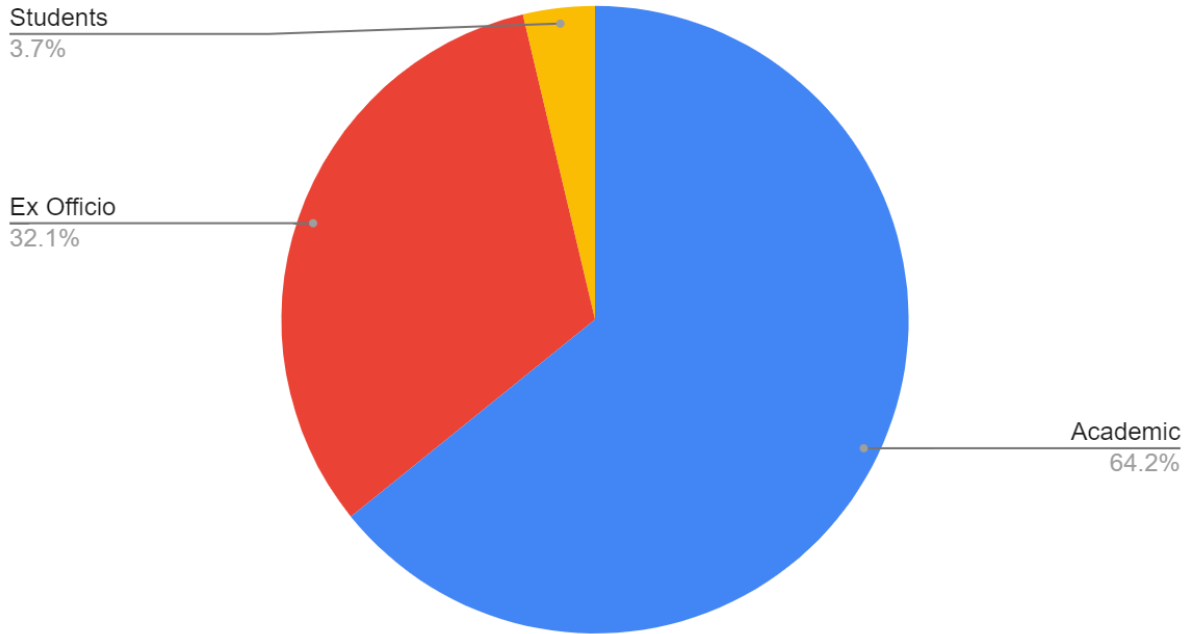
Composition of Select U15 Comparators

Data submitted through survey of governance colleagues

	Total	Academic	Ex Officio	Students	Proportion of Academic Staff to total membership
Alberta University for the Arts	31	18	11	2	58%
Brock University	72	39	25	8	54%
University of British Columbia	87	41	17	19	47%
Cape Breton University	54	29	16	9	54%
Carleton University	83	42	22	17	51%
Memorial University	91	52	26	13	57%
Nippising University	58	43	9	6	74%
Ontario Tech	46	24	16	6	52%
Queen's University	68	36	15	17	53%
University of Manitoba	135	82	24	29	61%
University of Saskatchewan	121	54	30	21	45%
University of Toronto (Academic Board)	115	48	51	16	42%
University of Waterloo	92	46	32	14	50%
University of Windsor	86	45	27	14	52%
Wilfred Laurier University	83	42	28	8	51%
York University	169	101	40	28	60%

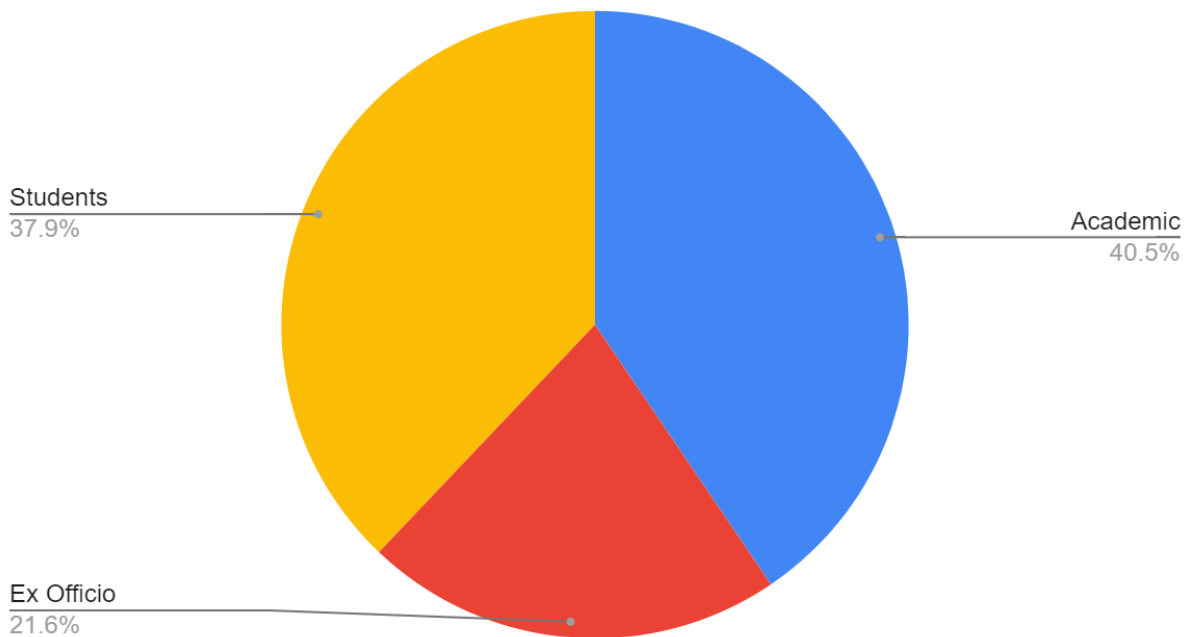
Required Composition of University of Alberta (UA) General Faculties Council (GFC)
Based on Statutory Requirements set out in the *Post-Secondary Learning Act* (PSLA)

PSLA



Current Composition of UA GFC
Including additional appointed members

UAlberta with appointed members





Decision Discussion Information

ITEM OBJECTIVE:

The proposal is before the committee to revise the Policy Suite in response to the [Report of the Equity, Diversity, & Inclusivity Review of Teaching Awards Working Group](#)

DATE	March 20, 2023
TO	General Faculties Council
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic) and General Faculties Council

EXECUTIVE SUMMARY:

Following a pause of the spring 2021 adjudication processes for both the [Awards for Faculty Excellence](#) and [Awards for Teaching Excellence](#) and a review of the procedures and processes for awards and recognition at the University of Alberta, changes to the policy suite in light of the recommendations in the report are being proposed.

Report recommendations include, but are not limited to:

- Revisions to the nomination process to establish guidelines for self-nomination, provide mentorship, reduce the burden of application, and to reflect the new vision for inclusive excellence;
- Revisions to the nomination package to include a greater variety of submissions and reflection on Equity, Diversity, and Inclusion;
- Revisions to the adjudication process to streamline the procedure to ensure adjudication committees are diverse, trained on best adjudication practices and able to better assess the work of faculty and instructors from equity-denied groups.

Changes Proposed

Broad set of changes to the existing Policy, rescission of the existing Procedures, and establishment of a new Procedure that:

- ensure we, as a University, intentionally and thoughtfully demonstrate commitment to the 2019 Strategic Plan for Equity, Diversity, and Inclusivity through formal recognition: internal teaching, research, and service awards;
- in implementation, also ensure consistency with the recommendations of Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan; and

GOVERNANCE OUTLINE



ITEM NO. 9

- address and examine systemic inequities inherent throughout the suite of awards at the University of Alberta.

The revised Policy:

- is grounded in the University of Alberta's principles and values and
- establishes principles and practices that will guide the development of and conferment of Awards for Teaching Excellence at the University.

The new Procedure under the Policy:

- outlines the University's commitment to Reconciliation with First Peoples and dedication to promoting equity, diversity, and inclusivity principles;
- states the University Teaching Awards Committee will select award winners through processes that uphold values as reflected in the procedures for the adjudication of teaching excellence awards, and
- recognizes that valuing Indigenous Ways of Knowing, Being, and Doing and adopting EDI principles and practices will foster a culture of teaching excellence within the University community.

Questions for the Committee

1. Would the Committee like to make procedural recommendations around celebration / communication as part of the goal of spreading best practices?

Supporting Materials:

1. UAPPOL Awards for Teaching Excellence Policy | March 2023 DRAFT
 2. UAPPOL Awards for Teaching Excellence Procedure | March 2023 DRAFT
- Links to Current Policy and Procedures in UAPPOL:
3. [Awards for Teaching Excellence Policy](#)
 4. [Award for Excellence in Graduate Teaching Procedure](#)
 5. [Graduate Student Teaching Award Procedure](#)
 6. [Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure](#)
 7. [Rutherford Award for Excellence in Undergraduate Teaching Procedure](#)
 8. [Teaching Unit Award Procedure](#)
 9. [William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure](#)

***See Schedule A for additional items to include if needed.**



SCHEDULE A

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • GFC University Teaching Awards Committee (UTAC)
<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Vice-Provosts’ Council (April 11, 2022) • GFC Executive Committee (May 16, 2022) • Deans’ Council (May 18, 2022) • General Faculties Council (June 6, 2022) • GFC Committee on the Learning Environment (November 30, 2022)
<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • GFC Executive Committee
<p><u>Approval Route:</u></p> <p><u>Discussion:</u> GFC UTAC March 9, 2023 GFC Executive Committee, March 13, 2023 (for placement on the GFC agenda) General Faculties Council, March 20, 2023</p>

Supplementary Notes / Context:

March 9, 2023 DRAFT

Original Approval Date: May 3, 2010

Most Recent Approval:

Most Recent Editorial Date:

Recognition of Awards for Teaching Excellence Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic) University Governance
Approver:	General Faculties Council
Scope:	Compliance with University policy extends to all members of the University community.

Overview

The University of Alberta is committed to recognizing, celebrating and learning from the in-powered and empowered teaching practices and pedagogies associated with our institution. Teaching recognition is grounded in the University of Alberta's principles and values, as defined in the Institutional Strategic Plans including: Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan, and the Equity, Diversity and Inclusion Strategic Plan, and the Framework for Effective Teaching outlined in the [Teaching, Learning and Evaluation Policy](#). The University seeks to recognize inclusive teaching that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good. Recognition of teaching celebrates and showcases intellectually rewarding educational environments that benefit all members of the University community and are achieved through diverse instructional activities. For example, teaching that takes place in and beyond traditional classroom, studio, laboratory and clinical environments; teaching may also include supervision, mentoring, emotional work, community engagement, Indigenous ways of Knowing, Being and Doing, experiential and work-integrated learning, and leadership. The University of Alberta is committed

to the identification and celebration of creativity and innovation in all stages of knowledge creation and dissemination in an inclusive manner that provides pathways for the recognition of faculty, students, staff, University partners, individuals and communities. The University of Alberta acknowledges that language is ever-evolving and that listing categories of self-identification does not constitute commitment in and of itself. Recognition of teaching by members of the following equity-denied groups is central to this policy, including but not limited to: Indigenous peoples, Black people, and people of colour and non-white people, disabled people and people with disabilities, 2SLGBTQIA+ people, gender diverse people, women, and all those who may contribute to the further diversification of ideas and the University.

Purpose

The purpose of the Recognition of Teaching Policy is to establish a set of principles and practices that guide teaching excellence awards and ensure that they:

- Recognize teaching as a collective and shared effort;
- Incorporate community engagement and Indigenous approaches to teaching;
- Acknowledge the importance of teaching in creating an inclusive and supportive learning environment that values diverse perspectives and experiences;
- Encourage ongoing reflection and growth in teaching practices; and
- Foster an awards culture and a community-wide support for teaching development.

~~To recognize teaching excellence publicly, to publicize such excellence to the University and the wider community, to encourage the pursuit of teaching excellence, and to promote informed discussion of teaching and its improvement at the University of Alberta.~~

Policy

The University of Alberta will honor the teaching of its community members through recognitions that celebrate the diversity of instructors, instructional teams and educational means responsible for student experiences and outcomes. We will uplift Indigenous Ways of Knowing, Being, and Doing; adopt the principles of equity, diversity and inclusivity; and support ongoing reflection, growth, and community building. Regular conferment of awards will be guided by the Recognition of Teaching Procedure. In addition to referencing relevant institutional strategic plans, the recognition and awards will also be grounded in the following principles:

- All My Relations, Decolonization, Indigenization, Indigeneity, Indigenous Ways of Knowing, Being, and Doing, Intersectionality/Confluence, Reconciliation, Self-Determination, Sovereignty, and Strength-Based Approach
- Equity, diversity, and inclusivity, Human Rights, Equality (substantive), Intersectionality, and Accessibility across our people, campuses and disciplines;

- Teaching that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good;
- An intellectually rewarding educational environment that benefits all members of the University community; and
- A commitment to creativity and innovation in all stages of knowledge creation and dissemination.

The University of Alberta will recognize the outstanding teaching achievements of **faculty members** and **graduate students** by conferring awards on a regular basis in accord with the associated procedures of this policy.

Definitions

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
Faculty Members	Instructors as defined by the eligibility criteria set out in the associated Procedures of this Policy.
Graduate Students	Any student registered in the Faculty of Graduate Studies and Research at the University of Alberta.
All My Relations	Acknowledging the interconnectedness, interdependence, worth and mutual responsibility of all peoples, creatures and lands; a common conceptualization of all things living among Indigenous Peoples; known as wakhokhtowin by the Cree and Métis
Decolonization	Repudiating the racist justifications and dismantling the colonial structures aimed at disenfranchising Indigenous Peoples of their legal, social, cultural, religious and ethnic rights; reclaiming Indigenous identity, language, culture and worldviews
Inclusivity	Validating the value of, and enacting work to provide, equal access to opportunities, resources, experiences and education to those excluded or marginalized from greater access
Indigenization	A process of highlighting and incorporating Indigenous worldviews, knowledge and perspectives into non-Indigenous educational, political and social structures in recognition of exclusion and erasure; celebrating the diversity, strength, complexity, resilience

	and beauty of Indigenous Peoples, cultures, languages and knowledge systems
Indigeneity	Belonging to specific lands and places; the unlimited right to self-identification by Indigenous Peoples
Indigenous Ways of Knowing, Being and Doing	Affirming the validity, diversity, sophistication and beauty of Indigenous understandings, practices and modes of learning from the people, animals and plant nations; acknowledging the holistic viewpoints of Indigenous Peoples that take into account the whole person (mind, body, spirit) and the connection to peoples, lands and living things
Intersectionality/ Confluence	Recognizing the relationship between various constructed categories such as race, gender, sexual orientation, class and all forms of ableism that inform the converging influences of systems of oppression as they occur on Indigenous territory
Reconciliation	The Truth and Reconciliation Commission of Canada (TRC) defines reconciliation as an ongoing process of establishing and maintaining respectful relationships between Indigenous Peoples, the state and non-Indigenous peoples
Self-Determination	The inherent right of Indigenous nations, communities and Peoples to determine their political status and freely pursue economic, educational, social and cultural development
Sovereignty	The inherent right of Indigenous nations, communities and Peoples to autonomy, legitimacy and recognition as self-determining authorities
Strength-Based Approach	A focus on the strengths and competencies of individuals and communities and an acknowledgment of structural barriers in opposition to deficit narratives that perpetuate inequity by assuming deficiencies

Related Links

- [Awards for Faculty Excellence Policy \(UAPPOL\)](#)
- [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan \(University of Alberta\)](#)

- [Strategic Plan for Equity, Diversity, and Inclusivity \(University of Alberta\)](#)

If any of the links are broken, please contact uappol@ualberta.ca

Published Procedures of This Policy

- [Recognition of Teaching Procedure \(UAPPOL\) - pending approval](#)
- ~~[Graduate Student Teaching Award Procedure](#)~~
- ~~[Provost's Award for Early Achievement of Excellence in Undergraduate Teaching Procedure](#)~~
- ~~[Rutherford Award for Excellence in Undergraduate Teaching Procedure](#)~~
- ~~[Teaching Unit Award Procedure](#)~~
- ~~[William Hardy Alexander Award for Excellence in Undergraduate Teaching Procedure](#)~~



March 9, 2023 DRAFT

Original Approval Date:

Most Recent Approval:

Most Recent Editorial Date:

Parent Policy: Recognition of Teaching Policy

Recognition of Awards for Teaching Excellence Procedure

Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	Provost and Vice-President (Academic)
Scope:	Compliance with University policy extends to all members of the University community

Overview

The University of Alberta is committed to Reconciliation with First Peoples and dedicated to promoting equity, diversity, and inclusivity (EDI) principles. The General Faculties Council (GFC) has established a standing committee to select award winners through processes that uphold these values as reflected in the procedures for the adjudication of teaching excellence awards. Valuing Indigenous Ways of Knowing, Being, and Doing and adopting EDI principles and practices will foster a culture of teaching excellence within the University community.

Purpose

The purpose of the Awards for Teaching Excellence Procedure is to outline the principles and practices for adjudicating awards, by achieving the following objectives:

- Valuing community engagement and Indigenous Ways of Knowing, Being and Doing;
- Working to identify and mitigate or remove cultural, structural and political barriers (for example, barriers that exist for certain equity-denied groups and certain privileges that exist for certain groups);
- Recognizing the significance of mentoring, sponsoring, and supporting award applicants;

- Raising awareness of the awards and celebrating their recipients and achievements;
- Acknowledging the value of emotional labour, community work, educational creativity, and inspiring teaching; and
- Recognizing teaching innovation and leadership.

Through this approach, the University aims to promote excellence in teaching while creating an inclusive and supportive environment that recognizes and values diverse contributions and experiences.

Procedure

1. Application

The Office of the Provost, in consultation with the University Teaching Awards Committee (UTAC), shall establish the application process and publish the application guidelines on a relevant UofA website. The guidelines shall:

- Acknowledge and respect All My Relations; Decolonization; Indigenization; Indigeneity; Indigenous Ways of Knowing, Being and Doing; Intersectionality/Confluence; Reconciliation; Self-Determination; Sovereignty; Strength-Based Approach; and Equity, Diversity and Inclusivity (EDI) principles and practices;
- Allow applicants to account for their labour/mentorship/sponsorship (especially those from equity-denied communities);
- Provide mentorship to applicants;
- Reflect inclusive excellence;
- Remove cultural, structural, and political barriers in order to increase the applicant pool;
- Reduce the potential burden of the application process;
- Include clarifying language and provisions around awards and leaves of absence.

To support the adjudication process, the committee will refer to application packages, which will list a set of criteria for each teaching award and an indication of how many of those criteria are to be addressed in a successful application. The applications will be accepted in a variety of modalities.:

Note: Translation costs will be covered by the University in support of languages other than English.

2. Adjudication

The adjudication process will acknowledge and respect Indigenous Ways of Knowing, Being and Doing and EDI. The guidelines for adjudication will:

- Consider all eligible applicants;
- Ensure that adjudicating committees are
 - Diverse and
 - Trained on best adjudication practices with a particular emphasis on Indigenization; Reconciliation; and Equity, Diversity and Inclusivity
- Develop equitable and objective criteria to assess the work of faculty and instructors,

including those from equity-denied groups, taking into account any systemic barriers or challenges that they may face; and

- Provide for consideration of Maternity and other leaves to ensure that applicants who have taken leave are not unfairly disadvantaged in the adjudication process.

By considering these factors, the University can ensure that the adjudication process is inclusive, diverse, and equitable, and that all eligible applicants are evaluated fairly based on their achievements and contributions to teaching excellence.

3. Celebration / Communication

[To be added]

Definitions

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
All My Relations	Acknowledging the interconnectedness, interdependence, worth and mutual responsibility of all peoples, creatures and lands; a common conceptualization of all things living among Indigenous Peoples; known as <i>wahkohtowin</i> by the Cree and Métis
Decolonization	Repudiating the racist justifications and dismantling the colonial structures aimed at disenfranchising Indigenous Peoples of their legal, social, cultural, religious and ethnic rights; reclaiming Indigenous identity, language, culture and worldviews
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Indigenization	A process of highlighting and incorporating Indigenous worldviews, knowledge and perspectives into non-Indigenous educational, political and social structures in recognition of exclusion and erasure; celebrating the diversity, strength, complexity, resilience and beauty of Indigenous Peoples, cultures, languages and knowledge systems
Indigeneity	Belonging to specific lands and places; the unlimited right to self-identification by Indigenous Peoples

Indigenous Ways of Knowing, Being and Doing	Affirming the validity, diversity, sophistication and beauty of Indigenous understandings, practices and modes of learning from the people, animals and plant nations; acknowledging the holistic viewpoints of Indigenous Peoples that take into account the whole person (mind, body, spirit) and the connection to peoples, lands and living things
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Sovereignty	The inherent right of Indigenous nations, communities and Peoples to autonomy, legitimacy and recognition as self-determining authorities
Strength-Based Approach	A focus on the strengths and competencies of individuals and communities and an acknowledgment of structural barriers in opposition to deficit narratives that perpetuate inequity by assuming deficiencies

Related Links

- [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff and Colleagues](#) (UAPPOL)
- [Post-Secondary Learning Act](#) (Government of Alberta)
- [University Teaching Awards Committee \(UTAC\) Terms of Reference](#) (University of Alberta)
- [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan](#) (University of Alberta)
- [Strategic Plan for Equity, Diversity, and Inclusivity](#) (University of Alberta)

If any of the links are broken, please contact uappol@ualberta.ca

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	College Model Review - Final Report
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Item

Proposed by	Verna Yiu, Interim Provost and Vice-President (Academic)
Presenter	Verna Yiu, Interim Provost and Vice-President (Academic) Dru Marshall, Former Provost and Vice-President (Academic), University of Calgary (Review author)

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To share the results of the College Model Review with members of GFC, and facilitate an opportunity for members to discuss the recommendations.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Summary</p> <p>Dr. Dru Marshall, former Deputy Provost at the University of Alberta and former Provost and VP (Academic) at the University of Calgary, has completed the 18-month review of the College Model. Her report is being presented to GFC and the Board for discussion. Following discussions, the report will be shared more broadly with the community. The university will develop an action plan for responding to the recommendations.</p> <p>College Review Project Description</p> <p>Through interviews with key stakeholders and review of relevant background materials, Dr. Marshall’s report sought to respond to the following four questions:</p> <ol style="list-style-type: none"> 1) How do the colleges support the success of the university in building a team based culture, promoting innovation, increasing interdisciplinary collaborations (research and teaching), and finding efficiencies? 2) What do we need to do for the College Model to propagate UA to be in the top 3 in Canada and in the top 50 in the world? 3) What opportunities would you recommend as the Colleges evolve and mature with time? What early opportunities are there for successes that will lead to further success? 4) How do you recommend that the university measure success as the colleges moves forward?

Item No. 10

	<p>Both GFC Executive and the Academic Planning Committee discussed and provided input on the scope of work for the project. Input from those discussions was shared with Dr. Marshall.</p> <p>Over the course of two visits to the University of Alberta, Dr. Marshall met with the following stakeholders:</p> <ul style="list-style-type: none"> ● President ● Vice-Presidents ● College Deans, and Faculty Deans, including Deans of the standalone Faculties ● College Associate Deans ● College General Managers ● Members of GFC who volunteered to participate in roundtable discussions ● Representatives of Chairs' Council ● Other individuals in key leadership positions, including Deputy Provosts, Vice-Provosts, Associate Vice-Presidents, etc. <p>The report itself includes more information on Dr. Marshall's process for gathering information that informed the review.</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"> ● Office of the President ● Office of the Provost ● Office of the Vice-President (University Services and Finance) ● Office of the Vice-President (External Relations) ● Office of the Vice-President (Facilities and Operations) ● Office of the Vice-President (Research and Innovation) ● College Deans and Faculty Deans, including Standalone Faculty Deans ● College Associate Deans ● College General Managers ● Chairs' Council Executive ● General Faculties Council ● Board of Governors
--	---

Strategic Alignment

Alignment with <i>For the Public Good</i>		
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"/> Relationship with Stakeholders

Item No. 10

	<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"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA)	

Attachments: University of Alberta College Model Review (18 months)

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

University of Alberta College Model Review (18 months)

FEBRUARY, 2023

DRU MARSHALL

Contents

Background 2

General Observations: 3

 Context..... 3

 Early Successes..... 4

 Recommendations: 6

 Potential Opportunities 6

 Recommendation:..... 8

 Early Obstacles 8

 Evolving Narrative 8

 Recommendation:..... 9

 Value Proposition of the College Model 9

 Recommendations: 9

 Conflation of SET with College Model..... 10

 Recommendations: 11

 Budget 11

 Recommendation:..... 11

 Culture..... 12

 Recommendations: 12

 Role clarification/confusion 13

 Recommendations: 14

 Performance Evaluation..... 14

 Recommendation:..... 15

What needs to happen with the College Model to propagate UA to be in the top 3 in Canada and in the top 50 in the world?..... 15

How should the University measure success as the initiative moves forward?..... 16

 Concluding Statement..... 17

Appendix A: Summary of Recommendations 18

University of Alberta College Model Review (18 Month) February, 2023

This is the final report of the **18-month review** of the administrative and leadership structure of the College Model at the University of Alberta that was formally launched on July 1, 2021.

Background

On December 11, 2020, the Board of Governors (BOG) approved a new academic structure, called the College Model, for the University of Alberta. The Model created three Colleges - Health Sciences, Natural and Applied Sciences, and Social Sciences and Humanities - into which 13 of the University's Faculties were grouped. Augustana, CSJ, and the Faculty of Native Studies remained as stand-alone Faculties.

The BOG's motion included a provision that the Colleges would be implemented by a College Dean seconded from the existing deans within the respective College, and that after 18 months, the President would undertake a review of the College administrative and leadership structure and report to the BOG and GFC.

The Colleges were launched on July 1, 2021, and an initial version of the operating model was released in June, 2021. The operating model identified authority and responsibilities of different layers of the institution in the new College Model. Following establishment of the College Offices of Education and Research, and appointment of Associate Deans in the Colleges, the operating model was revised and re-released in fall, 2022, along with the University of Alberta for Tomorrow: One University document.

I was asked, through reviewing materials and interviewing key stakeholders, to evaluate and make recommendations on the College administrative and leadership structure, and specifically to respond to four questions:

1. How do the Colleges support the success of the university in building a team-based culture, promoting innovation, increasing interdisciplinary collaborations (research and teaching), and finding efficiencies?
2. What do we need to do for the College Model to propagate UA to be in the top 3 in Canada and in the top 50 in the world?
3. What opportunities would you recommend as the Colleges evolve and mature with time? What early opportunities are there for successes that will lead to further success?
4. How do you recommend that the University measure success as the initiative moves forward?

Questions 1 and 3 have been answered through a discussion on the early successes that have occurred to date, and potential opportunities that exist with the College Model. Early obstacles to success have

also been identified – these will need to be managed expeditiously for future success to occur. Questions 2 and 4 are answered directly towards the end of this report. Recommendations are made throughout the document and then summarized in Appendix A.

I was provided in advance with the One University document and the Operating Model for the Colleges and several College Metric reports. During visits to the University of Alberta, copies of GFC and BOG minutes related to the formation of the College Model, and academic restructuring background information were obtained.

Thirty-four in-person interviews (N=61 people) occurred during November 21-23, 2022, and January 23-25, 2023, in Edmonton with leaders at all levels, including Faculties, Colleges, and the University, members of GFC, and a group from Chairs Council Executive. Some interviews were conducted individually, while others occurred in a small group format. To respond to the above questions, 16-20 probing questions were created to help guide conversations with interviewees. Interviews lasted between 45 to 120 minutes. The conversations in these interviews were engaging, passionate, and constructive.

The comments below represent a synopsis of information gleaned from interviews.

General Observations:

Context

In the context of significant budget cuts from the provincial government, COVID, and the shift in leadership in critical positions across campus, a major restructuring took place at the University. This restructuring involved both the administrative (Service Excellence Transformation - SET) and academic (College Model) sides of the house, and was necessitated because the previous structure was siloed, inefficient, and provided little way for the university to move forward. The presidential and all vice-presidential offices also underwent major restructuring. The financial challenges that resulted from deep budget cuts provided an opportunity, but also necessity, for both administrative and academic transformation. The restructuring that occurred was monumental – and change occurred rapidly. The academic transformation is unique in Canada and has high potential to move the university forward. The restructuring has not been without issue, but given the size, scope, necessary speed, and context within which it was done, the current state speaks to the resilience of the people at the University of Alberta.

Further, within this context of rapid change, while the College Model was officially launched on July 1, 2021, it took approximately one year to stand up the College offices, and interim College Deans were in place for the entirety of the 18-month review period. College Deans were in the process of being hired during the production of this report. The three Colleges are all different, and people generally agreed this was a good thing. However, the Colleges are not currently operating at the same level. The arc and pace of change in each College is different, depending on issues, culture, readiness to change and scope. A period of consolidation is required for some changes before the full value of the College Model is realized and prior to rushing to judgement on the success of the Model. Given the short 18-month period for this review, and the immense amount of change taking place on campus, this review should be seen as a forward-looking document.

In the process of doing this review, it was apparent that academic transformation was required at the University of Alberta. In the context of funding cuts and the inefficiencies that existed, as well as opportunity costs related to the previous siloed structure (e.g., lack of large research project success; inability to respond to various levels of the government in a timely matter on a myriad of issues), several models were examined. These models included amalgamation of Faculties, which was quickly deemed to be politically unpalatable on campus. The College Model was seen as having the potential to break down Faculty silos while maintaining individual Faculty identity. It was eventually approved by both GFC and the Board, although the Board did make a key change to the proposal that came through GFC related to leadership of the College. Regardless of how this model came about – it does exist on campus now – and there is no alternative to return to status quo. Some have suggested that much of the rationale for the College Model was unnecessary and that much of what was being touted as part of the Colleges could be done without the model in place. For example, there was some interdisciplinary collaboration on campus for large grants, and there were pockets of interdisciplinary teaching. While that is true for some areas of the campus, it should be recognized that UA has been less successful in major grant competitions than should be expected for an institution of this size and scope, and there have been missed opportunities for responses from provincial government calls – in both teaching and research. There is tremendous opportunity for the UA with the College Model – but the success of the model will depend on the buy-in from the institution writ large.

Early Successes

Despite the contracted review period, there have been success stories and the start of the formation of a team-based culture, particularly within leadership layers of the academy. Power is more distributed amongst academic leaders in this model and allows for greater focus on key strategic thrusts (e.g., EDI, reconciliation efforts). Many saw the model as being more effective, efficient, nimble, and collegial. Leaders at all levels are talking to each other more and are learning from one another. The varying levels of leadership positions creates more opportunities for succession planning. The start of this new leadership culture now needs to move outwards into the academy.

In addition to the restructuring associated with the College Model, the presidential and every vice-presidential office underwent significant restructuring. The Provost's Office structure is unique in Canada, has more distributed power, and allows for more rapid decision making. It has changed the reporting structure for Faculty Deans within Colleges, who now report to a College Dean directly. However, all Deans can access the provost directly. This office structure works well with the current Provost, who has brought renewed energy and support for the College Model, along with positive messaging that has generally been well received. Faculty Deans in general who now report to a College Dean had few issues with this reporting structure because the current Provost is responsive to all Deans. This will be an important consideration in the selection of future Provosts. The VPRI office went from a tri-council model to a more strategic structure (i.e., four Centres of Expertise – Research and Development Services; Partnerships, Innovation and Knowledge Mobilization; Strategic Research Initiatives and Performance; Research Integrity Support), supported by a Research Partners Network. New processes were put in place for large grants. Work continues with the VPRI, College Deans and Faculty Deans to ensure research potential is realized on campus. The VPER team was also totally restructured and is much more efficient and coordinated in terms of strategizing donor requests, events,

and communications. Similar significant restructuring also occurred in Facilities and Operations and Finance and Administration.

Offices for all Colleges include a leadership team that consists of an interim Vice Provost/College Dean, Associate Deans for Research and Education, and a General Manager. These individuals are exceptional and passionate ambassadors for the University of Alberta. Each of the groups are meeting regularly and learning from each other. The Vice Provosts/College Deans are seen as an extension of the Provost and as a way to amplify messages – and an important critical leadership layer of the academy. Each has developed robust forums like the College Council of Deans to determine synergies and opportunities. Most felt these meetings were invaluable, with opportunities to share and evaluate ideas, and approach partners with a single voice. Each College is identifying academic administrative processes that are critical to the academic mission that could be moved to the College level, allowing for further efficiencies, nimbleness, and strategic responses to critical calls from government and other partners. It is important to note that while academic administrative processes and work moves to the College level, key academic decisions remain within Faculties. There has been some resistance in Faculties to letting go of some processes, and while progress varies between Colleges, it is being made, with some of this consolidation work including processes around academic integrity and discipline, course scheduling and timetabling, student systems mapping with institutional systems, and academic program coordination and administration. There has also been coordination on some strategic priorities, including enrolment expansion, recruitment, strategic cluster hires, online and continuing education strategies, space and capital planning, and work integrated learning. College offices are also examining the coordination of operational processes with Centres of Expertise – whether with Shared Services, Finance, HR, and/or the VPRI, and are coordinating efforts to simplify and improve undergraduate and graduate processes with UA International, the Registrar's Office and FGSR. Further, the Colleges are providing a unique opportunity for key institutional strategic thrusts. For example, from an Indigenous and reconciliation perspective, the infrastructure does not exist for Elders to be associated with every Faculty – but it is being developed to work with each College. Additionally, some Colleges are working on unique initiatives and partnerships specific to their disciplinary and interdisciplinary expertise, in both research and education.

Interactions between Faculty Deans within Colleges has improved and is serving as a built-in support system for Deans. Deans are meeting more regularly and sharing best practices. Deans of Stand-Alone Faculties generally feel more supported than previously, and their Faculties are having more of a presence centrally. Chairs see more diversity in the types of leaders that are in the academy, and they have a possibility to have more than one mentor – so again, the College Model is seen as valuable in leadership succession planning.

The new structure has allowed the institution to be more strategic in communications and marketing, and early results are showing higher impact, particularly in issues management. Media training is also being done everyday, and new media stories are being pitched daily – which has the potential to see greater impact in the future.

For capital planning and general space planning and more specifically research space planning, there is opportunity to plan at a more strategic level, allowing for better and more appropriate use of limited resources.

Recommendations:

- 1. Team-based culture:** *A team-based and collaborative culture has developed within the senior leadership structure of the university, and it needs to be carefully tended. There are many excellent role models in the senior team. Deans should deliberately and intentionally work on developing this type of culture with their department heads and administrative leaders in their faculties. Along with this new culture there should be a recognition that the academic mission, i.e., teaching and research, are not zero-sum games – when people work together and there is success, everyone benefits, including those not directly involved.*
- 2. Efficiencies – Academic Processes:** *All Colleges, in conjunction with their reporting Faculties, should continue to identify academic processes that can be moved to the College level. Process mapping should occur in advance, to ensure that academic decision making remains at the Faculty level. Best practices in creating these types of efficiencies should be shared between and within Colleges. Given the College Model, governance pathways should be established to approve new programs in a timely fashion.*
- 3. Efficiencies – Operational Processes:** *The coordination by Colleges of operational processes with Centres of Expertise (i.e., Shared Services, Finance, HR, VPRI) should continue to be expanded. Process mapping should occur in advance to ensure efficiencies are realized. A service culture should be encouraged and developed.*

NOTE: *these efficiency changes should not be viewed as centralization of services, but rather standardization of services.*

- 4. Strategic Priorities:** *Where possible, connections should continue to be made by Faculties within a College on strategic priorities. This will allow for innovation and should result in interdisciplinary and collaborative approaches. Strategic priorities should not just involve processes like enrolment and recruitment but should move into areas of research and education. Vice Provosts/College Deans and Associate Deans should eventually work together to identify collaborative opportunities between Colleges.*

Potential Opportunities

In addition to the early successes already identified, there were several potential opportunities related to the College Model, which were unsurprisingly not yet fully realized. Generally, many saw this model as a big opportunity – some described it as a watershed moment for the university. It is potentially transformative if it does contribute to enhancing research, teaching, and service. But the university is large and complex and there is not a collective understanding of the College Model. Historical structures are deeply held, and it will take some time for the new structures to take hold.

The College Model provides a scaffolding structure to do collaborative work on several fronts. People identified that separate units were talking with one another and starting to collaborate on issues. Many believed that silos are and will continue to be decreased through the College Associate Dean roles. There was also general agreement that there was an increase in economies of scale for academic administrative services at the College level, but that more front-end work on process mapping needed to occur.

Almost everyone agreed that there was huge research potential, particularly around large project ideation, partnership grants, and coordination within and between Colleges and stand-alone Faculties. This will involve increased leadership and coordination from the VPRI office, as noted in the recent large grant competitions, and more interdisciplinary and transdisciplinary collaboration, and will allow UA to compete for these grants in a way they have not been competing before. There are big opportunities in some key areas, examples which include but are not limited to major health challenges, Indigenous health, quantum, sustainability, and AI. In addition to larger projects, many agreed that there was more engagement and interest in building research capacity more generally. Further, there has been provision of research supports that were not available in smaller Faculties. Deans of Stand-Alone Faculties suggested there was more room for collaboration and an opportunity to showcase what their Faculties could contribute. Other Faculties were not always sure how to include the stand-alone Faculties in initiatives. Most agreed that communication lines about research and research partnerships have been opened – this is due both to conversations at the College level and the changes within the VPRI portfolio.

There were also terrific opportunities identified in teaching and learning. These ranged from streamlining programs and eliminating duplication, to the development of innovative programs and micro-credentials that could be shared between groups and interprofessional courses, particularly in the health sciences area. Some suggested that educational technology could be tested within a College and transferred for use more broadly on campus. People also identified many opportunities for collaborative programs and teaching between Faculties and Colleges, which have the potential to attract new students. This could involve cross-Faculty appointments. Other opportunities included increased study abroad, international partnership agreements, and international collaborative programs. Opportunities identified for graduate education included interprofessional courses for graduate students, collaborative course-based and professional masters degree programs, and streamlined graduate student administration and support.

People also believed student experience would be enhanced with the College Model, with standardization and consistency of student services, including, for example, academic scheduling, academic integrity regulations, transfers, and teaching and learning initiatives. The College Offices of Education are working through timetabling issues that should result in tangible change in the student experience. Another longer-term opportunity is that of clinical placements – if managed at the College level, processes could be streamlined and standardized for students, and community and government partners would have a single point of contact to the institution, rather than multiple points, which will help to enhance reputation.

Several forward-looking opportunities were also identified in the external relations area, including strategic prioritization of government relations and donor relations, and continued issues management at both the College and institutional level (which will help to impact reputation).

Governance processes could also be streamlined, in particular calendaring of meetings, with agendas being driven by strategy.

Faculty members have generally not seen “wins” because of the College Model, but this is because it is too early in the process. It will be important to identify the value proposition for faculty members and amplify success stories.

Recommendation:

- 5. **University Research and ties to Tri-Council Agencies:** While the College Model should lead to an increase in interdisciplinary, partnership, and large collaborative grants, there should be continued attention paid to standard disciplinary grants.*

Early Obstacles

Several issues were raised as obstacles to success. It will be important to address these obstacles in a timely fashion to maximize the potential of and opportunities associated with the College Model. These obstacles are identified below:

Evolving Narrative

The College Model has been hurt by the **lack of a consistent narrative**, or rather an **evolving narrative**, on the rationale for such a change. This has resulted in skepticism and confusion on campus. When asked about the rationale for the change to the College Model, responses ranged from:

- budget/cost savings
- decreasing the number of direct reports in the provost’s office – needing to make the provost’s job more manageable
- breaking down the deeply siloed structure that existed with distributed, autonomous, and independent Faculties and units that resulted in slow, inefficient and non-strategic decision-making at the institutional level
- decision making also lacked transparency which created suspicion and led to a lack of trust
- the siloed structure resulted in a loss of opportunities that required people to work together including interdisciplinary teaching and research opportunities (e.g., large partnership and team-based grants)
- to increase interdisciplinary initiatives – in both teaching and research
- to increase central control; to aid in strategic planning from the center; to control deans not doing their jobs
- university reputation was starting to be impacted with the old structure
- there was not a common University of Alberta student experience between and sometimes within Faculties
- there was a desire to be more nimble, innovative, responsive and have more impactful community engagement, which required more coordination on a bigger scale

Many or all of the above reasons may have been part of the rationale. Communication on the College Model has been voluminous and in multiple modalities, but messages were not clear, inconsistent, and not stated in a cohesive manner. And - it has been impossible to capture attention between COVID and SET. There is suggestion that people on the ground have no real knowledge or understanding of what has happened and as a result they see the College Model as being transactional, not visionary. Some described the communication as poor storytelling, with the wrong people (i.e., only leaders) telling the story. More exemplars, using people on the ground, are needed in storytelling. It is important that people understand the why before they can move on to the how.

Recommendation:

- 6. Communication:** *Communication and the narrative about the College Model needs to be consistent, cohesive, and authentic and should include a solid rationale for the adoption of the Model, including many of the reasons noted above. There is a great story to tell in the changes that have been made. Exemplars of early successes need to be identified and amplified so that possibilities and potential for the new structure are recognized across campus. Regular communication, particular to staff and faculty, is important and needs to be coordinated across the university. Consider spokespeople outside of the leadership structure, so that people across the campus can see themselves and how they may be positively impacted.*

Value Proposition of the College Model

In addition to an evolving narrative, the **value proposition** of the College Model is not well understood on campus. It seems, for example, that you could do interdisciplinary work before, and now Faculties have fewer reports and are providing less service. To some the Colleges seems like an additional layer of administration, which is likely to cost more money and make the university more bureaucratic. To others the Colleges are about academic administrative restructuring – that should allow for more standardization of service for students and staff, increasing effectiveness and efficiency. Some further suggested that each College should have a specific and unique value proposition. Some suggested that the College Model made the university less legible to the external community, while others argued it was easier for community members, with fewer points of contact or entry to different areas of campus. Almost all agreed that Colleges should be complementary and value-add to Faculties, not duplicative.

The lack of clarity in the value proposition and the evolving narrative around the Colleges has led to some worrying perceptions:

- that this is a temporary model that most can “wait out”
- that this model is about decreasing the number of departments on campus
- that this model is a slow way to amalgamate Faculties
- some concern that some Faculties have been downgraded because the Dean reports to a College Dean and not directly to the Provost

Clarity and transparency in the value proposition of each College will be important moving forward.

Recommendations:

- 7. Value Add:** *The value proposition for the College Model should be clearly identified for all members of the University of Alberta – and specific strategies and metrics should be identified,*

implemented, measured and reported upon to ensure that the additional value of moving to this model is realized.

- 8. Perception vs Reality and the Importance of Authentic Communication:** *The perceptions identified in the “Value Proposition of the College Model” section need to be addressed with authentic, honest communication. This is not a model that people can “wait out” since many reasons for the model still exist and the return to status quo is not an option. Nothing in any written material or in discussion with senior leaders pointed to decreasing departments or amalgamation of Faculties – but if this is in planning, it should be communicated directly.*

- 9. Reporting of Faculty Deans:** *Vice Provosts/College Deans must be seen as an extension of the Provost, with the authority of the Provost behind them, rather than as another type of Dean, particularly since Colleges are not academic units. Consideration could be given to renaming this position Vice Provost College (and Associate Deans of the College as Associate Vice Provosts College). This would help with the external perception of the reporting lines. This is a unique structure in Canada, but frankly one that is long overdue. The role of the Provost has become almost unmanageable in Canadian institutions, and the University of Alberta is to be commended for the courage demonstrated with the restructure of the Provost’s Office. It is difficult to be first – and if successful, many are likely to follow with restructures of their own. It also should be noted that this is an excellent example of “power to”, rather than “power over”, which speaks volumes about the current leadership at the University.*

Conflation of SET with College Model

Two major restructures happened at the same time – the administrative side of the house through SET and an academic restructuring through the College Model. These processes have unfortunately been conflated, for a number of reasons: the same consultant firm, NOUS, was hired to advise on both processes, and so there is a perception the processes are related and part of a secret agenda; some of the partners from the SET process are situated within College offices – so they are seen as part of the College Model, and not from SET; there is a common link between the two processes – pulling things from the Faculties/Units and centralizing them (or rather standardizing them); and the speed with which both processes occurred did not allow for separation between them. Currently, SET is viewed negatively in the academy because service levels are not where they should be (repeated examples included a 6-month period to get approval for a hiring process and inordinate amount of time to pay graduate students). There was a perception that the partner networks were resistant to commit to resources for a College because they are unavailable – many suggested the partner networks (i.e., HR, finance, IT) are seen as the new silos. Some suggested there was a cumbersome system to begin with, and it has been made more cumbersome through SET. With over 800 people lost through the SET process, historical institutional knowledge was lost, which has left a void with some processes. Continued process mapping will be important to ensure efficiencies in the future. Further, faculty service providers that remain feel vulnerable, and are still looking for clarification about their roles. A problematic issue raised was that some people in key positions within the SET process did not understand the academy, or the role of the academy within the university. People did recognize that it was early in the process, but they are frustrated and impatient, even though they are starting to see some improvements in service. The negative perception of SET has unfortunately impacted perceptions of the College Model.

Both SET and the College Model processes were implemented on a rapid timeline, driven by external factors like the budget cuts. It is unusual to do both major restructures at the same time, and most would agree not ideal. While SET happened quickly because of the budget cuts, it was also supported by Uniform data, which demonstrated that administrative costs at University of Alberta were the most expensive in the global benchmarking exercise of post-secondary institutions. The changes made have resulted in the university being tied with the lowest costs in Canada for those participating in Uniform data collection. The university is now in an important 1–2-year consolidation period to ensure service levels are where they are needed. The College Model evolved more slowly in the first twelve months but saw rapid acceleration when the interim provost was appointed. Given this time frame, the successes associated with the College Model cited earlier are quite remarkable.

Recommendations:

- 10. Consolidation:** *Time for consolidation of both restructures (SET and the College Model), while attending to critical feedback, is important. Continued regular metrics for the SET restructuring should be collected and reported on, including service times for key processes within the academy. Where response times are still high, immediate action should be undertaken to address issues. Updates should be provided on each College regularly, so that progress can be mapped. Another review of the College Model should be completed in 18-24 months to determine whether consolidation has occurred, and benefits of the Model are seen in the academy.*

- 11. Business of the University:** *It is important that everyone at the university understand that the business of the university is the academy writ large (i.e., teaching and learning). It is not finance, HR, risk management, facilities, or other issues-based portfolios. All of these portfolios are important for the efficient and effective running of the university and provide critical support for the academic mission – and they must be balanced with the operations and needs of the academy. Education in some critical support positions and portfolios is required.*

Budget

Expectations for Colleges are very high, and generally people felt that Colleges had been under-resourced. The original budget model for Colleges was to levy constituent Faculties, and there is a perception that this levy was inequitably applied, which is not helping the overall perception of the Colleges. The new budget model was not out at the time of writing and that has also hurt the transition to the new model.

Recommendation:

- 12. Budget Model for Colleges:** *Rather than tax/levy faculties to create the budget for each college, consider a base transfer from Faculties to establish each College budget. The “tax” was interpreted by many, particularly smaller faculties, to be unfair. Develop a more transparent process for determining the basis for the base transfer. Further, develop a flexible fund to be used at the Provost’s discretion, to ensure the University is able to capitalize on opportunities that occur within year.*

Culture

The College Model will meet success or failure based on culture or organizational coherence – but the development of culture seems to have been left to chance. A more open, team-based, collaborative culture has developed amongst leaders in the institution (from Deans up), but more work is required for a deliberate and intentional bottom-up approach. Some suggested the College Model has changed nothing for academic staff and has created confusion. Because of the significant transformation that has occurred it was suggested many were still fearful of losing jobs and that there was a clash of cultures between Faculties and the Colleges. This, along with being asked to do more with less and a growing trust gap between central administration, the Board, and the academy related to a general feeling of not being heard or valued, a perception of lack of respect for the academy, and a perceived lack of transparency in communication and process, has created a morale issue that has impacted culture. This has led to disengagement of many academics (as an aside, disengagement is also in line with literature related to the impact of COVID – many have argued that COVID has exacerbated pre-existing issues in the academy). Regardless of the reasons, withdrawal and general disengagement were perceived as obstacles to the development of a new culture. A more dire situation would result in retention and recruitment issues for the university, which would significantly impact reputation.

An institution the size of the University of Alberta will have several cultures (e.g., departmental, Faculty, institutional, student, alumni) – and that is positive if various cultures are able to work together for common good and in the strategic goals of the university. Several mentioned that there was a lack of a service-oriented culture in the institution, and that with SET it had turned to more of a “gatekeeper” culture. Many agreed that the institution needed a more service-oriented, “gateway” culture in both SET and the College Model.

Recommendations:

13. Culture: *Culture does not happen by accident – deliberate and intentional action needs to be taken to shape positive culture. As an important first step, an employee engagement survey (EES) should be conducted to establish a baseline. Senior leaders should identify critical action steps from the results of the EES and commit to action. Individual units should receive their specific results and be held accountable for developing and implementing plans to address critical issues. The EES should be repeated on a 2-to-3-year cycle to determine whether forward progress is being made.*

14. Trust Gap: *Re-building trust within the faculty and staff will be an important piece of building a positive culture. This will take time, but will involve active listening, authentic consultation (i.e., that feedback provided in a consultation has a legitimate chance to be incorporated into a proposal going through governance, while recognizing that choices must be made on opposing points of view), and action when action has been promised. Issues also must be acknowledged before action can be taken.*

People need to feel valued for the work they are doing. The development of local, Faculty, College, and University-wide recognition programs should be undertaken, allowing for a range of formal recognition opportunities. Leaders should take an active and intentional role in informally recognizing people for the work they are doing.

15. Retention Strategy: *The university should track faculty member departures, and career timing of those departures. If there is a pattern of departures post tenure or just prior to tenure, a retention strategy for mid-career academics should be developed and put in place immediately. The retention strategy currently in place for senior academics should be reviewed and adjusted, if necessary.*

Role clarification/confusion

Role clarification is required in several areas.

There is ongoing confusion about roles of Vice Provost/College Deans and College Associate Deans vis a vis Faculty Deans and Associate Deans. Some thought that even now, the authority of the Vice Provost/College Dean is not clear culturally or organizationally. This has led to duplication of services between the Colleges and Faculties in some instances. There also does not appear to be a clear connection or delineation of responsibilities between the College research offices, the VPRI, and the Faculty research offices. There needs to be clarification of the role of the Colleges in academic program development and approval processes. Clarification is also required around management of educational and research partners – some of whom will be unique to Faculties, others of which will be more interdisciplinary and a better fit at the College level. Because of this role confusion, some are perceiving the College structure as an extra layer of bureaucracy and another barrier to action. It is unsurprising that some of this confusion exists given the monumental amount of change that has occurred, the timing of this review, and in absence of a clear path for decisions, people will want to hold on to the old ways of doing things. To move forward, clarification is required quickly.

In addition to the above, clarification is also required for several units. The FGSR appears to be an afterthought in the College Model. It is not clear where FGSR – and graduate education more generally – fits in the new Model. Will there be connection to academic graduate processes at the College level, with academic work remaining with Faculties and Departments, or will everything remain within Faculties and Departments with FGSR continuing to function as it is now? Graduate education is an important driver of research in a university, and a key indicator for institutional rankings and reputation. It is also not clear how Centres and Institutes fit within the College Model. Some suggested larger Institutes should be profiled at the College level, where they could provide a focus on interdisciplinarity. Others suggested there were too many Institutes and Centres. Careful attention to both FGSR and Centres and Institutes is required. Stand-Alone Faculties do have a direct line to the Provost, which is very positive, but they are not included upfront in College discussions, so at times they feel they are an afterthought in some key strategic discussions. This may be part of the consolidation process that will occur over the next 1-2 years – attention needs to be paid to how Stand-Alone Faculties can interact with Colleges on a proactive basis.

A concern was raised multiple times with respect to research, particularly for SSHRC-related disciplines and where they fit. While Colleges were formed along tri-council lines, the VPRI office now has four Centres of Expertise supported by a Research Partners Network. This is potentially a very exciting overall structure for research on campus, and the structures – both the College Model and the VPRI's office structure - need consolidation time. It is important during this consolidation time for SSHRC researchers to see themselves reflected in the leadership structure within the VPRI's office.

Finally, there seems to be a general lack of understanding between the various roles of GFC, the BOG, and senior administration more generally as it relates to governance. Given the significant change that was made to the leadership structure of the College Model proposal at the BOG, GFC is generally distrusting of processes going to the board now. Many, however, also commented that GFC meetings had been dysfunctional at times. Consultation must also be authentic – people need to feel they have actual input into proposals moving forward, rather than feeling like decisions have already been made.

Recommendations:

- 16. Role Clarification:** *As lessons are learned in the implementation of the College Model, the roles of the Vice Provost/College Dean and the College Associate Deans need to continue to be clarified, particularly relative to the roles of Deans and Associate Deans of Faculties. Further, there needs to be role clarification between the research offices in Faculties and Colleges, and the VPRI office. A singular university document, which was produced in the fall of 2022 that outlined the roles and responsibilities of all leaders within the College Model, should be regularly updated to reflect consolidation as it occurs.*
- 17. Centres and Institutes:** *The role, location, and funding of Centres and Institutes needs to be clarified in the College Model. Consideration should be given to whether some centres and institutes should continue to exist, and whether some, particularly those that are interdisciplinary in nature, should move to the College level.*
- 18. FGSR:** *Given the aspirations and potential growth strategy at the University, the important role of graduate education at UA in relation to the College Model needs to be clarified, as does the role of FGSR.*
- 19. Stand-Alone Faculties:** *College Vice Provosts/Deans should identify ways to involve Stand-Alone Faculties in pro-active discussions, particularly related to teaching and research. This may involve highlighting potential topics of discussion in advance of meetings, allowing Deans of Stand-Alone Faculties the choice to attend.*
- 20. Governance:** *Clarity in governance, and the roles and responsibilities of various bodies, is critical to the success of a university that relies on collegial governance. The University should consider an external governance review, to help with transparency, lack of trust, and infighting – but also to align with the College Model. Having an external review would help with any perceptions of a review with a pre-determined outcome.*

Performance Evaluation

Repeatedly and consistently, people mentioned that the incentive structure for academic staff must change to be aligned with the College Model, particularly with a broader definition of scholarship and more recognition for interdisciplinary, collaborative, and community-based scholarship and teaching. While people may be internally motivated to do this type of work, if they are not valued and/or recognized for the work, they are likely to become disengaged and disenchanting. This also means that barriers need to be removed for collaborative, interdisciplinary team teaching and research, including

but not limited to timetabling, workload assignments, consistency in value for workload assignments across Faculties, and cross-appointments. Quality also needs to be valued over quantity, and evaluation should not be based on popularity or bullying.

Recommendation:

21. FEC processes: *Criteria for recognition of scholarship need to be broader and enhanced – with an emphasis on recognizing interdisciplinary, collaborative, community-engaged and team-based teaching, scholarship, and creative activity. This change would help in part in enhancing faculty morale.*

What needs to happen with the College Model to propagate UA to be in the top 3 in Canada and in the top 50 in the world?

Much of the discussion included in this report, and many of the recommendations, identify what needs to be done with the College Model to move the University of Alberta into the top 3 in Canada and top 50 in the world. Additionally, the following should be considered:

Strategically, the University should be willing to make some foundational commitments, while also identifying strengths and articulating priorities. With increasingly shrinking resources, the University cannot continue to be all things to all people. Once priorities are in place, and as the College Model continues to be refined and roles are clarified, the significant convening and leadership role of the Colleges should be recognized, particularly for interdisciplinary, collaborative, and team-based teaching and research initiatives – at both the intra- and inter-College levels.

Rankings are typically based in large part on research success and impact, which is also tied to reputation. Foundational to research success is the talent that is attracted to the University, including students, post doctoral scholars, staff, and faculty members. Around the world, there is increasing competition for talent at all levels. Colleges, in conjunction with the Provost and VPRI, could play a key role in the attraction of talent, from leading the growth strategy for students to the organization of cluster hires in areas of strategic importance. Another key component of research success is the research environment more generally – including policies and procedures, research support for faculty, post docs and grad students, and research facilities. College leaders could work with the VPRI, FGSR, and the Provost to provide the administrative scaffolding structure to enhance research on campus, and with the VP Facilities and Operations to provide the consolidated plan for research facilities, always ensuring efforts are not duplicated. Colleges could also provide a scaffolding framework for commercialization and innovation efforts.

Another key area in rankings is the teaching and learning environment, which is often measured by the quality of graduates (either through reputational surveys or employer surveys). In addition to recruitment and retention strategies for students, academic programs should be current, meaningful, and relevant for students today – and they should provide maximum flexibility. Colleges could focus on ensuring and coordinating clear pathways for the development of interdisciplinary micro-credentials and work-integrated learning experiences. Graduate programming should include professional development,

which could be held at the College level in conjunction with FGSR. Frequently, a surrogate measure for the teaching and learning environment used in rankings is the faculty/student ratio, so careful consideration should be given in the student growth strategy to the type and number of faculty hires required to support the projected growth in students.

Internationalization, or international outlook, is the other component of most ranking exercises. This frequently relates to number of international students, where those students come from, the number of internationally-trained/international faculty members, and the number of international partnerships and collaborations. The University of Alberta has a rich history of international work – and increased focus on this area will again be required to move upwards in the rankings. Colleges could play a key convening role and provide a scaffolding structure for this work.

How should the University measure success as the initiative moves forward?

Generally, metrics for the College Model should be tied to the University strategy and include both qualitative and quantitative indices.

Simply – on the qualitative side, the College Model will be successful when people can see the value add of the College structure, feel valued and recognized for the contributions they are making and are engaged with the university (faculty satisfaction/engagement surveys), and the external community finds it easier to connect into the university. In absence of a completed strategic plan at the time of writing this report, some specific metrics for consideration, based on rationale for the College model would be:

Rankings

- of the university, and individual subject rankings

Talent metrics:

Students

- Student growth (#'s of students – Full-time [FT] and Part-time [PT] in each of undergraduate, graduate, international)
- Student retention (from first to second year and beyond)
- Ratio of undergrad/grad students
- Ratio of faculty/students
- Completion times

Faculty

- Faculty recruitment and retention stats (e.g., diversity of hiring pools; ratio of # of failed searches to successful searches; successful retentions vs loss of individuals)
- # Faculty at various ranks, and growth in those numbers over time
- Ratio of teaching to research staff; ratio of FT to PT academic staff

Staff

- Staff recruitment and retention stats
- Staff/Faculty ratio

Programs

- Time to approval for new programs/courses
- # of interdisciplinary courses and courses collaboratively taught
- # of new interdisciplinary and collaborative academic programs and micro-credentials
- # of international partnership programs

Research

- # of collaborative and partnership grants
- # of interdisciplinary grants
- # grants related to reconciliation and EDI

Financial

- Proportion of overall budget to academy writ large
- Proportion of overall budget to administration

Philanthropy

- Alumni giving
- Business partnerships

External Community

- Alumni support for academic programs (e.g., WIL, practicums, internships in alumni owned businesses and not-for-profits)
- # and quality of connections to the City of Edmonton
- # external businesses/not-for-profits advising on academic programs
- Brand recognition metrics

Concluding Statement

The University of Alberta has and continues to go through a time of tremendous change. This change occurred in both the administrative and academic areas and was driven for the most part by external factors. The College Model provides a unique academic structure in Canada and could be a positive watershed moment for the university.

Given the amount of change, and the short 18-month period for this review, the successes that have been noted are quite remarkable, and range from the development of a new leadership culture, to enhanced efficiencies in academic administrative process, and in some cases coordination of strategic priorities. Each College is at a different time course in their establishment and development, and so a period of consolidation is required before the full value of the College Model is realized. Thus, this review and associated recommendations should be seen as a forward-looking document.

There is tremendous opportunity for the UA with the College Model – the success of the model will depend on the buy-in from the academic community.

Appendix A: Summary of Recommendations

- 1. Team-based culture:** *A team-based and collaborative culture has developed within the senior leadership structure of the university, and it needs to be carefully tended. There are many excellent role models in the senior team. Deans should deliberately and intentionally work on developing this type of culture with their department heads and administrative leaders in their faculties. Along with this new culture there should be a recognition that the academic mission, i.e., teaching and research, are not zero-sum games – when people work together and there is success, everyone benefits, including those not directly involved.*
- 2. Efficiencies – Academic Processes:** *All Colleges, in conjunction with their reporting Faculties, should continue to identify academic processes that can be moved to the College level. Process mapping should occur in advance, to ensure that academic decision making remains at the Faculty level. Best practices in creating these types of efficiencies should be shared between and within Colleges. Given the College Model, governance pathways should be established to approve new programs in a timely fashion.*
- 3. Efficiencies – Operational Processes:** *The coordination by Colleges of operational processes with Centres of Expertise (i.e., Shared Services, Finance, HR, VPRI) should continue to be expanded. Process mapping should occur in advance to ensure efficiencies are realized. A service culture should be encouraged and developed.*

NOTE: *these efficiency changes should not be viewed as centralization of services, but rather standardization of services.*

- 4. Strategic Priorities:** *Where possible, connections should continue to be made by Faculties within a College on strategic priorities. This will allow for innovation and should result in interdisciplinary and collaborative approaches. Strategic priorities should not just involve processes like enrolment and recruitment but should move into areas of research and education. Vice Provosts/College Deans and Associate Deans should eventually work together to identify collaborative opportunities between Colleges.*
- 5. University Research and ties to Tri-Council Agencies:** *While the College Model should lead to an increase in interdisciplinary, partnership, and large collaborative grants, there should be continued attention paid to standard disciplinary grants.*
- 6. Communication:** *Communication and the narrative about the College Model needs to be consistent, cohesive, and authentic and should include a solid rationale for the adoption of the Model, including the reasons noted above. There is a great story to tell in the changes that have been made. Exemplars of early successes need to be identified and amplified so that possibilities and potential for the new structure are recognized across campus. Regular communication, particular to staff and faculty, is important and needs to be coordinated across the university. Consider spokespeople outside of the leadership structure, so that people across the campus can see themselves and how they may be positively impacted.*

- 7. Value Add:** *The value proposition for the College Model should be clearly identified for all members of the University of Alberta – and specific strategies and metrics should be identified, implemented, measured and reported upon to ensure that the additional value of moving to this model is realized.*
- 8. Perception vs Reality and the Importance of Authentic Communication:** *The perceptions identified in the “Value Proposition of the College Model” section need to be addressed with authentic, honest communication. This does not appear to be a model that people can “wait out”, since many reasons for the model still exist, and people need to understand that is the case. Nothing in any written material pointed to decreasing departments or amalgamation of Faculties – but if this is in planning, it should be communicated directly.*
- 9. Reporting of Faculty Deans:** *Vice Provosts/College Deans must be seen as an extension of the Provost, with the authority of the provost behind them, rather than as another type of Dean, particularly since Colleges are not academic units. Consideration could be given to renaming this position Vice Provost College (and Associate Deans of the College as Associate Vice Provosts). This would help with the external perception of the reporting lines. This is a unique structure in Canada, but frankly one that is long overdue. The role of the Provost has become almost unmanageable in Canadian institutions, and the University of Alberta is to be commended for the courage demonstrated with the restructure of the Provost’s Office. It is difficult to be first – and if successful, many are likely to follow with restructures of their own. It also should be noted that this is an excellent example of “power to”, rather than “power over”, which speaks volumes about the current leadership at the University.*
- 10. Consolidation:** *Time for consolidation of both restructures (SET and the College Model), while attending to critical feedback, is important. Continued regular metrics for the SET restructuring should be collected and reported on, including service times for key processes within the academy. Where response times are still high, immediate action should be undertaken to address issues. Updates should be provided on each College regularly, so that progress can be mapped. Another review of the College Model should be completed in 18-24 months to determine whether consolidation has occurred, and benefits of the Model are seen in the academy.*
- 11. Business of the University:** *It is important that everyone at the university understand that the business of the university is the academy writ large (i.e., teaching and learning). It is not finance, HR, risk management, facilities, or other issues-based portfolios. All of these portfolios are important for the efficient and effective running of the university and provide critical support for the academic mission – and they must be balanced with the operations and needs of the academy. Education in some critical support positions and portfolios is required.*
- 12. Budget Model for Colleges:** *Rather than tax/levy faculties to create the budget for each college, consider a base transfer from Faculties to establish each College budget. The “tax” was interpreted by many, particularly smaller faculties, to be unfair. Consider a more transparent*

process for determining the basis for the base transfer. Further, develop a flexible fund to be used at the Provost's discretion, to ensure University of Alberta is able to capitalize on opportunities that occur within year.

13. Culture: *Culture does not happen by accident – deliberate and intentional action needs to be taken to shape positive culture. As an important first step, an employee engagement survey (EES) should be conducted to establish a baseline. Senior leaders should identify critical action steps from the results of the EES and commit to action. Individual units should receive their specific results and be held accountable for developing and implementing plans to address critical issues. The EES should be repeated on a 2-to-3-year cycle to determine whether forward progress is being made.*

14. Trust Gap: *Re-building trust within the faculty and staff will be an important piece of building a positive culture. This will take time, but will involve active listening, authentic consultation (i.e., that feedback provided in a consultation has a legitimate chance to be incorporated into a proposal going through governance, while recognizing that choices must be made on opposing points of view), and action when action has been promised. Issues also must be acknowledged before action can be taken.*

People need to feel valued for the work they are doing. The development of local, Faculty, College, and University-wide recognition programs should be undertaken, allowing for a range of formal recognition opportunities. Leaders should take an active and intentional role in informally recognizing people for the work they are doing.

15. Retention Strategy: *The university should track faculty member departures, and career timing of those departures. If there is a pattern of departures post tenure or just prior to tenure, a retention strategy for mid-career academics should be developed and put in place immediately. The retention strategy currently in place for senior academics should be reviewed and adjusted, if necessary.*

16. Role Clarification: *As lessons are learned in the implementation of the College Model, the roles of the Vice Provost/College Dean and the College Associate Deans need to continue to be clarified, particularly relative to the roles of Deans and Associate Deans of Faculties. Further, there needs to be role clarification between the research offices in Faculties and Colleges, and the VPRI office. A singular university document, which was produced in the fall of 2022 that outlined the roles and responsibilities of all leaders within the College Model, should be regularly updated to reflect consolidation as it occurs.*

17. Centres and Institutes: *The role, location, and funding of Centres and Institutes needs to be clarified in the College Model. Consideration should be given to whether some centres and institutes should continue to exist, and whether some, particularly those that are interdisciplinary in nature, should exist at the College level.*

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- 21. FEC processes:** *Criteria for recognition of scholarship need to be broader and enhanced – with an emphasis on recognizing interdisciplinary, collaborative, community-engaged and team-based teaching, scholarship, and creative activity. This change would help in part in enhancing faculty morale.*



General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on March 13, 2023.
2. Items Approved With Delegated Authority
Revisions to the Nomination and Election Guidelines for the GFC Nominee to the Board of Governors
3. Items Discussed
 - General Faculties Council Terms of Reference and Replenishment Procedure

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 March 8, 2023.
2. Items Recommended to the Board Finance and Property Committee for approval
 - 2023-2024 Mandatory Non-Instructional Fees Proposal
 - Tuition Proposals
 - 2023-24 Budget
3. Items Recommended to GFC for Approval
 - Budget Model Principles
4. Items Discussed
 - 2023/24 - 2025/26 Capital Plan

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

Update on generative AI in the learning environment

1 message

Karsten Mündel, Acting Vice Provost (Learning Initiatives) <kmundel@ualberta.ca>
To: peters3@ualberta.ca

2 March 2023 at 11:13

Dear Colleagues,

We have heard from across the University of Alberta that current guidance would be helpful on how to approach generative AI in the learning environment. We are writing to provide you with a few updates.

Provost's Taskforce on Artificial Intelligence and the Learning Environment

A Provost's Taskforce on AI and the Learning Environment has been created to foster conversation across our campuses about generative AI like ChatGPT, Lex.page DALL-E2, Google BARD, Microsoft Bing and similar applications. The Taskforce will provide recommendations back to our different university communities (General Faculty Council; Faculty Councils; students; instructors; etc.) on how best to deal with the opportunities and challenges of generative artificial intelligence in the learning environment. The U of A is also well positioned to contribute to society's broader conversations about the role of artificial intelligence in our learning environment and beyond. We want to thank the members of the Taskforce for their important work. Please find the taskforce membership [here](#).

Guidance for Winter 2023 Courses

The Taskforce has been asked to provide specific guidance for courses underway this semester. Given the diversity of learning environments across our campuses, the general guidance that we can give includes the following:

1. Have conversations with your students about your expectations regarding the use of generative AI, particularly in your course assignments. If students are using generative AI, how would you like them to indicate that to you (e.g. in the sources cited page, methodology section, prefatory comments, or in-text citation)? Please make sure that you also summarize these conversations in a written format and include them in eClass in a place where students will find them for those who may not have been in class. This also gives students a place to refer back to when completing assignments. Your Department or Faculty may also have specific guidance for you.
2. Identify creative uses for generative AI in your course (idea generation; code samples; creative application of course concepts; study assistance; language practice). Discuss limitations of tools like ChatGPT in the topics covered by your course, including the limitation of data used (prior to 2021), factually inaccurate information, biases and discrimination in the data used to generate text and in the output, and the use of culturally inappropriate language and sources.
3. Remind students that the [Code of Student Behaviour](#) states: "No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work." Submitting work created by generative AI and not indicating such would constitute cheating as defined above.
4. Stress to students the value of building their own voice, writing skills, and so on. Motivating students to share their ideas, perspectives, and voice may make generative AI less appealing. Similarly, asking students to share their reflections (reflective writing) can help reinforce student investment in the learning process. If instructors are equipped to do so, they can even show how generative AI can be used as a tool to aid in work as opposed to replacing student work.
5. Remind students that AI tools such as ChatGPT gather significant personal data from users to share with third parties.

The U of A's Centre for Teaching and Learning is also working on further resources for instructors on AI in the learning environment, and we anticipate those resources will be available shortly.

Guidance on Detecting Text Composed by Generative AI

There are different services online that purport to detect text composed by generative AI with varying degrees of accuracy and false positive rates. There are many ethical considerations that must be taken into account when submitting the work of students to such services. As a general practice, the U of A does not recommend use of such services. Any exceptions that may make sense at a department or Faculty level will need to go through the University of Alberta [Privacy and Security Review](#) process prior to use.

We will be providing further updates and recommendations as the taskforce progresses. If you have any questions, please do not hesitate to contact me or the members of our taskforce. I look forward to participating in conversations with our U of A communities, and hearing from you about the creative ways we are learning to adapt to generative artificial intelligence to prepare our students for making a difference in their communities after graduation.

Sincerely,

Karsten Mündel, PhD
Acting Vice Provost (Learning Initiatives)
Chair, Provost's Taskforce on Artificial Intelligence and the Learning Environment

University of Alberta
www.ualberta.ca

116 St. and 85 Ave.
Edmonton, AB, Canada T6G 2R3



Heather Richholt <richholt@ualberta.ca>

Dropped Zoom Call

Kate Peters <peters3@ualberta.ca>

Mon, Feb 27, 2023 at 4:59 PM

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

Dear Members of GFC,
Please accept my apologies for the confusion caused by the dropped Zoom call earlier today.
Thank you for your understanding and for the extra time you gave for the meeting this afternoon.
Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

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

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Heather Richholt <richholt@ualberta.ca>

Request for feedback - Items from GFC

Kate Peters <peters3@ualberta.ca>

Tue, Feb 28, 2023 at 11:50 AM

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

Dear Members of GFC,

As discussed in our meeting yesterday, you are asked to provide feedback on:

- The **Proposed Budget Model Principles** as outlined in the attached Governance Executive Summary. Please email feedback to budget@ualberta.ca before Thursday, March 2, 2023, at 4 PM.
- The **GFC Terms of Reference** (see attached documents) by March 10, 2023. There are two separate feedback forms: one for [Composition](#) and one for the [other changes](#).
- The **University Strategic Plan** What We Heard Document by Monday, March 6. Please use this [Online Feedback form](#). You are also invited to sign up for town halls using this [registration form](#).

Thank you,

Kate

Kate Peters | *Pronouns: She/Her/Elle*

Secretary to General Faculties Council (GFC) and Manager, GFC Services

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3 attachments

**Item 11 - USP What we heard.pdf**

3782K

**Item 9 - GFC ToR.pdf**

2084K

**Item 13 - GES GFC BM 2.0 Feb 27.pdf**

163K

**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* and student seats takes place every three years with at least one *academic staff member* and one student per Faculty.

Each Faculty shall adopt a method of election for their respective elected *academic staff* 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

FEB 22/71

MAR 24/71

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.

FEB 22/71

MAR 24/71

- (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	5

*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,

FEB 22/71

MAR 24/71

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



**UNIVERSITY
OF ALBERTA**

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



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

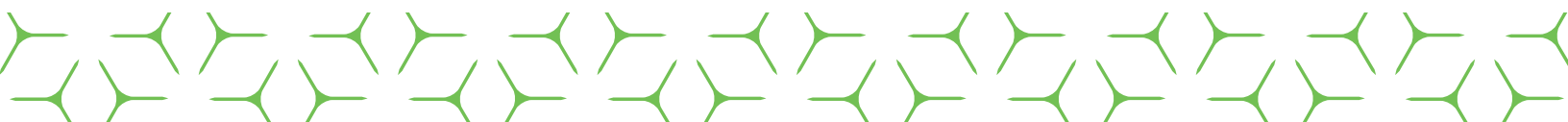
Work completed on behalf of: The University of Alberta

Any errors or omissions are the authors' alone.

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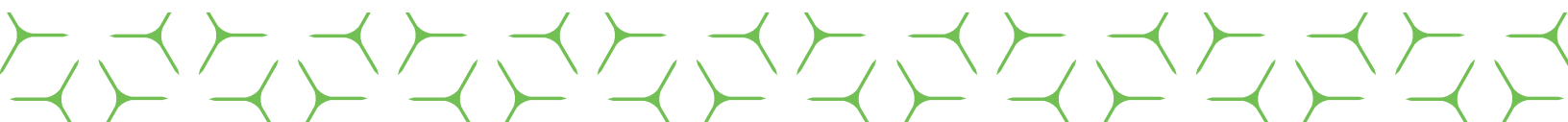
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Contents

Introduction	4
Community Pride & The Challenges of the Recent Past	5
Emerging Themes	7
Growing with the Province	7
Inspirational Research: A Global Impact, Built at Home	8
A Greater Edmonton: Where Talent Wants to Be	10
Indigenization & Equity	11
Final Thoughts: An Ambitious University for an Ambitious Community	12



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.

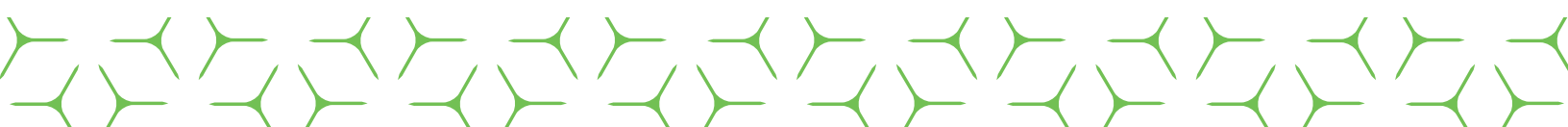
The strategic plan will articulate the collective ambition of the university, summarizing priorities and broad actions while still allowing the University of Alberta the flexibility to adapt and respond to significant emerging opportunities.

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

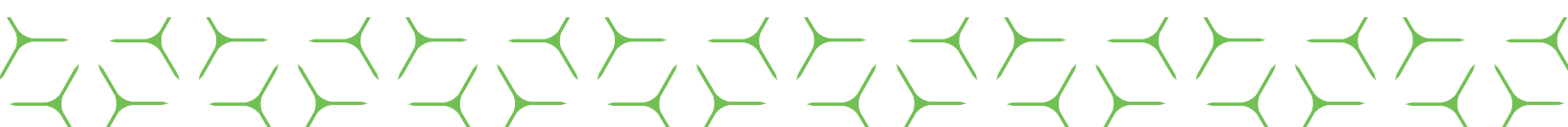
The University of Alberta has the unmistakable privilege of being a source of pride not only for those who work hard every day to make the institution better and for those who benefit from the cachet of having attended the institution, but also for the community that surrounds it.

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.

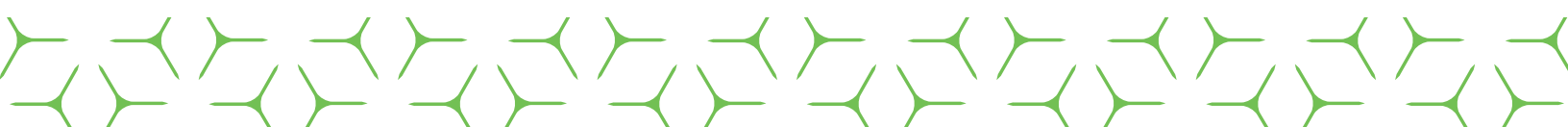
These perceived deficiencies do not detract from the sense of pride Edmontonians have for the institution. However, the muted community response to the government cuts of the last few years – which were very demoralizing to staff inside the university – very probably stems from them.

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.

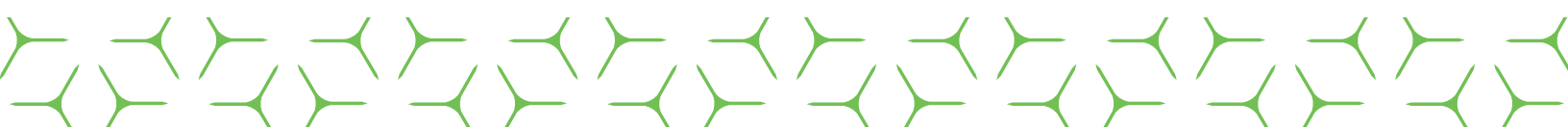
GROWING WITH THE PROVINCE

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.

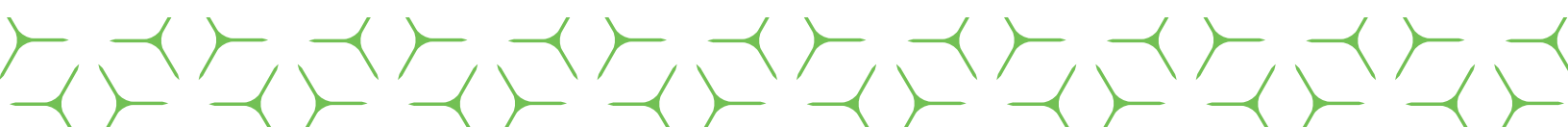
In thinking through the ways in which the University might grow, it will need to pay very careful attention to the student experience. There was an overarching consensus that the student experience – defined more often in terms of the academic experience than the availability of student services and 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.

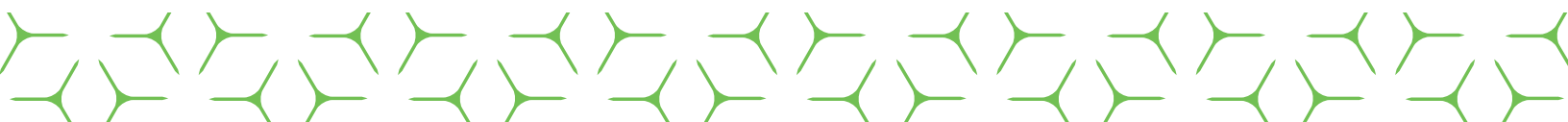


Improving research outcomes would likely require greater support and recognition for faculty with significant research records and contributions. In part, we heard that that means creating an environment that is collegial and collaborative, a place that enables high levels of individual and collective 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.



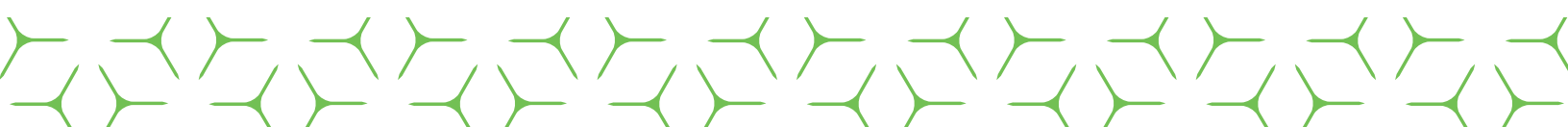
A GREATER EDMONTON: WHERE TALENT WANTS TO BE

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.

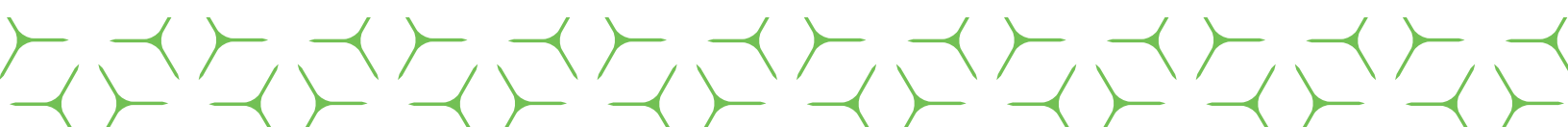


INDIGENIZATION & EQUITY

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.

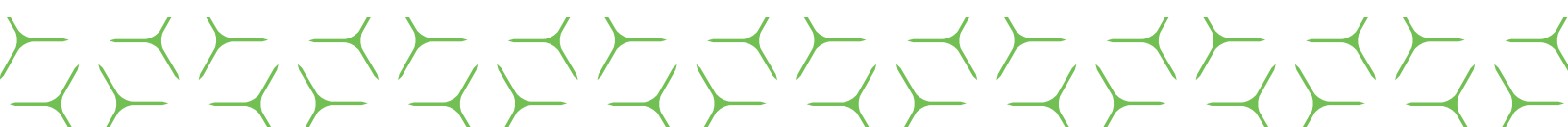


Final Thoughts: An Ambitious University for an Ambitious Community

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.



**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 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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Item No. 13

	<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

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