



Monday, June 07, 2021
Zoom Virtual Meeting
2:00 PM - 4:00 PM

OPENING SESSION 2:00 – 2:05 p.m.

1. Approval of the Agenda Bill Flanagan
2. Report from the President/Comments from the Chair 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:
 - A. February 22, 2021
 - B. March 22, 2021
 - C. April 26, 2021
4. New Members of GFC

ACTION ITEMS 2:10 – 2:50 p.m.

5. Proposal for the Establishment of the GFC Committee on the Documentation of Indigeneity (CDI) Melissa Padfield
Chris Andersen
Florence Glanfield
Shana Dion

Motion 1: To Approve
Motion 2: To Approve
6. Proposed Changes to the Terms of Reference for the GFC Academic Planning Committee and the Proposed Disbanding of the GFC Undergraduate Awards and Bursaries Committee. Kate Peters
Brad Hamdon

Motion : To Approve
7. Recommendations of the Committee of the Whole Bill Flanagan

Motion : To Approve
8. Metrics Associated with Academic Restructuring Steven Dew

Motion : To Recommend Board of Governors Approval

DISCUSSION ITEMS 2:50 – 4:00 p.m.

9. Question Period Bill Flanagan
 - 9.1 – TB Skin Test
 - 9.2 – Library Database
 - 9.3 – Revisions to the PSLA

- 9.4 – Graduate Teaching
- 9.5 – Contracts
- 9.6 – Student vaccinations
- 9.7 – College Deans
- 9.8 – Ethics of Self-Care

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| 10. | Clean Air Strategy | Andrew Sharman
Andrew Leitch
Kevin Friese |
| 11. | FGSR Graduate Supervisory Initiatives | Brooke Milne |
| 12. | Online Programming Strategy | Steven Dew
Wendy Rodgers |

INFORMATION REPORTS

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

- 13. Report of the GFC Executive Committee
- 14. Report of the GFC Academic Planning Committee
- 15. Report of the GFC Programs Committee
- 16. GFC Nominations and Elections
- 17. Annual Report of the GFC Undergraduate Awards and Bursaries Committee 2019-20
- 18. Annual Report of the Graduate Scholarship Committee 2019-20
- 19. Report of the Board of Governors
- 20. Graduate Student Enrolment Report 2020-2021
- 21. Information Items
 - A. Revised Draft: GFC Meeting Procedural Rules
 - B. Revised Draft: GFC Member Roles and Responsibilities Document
 - C. GFC Consultation Feedback : Meeting Procedural Rules and Roles and Responsibilities
 - D. [COVID 19 Emergency Protocols Decision Tracker](#)
- 22. Information Forwarded to GFC Members Between Meetings May 20, 2021 - Request for Feedback: Draft Teaching and Learning Policy

CLOSING SESSION

23. Adjournment
- Next Meeting of General Faculties Council: September 20, 2021

Presenter(s):

Bill Flanagan	President and Vice-Chancellor
Florence Glanfield	Vice-Provost (Indigenous Programming & Research)
Chris Andersen	Dean, Faculty of Native Studies
Melissa Padfield	Vice-Provost and Registrar
Shana Dion	Assistant Dean, First Nations, Metis and Inuit Students, Student Services
Brad Hamdon	General Counsel and University Secretary
Kate Peters	GFC Secretary and Manager, GFC Services
Steven Dew	Provost and Vice-President (Academic)
Andrew Sharman	Vice-President (Facilities and Operations)
Andrew Leitch	Director, Internal Audit and Risk Management
Kevin Friese	Assistant Dean, Health and Wellness, Student Services
Brooke Milne	Vice-Provost and Dean of FGSR
Wendy Rodgers	Deputy Provost

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

PRESIDENT'S REPORT

TO THE GENERAL FACULTIES COUNCIL | June 7, 2021

Although campus remains quieter than usual, there is so much activity happening within our university community that I find myself truly excited about the months and years to come. Students and faculty are [looking forward to Fall 2021](#) and a return to campus for many. We are currently planning for a split of 80% in person learning and 20% online learning for September, depending on health restrictions.

The University of Alberta is gaining ground in several international academic rankings. We rose 20 spots to 81 in the [CWUR World University Rankings for 2021-22](#) and ranked 64th university on the [Times Higher Education \(THE\) Impact Rankings](#) which is based on a university's performance in meeting the United Nations Sustainable Development Goals (SDGs).

In the federal budget released in April, additional [funding was announced](#) for the Pan Canadian AI Strategy, as well as funding for biomanufacturing and vaccine development, skills training, and other student supports. The Alberta government also [reaffirmed their support](#) of the Li Ka Shing Applied Virology Institute with \$20 Million in new funding. The funding from these announcements will strengthen the University of Alberta's ability to be a key player in the economic recovery of this country and province.

On April 29, the Government of Alberta released its [10-year strategy for the future of higher education](#). [Alberta 2030: Building Skills for Jobs](#) sets an important strategic direction for the sector. One key outcome proposes governance reforms that will deconsolidate the university's financial statements from the Government of Alberta's Public Accounts. This important reform will provide the U of A with greater flexibility to grow and innovate, playing an even more important role in advancing economic and social opportunities in Alberta and beyond.

Alberta 2030 also aims to enhance the experience of students, boost the capacity to translate and commercialize research, and facilitate greater collaboration and connection with communities and industry partners, as well as partners across Alberta's post-secondary sector. The U of A has [generated tremendous innovation](#) over its history, and continues to do so. This strategy will support that work, advance research and innovation, ensure a better future for our students, and safeguard the U of A's long-term financial sustainability.

Convocation activities will be celebrated this month. This year's events will again be held online and I invite you to participate in the celebration by reaching out to congratulate any graduates you know, and watching the ceremonies on Friday June 25. [Details are available here](#).

Academic restructuring

On the UAT blog, we have provided updates [on the development of the college structure](#) in anticipation of the colleges' launch on July 1. While many details will still be worked out over the coming months, we have been working with the deans and other senior leaders to determine the colleges' overall structure, governance, authorities, and accountabilities. In doing this, we are also in the process of clarifying changing roles and responsibilities for faculties, departments, and central portfolios and clarifying how SET and the academic restructuring process will work together.

Our discussions have focussed on two main areas: [operational leadership and professional, academic, and student support services](#). Many groups and individuals have helped shape the plans to date and the July 1 launch will move the colleges from the design phase to implementation.

The Peter Lougheed Leadership College (PLLC) will also see some change this summer as Dr. Richard Field takes on the academic leadership of PLLC for a one-year term. The administrative home of the PLLC will also move from the Provost's Office to the College of Social Sciences and Humanities.

[>> Read all of the academic restructuring updates here.](#)

Service Excellence Transformation (SET)

SET is about transforming how we do our work—and choosing what work is truly necessary—so we can continue to provide high-quality services. A significant amount of the SET program is focused on administrative transformation, which has been divided into six areas of focus, or what are known as functional workstreams. These workstreams reflect key areas of administrative services at the university. To learn more about each stream, please see the following webpages: [External engagement](#), [Finance](#), [Information technology \(IT\)](#), [Human resources \(HR\)](#), [Research administration](#), [Student services](#). Each functional workstream moves at its own pace through its own discoveries and processes, reaching milestones at different times.

Shared Services is a key component of the new administrative operating model that will support significant cost savings and efficiencies in processes, freeing up time for faculty and staff to concentrate on their core work. The new Associate Vice-President, Shared Services, Ria Ames, recently [shared an update](#) on this critical component of UAT.

[>> Read all of the SET updates here.](#)

BUILD

Students elect new representatives for coming year

In addition to the GSA elections reported in my March report, the Students' Union announced its [election results](#) on March 18th, including their president for the 2021-22 term, Rowan Ley, who will join us as a member of GFC. Congratulations to the SU incoming executive and Students' Council. Thank you to all of this past year's Students' Council and executive members and GSA representatives for their service to students and the university in what was a very challenging year.

Agreement renewal strengthens partnership

While commemorating the 10th anniversary of the [Rupertsland Centre for Métis Research](#) (RCMR), the University of Alberta, the [Métis Nation of Alberta](#) (MNA) and the [Rupertsland Institute](#) (RLI) renewed this long-standing partnership by signing an MOU on May 27. The [new agreement will advance several post-secondary goals](#), including continuing to conduct research specific to Métis concerns through the RCMR, and supporting Métis students in attaining post-secondary education.

Augustana celebrates 110 years

As one of the oldest educational institutions in the province, Augustana Campus (formerly Camrose Lutheran College) has provided opportunities for Alberta youth to learn in a [unique setting for 110 years](#) and now serves over 1,000 students annually as the U of A's rural campus. [Several events are planned](#) throughout June to celebrate this milestone.

EXPERIENCE

Congress 2021

After five years of planning, Congress 2021 is now in progress. From May 27 through June 4, the University of Alberta, in partnership with the Federation for the Humanities and Social Sciences, is [hosting the largest virtual academic conference](#) in Canadian history. This 90th anniversary edition of Congress is [tackling some of the most pressing concerns of our day](#): decolonization, anti-Black racism, and a range of critical issues under the theme of "Northern Relations." [Community passes](#) are still available in order to take in the open sessions of the conference which can be viewed after the end of Congress until June 30.

Thank you to Convenor of Congress Michael O'Driscoll and his team for all of their efforts. And, thank you to all of the U of A faculty members who worked with the Congress team to [create U of A programming](#), showcasing a broad range of our research excellence to thousands of Congress participants.

EXCEL

Research Excellence

Richard Sutton elected to Royal Society

U of A computing scientist Richard Sutton was [honoured by world's oldest national scientific institution](#) for pioneering contributions to machine learning. As a University of Alberta computing science professor, a fellow and Canada CIFAR AI Chair at the [Alberta Machine Intelligence Institute \(Amii\)](#), and one of the founders of modern computational reinforcement learning, Sutton has been elected as a fellow of the venerable [Royal Society](#), the world's oldest national scientific institution.

Industry-specific awards:

- Dr. Dennis Hall – Chemistry
 - Chemical Institute of Canada - 2021 R.U. Lemieux Award
- Dr. Jianping Wu, Agricultural, Food and Nutritional Science
 - Institute of Food Technologists (international) - 2021 Public Health Award in Honor of Babcock-Hart
- Alumni Dr. Jean Gray and Dr. Joseph B. Martin were both [inducted into the Canadian Medical Hall of Fame](#) on April 17.

Excellence in our community

- The International Students' Association acknowledges individuals or groups for their dedication and work for international students at the U of A. This year the [ISA Salute was awarded](#) to Kumarie Achaibar-Morrison, Associate Director, International Student Services, and Joel Agarwal, UASU president 2020-2021.
- The University of Alberta Innovation Awards were held on May 20 to publicly recognize faculty and students who are helping to create and drive economic and social advancements through entrepreneurial and commercial activities. [Congratulations to this year's recipients](#) of Awards for US Patents, U of A Spinoff Companies and eHUB Student Awards.

ENGAGE

Students' innovative idea could help prevent overdoses

Three students from the Faculty of Science have won [the \\$100,000 first prize](#) in the [TELUS Innovation Challenge](#). Their innovation, FentaGone, is a syringe that can let users know if the drugs they are about to inject contain a lethal dose of fentanyl.

Students get virtual taste of real-world life on the farm

Virtual learning has allowed professors to engage their students in new and unique ways. Animal Science 101 students, in particular, [gained more experience](#) out of a virtual walking tour of an Alberta farm than they expected when a Black Angus cow gave birth to a calf. Students were able to witness the event online together.

Investments help develop lab-grown meat growth media

Future Fields, incorporated in 2018, is a new player in the cellular agriculture sector which focuses on lab-grown meat. The company, founded by two University of Alberta graduates and a former U of A employee, recently received [US\\$2.2 Million in investment](#) from venture capital firms and private investors to develop an economic media in which "meat" is grown. The company credits support from the [U of A Health Hub & Accelerator](#) program and Alberta government-funded GreenSTEM and others for setting them on this path to success.

AI-powered model to support medical diagnostics

A team of U of A computing scientists have [developed a breakthrough learning model](#) that can learn to identify diseases from medical scans faster and more accurately than currently possible. Deep learning, a type of machine learning, will help with medical diagnoses, in particular in remote settings or when a small number of comparative samples are available. Lead author on the recent publication, Roberto Vega, gives much credit to his team, including Pouneh Gorji who was a victim of the Flight PS752 tragedy.

SUSTAIN

U of A and TELUS partner on a 5G 'living lab'

In March, Telus announced a \$15-million investment that focuses U of A's innovation and commercialization capacity in several areas of strength, starting with precision agriculture and autonomous vehicle systems. [This five-year partnership](#) will also support the development of the talent pool needed to enhance economic recovery and diversification in Alberta.

BioJet project gets federal funding

An industrial project powered by U of A research to create jet fuel from biowaste received [a \\$2.89-million funding boost](#) from [Natural Resources Canada](#). The project will contribute to Dr. David Bressler's lab that is working with several partners to [convert waste lipids—fats and oils—into hydrocarbons used to produce biofuels](#).

With \$4M endowment, Chair investigates future of forests

The [Forest Resource Improvement Association of Alberta](#), supported by nine of the association's member forestry companies, has funded a \$4.125-million endowment for a new [Chair in Forest Growth & Yield](#). As the first in this chair position, Dr. Robert Froese will build an applied research program that uses data to measure and map how forests will grow in the future. The forestry industry can use these findings to manage forests in a way that is sustainable for both the environment and the economy.

Leadership Transitions

Vice-President, Research and Innovation

- We have completed the search for a new VPRI and will be sharing the news of an appointment very soon. Thank you to everyone involved in the search for such an integral position to the university and our future as a robust and forward thinking organization.

The following appointments have been made effective July 1, 2021:

- Dr. Kyle Murray, Acting Dean, School of Business
- Dr. Dianne Kunyk, Acting Dean, Faculty of Nursing
- Dr. Frederick West, Acting Dean, Faculty of Science
- Dr. Tammy Hopper, Interim Dean of the Faculty of Rehabilitation Medicine
- Dr. Nick Holt, Interim Dean of the Faculty of Kinesiology, Sport, and Recreation
- Dr. Simaan AbouRizk, Interim Dean of Engineering
- Dr. Richard Field, Interim Director, Peter Laugheed Leadership College

Individuals who will be leaving their positions at the end June 30, 2021:

- Dr. Bob Haennel, Dean, Faculty of Rehabilitation Medicine
- Dr. Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation
- Dr. Fraser Forbes, Dean, Faculty of Engineering
- Dr. Lois Harder, Principal of the Peter Loughheed Leadership College

Thank you for your continued dedication to the University of Alberta community. Some members may be ending their term in the coming weeks and I wish you the best of luck with your next endeavours and wish all members a restful and rejuvenating summer.

Yours truly,



Bill Flanagan
President and Vice-Chancellor

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

The following graduate student representatives at-large to serve on GFC for terms commencing June 7, 2021 and ending April 30, 2022:

Andrew Locke	Oncology
Mary Olukotun	Nursing
Sanhita Pal	Mechanical Engineering
Heba Aref	Pharmacy and Pharmaceutical Sciences
Shashi Kumar	English and Film Studies

The following undergraduate student representative to serve on GFC for a term commencing June 7, 2021 and ending April 30, 2022:

Harnoor Kalra	Engineering
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The following non-academic staff representatives nominated by the Non-Academic Staff Association (NASA), for a term beginning July 1, 2021 and ending June 30, 2024:

Marsha Boyd	NASA Representative
Kyle Foster	NASA Representative

MOTION II: TO RECEIVE:

The following statutory faculty members who have been elected/re-elected by their Faculty, to serve on GFC for term of office beginning July 1, 2021 and ending June 30, 2024:

Shauna Wilton	Augustana Faculty
Joel Gehman	Faculty of Business
Jennifer Branch-Meuller	Faculty of Education
Jacqueline Leighton	Faculty of Education
Jerine Pegg	Faculty of Education

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

Aminah Robinson Fayek	Vice-President (Research and Innovation)
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Item No. 5

**Governance Executive Summary
Action Item**

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

THAT General Faculties Council approve the proposed terms of reference for a New GFC Committee on the Documentation of Indigeneity (CDI), as set forth in attachment 1, to take effect upon approval.

Motion

THAT General Faculties Council approve the proposed changes to the 2021-2022 <i>University Calendar</i> to reflect the creation of the GFC Committee on the Documentation of Indigeneity (CDI), as set forth in attachment 2.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President Academic
Presenter(s)	Florence Glanfield, Vice-Provost (Indigenous Programming & Research) Melissa Padfield, Vice-Provost and University Registrar Chris Andersen, Dean, Faculty of Native Studies Shana Dion, Assistant Dean, First People's House

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	<p>This proposal recommends the establishment of the Committee on the Documentation of Indigeneity (CDI) as a standing committee with delegated authority from General Faculties Council to determine the standards and approve policy respecting the documentation of Indigeneity.</p> <p>Given the specific responsibilities to respond to the Truth and Reconciliation Commission Calls to Action, the proposed delegation of GFC authority to the Committee on the Documentation of Indigeneity (CDI) has been designed to ensure that decision-making on the documentation of Indigeneity is informed by Indigenous perspectives and the specific Indigenous knowledge regarding questions of Indigeneity.</p> <p>The proposal includes an update to the calendar section currently entitled "Admission of Aboriginal Applicants," which would bring the section into alignment with the proposed functions of the CDI and its delegated authority from GFC.</p>
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The University of Alberta is committed to the recruitment, retention and graduation of Indigenous students. Recognizing that Indigenous voices have traditionally been under-represented in higher education, we strive towards increasing the University's Indigenous student population.</p> <p>To assist the University in achieving this overall goal, some Faculties have set aside places specifically for qualified Indigenous applicants.</p>

Item No. 5

The University also administers financial supports specifically reserved for Indigenous students of, and applicants to, the university, to support their success.

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

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

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

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

As proposed, the committee will have 14 members, and a minimum of 13 of those members will be Indigenous. In addition to the 8 Indigenous Faculty and Staff, the committee will include three Indigenous community members suggested by the Indigenous representatives on the committee, and agreed upon by consensus of the whole committee and 2 Indigenous student representatives.

The committee membership does not align with the [Principles for General Faculties Council Standing Committee Composition](#) in order to ensure Indigenous representation. Specifically, the majority of members will not be drawn from GFC and the number of elected members will not exceed ex-officio members.

There are two cross-appointed GFC members to make the connection with GFC: The Dean of the Faculty of Native Studies and the Vice-Provost and University Registrar. Decisions made by the committee will be reported to GFC.

Item No. 5

Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>
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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:</u></p> <ul style="list-style-type: none"> • Florence Glanfield, Vice-Provost (Indigenous Programming & Research) • Chris Andersen, Dean, Faculty of Native Studies • Melissa Padfield, Vice-Provost and University Registrar • Shana Dion, Assistant Dean, First Nations, Métis and Inuit Students • Kate Peters, GFC Secretary and Manager of GFC Services • Jax Oltean, Senior Legal Counsel, Office of General Counsel • Carlo Dimailig, University Calendar Editor
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Programs Support Team (Undergraduate & Non-Credit) (January 21, 2021) (For Discussion) • GFC Programs Committee (February 11, 2021) (For discussion) • GFC Academic Planning Committee (March 17, 2021) (For discussion) • Aboriginal Student Council • Indigenous Graduate Students Association
	<p><u>Those who have been informed:</u></p> <p>GFC Executive (April 12, 2021) (For Discussion)</p> <p>General Faculties Council (April 26, 2021) (For Discussion)</p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Executive (May 10, 2021) (For Recommendation)</p> <p>General Faculties Council (June 7, 2021) (For Approval)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>Strategy 2: Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.</p> <p>Strategy 4: Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		

Item No. 5

Legislative Compliance and jurisdiction	<ol style="list-style-type: none">1) The <i>Post-Secondary Learning Act (PSLA)</i>, gives the General Faculties Council (GFC) has the authority to:<ul style="list-style-type: none">● “determine standards and policies respecting the admission of persons to the university as students” s. 26(1)(n),● “make rules and regulations respecting academic awards” s. 26(1)(m), and● “delegate any of its powers, duties and functions under [the <i>PSLA</i>]” s. 26(3).2) The GFC Programs Committee Terms of Reference3) The GFC Academic Planning Committee Terms of Reference4) General Faculties Council Terms of Reference
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Attachments (each to be numbered 1 - <>)

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

Prepared by: [Kate](#) Peters, Secretary to General Faculties Council (GFC) peters3@ualberta.ca

GFC Committee on the Documentation of Indigeneity (CDI)

DRAFT- Terms of Reference

1. Mandate and Role of the Committee

1.1 The Committee on the Documentation of Indigeneity (CDI) is a standing committee with delegated authority from GFC to determine the standards, and approve policy and calendar language respecting the documentation of Indigeneity in Canada for Indian, Métis and Inuit peoples, as outlined in Section 35 of the Constitution Act (1982). These documents are presented by students of and applicants to the University to determine eligibility for admissions, awards and financial support that are specifically reserved for Indigenous students and applicants.

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

2. Areas of responsibility

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

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

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

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

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

2.3 Committee members will comply with the university's policies and procedures regarding both ethical conduct and conflict of interest. Members must declare conflicts when they arise and shall maintain confidentiality of all information included in closed session meetings.

3. Composition:

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

Members (14)

Ex-Officio (5)

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

Appointed (9)

- 3 Indigenous community members:
- One First Nations representative
- One Métis representative
- One Inuit representative

These individuals should be suggested by the Indigenous representatives on the committee; and agreed upon by consensus of the whole committee.

Individuals will be asked to serve 3-year terms

- 3 Indigenous faculty and/or staff from Faculties with admissions pathways specifically reserved for Indigenous applicants
- Indigenous faculty and/or staff member nominated by the Vice-Provost & Dean, Faculty of Graduate Studies & Research
- 1 eligible First Nations, Métis or Inuit undergraduate student with documentation of Indigeneity in Canada selected by the Aboriginal Student Council
- 1 eligible First Nations, Métis or Inuit graduate student with documentation of Indigeneity in Canada selected by the Indigenous Graduate Students' Association

Individuals will serve a 1-year term

Each year the Committee Co-Chairs will invite the Executives of the Aboriginal Student Council and the Indigenous Graduate Students' Association to nominate the individuals.

Non-Voting Membership & Resource Contributors

- Assistant Registrar, Student Financial Support (Resource Member)
- Representative from Legal Counsel (Resource Member)
- Representative from University Governance (Resource Member)
- Representative from Information and Privacy Office (Resource Member)

4. Delegated Authority from General Faculties Council

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

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

“determine standards and policies respecting the admission of persons to the university as students” s. 26(1)(n),

“make rules and regulations respecting academic awards” s. 26(1)(m), and

“delegate any of its powers, duties and functions under [the *PSLA*]” s. 26(3).

Specifically, the GFC CDI has delegated authority from the GFC to determine the standards and policy respecting the documentation of Indigeneity in Canada; or, only where no process exists to obtain documentation of Indigeneity in Canada, respecting other information supporting documentation of Indigeneity in Canada that students / applicants will need to present in order to be eligible for admissions, awards and financial support specifically reserved for Indigenous students of, and applicants to, the university.

5. Responsibilities Additional to Delegated Authority

5.1 Document Identification:

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

Each academic year,

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

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

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

Determine Eligibility When There is No Authority that Issues Documents of Indigeneity in Canada. In relation to section 2.2, the CDI will have the responsibility to report to GFC annually on the Committee review process, on cases that were submitted and reviewed.

6. Reporting to GFC

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

7. Definitions

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

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

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

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

8. Links

[Calendar Section](#)

[Admissions Policy](#)

[Student Financial Supports Policy](#)

Revising Admissions of Aboriginal Applicants in the Calendar

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

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

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

1. **Definition of an **Aboriginal Applicant**:** For the purpose of application and admission to the University of Alberta, and **in accordance with** the Constitution Act, 1982, Part II, Section 35(2), an **Aboriginal** applicant is an Indian, Inuit, or Métis person of Canada.
2. **Proof of **Aboriginal Identity**:** Aboriginal applicants who wish to be considered for **places** reserved for Aboriginal students will be required to provide **proof of **Aboriginal identity****. Documentation will be verified by
 - a. the Faculty of Law, if application is made to the Faculty of Law;
 - b. the Faculty of Medicine and Dentistry, if the application is made to the Dentistry, Medicine, Dental Hygiene, Radiation Therapy or Medical Laboratory Science programs;
 - c. First Peoples' House, **acting on behalf of all other Faculties**, if application is

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

*Definition of **Indigenous** People for the Purpose of Admission

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

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

made to any other program.

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

- a. a certified copy of a Status card;
- b. certified copy of citizenship or membership in a Metis Settlement from one of the five Métis Provincial Affiliates: Métis Nation of Alberta, Métis Nation of Ontario, Manitoba Métis Federation, Métis Nation Saskatchewan, Métis Nation British of Columbia;
- c. a certified copy of a Nunavut Trust Certificate card;
- d. proof that an ancestor's name has been entered
 - 1. in the Indian Register according to the Indian Act, or
 - 2. on the band list of an individual band, or
 - 3. as beneficiaries of the Nunavut Land Claims Agreement or other claim regions such as Nunatsiavut, Nunavik, and Inuvialuit;
- e. written confirmation of Aboriginal identity from Aboriginal Affairs and Northern Development Canada (AANDC) or Nunavut Tunngavik Incorporated;
- f. written confirmation of membership by a band council which has enacted its

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

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

own band membership code.

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

3. Residence

- a. Regarding Application: Residence regulations affecting application to any program at this University shall be waived for Aboriginal applicants.
- b. Regarding Admission: For the purpose of determining admission to a program, an Aboriginal applicant who is not resident in Alberta will be considered in the following categories and in the order specified:
 1. First, as a candidate for the positions reserved for out-of-province applicants.
 2. Second, as a candidate for the positions reserved for Alberta residents. Residence regulations shall be waived for this purpose.
 3. Third, as a candidate for positions set aside specifically for Aboriginal applicants. Preference for these

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

3. Residence

- a. Regarding Application: Residence regulations affecting application to any program at this University shall be waived for Indigenous applicants.
- b. Regarding Admission: For the purpose of determining admission to a program, an Indigenous applicant who is not resident in Alberta will be considered in the following categories and in the order specified:
 1. First, as a candidate for the positions reserved for out-of-province applicants.
 2. Second, as a candidate for the positions reserved for Alberta residents. Residence regulations shall be waived for this purpose.
 3. Third, as a candidate for positions set aside specifically for Indigenous applicants. Preference for these positions may be given to those who are resident in

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

Alberta.

4. Appeal on Aboriginal Status

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

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

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

(Academic)]:

The decision of the appeal panel is final and binding.

CDI Terms of Reference – A Case for Action

Background:

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

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

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

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

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

Proposed Areas of Responsibility:

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

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

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

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

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to the Terms of Reference for the GFC Academic Planning Committee and the Proposed Disbanding of the GFC Undergraduate Awards and Bursaries Committee.
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Motion

THAT the General Faculties Council disband the GFC Undergraduate Awards and Bursaries Committee and approve the proposed changes to the terms of reference for the GFC Academic Planning Committee, as set forth in attachment 1, effective July 1, 2021.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	University Governance
Presenter(s)	Brad Hamdon, University Secretary and General Counsel; and Kate Peters, Secretary to General Faculties Council and Manager, GFC Services

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	To seek recommendation on: <ul style="list-style-type: none"> - the proposed change to the Academic Planning Committee (APC) Terms of Reference - adding the responsibility to recommend on academic awards policy; and - the proposed disbanding of the Undergraduate Awards and Bursaries Committee (UABC) effective July 1, 2021.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>University Governance reviewed the legislative authority of GFC as set out in the <i>Post-Secondary Learning Act (PSLA)</i> and the delegated authority described in the Terms of Reference for the UABC. This work was recommended in the <i>GFC Report of the Ad Hoc Committee on Academic Governance</i> where UABC was described as a “task-oriented” GFC standing committee. The results of the review by University Governance led to the following recommended actions:</p> <ul style="list-style-type: none"> • That GFC move the authority in the UABC Terms of Reference over “b. New policy or revisions to existing policy governing awards and bursaries” to the GFC Academic Planning Committee effective July 1, 2021. • That GFC play a role in decision-making in cases where policy is unclear for the creation of new awards. • That the UABC be disbanded effective July 1, 2021. <p>UABC Terms of Reference The UABC holds delegated authority from GFC over</p> <ul style="list-style-type: none"> • “a. Approval of new undergraduate awards and bursaries and amendments to existing undergraduate awards and bursaries” and • “b. New policy or revisions to existing policy governing awards and bursaries for undergraduate students”

Item No. 6

	<p>The Terms of Reference describe the delegated authority from GFC to approve:</p> <ul style="list-style-type: none"> ● Minimum award amounts for undergraduate awards ● Minimum award amounts for “major awards” <p>UABC’s mandate as described in their terms of reference reflects both the authority set out in the <i>PSLA</i>, and administrative or task-based work of approving award terms and approving award amounts. This goes beyond the authority set out in the <i>PSLA</i> which is approval of the “rules and regulations respecting academic awards” (<i>PSLA</i> (26(1)m)).</p> <p>Legislative Authority The <i>PSLA</i> legislates authority for GFC over rules and regulations related to academic awards. Section 26(1)(m) authorizes GFC to “make rules and regulations respecting academic awards”. GFC also has broad oversight over “academic affairs” (Section 26 (1)).</p> <p>UABC’s task-based work related to the administration of awards exceeds this legislated authority.</p> <p>Task-based compared to Governance work By approving award terms, UABC’s decision-making goes beyond GFC’s authority as set out in the <i>PSLA</i>. This has consequences on the committee’s ability to play their governance role:</p> <ul style="list-style-type: none"> - The majority of the decision-making of the committee is focused on approval of individual award terms and conditions. - These approvals are vetted and approved through administrative processes before they come to UABC, meaning the work in the GFC standing committee is duplicating processes that happen administratively. - The review and recommendation of the Student Financial Supports Policy suite requires strategic and high level analysis. Most of the committee’s task-based work does not prepare them for this kind of governance work. - Policy review is required on a five-year cycle. <p>Key Findings:</p> <ul style="list-style-type: none"> ● The Adhoc finding that UABC was a task-oriented committee was confirmed by a review of the legislative authority. The <i>PSLA</i> gives GFC authority over rules and regulations respecting academic awards. ● The committee’s responsibility to approve individual award terms exceeds GFC’s authority. ● The committee’s task-based focus makes it difficult for them to play the important strategic role in reviewing and approving regulation and policy as set out in the <i>PSLA</i>. ● Review and approval of policy does not merit a full standing committee. ● GFC APC currently discusses the Student Financial Support report and has responsibility for recommending to the Board on tuition and budget matters. Their responsibilities over
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Item No. 6

	Indigenous and Internationalization policies and initiatives, and past work respecting Equity, Diversity, and Inclusion (EDI), makes them well placed to also engage with rules and regulations respecting academic awards.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • University Governance • Office of the Registrar • Office of Advancement
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • GFC Undergraduate Awards and Bursaries Committee, December 8, 2020, and March 9, 2021 • GFC Executive Committee, March 8, 2021 • GFC Academic Planning Committee, April 14, 2021 • General Faculties Council, April 26, 2021
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • Brooke Milne, Bryan Hogeveen - Faculty of Graduate Studies and Research
Approval Route (Governance) (including meeting dates)	GFC Executive Committee, May 10, 2021 (for recommendation) General Faculties Council, June 7, 2021 (for approval)

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21											
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.											
	<table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure
<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders											
<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation											
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<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety											
<input type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success											
<input type="checkbox"/> Physical Infrastructure												
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> General Faculties Council GFC Undergraduate Awards and Bursaries GFC Academic Planning Committee Student Financial Supports Policy Suite											

Attachments:

1. Proposed revisions to Academic Planning Committee Terms of Reference (page(s) 1 -4)
2. UABC Terms of Reference (pages 1-2)

Prepared by: University Governance



1. Mandate and Role of the Committee

The GFC Academic Planning Committee (APC) is a standing committee of GFC charged with oversight of academic planning issues. APC is responsible for considering institution wide implications to the university's longer term academic, research, financial, and facilities development.

The Committee may be called upon to consider or recommend to GFC on any academic or research issue within its mandate and has delegated authority from GFC to provide advice to the Board of Governors on budget matters.

2. Areas of Responsibility

Academic implications of:

- a. Research and research policy
- b. Academic units and academic service units
- c. Budget matters
- d. Quality assurance
- e. Enrolment management
- f. Facilities planning
- g. Internationalization policies and initiatives
- h. Indigenous policies and initiatives
- i. Information Technology policies and initiatives

3. Composition

Voting Members (18)

Ex-officio (6)

- Provost and Vice-President (Academic), Chair
- Vice-President (Research)
- Vice-President (Finance and Administration)
- Vice-Provost and University Registrar
- President, Students' Union
- President, Graduate Students' Association

Elected by GFC (12)

- 7 academic staff elected by GFC (A1.1, 1.5, 1.6, 1.7), at least five of which are members of GFC. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair
- 1 Dean
- 1 Department Chair-at-large
- 1 non-academic staff at-large (S1.0)
- 1 undergraduate student from GFC
- 1 graduate student from GFC

NOTE: One academic staff member of the GFC Academic Planning Committee will be elected by the committee for cross appointment to the GFC Facilities Development Committee

Non-voting Members

- University Secretary
- GFC Secretary

4. Delegated Authority from General Faculties Council

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

4.1 Academic Programs

- a. Approve proposals for academic and non-academic programs which involve new space or resources or affect long-range planning, as recommended by the GFC Programs Committee

4.2 Research and Research Policy

- a. Approve the establishment and termination of endowed and funded chairs
- b. Academic Centres and Institutes
 - Approve the establishment of academic centres and institutes
 - Receive notification of the suspension or termination of academic centres and institutes from the Provost and Vice-President (Academic)

4.3 Academic Units and Academic Service Units

- a. Approve name changes to Departments and Divisions

4.4 Budget Matters

- a. Recommend to the Board of Governors on the academic and research implications of the annual budget, excluding budgets for ancillary units

4.5 Enrolment Management

- a. Approve revisions to the Enrolment Management Procedure

5. Responsibilities Additional to Delegated Authority**5.1 Research and Research Policy**

- a. Receive, discuss and provide feedback on research policy issues including research ethics policy. Recommend to GFC on new policy suites and revisions to existing policy
- b. Receive, discuss and provide feedback on Centres and Institutes Committee Annual Report
- c. Receive, discuss and provide feedback on research performance summaries and reports

5.2 Academic Units and Academic Service Units

- a. Recommend to GFC on name changes of Faculties
- b. Recommend to GFC on the establishment and termination of Faculties, Departments, Schools and Divisions, and on mergers involving Faculties, Departments, or Divisions subject to Article 32 of the Faculty Agreement
- c. Recommend to the Board of Governors on the assignment of priorities for establishment of new Faculties, Departments or Schools
- d. Receive notification of name changes of campus units for information

5.3 Budget Matters

- a. Recommend to GFC on budget principles
- b. Recommend to the Board of Governors on the annual budget (excluding ancillary units)
- c. Recommend to GFC on any new fee that would be levied upon a substantial group of students

5.4 Quality Assurance

- a. Receive and discuss quality assurance reports for academic programs on an annual basis
- b. Receive and discuss reviews of academic and other academic service units

- c. Receive, discuss, and provide feedback on processes for quality assurance and unit reviews

5.5 Enrolment Management

- a. Receive, discuss, and provide feedback on enrolment reports
- b. Recommend to GFC on enrolment management processes

5.6 Facilities Planning

- a. Receive advice and comments from Facilities Development Committee (FDC) on any facilities-related matter including requests for additional space or major new construction projects which may affect academic programs
- b. Informed by advice from FDC, recommend to the Board of Governors on policy matters regarding the planning and use of physical facilities
- c. Informed by advice from FDC, recommend to the Board of Governors on policy matters regarding the use of land owned or leased by the University
- d. Informed by advice from FDC, recommend to the Board of Governors on policy matters regarding standards, systems and procedures for planning and designing physical facilities
- e. Informed by advice from FDC, recommend to the Board of Governors on matters regarding planning and use of physical facilities where these facilities are deemed to have a significant academic or research implications, or financial impact on the University

5.7 International Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

5.8 Indigenous Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

5.9 Information Technology Policies and Initiatives

- a. Receive, discuss, and provide feedback on annual reports and future plans

5.10 Academic Awards Policy

- a. Recommend to GFC on any new policy and procedures governing awards and bursaries.
- b. Regularly review GFC policy and procedures on awards and bursaries and recommend changes where required.
- c. Receive regular reports for the purpose of identifying trends and gaps in the financial support available to students.

6. Sub-delegations from Academic Planning Committee

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

7. Limitations to Authority

The following further refines or places limitations on authorities held by or delegated to APC:

8. Reporting to GFC

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

9. Definitions

The determination of what constitutes a "significant academic or research implication or financial impact" will be made by the Committee, either through an expression of consensus or a vote.

Substantial Group of Students – any one (or more) of the following three classes of students: (a) undergraduate students, (b) doctoral level students, and/or (c) graduate students pursuing studies other than those at doctoral level

Academic Units – include Faculties, Departments, Schools and divisions. Divisions are defined as academic units with authority over student programs. They may be budgetary units and may or may not be part of an existing Department.

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

Academic Centre or Institute – An academic centre or institute exists at the University of Alberta and is controlled by the University of Alberta. An academic centre or institute may exist solely within the University of Alberta or may be created through a partnership between the university and other entities. Such other entities may include other universities, governments, public authorities (such as health authorities), and non-profit organizations.

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

Awards and Bursaries – as defined by the [Student Financial Support Policy](#) in UAPPOL

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

10. Links

[Centres and Institutes Policy](#)

[Student Financial Supports Policy](#)

[Undergraduate Student Financial Supports Procedure](#)

[Graduate Student Financial Supports Procedure](#)

[Creation of New Student Financial Supports Procedure](#)

Approved by General Faculties Council:

April 29, 2019

May 25, 2020



1. Mandate and Role of the Committee

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

2. Areas of Responsibility

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

3. Composition

Voting Members (11)

Elected by GFC (10)

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

Cross Appointed (1)

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

Non-voting Members

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

4. Delegated Authority from General Faculties Council

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

- 4.1 Approve new awards and bursaries for students other than graduate students registered in the Faculty of Graduate Studies and Research (FGSR)
- 4.2 Approve proposed changes to any award or bursary previously approved by UABC
- 4.3 Approve the minimum value of a major award for undergraduate students, and to review that value regularly.
- 4.4 Approve the minimum value of an undergraduate award administered by the Student Financial Support Office, and to review that value regularly.

5. Responsibilities Additional to Delegated Authority

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

6. Sub-delegations from the GFC Undergraduate Awards and Bursaries Committee

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

None.

7. Limitations to Authority

The following further refines or places limitations on authorities held by or delegated to UABC:

- 7.1 GFC has delegated the authority to approve awards and bursaries for graduate students registered in FGSR to FGSR.
- 7.2 Awards and bursaries to which both undergraduate students and graduate students registered in FGSR are eligible must be approved by both FGSR and UABC.

8. Reporting to GFC

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

9. Definitions

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

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

10. Links

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

Approved by General Faculties Council: January 28, 2019

Item No. 7

**Governance Executive Summary
Discussion & Action Item**

Agenda Title	Recommendations of the Committee of the Whole
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<p>Motion: THAT the General Faculties Council (GFC) approve the proposed Terms of Reference for the GFC <i>ad hoc</i> Committee for the Formal Review of the Consultations and Action Processes for Academic Restructuring in the Fall of 2020 in response to Recommendation #4 of the Committee of the Whole, as set forth in Attachment 1</p>
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Item

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

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The purpose of this proposal is to continue to update GFC on the actions taken as a result of the recommendations of the report of the committee of the whole on February 8, 2021, and to support decision-making as a result of the report.</p> <p>GFC is asked to consider the approval of Terms of Reference for a committee in response to Recommendation #4.</p>
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>On February 8, 2021, the issue of Collegial Governance in light of the December events at General Faculties Council (GFC) and the Board of Governors was referred to a committee of the whole. The Committee recommended that:</p> <ol style="list-style-type: none"> 1. the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics. 2. the chair of GFC consult with the chair of the Board of Governors about the development of joint committees between GFC and the Board, that their Terms of Reference be ratified by GFC, and that they indicate that both have discussions on areas of overlap. 3. the GFC develop a set of procedures for enabling a meaningful consultation process, including potentially, but not limited to: further publicizing the meetings, agendas, and minutes of GFC and all its committees through the UoA mailing lists; opening the meetings to the public through live-streaming; and establishing a standard way for the community to provide input on all agendas and minutes. 4. there be a formal review of the consultations and action processes for academic restructuring in the Fall of 2020. The goal of the review would be to make recommendations to improve communication and decision-making processes of the GFC and the University going forward. The review should be

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conducted by a group elected by GFC and report to the GFC and the Board of Governors.

5. GFC reaffirm its commitment for equal participation of members regardless of their position within the University and their ability to raise their concerns within the mandate of GFC regardless of the concerns of other members.

Recommendation 1 – Metrics

- On February 10, 2021, the GFC Executive Committee considered the recommendation and added the item “Development of a GFC position on metrics associated with academic restructuring” to the GFC agenda for February 22, 2021
- On February 22, 2021, GFC referred the item to the Academic Planning Committee (APC)
- On March 17, 2021, APC discussed the item and resolved to form a Working Group made up of members of APC and resource members
- On March 29, 2021, the APC Working Group on Metrics was convened and resolved to make recommendations on financial, and shared services metrics in the near term and to request more time to formulate recommendations on interdisciplinarity
- A Special Meeting of APC was convened on April 7, 2021 to further discuss the issue of metrics
- On April 9, 2021, the APC Working Group on Metrics met to discuss an early draft
- On April 14, 2021, APC reviewed the draft with feedback from the Working Group
- On April 26, 2021, GFC provided feedback on the draft provided by GFC.
- On May 5, 2021, APC reviewed the draft in light of feedback from GFC and Board sub-committees.
- A proposal came forward for recommendation by APC on May 19th and will be placed on the GFC agenda as the item “Metrics associated with academic restructuring”.

Recommendation 2 – Joint GFC and Board Committee

- On February 10, 2021, the President and Vice-Chancellor and Chair of GFC informed the Executive Committee of his commitment to consulting with the Board Chair on this recommendation.
- On March 31, 2021, the General Faculties Council Executive Committee and the Board of Governors Governance Committee met to discuss the decision-making in December.
- The Board Governance Committee committed to sharing notes on what they heard with the Executive Committee and to scheduling a follow-up meeting.
- A second meeting was held on May 13, 2021 to review outcomes from the first discussion.

Recommendation 3 – Development of Procedures for Meaningful Consultation

- On February 10, 2021, the Executive Committee approved the creation of the Executive ad hoc Governance & Procedural Review Committee to be tasked with review of GFC Guiding Documents and procedures
- On March 10, 2021, GFC Exec tasked the Exec *ad hoc* Review Committee with considering the Report of the Committee of the Whole and providing advice to Exec.
- On March 22, 2021, GFC was informed that the Exec *ad hoc* Review Committee would consider this recommendation and provide advice to Exec.
- On March 29, the Exec *ad hoc* Review Committee met for the first time and committed to discussing the Committee of the Whole Report at the April 15th meeting.
- On April 15, the Exec *ad hoc* Review Committee discussed Recommendations 3 & 4.
- On May 3, the Exec *ad hoc* Review Committee provided advice to GFC Executive Committee concerning actions to be taken by University Governance to improve consultation (see attachment 1).

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

- On February 10, 2021, Executive Committee was informed about this recommendation.
- On February 10, 2021, APC was informed about this recommendation and asked to consider their role.
- On March 10, 2021, GFC Exec tasked the Exec *ad hoc* Review Committee with considering the Report of the Committee of the Whole and providing advice to Exec.
- On March 22, 2021, GFC was informed that the Exec *ad hoc* Review Committee would consider this recommendation and provide advice to Exec.
- On March 29, the Exec *ad hoc* Review Committee met for the first time and committed to discussing the Committee of the Whole Report at the April 15th meeting
- On April 15, the Exec *ad hoc* Review Committee discussed Recommendations 3 & 4.
- On May 3, the Exec *ad hoc* Review Committee provided advice on a draft Terms of Reference for a Committee in response to Recommendation #4, for the consideration of GFC Executive Committee (see attachment 4).

Recommendation 5 – Commitment to Equal Participation

- On February 10, 2021, Executive Committee was informed about this recommendation and asked to consider action in advance of the March GFC meeting.

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	<ul style="list-style-type: none"> - On February 22, 2021, GFC was informed by the Chair of the intention to bring a statement for approval to the March 22, 2021 meeting of GFC. - On March 8, 2021, Executive Committee was asked to recommend that GFC approve this recommendation in the form of an endorsement of the statements in the Roles and Responsibilities of GFC Members Guiding Document, as set out in Attachment 2. - On March 22, 2021, GFC approved a statement reaffirming their commitment to equal participation that will be integrated into the GFC Member Roles and Responsibilities Document..
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<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:</u></p> <ul style="list-style-type: none"> ● Members of GFC ● Members of the GFC Executive Committee ● Members of the GFC Executive <i>ad hoc</i> Review Committee ● Members of the Executive <i>ad hoc</i> Governance & Procedural Review Committee ● Members of the GFC Academic Planning Committee ● The Office of the President and Vice-Chancellor ● The Office of the Provost and Vice-President (Academic) ● University Governance ● The Chair of the Board of Governors ● The Board Governance Committee
Approval Route (Governance) (including meeting dates)	<p>GFC, February 8, 2021 – For approval of the Report of the Committee of the Whole</p> <p>GFC Executive Committee, February 10, 2021 – For information</p> <p>GFC Academic Planning Committee (APC), February 10, 2021 – For information</p> <p>GFC, February 22, 2021 – For discussion of Recommendation 1 and approval of referral of the Item to the Academic Planning Committee</p> <p>GFC Executive Committee, March 8, 2021 – For Recommendation on action relating to recommendation 5</p> <p>GFC APC, March 17, 2021 – For discussion of Recommendation 1, <i>Development of a GFC position on metrics associated with academic Restructuring</i></p> <p>GFC, March 22, 2021 – For approval of action relating to recommendation 5</p> <p>GFC APC, April 7, 2021 – For discussion of Recommendation 1</p> <p>GFC Executive Committee, May 10, 2021 – For discussion of the Exec <i>ad hoc</i> Review Committee work on Recommendations 3, and for recommendation of the creation of a new <i>ad hoc</i> Review Committee as set out in Recommendation 4.</p> <p>GFC APC, May 19, 2021 – For recommendation on metrics associated with academic restructuring</p> <p>GFC, June 7, 2021 – For approval of the Terms of Reference for a GFC <i>ad hoc</i> Committee as addressed in Recommendation 4.</p>

Strategic Alignment

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

Attachments:

1. Draft Terms of Reference for a new General Faculties Council *ad hoc* Committee for the Formal Review of the consultations and action processes for academic restructuring in the Fall of 2020 in response to Recommendation #4 (page 1)
2. Advice from the General Faculties Council (GFC) Executive Committee - ad hoc Governance & Procedural Review Committee on the Committee of the Whole Recommendation #3 (pages 1-2)

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

DRAFT FOR REVIEW

General Faculties Council (GFC) *ad hoc* Committee for the Formal Review of the consultations and action processes for academic restructuring in the Fall of 2020

Terms of Reference

Mandate: As set out in the [Report of the Committee of the Whole](#) of February 8, 2021:

“That GFC Recommends there be a formal review of the consultations and action processes for academic restructuring in the Fall of 2020. The goal of the review would be to make recommendations to improve communication and decision-making processes of the GFC and the University going forward. The review should be conducted by a group elected by GFC and report to the GFC and the Board of Governors.”

The GFC *ad hoc* Committee for the Formal Review of Academic Restructuring will report on the consultations and action processes for academic restructuring in the Fall of 2020 and will make recommendations to improve communication and decision-making processes of the GFC going forward.

Membership:

- (a) The Committee will be made up of four (4) to six (6) members elected from/by GFC of whom at least two will be students (one graduate and one undergraduate). The Nominating Committee will receive applications to fill committee seats in accordance with the [Membership Replenishment Procedures](#) and will recommend 1 academic staff member (A1.1, A1.5, A1.6, A1.7) to serve as Chair;
- (b) Members shall act in good faith with the view to the best interests of the university as a whole. While members may be informed by matters raised by various constituencies, it is the duty of a member to ensure that all constituencies are fairly considered in the process of decision making

Terms of reference: To report to GFC on how to improve communication and decision-making processes of the GFC and the University going forward, the committee is given the following tasks:

- (a) To review the documentation from the Academic Restructuring process including all GFC and GFC Standing Committee minutes and consultation feedback from the University of Alberta for Tomorrow website.
- (b) Such other matters that arise during its investigations with respect to the enumerated tasks of the committee.

Timeline: The committee shall constitute itself as soon as possible, and report back to GFC with a preliminary report in November, 2021 and a final report by March, 2022.

Support: The committee shall have limited administrative support from University Governance.

Advice from the General Faculties Council (GFC) Executive Committee - *ad hoc* Governance & Procedural Review Committee on the Committee of the Whole Recommendation #3

The Exec *ad hoc* Committee was tasked with providing advice to GFC Executive Committee on the Committee of the Whole Report Recommendation 3, concerning procedures for consultation. They discussed the following potential paths forward under the responsibility of University Governance.

Text from the report	Potential Paths Forward	Reference materials
<p><i>That the Committee of the Whole recommends that the GFC:</i></p>		
<ul style="list-style-type: none"> - <i>develop a set of procedures for enabling a meaningful consultation process</i> 	<ul style="list-style-type: none"> - Create advice document on meaningful consultation for proponents and members of GFC 	<ul style="list-style-type: none"> - Student Participation Handbook (see pages 7-8) - General Faculties Council and Committee Member Guidebook
<ul style="list-style-type: none"> - <i>further publicizing the meetings, agendas, and minutes of GFC and all its committees through the UoA mailing lists;</i> 	<ul style="list-style-type: none"> - Review website to improve visibility of information available - Training on how to access/interpret information - Training on how to communicate with constituents - Communicate more widely ways to get involved (joining FYI lists, observing committee meetings) - Quad post on joining GFC/GFC Committees 	<ul style="list-style-type: none"> - Standing committee materials, minutes, approved motions, and past agendas are available on the University Governance website - Anyone may sign-up to join a database to receive FYI email updates when materials are available
<ul style="list-style-type: none"> - <i>opening the meetings to the public through live-streaming;</i> 	<ul style="list-style-type: none"> - Post information on upcoming GFC meetings and the possibility to observe on Quad/Digest 	<ul style="list-style-type: none"> - All GFC meetings (except those who deal with adjudication or private information such as UTAC and NC) are public. Anyone can request to be added to the Zoom invitation for committee meetings.

		<ul style="list-style-type: none"> - GFC meetings are live streamed and members of the public can observe by filling out a google form
<ul style="list-style-type: none"> - <i>and establishing a standard way for the community to provide input on all agendas and minutes.</i> 	<ul style="list-style-type: none"> - Members have the ability to propose amendments to the agenda, and make notice of motion. - The GFC Roles and Responsibilities document (6) states they should liaise with their constituents on agendas. - The GFC Meeting Procedural Rules note that the record of all GFC meetings are the minutes approved by GFC. Members may pull them to request changes. 	

Governance Executive Summary
Action Item

Agenda Title	Metrics Associated With Academic Restructuring
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Motion

THAT the General Faculties Council recommend that the Board of Governors approve the proposed metrics associated with academic restructuring, as set forth in Attachment 1.

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee in response to a recommendation included in the report generated from the committee of the whole discussion at the GFC meeting on February 8, 2021.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>On December 11, 2020, the Board of Governors passed a motion that approved a leadership model for the new colleges that includes leadership by a Council of Deans, with implementation led by a College Dean chosen from among the members of the Council. The motion noted that the structure would be reviewed in 18 months. Reporting requirements were described as follows:</p> <p><i>With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months.</i></p> <p>On February 8, 2021, GFC participated in a committee of the whole discussion on collegial governance. One of the motions passed during that session was: <i>That the Committee of the Whole adopt for inclusion in its report the recommendation that the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics.</i> On February 22, GFC agreed that the Academic Planning Committee was an appropriate venue to develop a position on metrics associated with academic restructuring for GFC's consideration.</p> <p>In considering GFC's position on metrics, the Academic Planning Committee has focused on the following areas, which are priorities for the Board of Governors:</p> <ul style="list-style-type: none"> • Cost-Reduction: One of the goals of the new structure is to reduce costs by realizing economies of scale in larger academic units.

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	<ul style="list-style-type: none"> • Quality Assurance: The new model must entrench high quality shared services. • Interdisciplinarity: The new model is intended to enhance interdisciplinary program and research opportunities within and across Colleges.
<p>Supplementary Notes and context</p>	<p><i>The recommendation on the financial metric at the May 19th meeting of APC did not include the final target of \$29 million. APC members were informed before they recommended approval on the proposal that the final target may change based on the financial year-end.</i></p> <p><i>The Board Finance and Property Committee (BFPC - May 25, 2021) and the Board Learning, Research and Student Experience Committee (BLRSEC - May 28, 2021) each received an update from the Provost on College Metrics and the latest round of consultations, particularly at APC, including refinements to the finance and quality of shared services metrics, concerns that any interdisciplinarity metric would be biased or weighted differently across the faculties, and that any interdisciplinarity measure should be developed over 18 months.</i></p> <p><i>BFPC members discussed: possibilities of a baseline on interdisciplinarity; tracking progress on interdisciplinarity individually, rather than across faculties or colleges; developing a comprehensive overview of interdisciplinarity definitions, benchmarks, and material concerns; and expanding the quality of shared services survey beyond key stakeholders.</i></p> <p><i>BLRSEC members discussed: the importance of interdisciplinarity as an outcome of the academic restructuring initiative; interdisciplinarity at the undergraduate level in addition to research; an understanding that the development of any interdisciplinarity metric takes time and that monthly reporting is unrealistic; the need for more information on the definition of interdisciplinarity, what is already being done, and what should be achieved; and possibilities of a developmental rather than a performance metric, and considering the wording of the metric to indicate that some qualitative information would be provided over the next few months.</i></p>

Engagement and Routing (Include proposed plan)

<p>Consultation and Stakeholder Participation</p>	<p>General Faculties Council, Committee of the Whole, Feb 8, 2021 General Faculties Council, February 22, 2021 Academic Planning Committee (APC), March 17, 2021 APC Working Group on Metrics, March 29, April 9, May 11, 2021 GFC Executive - April 12, 2021 GFC APC- April 14, 2021 GFC - April 26, 2021 BFPC - April 27, 2021 (discussion of financial, service quality metric)</p>
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	<p>BLRSEC - April 30, 2021 (discussion of interdisciplinarity metric) APC - May 5, 2021 APC - May 19, 2021 (recommendation) BFPC - May 26, 2021 on financial and shared services metrics (discussion) BLRSEC - May 28, 2021 on interdisciplinarity metric (discussion) GFC - June 7, 2021 (recommendation) BFPC - June 8, 2021 - on financial and shared services metrics (recommendation) BLRSEC - June 10, 2021 - on interdisciplinarity metric (recommendation) Board - June 18, 2021 (approval)</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <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 type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	<p>General Faculties Council Terms of Reference APC Terms of Reference Section 60(1) of the Post Secondary Learning Act (PSLA) The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance with its mandate Section 26(1) of the PLSA states that “Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to(...): (o) make recommendations to the board with respect to (...) matters considered by the general faculties council to be of interest to the university”</p>		

Attachment 1: Metrics associated with academic restructuring (pages 1-2)

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

Metrics associated with academic restructuring

Background:

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

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

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

1) Financial

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

Proposed metric: The annualized cost related to administrative staff and academic leader salaries and benefits (on an FTE basis) will be tracked separately with their sum intended to meet a reduction target of \$29M over the fiscal year ending March 31, 2022. These reductions are inclusive of Deans, College Deans, Vice Deans, Associate Deans, Chairs, Associate Chairs and all salaried administrative staff, excluding student employees.

2) Quality of Shared Services

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

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

Key stakeholders that will be surveyed include key client leaders such as College and Faculty General Managers and Academic Department Managers. For student-facing services, student leaders and a representative sample of users would be polled. For faculty-facing service, faculty leaders and a representative sample of users would be polled. These individuals will be asked to reflect on their personal experience with the services. Respondents will be asked about various aspects of the service including timeliness, whether their particular needs were met and overall satisfaction.

(Note that experience at other institutions indicates that service quality indicators generally initially fall before eventually recovering when restructuring occurs as both providers and users struggle to adjust to new processes. For that reason, a target is not proposed.)

3) Interdisciplinarity

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

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

Question from GFC Elected Faculty Member Dilini Vethanayagam on TB Skin Test

Does current University policy prevent the collection, use or retention of tuberculosis immunization information, including tuberculin skin test (TST) results, from individuals for the purpose of making employment and supervisory decisions, where the individuals will be involved in clinical research or other work-integrated learning environments?

Response from Mary Golab, Director - Information & Privacy Office

Current University policy **does not** prevent the collection, use or retention of tuberculosis immunization information, including tuberculin skin test (TST) results, from individuals for the purpose of making employment and supervisory decisions, where the individuals will be involved in clinical research or other work-integrated learning environments. However, whether immunization information will be required as a condition of employment needs to be assessed by the University on a case by case basis. Collection of immunization information must be limited to what is necessary to meet the intended purpose. Considerations include whether it is necessary to retain the actual immunization information or whether it is sufficient to document that appropriate immunization information was presented and deemed valid. Staff are to consult with their HR partner prior to collecting information who will engage Health Safety and Environment to assess if the information is a bonafide requirement for employment and assist in securing required service providers.

Question from GFC Elected Faculty Member Carolyn Sale on Library Databases

In response to the questions on cuts to library databases submitted for GFC's meeting of April 22nd, the Chief Librarian appeared to suggest that the cuts that have occurred are routine — databases are cut when the staff assess that they are simply not being used enough to justify a continuing subscription. It was my understanding that library databases and other library resources are being cut in relation to the Kenney government's budget cuts. What databases or other library resources have been cut as a result of budget cuts? What is the total cost to date of databases or other library resources that have been cut as a result of government budget cuts since the beginning of Jason Kenney's term as premier? And which Faculties have been affected by those cuts?

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

What databases or other library resources have been cut as a result of budget cuts?

All cuts to resources made in the past two years have been in response to the budget reduction, but decision-making followed established practice for assessing the ongoing relevance of resources. As per our responses to questions raised at the April 26th GFC, cancelled databases can be found on the [Collections Budget Update](#) webpage.

What is the total cost to date of databases or other library resources that have been cut as a result of government budget cuts since the beginning of Jason Kenney's term as premier?

The Library's collections budget has been reduced by the following amounts:

FY20-21 \$3,134,056 (12.5%)

FY21-22 \$1,000,000 (4.56%)

This information is noted on the [Collections Budget Update](#) webpage.

And which Faculties have been affected by those cuts?

Given the depth of cuts we have had to make, all subject areas have been affected by the reduction in spending, and thus all Faculties impacted.

Question from GFC Elected Faculty Member Carolyn Sale on Revisions to the PSLA

The Kenney government intends to rewrite the Postsecondary Learning Act.

1. What correspondence or conversations has any member of the senior administration or anyone on behalf of the University had with any member of the Government of Alberta about possible changes to the Postsecondary Learning Act?
2. What requests to date has the University made of the Government in any form in regard to aspects of the Postsecondary Learning Act the University would like to see changed?
3. What requests does the University intend to make of the Government in any form in regard to aspects of the Postsecondary Learning Act it would like to see changed?

Response from Bill Flanagan, President and Vice-Chancellor

To implement elements of *Alberta 2030*, the Government of Alberta has signalled that it may be making amendments to the PSLA this fall. During the province's post-secondary review process, the U of A advocated for the deconsolidation of the university's financial statements from those of the province's books. In addition to this, we also advocated for the unique role research-intensive universities play in the province in education, research, and innovation.

We will continue to participate in the government's future consultation on the act prior to its introduction in the legislature. We will continue to advocate for amendments to the PSLA that would a) allow for deconsolidation; and b) reinforce the role of Alberta's research-intensive universities in a differentiated sector model.

U of A's government advocacy seeks to recognize and strengthen the role we play in the economic and social well-being of the province. Advocating for changes to the PSLA that increase our financial sustainability and independence to implement policy will continue to be our immediate focus.

Question from GFC Elected Faculty Member Gary Eitzen on Graduate Teaching

Here is a quote early on in the document "Teaching and Learning Policy suite" which I 100% support:

Within this context, graduate students serve a multifaceted role during their studies: as students, instructors, researchers, scholars, mentors and grant or scholarship holders. The need to strike an appropriate balance among their responsibilities gives graduate students a unique perspective in the university community, especially with respect to teaching.

Our faculty has a significant number of graduate students (597), but we have almost no TAs (~12) so the vast majority of graduate students in our Faculty never realize this policy directive. Hence that policy that graduate students serve as instructors does not occur. I believe instruction to be a very important part of graduate student experience and training which most are missing out on. The few TAs that exist are only in the immunology program which is run as a shared program through Biological Sciences, Faculty of Science. My question to the GFC is why are there no graduate student TAs positions in the Faculty of Medicine and Dentistry? If this is to be an integral part of graduate student training should there not be this opportunity provided?

Response from the Office of the Provost, with input from the Faculty of Medicine and Dentistry

The section cited by Dr. Eitzen does not declare that providing graduate students with training as instructors is a policy directive. It simply acknowledges the diverse roles that our graduate population as a whole serves across campus, and one of these roles is that they serve as instructors/mentors. The graduate student experience is diverse. Not all students' graduate programs include experiences with every item on the list. In addition, there are many ways to gain experience with instruction and mentorship outside of holding a formal TAship. This includes the supervision of other students and exploration of formal teaching qualifications through the Graduate Teaching and Learning Program in the Faculty of Graduate Studies and Research (which is now much more accessible for all students due to the mandatory Professional Development requirement). Programs need to strive to provide creative ways for students to explore additional training in diverse areas, including instruction and mentorship, to support individual career aspirations. The Professional Development Requirement is designed to facilitate this process.

As highlighted in the section immediately following that cited by Dr. Eitzen "The University of Alberta is a multiversity. A wide range of disciplines is professed, various research and scholarship models followed, and numerous types of teaching are required within its walls. There is no one teaching model and no one answer to serve all disciplines."

Faculty of Science and FoMD operate on very different funding models that support different models for training, and funding, our graduate students. The model that supports TAs in FoS does not apply in FoMD.

Question from GFC Elected Faculty Member Carolyn Sale on Third-Party Contracts

On 23 March 2021, [the University announced](#) that it was entering a partnership with Telus to create a 5G “living lab” at the University, and that Telus’s “investment” in this partnership would be \$15 million. In reply to my request that GFC be provided with a copy of the contract, GFC was informed that the contract had been “marked confidential.” It was also informed that this was just the preliminary contract (“memorandum of agreement”), and that there would be a more involved contract or contracts to come.

As I noted during Question Period at GFC’s meeting of 22 April 2021, the reply to my previous questions on this matter included no reference to the University’s obligations to ensure the academic freedom of the University’s academic staff when entering into this contract. I noted at the time that I would have follow-up questions. Here are my follow-up questions.

1. The Canadian Association of University Teachers (CAUT) recommends that Canadian universities make public all contracts with third parties where the monies involved total \$250,000 or more. Why was this contract between the University of Alberta and Telus “marked confidential”? By whom? And for what reason?
2. CAUT’s recommendation is based on the need for universities to ensure that they are taking robust measures to protect the academic integrity of the university and the academic freedom of researchers involved in any industry partnerships. CAUT’s 2013 report [Open for Business: On What Terms](#) sets out the criteria that universities should follow. These include:
 - Does the university retain control over all academic matters?
 - Do academic staff have unrestricted right to publish? (*Subject only to a 60-day delay to ensure time for patent applications*)
 - Are there clear provisions for the selection criteria for how faculty can apply for any funding in relation to this partnership and are all funding awards allocated through peer review?
 - Do academics from the university have majority control over the partnership’s central governing body?

What steps is the University currently taking to ensure these provisions to protect the academic freedom rights of the University’s academic staff and the academic integrity of the University are followed?

3. What other contracts does the University currently have with industry partners in which sums of \$250,000 or more are involved?

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

1. The University of Alberta has not signed any contracts with TELUS regarding the 5G Living Lab. The University and TELUS signed an overarching Memorandum of Agreement (MOA) which states the parties' intention to enter into a collaborative agreement. The collaborative agreement will involve in-kind infrastructure contributions from TELUS, not cash. The vision behind the MOA is that U of A researchers will harness TELUS infrastructure according to their own priorities.

Identifying a document like an MOA as "confidential" does not indicate that secret research will ensue. The University of Alberta prohibits secret or classified research as per the UAPPOL Delay of Research Publication [Procedure](#). Parties to agreements have a right to expect that their business dealings will be kept confidential until both agree to disclose.

2. The University of Alberta will retain control over all academic matters related to contracts with TELUS. Academic staff will have an unrestricted right to publish (subject to a standard delay to ensure time for patent applications). There is no operating funding available for research and innovation through this partnership; the MOA involves \$15M of communications infrastructure that TELUS will provide.

3. During the 2020-21 fiscal year, the University of Alberta signed contracts and grants valued at \$250,000 or more with twelve industry partners. These agreements involve five Faculties/units.

Question from GFC Elected Faculty Member Anastasia Elias on Student Vaccinations

What actions will the University of Alberta take to encourage students to get vaccinated for COVID-19 before returning to campus for the fall term?

Response from Andrew Sharman, Vice-President (Facilities and Operations) and Executive Lead, Public Health Response Team (PHRT)

The university is developing a comprehensive communications strategy in support of the next phase of vaccinations. Parts of this plan will be rolled out in coming weeks, in addition to ongoing promotions throughout the summer and continuing into the Fall semester. Details are still in the works. Efforts are also being undertaken to reach out to the U of A's staff and student associations to see how they can assist in encouraging their members to get their vaccinations. We've already seen some great messaging coming from these groups.

To date though, the university has already taken a number of steps to support vaccinations among both our student body and our faculty and staff populations. These have included:

- The publication of the Vaccination Working Group's final report, which strongly recommends that the university community be vaccinated and encourages the wide promotion of the benefits of vaccination.
- Highlighting the vaccination options available to all of our community members since vaccinations began; to date, this has largely included amplifying provincial messages, sharing vaccine updates in the weekly COVID-19 digest to all faculty/staff/students, and regularly sharing the U of A's own resource "COVID-19 Vaccines and U of A: What You Need to Know"
- Administering vaccines on North Campus through both the University Pharmacy and University Health Centre and regularly reminding students of these resources through social media posts and the weekly COVID-19 digest.
- The university's Safety Measures General Directives have been updated to encourage the university community to be vaccinated.

Question from GFC Elected Faculty Member Carolyn Sale on College Deans

For the 25 January 2021 meeting I submitted a question asking when the position profile for the new College Deans would be released to the University community.

A written answer was supplied by Kate Chisholm, Chair of the Board of Governors.

I finally had a chance to ask a follow-up question to the written answer during Question Period at GFC's meeting of 22 March 2021.

My question related to the claim in Ms. Chisholm's answer that the college deans will report to the Provost. Ms. Chisholm's sentence reads: "As is the case with all existing deans, the college dean will report to the provost."

This response is not consistent with the motion passed by the Board of Governors at its meeting of 11 December 2021, which has the college dean leading "a collegial Council of Deans, in consultation with the Provost," but with the college dean "report[ing] to the Council of Deans" and all Faculty Deans reporting to the Provost.

At GFC's meeting of 22 March 2021, President Bill Flanagan said that he could not address my concern as he could not answer for the chair of the Board of Governors.

Could GFC please receive an answer to this issue, in writing, for its final meeting of the 2020-21 academic year scheduled for 7 June 2021? How is it that the reporting structure as indicated in Ms. Chisholm's answer differs from the reporting structure specified in the Board of Governor's motion of 11 December 2021?

Response from Kate Chisholm, Chair of the Board of Governors

Thank you for your question. The reporting structure for the college deans as set out in the Board of Governor's motion of December 11, 2020 is consistent with the answer I provided to GFC for its January 25, 2021 meeting. This reporting structure was confirmed in the college dean position description that was approved by the Board Human Resources and Compensation Committee on January 12, 2021 and which was provided to GFC on January 25 as an attachment to my response. As is noted in the position description, the college dean provides regular reporting to the Council of Deans. As is the case with all existing deans, the college dean will report to the Provost.

Question from GFC Elected Faculty Member Carolyn Sale on the Ethics of Self-Care

At its meeting of 26 April 2021, the General Faculties Council approved changes to the calendar regulations for graduate students that require graduate students to take a course with a component entitled “Ethics of Self-Care.”

In follow-up correspondence with the Faculty of Graduate Studies and Research (FGSR) I have been told that the six institutions that were reviewed for related practices in FGSR’s “environmental scan” were:

- Guelph
- Manitoba
- McMaster
- Toronto
- Waterloo
- Johns Hopkins School of Public Health

I have also been told that these six institutions were chosen for the environmental scan in relation to “a complex weighing of different factors including institutional alignment, similarity of legislative and policy contexts, and intersecting information on exemplary practice.”

In relation to this information, I have four questions:

- Which of these institutions require their graduate students to take any course or course component similar to the component “Ethics of Self-Care” in the course that FGSR will now require?
- What is the relation of this course component to the University’s duty to accommodate?
- How is the University of Guelph, which is not in the U15 and which ranks in the #571-580 range in the QS world rankings for 2021, seen as aligning with the University of Alberta?
- How is the “legislative and policy context” of a school of public health in another country which deals with “self-care” in relation to the work of public health practitioners relevant to a requirement for all graduate students at the University of Alberta?

Response from Brooke Milne (Vice-Provost and Dean, FGSR); Ali Shiri (Associate Dean, FGSR); Deanna Davis (Senior Lead and Educational Curriculum Developer)

The purpose of environmental scanning was to gain a comprehensive and comparative perspective of academic integrity trends and occurrences within the University of Alberta, and across several other Academic institutions. The environmental scan conducted by FGSR is only one of the several sources of data that informed the development of Ethics and Academic Citizenship requirements. A more important source of data in this initiative included a longitudinal and consultative process that involved campus partners and Associate Deans, Graduate from all U of A faculties (GEFAC). The consultation process, (October 2020 - April 2021) provided institutionally-focused and contextually-relevant opportunities to inform the process. In fact, the topic of self-care was the one that was proposed by several Associate Deans (graduate studies) as an important and integral part of this requirement.

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While the institutions surveyed are not equivalent to the University of Alberta in terms of all of these criteria, all share key affinities with our institution and all offered important insights into standardized approaches to academic integrity training.

It should be particularly noted that university ranking systems only take certain factors into account, such as academic reputation, employer reputation, research citations per paper, and H-Index. None of the world ranking universities systems available today include ethics and academic integrity as a factor in ranking of universities.

There were no other institutions that required self-care as part of the new requirement. This topic was included at the strong recommendation of GEFAC and in our campus consultation with the Academic Success Centre, Student Conduct and Accountability, and Office of Safe Disclosure and Human Rights. The feedback received in our consultation process indicated that self-care was a serious issue for graduate students that potentially compromised their ability to make ethical decisions. For example, students who are overwhelmed or have mental health issues are at greater risk for code violations such as plagiarism or cheating. Through further consultation, the topic has been titled “health and your academic program” to be clearer about the intentions behind this module.

The “duty to accommodate” is included under in the Discrimination, Harassment, and Duty to Accommodate Policy. This topic is included under that policy umbrella and more broadly the issue of human rights as it relates to the University of Alberta campus community. The approach also draws on the notion that academic citizenship shows our commitment to teaching students about their rights and responsibilities as they relate to the safety, dignity, and human rights of those around them. We believe it is important that graduate students understand principles of accommodation not only as it relates to their rights as members of the campus community, but also so that they are equipped with an understanding of accommodation as they navigate their interactions with other students, faculty, and staff. Understanding principles of accommodation is likewise important in their various teaching roles. Discussion of this policy has been an important part of FGSR’s in-person workshop entitled, “Inclusive works and learning spaces: Policy and practices” delivered by the Office of Safe Disclosure and Human Rights for the last 3 years.

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	University of Alberta Clean Air Strategy
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Item

Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter	<ul style="list-style-type: none"> • Andrew Sharman, Vice-President (Facilities and Operations) • Andrew Leitch, Director, Internal Audit and Risk Management • Kevin Friese, Assistant Dean, Dean of Students

Details

Office of Administrative Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	In response to GFC’s March 18, 2018 request for university administration to “develop a clean air strategy to minimize student, staff, and faculty exposure to smoke from cigarettes, inhaled cannabis, vapes, and hookah pipes”, three options are being presented to GFC to consider with the intention of returning to this committee in the fall of 2021 for a final vote.
Executive Summary (outline the specific item – and remember your audience)	<p>Update since February 22, 2021 GFC discussion</p> <p>In February, the Clean Air Working Group presented GFC with a test recommendation that the university adopt a policy that would prohibit smoking and vaping on university campuses and events (other than for ceremonial use). Link to presentation.</p> <p>Although there was little time for discussion and despite the request emanating from GFC itself, several members spoke strongly against the recommendation and expressed a desire to include a discussion of options to a total prohibition. In response, the working group co-chairs called together an ad hoc group of representatives (including some members of the original working group and some additional representatives) to discuss approaches other than a total ban.</p> <p>Three options emerged: total prohibition (ban); smoking and vaping being permitted only in designated locations on each campus; and no change to the existing rules but increased efforts to better assure compliance.</p> <p>The attached document provides a summary of the arguments for and against each of these options including contextual information, and recommendations for mitigating risks associated with each.</p> <p>Because the Board of Governors has indicated it is prepared to adopt the path approved by GFC, during the summer and prior to GFC being asked to confirm its preferred approach, administration will further evaluate issues and risks and potential mitigation strategies.</p> <p>Background and history</p> <p>As presented in February, the recommendations have come from broad-based consultation with units and organizations across the university, including Dean of Students, Risk Management Services, University Relations, FoMD, GSA, SU, NASA, AASUA (elected not to</p>

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participate), PDF Association, CSJ, South Campus, Enterprise Square, First People's House, and the School of Public Health.

Early in its deliberations the working group developed a number of principles to inform their recommendations:

- The university acknowledges that tobacco causes illness and death and that reducing its use serves the health interests of our community and beyond
- Members of our community should be protected from the nuisance and possible health effects associated with second hand smoke and vapour
- Any effort to reduce smoking on campuses should take a harm reduction approach designed to reduce the negative consequences of smoking and vaping while maintaining an attitude of respect and non-judgement toward those who use tobacco and related products
- Any effort to reduce smoking on campuses should promote supports and services to help those who are trying to quit
- For the purposes of this strategy, vaping will be treated the same way as the associated substance when inhaled (e.g. smoking cannabis = vaping cannabis).

During its engagement, the working group:

- Met 12 times
- Evaluated smoking and vaping policies of post-secondary institutions across Canada and the US
- Through the School of Public Health, conducted a telephone survey with several Canadian institutions that had introduced smoking and vaping bans
- Received a literature review of smoking enforcement challenges authored at by the committee member from the School of Public Health
- Conducted a survey, which was completed by 3,519 members of our community, including faculty, students and staff
- Updated GFC and the President's Executive Committee
- Presented to and received feedback from Students' Council
- Presented to and received feedback from the Non Academic Staff Association

Highlights of findings

- 11.2 percent of survey respondents indicate they smoke or vape on campus at least occasionally - with 54.5 percent of that number smoking or vaping once or more each day
- 40.2 percent of survey respondents indicate that second hand smoke or vapour bothers them "very much"
- The community, as a whole, strongly favours some form of additional efforts to minimize exposure to smoke and vapour -- with 41.2 percent favouring a total prohibition, 37.3 percent favouring permitting smoking and vaping in designated locations, and 16.2 percent favouring leaving the rules as they are

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	<ul style="list-style-type: none"> The most common themes among comments on the survey concern the adequacy of the current policy, concerns over enforcement, health impacts, freedom of choice and consideration of those with mental health or addiction issues Although 95 Canadian universities and colleges are completely smoke free, only four of our peers in the U-15 are smoke free (Dalhousie, McMaster, Queen's, and Western) <p>Next steps</p> <ul style="list-style-type: none"> Further evaluate ways in which the university would respond to potential problems with each option GFC members engage with their constituents over the summer with respect to the options under consideration. In the fall of 2021, this item will be brought forward for a vote.
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"> Clean Air Working Group includes: Dean of Students, Risk Management Services (including EHS), Graduate Students' Association, Students' Union, PDF Association, Non Academic Staff Association, Campus Saint Jean, South Campus, Enterprise Square, University Relations, School of Public Health, First Peoples' House, Faculty of Medicine and Dentistry Discussion at PEC-O Discussion at PEC-S Meeting with NASA Executive Presentation to Students' Council Discussion at Grad Students' Council Campus wide survey of all stakeholder groups January 11, 2021 discussion at GFC Exec February 22, 2021 discussion at GFC April 26, 2021 at Board Audit and Risk Committee June 7, 2021 discussion at GFC GFC vote in September or October 2021
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>19. OBJECTIVE</p> <p>Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</p> <p>i. Strategy: Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health and wellness resources, programs, and services, and promotes resilience and work-life balance</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="581 1858 1526 1984"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input checked="" type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input checked="" type="checkbox"/> Faculty and Staff</td> <td><input checked="" type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input checked="" type="checkbox"/> Safety</td> </tr> </table>		<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders	<input checked="" type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input checked="" type="checkbox"/> Safety
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	<input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	• UAPPOL Space Management Policy	

Attachments:

1. University of Alberta Clean Air Strategy – Three Options (3 pages)

Prepared by: Andrew Leitch
Director, ERM Programs
andrew.leitch@ualberta.ca

Kevin Friese
Assistant Dean, Health and Wellness
friese@ualberta.ca

Clean Air Strategy - Three Options

General Faculties Council

June 7, 2021

Options for a policy to minimize student, staff, and faculty exposure to smoke from cigarettes, inhaled cannabis, vapes, and hookah pipes.

Option 1 - Complete prohibition (ban)

In this option, smoking and vaping of any product is not permitted anywhere on campus. Receptacles are located at strategic locations at the edges of campus, adjacent to public sidewalks (e.g. Saskatchewan Drive, 87 Avenue, Rue Marie-Anne Gaboury, 46 Avenue [Camrose] etc.), for smokers to deposit cigarettes.

Arguments in favour

- Responds most fully to GFC's 2018 request
- Greatest reduction in second-hand smoke/vapour
- Easy to communicate new rules
- Easy to identify and address rules violations
- Supports For the Public Good, healthy campus initiative, and the [Okanagan Charter](#)
- Allows the U of A to demonstrate a tangible commitment to the above

Arguments against

- Concerns that some students, faculty, and staff will feel further marginalized
- Long walks for users, especially from centre of campus
- Represents an obstacle for people with addiction or stress issues
- Significant communication and change management required

Issues and risks

- Only applies on campus – not always easy to tell when one is on- or off-campus
- Being more restrictive than the surrounding community suggests a need for stricter enforcement, which may have resourcing implications
- Safety concerns of students, especially marginalized and resident students, travelling to edge of campus or off campus
- There are concerns that marginalized students could be singled out by authorities (or “carded”) for not following the rules
- Is this an unwelcoming message to Indigenous students, who have a higher rate of smoking than non-Indigenous students?
- Will students or staff with mobility issues have difficulty getting to a location where they can smoke or vape?
- Challenges with communicating and enforcing exceptions, whether they are for ceremonial or health reasons
- Does the university have the capacity to enforce this policy to the degree needed to make it meaningful?
- Does it stigmatize users to require them to leave campus to smoke or vape?
- Will this create messy and smoked-filled smoke stations around the perimeter of campuses?
- Will smoke stations at the perimeter attract people looking for partially smoked cigarettes and damaging the receptacles?
- Will members of our community venture into adjacent neighbourhoods to smoke, upsetting residents?

Responding to issues and risks

- Administration, including UAPS and Dean of Students, work with student associations and groups to better understand and address safety concerns as well as those of marginalized students

- Work with Human Resource Services (HRS) and Dean of Students on issues related to mobility and getting to a smoking/vaping location
- Clarify, with HRS and Dean of Students, when it is appropriate to accommodate users, such as for medical use of cannabis or cases of severe addiction
- Develop a communications campaign that addresses the change and educates about community expectations
- Ensure there is significant advance notice prior to the change
- Promote supports and cessation programs for people who want to quit

Option 2 - Designated smoking areas

In this option, smoking and vaping are permitted only in a limited number of specific, designated locations on campus, similar to the designated locations where smoking and vaping of cannabis is currently permitted.

Arguments in favour

- Significant reduction in second hand smoke/vapour across most of each campus, although it will be more concentrated in a few areas
- A compromise that considers both users and non-users
- Adheres to a harm reduction framework that acknowledges where users are at right now and promotes incremental change

Arguments against

- The communication and change management are as significant as for the complete ban but the benefits are fewer (i.e. there will still be significant smoke and vapour generated on campus)
- Research shows that both users and non-users may be inclined to strategically use ambiguities in the policy to rationalize noncompliance, making it challenging to enforce
- The university may want to ban smoking/vaping sometime in the future, making this change a costly interim effort (e.g. two-step transition)

Issues and risks

- It is exceedingly difficult to identify locations that are convenient, safe and accessible in all seasons, that adhere to campus and community bylaws and are far enough away from non-users to not be a nuisance - some locations already identified for users of cannabis have drawn complaints from those who work or study nearby
- There may be a push to identify separate locations for users of cannabis, cigarettes and vaping devices exacerbating the above
- There are concerns that marginalized students would be singled out by authorities (or “carded”) for not following the rules
- Will students or staff with mobility issues have difficulty getting to a location where they can smoke or vape?
- Does the university have the capacity to enforce this policy to the degree needed to make it meaningful?
- Does it stigmatize users to require them to gather in specified locations to smoke or vape?

Responding to issues and risks

- Work with HRS and Dean of Students on issues related to mobility and getting to a smoking/vaping location
- Clarify, with HRS and Dean of Students, when it is appropriate to accommodate users, such as for medical use of cannabis
- Develop communications that highlight community-based enforcement strategies
- Ensure there is significant advance notice prior to the change
- Promote supports and cessation programs for people who want to quit

Option 3 - Improved - *status quo*

In this option, the rules would not change. For the sake of simplicity, the university mostly mimics city bylaws, which require smokers and vapers to remain a minimum distance away from doorways, windows and air intakes (10 metres in Edmonton, 5 metres in Camrose) with designated locations where cannabis smoking and vaping is currently permitted. If additional enforcement is contemplated, the university would need to consider how additional resources could be identified.

Arguments in favour

- Easiest to minimize cost as no physical changes or new signage are required
- Minimum disruption and change management needed

Arguments against

- Does not appear to address the GFC motion or cut down on the overall amount of second-hand smoke or vape nor the likelihood non-users would come into contact with smoke from users

Issues and risks

- The university will have to figure out what communications and change efforts will help with getting improved compliance
- Does the university have the capacity to enforce this policy to the degree needed to make it meaningful?

Responding to issues and risks

- Develop communications that highlight community based enforcement strategies
- Consider whether there is an appetite for a campus vote on the issue

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Faculty of Graduate Studies & Research (FGSR) Graduate Supervisory Initiatives
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Item

Action Requested	<input type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input checked="" type="checkbox"/> Discussion
Proposed by	Faculty of Graduate Studies & Research
Presenter(s)	Brooke Milne, Vice-Provost & Dean, FGSR

Details

Office of Administrative Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The proposal is before the committee to consider three Supervisory initiatives which will build capacity in the Graduate Student experience, support Graduate Student success, and enhance the Graduate Student-Supervisory relationship:</p> <ul style="list-style-type: none"> (1) FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & Graduate Student Supervision Development Procedure (2) Student-Supervisor Guidelines (3) Progress Report
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Graduate Supervision forms an important component of a faculty member's teaching/research duties, and it is foundational to graduate student success at the U of A. Graduate students make notable contributions to undergraduate teaching as TAs, and the research they complete as RAs is essential to the university's mission. The supervisory relationship is the most important relationship that a graduate student will have while at the U of A, and strong, well supported, and positive working conditions directly influence time to completion and the overall student experience (including mental health and wellbeing).</p> <p>These complementary initiatives will function to address several pivotal components of the supervisory relationship:</p> <ul style="list-style-type: none"> (1) The FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & the Graduate Student Supervision Development Procedure formally recognizes the important role supervisors have working with graduate students at the University of Alberta. The FGSR Adjunct Academic Appointment and Graduate Student Supervision Development Procedure embodies shared principles across all faculties wherein we collectively recognize, and work to promote and support best practices resulting in strong graduate student

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supervision, and constructive working relationships for both students and their supervisors. Part of this includes providing formative development training for new employees and academic colleagues so that they have access to information and resources, and are informed about university policies and procedures that will help them to succeed at the start of their professional academic careers. New employees and academic colleagues appointed after the final approval and implementation date will be required to complete the development procedure within their first two years to retain academic adjunct status. All employees and academic colleagues appointed prior to the approval and implementation date will be automatically granted academic adjunct status and are not required to take the development procedure but are able and encouraged to do so. The net goal is to establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs.

[NOTE: This item has been moved to a UAPPOL Policy and related Procedure. While the format is different from the previously circulated documents, the core content remains the same.

The Student-Supervisor Guidelines and the Progress report will remain in their current format for inclusion in the U of A Calendar, which is where all regulations related to students and their programs reside. The policy cites the completion of both requirements thus they are still connected as complementary initiatives focusing on the graduate student-supervisor working relationship.]

- (2) The **Student-Supervisor Guidelines** will ensure that newly established supervisory relationships start out strong since they facilitate discussion on topics that are important to both graduate students and supervisors including: expectations, roles and responsibilities, modes and frequency of communications/meetings, funding supports, work schedule, authorship, data collection and stewardship, IP, among others.
- (3) The **Progress Report** is completed at least once per year and provides opportunity for students to meet with their supervisors (and committee when established) to discuss academic progress, celebrate successes, identify areas needing improvement, setting new goals for the next year, and revisiting any items in the Student-Supervisor Guidelines that many have changed year-over-year. The progress report provides important

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	<p>feedback for students and allows supervisors to set clear expectations and timelines for improvement should progress be considered unsatisfactory.</p>
<p>Supplementary Notes and context</p>	<p>With the length of time that has passed since this item was considered at GFC Exec (May 10) and the June 7 GFC meeting, several changes have been made to the documents largely to respond to ongoing feedback received through consultation. The changes include the following:</p> <ul style="list-style-type: none"> ● Governance Executive Summary: A few minor changes to include additional consultation discussions and dates, among other changes for clarity in wording. ● FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy (new version, May 12): <ul style="list-style-type: none"> ○ The categories in 1b have now been split into employees (1b) and academic colleagues (1c) to better differentiate and ensure inclusion of these categories. As such, in 2d, the language was changed from appointees to employees, and 2f was added to better specify the requirements for academic colleagues (from 1c), especially that the development program is encouraged but not required. ○ In what was previously 1e (now 1f) - the wording was modified. ○ In 2e, clarifying language about this special situation and the development program was added. ○ In 4b, it was noted that concerns related to a graduate student-supervisor working relationship may also be taken to the Associate Dean (Graduate) of the disciplinary faculty. ○ Section 3d has been revised and 3e has been added, both of which now more accurately reflect what happens when a graduate student's supervisor leaves the UofA. ● Graduate Student Supervision Development Procedure: The nomenclature throughout was adjusted to reflect the changes in the Policy (above), and “appointees” was changed to “employees”. Also, “members” was changed to “Graduate Student Supervisors” in 2c. The language in 3b was modified. ● Calendar Language: <ul style="list-style-type: none"> ○ The text coloured in red under “Registration” has been expanded to better reflect the way that the registration restriction will be used. Similar language has also been included under the “Responsibilities Related to Supervision” section. ● Graduate Student Supervision Development - Draft Course Design: A new draft (May 10 instead of April 14) has been included. This content continues to be developed; it is still in draft form. The document has been included for information to show the planned outline and content of the development program.

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	<ul style="list-style-type: none"> ● Letters of Support: The addition of a Letter of Support from Marc Waddingham, GSA President 2020-2021, and a letter from the Science Graduate Student Association Council (SGSAC) were included at the beginning of the letters of support. ● <i>Note also that when this item comes forward for approval, it will include two motions: one for the UofA calendar items (the Student-Supervisor Guidelines and the Progress Report); and, one for the UAPPOL pieces (the FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy and the Graduate Student Supervision Development Procedure).</i>
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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><i>Those who have been consulted:</i></u></p> <p>(1) FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & the Graduate Student Supervision Development Procedure</p> <ul style="list-style-type: none"> ● FGSR Decanal and Executive Team – ongoing ● GSA President and VP Academic - ongoing ● GEFAC - December 12, 2019 ● Policy Review Committee (FGSR) - January 8, 2020 ● GEFAC - January 30, 2020 ● Policy Review Committee (FGSR) - February 5, 2020 ● BLRSEC - May 29, 2020 ● GEFAC - October 22, 2020 ● Policy Review Committee (FGSR) - November 4, 2020 ● FGSR Council - November 25, 2020 (<i>Notice of Motion</i>) ● GEFAC - December 3, 2020 ● UofA Legal Team/Faculty Relations (Provost's Office) - December 16, 2020 (Consultation) ● Vice-Provost's Council - January 11, 2021 ● Grad Program Support Team - January 28, 2021 ● Faculty Relations (Provost's Office) - February 2021 ● BLRSEC - February 12, 2021 (Written Update) ● PACC - February 16, 2021 ● FGSR Council - February 17, 2021 ● GEFAC - February 25, 2021 ● GFC Exec - March 8, 2021 ● Chairs Council - March 16, 2021 ● GFC Programs Committee - March 18, 2021 ● GFC - March 22, 2021 ● FGSR Council - March 24, 2021 ● GEFAC - April 1, 2021 ● Policy Review Committee - April 7, 2021 ● AASUA and Faculty and Staff Relations - April 7, 2021 ● FGSR Council - April 21, 2021 ● Policy Review Committee - May 5, 2021 ● GEFAC - May 6, 2021 ● GFC Exec - May 10, 2021
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	<ul style="list-style-type: none"> ● Faculty and Staff Relations -Spring 2021 ● Q&A Meetings with Faculty Members: <ul style="list-style-type: none"> ○ Faculty of Native Studies - May 18, 2022 ○ Faculty of Science - May 19, 2022 ○ Faculty of Nursing - May 20, 2021 ○ Faculty of Arts - May 21, 2021 ○ Faculty of Education - May 21, 2021 <p>(2) Student-Supervisory Guidelines and (3) Progress Report</p> <ul style="list-style-type: none"> ● FGSR Decanal and Executive Team – ongoing ● GSA President and VP Academic - ongoing ● Graduate Students Association Council - October 28, 2019 ● Policy Review Committee (FGSR) – October 30, 2019 ● GEFAC (FGSR) – October 31, 2019 ● FGSR Council – October 16, 2019 ● GFC Exec - November 4, 2019 ● FGSR Council - November 13, 2019 ● Provost's Advisory Committee of Chairs (PACC) – November 19, 2019 ● GFC - November 25, 2019 ● BHRCC – November 26, 2019 ● Statutory Deans Council – November 27, 2019 ● BLRSEC – November 29, 2019 ● Committee on the Learning Environment (CLE) - December 4, 2019 ● Graduate Students Association Council - January 20, 2020 ● Graduate Program Administrators Committee - January 29, 2020 ● Policy Review Committee (FGSR) - January 8, 2020 ● Policy Review Committee (FGSR) - February 5, 2020 ● Committee on the Learning Environment (CLE) - April 29, 2020 ● ASC-SOS - June 4, 2020 ● BHRCC - November 24, 2020 ● FGSR Council - November 25, 2020 ● GEFAC - December 3, 2020 ● Policy Review Committee (FGSR) - January 6, 2021 ● Grad Program Support Team - January 28, 2021 ● BLRSEC - February 12, 2021 (Written Update) ● PACC - February 16, 2021 ● FGSR Council - February 17, 2021 ● GEFAC - February 25, 2021 ● GFC Exec - March 8, 2021 ● Chairs Council - March 16, 2021 ● GFC Programs Committee - March 18, 2021 ● GFC - March 22, 2021 ● FGSR Council - March 24, 2021 ● Graduate Program Administrators Committee - March 31, 2021 ● GEFAC - April 1, 2021 ● Policy Review Committee - April 7, 2021 ● AASUA and Faculty and Staff Relations - April 7, 2021 ● FGSR Council - April 21, 2021 ● Policy Review Committee - May 5, 2021
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	<ul style="list-style-type: none"> ● GEFAC - May 6, 2021 ● GFC Exec - May 10, 2021 ● Q&A Meetings with Faculty Members: <ul style="list-style-type: none"> ○ Faculty of Native Studies - May 18, 2022 ○ Faculty of Science - May 19, 2022 ○ Faculty of Nursing - May 20, 2021 ○ Faculty of Arts - May 21, 2021 ○ Faculty of Education - May 21, 2021
Approval Route (Governance) (including meeting dates)	

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>FGSR is uniquely positioned to realize Objective 14 in <i>For the Public Good</i>: “Develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship.”</p> <p>Also, positively bolstering the student-supervisor relationship will assist with Objective 19, which is to “prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives”.</p>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<p>Post Secondary Learning Act</p> <p><u>(1) FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy & the Graduate Student Supervision Development Procedure</u></p> <ul style="list-style-type: none"> ● Article 7.02.1 of the Faculty Agreement lists the "supervision of graduate students" as a form of "participation in teaching programs". ● As noted in the University of Alberta calendar under Graduate Regulations, the Supervisor’s basic duties are noted under Responsibilities Related to Graduate Programs: Supervisor. ● Established University of Alberta policies (e.g. Discrimination, Harassment and Duty to Accommodate, or Sexual Violence). <p><u>(2) Student-Supervisory Guidelines</u></p>	

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	<ul style="list-style-type: none">• The Student-Supervisor Guidelines (SSG) formalizes an existing policy currently within the GFC approved Academic Calendar. This policy requires a meeting early in the supervisory relationship between graduate students and their supervisors to discuss and arrive at a shared understanding of a range of important topics.• The SSG also formalizes the “FGSR Template Conversation Checklist for New Graduate Students” that was established several years ago, and takes into account additional expectations on communication between graduate students and their supervisors. <p><u>(3) Progress Report</u></p> <ul style="list-style-type: none">• The Progress Report similarly formalizes and standardizes an existing policy within the GFC approved Academic Calendar. This policy mandates formal regular meetings to take place at least once annually between graduate students and their supervisors (and supervisory committees when constituted). The Report also provides a template to maintain a year-over-year record of student progress that is discussed at these meetings.
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Attachments:

1. FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy (UAPPOL)
2. Graduate Student Supervision Development Procedure (UAPPOL)
3. Graduate Student Supervision Development - Draft Course Design
4. Student-Supervisor Guidelines and Progress Report Calendar
5. Letters of Support

Prepared by: Brooke Milne - Vice-Provost and Dean, FGSR; graddean@ualberta.ca

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

(Add “Effective Date” only if different than “Approval Date”)

Most Recent Editorial Date: **May 12, 2021 DRAFT**

FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy

Office of Accountability:	Provost and Vice President (Academic)
Office of Administrative Responsibility:	Faculty of Graduate Studies and Research
Approver:	Board of Governors and General Faculties Council
Scope:	Compliance with this University policy extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) in addition to visiting speakers, professor emeriti, and undergraduate and graduate students.

Overview

Graduate student supervision forms an important component of an academic staff member’s teaching and research duties, and the University of Alberta recognizes and respects the essential role that both graduate students and graduate student supervisors serve in the academic and research mandates of the institution. One of the most important indicators of graduate student success is a positive working relationship with their supervisor. Strong, positive working relationships between supervisors and graduate students directly influence the student’s learning experience and the graduate student supervisory experience including the overall mental health and wellbeing of all parties.

The University will ensure that graduate students are taught, advised, and mentored throughout their degree programs by graduate student supervisors who possess relevant supervisory and mentorship experience, who are active in research and teaching, and who understand and support University policies and procedures. The University will also ensure resources and administrative supports are readily available and easily accessible to graduate student supervisors to promote professional development and success in this essential mentorship role.

Graduate student supervisors will receive an **adjunct academic appointment** in the Faculty of Graduate Studies and Research (FGSR). This appointment acknowledges the shared commitment of FGSR, graduate student supervisors and the graduate program academic units to promote graduate student success and effective mentorship in a safe, equitable, and respectful work and learning environment.

Purpose

This policy sets out the criteria for an adjunct academic appointment in FGSR, and states explicitly existing expectations for what constitutes satisfactory graduate student supervision.

All graduate students at the University are registered in FGSR for the duration of their graduate program. FGSR is responsible for setting and maintaining institutional standards in graduate education and confers all graduate degrees.

These policies and procedures formalize the central role FGSR holds within the University of Alberta, its relationship to graduate students and graduate education, and its responsibilities to provide academic administrative supports and professional development opportunities for graduate students and their supervisors.

POLICY

1. CRITERIA FOR GRADUATE STUDENT SUPERVISORS

- a. A graduate student supervisor must:
 - i. Be active in the general subject area of the graduate student's research;
 - ii. Demonstrate continuing scholarly or creative activity of an original nature; and
 - iii. Either hold a degree equivalent to or higher than that for which the graduate student is a candidate or have a demonstrated record of successfully supervising students for the degree.
- b. Employees in the following categories as defined in Recruitment Policy Appendix A are able to serve as graduate student supervisors with specific supervisory privileges as recommended by the Dean of the academic unit to the Vice-Provost and Dean (FGSR) (**template TBD**):
 - i. Academic Faculty Members appointed under Schedule A of the Collective Agreement;
 - ii. Executive Members (Excluded), who will be appointed or re-appointed as Academic Faculty Members on the conclusion of their term;
 - iii. Academic Administrators (Excluded), who will be appointed or re-appointed as Academic Faculty Members or Faculty Service Officers on the conclusion of their term;
 - iv. Faculty Service Officers appointed under Schedule B of the Collective Agreement;
 - v. Academic Teaching Staff Members appointed under Schedule D of the Collective Agreement; and
 - vi. Trust Research Academic Staff Members (including Research Associates) appointed under Schedule E of the Collective Agreement.
- c. Academic colleagues (who are not employees of the University) in the following categories as defined in Recruitment Policy Appendix A are able to serve as graduate student supervisors with specific supervisory privileges as recommended by the Dean of the academic unit to the Vice-Provost and Dean (FGSR) (**template TBD**):
 - i. Special Continuing Academic Colleagues;
 - ii. Academic Affiliates (Secondees to the University);
 - iii. Adjunct Academic Colleagues; and,
 - iv. Clinical Academic Colleagues.
- d. Professors Emeriti will complete supervision of those graduate students actively registered in a program but, normally, will not take on supervision of new students post-retirement unless otherwise defined within the graduate program's supervisory policies and/or as approved by the Dean of the academic unit.
- e. Conflicts of interest and conflicts of commitment will be disclosed by graduate student supervisors and managed in accordance with University and FGSR policies.
- f. Graduate programs will maintain their own supervisory guidelines, which will be shared with FGSR and which must align with any other FGSR minimum requirements, as applicable. The graduate program supervisory guidelines will specify criteria for granting limited or unlimited supervisory privileges.

2. ADJUNCT ACADEMIC APPOINTMENTS IN FGSR

- a. Graduate student supervisors that are eligible in accordance with this Policy will receive an adjunct academic appointment in FGSR.
- b. The adjunct academic appointment in FGSR will be active for the duration of the individual's appointment at the University, subject to fulfillment of responsibilities in section 3.b, and will not require an application for renewal.
- c. All existing employees under section 1.b and academic colleagues under section 1.c (whether currently supervising graduate students or not) prior to [the approval date of this Policy], are able to serve as graduate student supervisors and will automatically receive an adjunct academic appointment in FGSR. These adjunct academic appointees in FGSR are encouraged to complete the FGSR supervisory development program (see Published Procedure below), but it is not required.
- d. New employees under section 1.c appointed to the University after the effective date noted in section 2.c will be able to serve as graduate student supervisors and will receive an adjunct academic appointment in FGSR, however, they will be required to successfully complete the FGSR supervisory development program in order to retain their adjunct academic appointment in FGSR. The supervisory development program should be completed as soon as possible but no later than two years after the employee's official start date.
 - i. If the supervisory development program is not completed within two years, the Dean of the academic unit will assign a co-supervisor who has active adjunct academic status in FGSR.
 - ii. In consultation with the Dean of the academic unit, the Vice-Provost and Dean of FGSR will pause the new employee's adjunct status until the development program is completed.
 - iii. Upon completion of the development program, the new employee's adjunct status will be reinstated by the Vice-Provost and Dean (FGSR), and the Dean of the academic unit will decide if the co-supervisor will remain in place.
- e. Notwithstanding section 2.d, in instances where a new employee is appointed at the rank of associate or full professor, a request to automatically grant an adjunct academic appointment in FGSR can be made by the new employee's Chair and/or Dean of the academic unit to the Vice-Provost and Dean of FGSR. These adjunct academic appointees in FGSR are encouraged to complete the FGSR supervisory development program but it is not required.
- f. New academic colleagues under section 1.c appointed to the University after the effective date noted in section 2.c will be able to serve as graduate student supervisors with specific supervisory privileges as recommended by the Dean of the academic unit and will automatically receive an adjunct academic appointment in FGSR. These adjunct academic appointees in FGSR are encouraged to complete the FGSR supervisory development program but it is not required.

3. RESPONSIBILITIES OF A GRADUATE STUDENT SUPERVISOR

- a. If a graduate student has a co-supervisor, then the term "graduate student supervisor" refers to the both supervisors.
- b. The graduate student supervisor is directly [responsible](#) for:
 - i. Assisting the student in planning a program of studies;
 - ii. Assisting in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the academic unit and the FGSR;
 - iii. Providing counsel on all aspects of the student's program;
 - iv. Staying informed of the student's research activities and progress;
 - v. Ensuring, to the best of their abilities, that the student conducts their research in a manner that is as effective, safe, and as productive as possible;

- vi. Arranging for, and attending, all supervisory committee meetings and the student's examinations, and ensuring that these are scheduled and held in accordance with the FGSR regulations;
 - vii. When going on leave or an extended period of absence, ensuring that the student is adequately supervised by assigning an acting supervisor. (When the student is in a doctoral program, the acting supervisor should be a member of the supervisory committee); and,
 - viii. Reviewing the thesis, both in draft and in final form, and returning feedback in a timely manner.
- c. The graduate student supervisor will:
- i. Meet with their thesis-based graduate student(s) and complete with them, and the supervisory committee when established, the FGSR student progress report form at least once during a 12 month period (progress reports can be filled out once every four months as required);
 - ii. Hold an introductory meeting with all incoming thesis-based graduate students in the first term of the student's program, and no later than 12 months from the program start date, and complete the Student-Supervisor Guidelines (**template TBD**); and
 - iii. Be familiar with the Guidelines for Supervision and Mentorship for Faculty and Administrators resource (see Related Links below).
- d. If an employee under section 1.b or a special continuing academic colleague under section 1.c.i resigns from the University, the academic unit will notify FGSR of their resignation and the affected individual's adjunct academic appointment in FGSR will be retained in order to facilitate the completion of those graduate students already in their program. The Dean of the academic unit may, in accordance with the graduate program's supervisory guidelines, recommend specific supervisory privileges to accompany this change of appointment.
- e. If an academic colleague under sections 1.c. ii, iii or iv leaves the University prior to the end of their appointment term, the academic unit will notify FGSR and the affected individual's adjunct academic appointment in FGSR and supervisory privileges will be ended (see also section 2.b).
- f. The annual evaluation of graduate student supervisors will be completed in accordance with the evaluation processes defined within the **Collective Agreement** for academic staff members or relevant policies and procedures for other categories of supervisors.

4. COMPLIANCE AND COMPLAINTS

- a. Failure to comply fully with this Policy, or parts thereof, will be dealt with in compliance with the Collective Agreement and/or relevant University policies and procedures.
 - i. While this Policy outlines the role and responsibilities of supervisors, student compliance is addressed by [The Code of Student Conduct](#), which outlines the expected behaviours for students; as well as the policies and regulations affecting them as set out in the University calendar.
- b. Concerns related to a graduate student-supervisor working relationship may be taken to the Associate Dean (Graduate), the Dean of the academic unit, and/or to the Vice-Provost and Dean (FGSR).
- c. Any complaint, formal or informal, that is made will be handled within an environment of safe disclosure for complainants where they are not subject to reprisal for reporting allegations made in good faith.

For further information on complaints and both the informal and formal resolution processes, refer to the *Discrimination, Harassment and Duty to Accommodate Policy*, the *Discrimination and Harassment*

Complaint Procedure, and the *Student Concerns and Complaints Policy – Records and Privacy* (see Related Links below).

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲Top	
Graduate Student	A student registered with the Faculty of Graduate Studies and Research
Adjunct academic appointment	Employees and academic colleagues who make substantial contributions to another department/faculty outside of their home department/faculty without expectation of compensation from the other department/faculty.
Collective Agreement	This is the agreement between AASUA and the Governors of the University of Alberta in effect at the relevant time.

FORMS

[Template for New Appointment Recommendation \(TBD\)](#)

[Appointment of Supervisor\(s\) and Supervisory Committee Form \(TBD\)](#)

RELATED LINKS

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

[UAPPOL:Consensual Personal Relationships INFORMATION DOCUMENT](#)

[UAPPOL: Recruitment Policy Appendix A](#)

[UofA Calendar: Graduate Regulations](#)

[UofA Calendar: Supervision and Supervisory Committees](#)

[UofA Calendar: A Supervisor’s Responsibilities Related to Graduate Programs](#)

[UofA Calendar: Conflict of Interest for Graduate Student Supervisory and Examination Committees](#)

[FGSR Guidelines for Supervision and Mentorship for Faculty and Administrators](#)

[UAPPOL: Discrimination, Harrassment and Duty to Accomodate Procedure](#)

[UAPPOL: Student Concerns and Complaints Policy – Records and Privacy](#)

[UAPPOL: Discrimination and Harassment Complaint Procedure](#)

PUBLISHED PROCEDURES OF THIS POLICY[FGSR Supervisory Development Program](#)

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

(Add "Effective Date" only if different than "Approval Date")

Most Recent Editorial Date: **April 1, 2021** **DRAFT**

Parent Policy: [FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy](#)

Graduate Student Supervision Development Procedure

Office of Administrative Responsibility:	Faculty of Graduate Studies and Research
Approver:	General Faculties Council and Board of Governors
Scope:	Compliance with this University procedure extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) in addition to visiting speakers, professor emeriti, and undergraduate and graduate students.

Overview

The University supports a culture that focuses on the importance of the working relationship between a graduate student supervisor and their graduate students. This procedure establishes the required development for new employees to undertake in order to attain an adjunct academic appointment in the Faculty of Graduate Studies and Research (as outlined in the FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy).

Purpose

To outline the development requirements for new employees, and the availability of optional development for continuing graduate student supervisors.

PROCEDURE

1. IMPORTANCE OF DEVELOPMENT

Supervisors will acquire through the development program:

- a. An understanding of best practices in graduate student advising;
- b. An awareness of the policies and procedures at the University of Alberta and how these apply to the campus community; and,
- c. Familiarity with teaching supports available on campus and where they can be accessed.

2. CONTENT OUTLINE

- a. The development program will emphasize the need to incorporate Equity, Diversity, Inclusion, as well as Indigenous perspectives in graduate education;
- b. It will also include material / resources on University policies and procedures, and EDI and Indigenous perspectives; and,
- c. Ideally, graduate student supervisors will participate in a practice of self-reflection to understand what it means to become, and remain, a conscientious and successful graduate student supervisor and mentor.

- d. Areas identified for the development program will be the following:
 - i. Building Student Supervisor Relationships;
 - ii. Communication;
 - iii. Professional Development;
 - iv. Conflict Resolution; and,
 - v. Wellness.
- e. Content for the development program will be regularly updated, in consultation with an *ad hoc* “Supervisory Development Requirement” advisory group, taking into account new supervisor feedback, emerging areas of need/concern, refinement of best practices, etc.
- f. The delivery of the development program will embody principles in universal design and accessibility, and combine both online modules and in-person workshops.
- g. The duration will be approximately 10 hours total (8 online and 2 in-person) and new supervisors will be able to access the development program as soon as their appointments are approved. Ideally, the in-person workshops will be held during new staff orientation activities so as to foster a cohort effect across campus.

3. RESPONSIBILITY FOR THE DEVELOPMENT PROGRAM

- a. The graduate supervision development program content will be created, delivered, and maintained by FGSR in collaboration with campus partners (e.g. the Office of the Vice-Provost (Learning Initiatives), Office of the Vice Provost (Indigenous Programming and Research), Centre for Teaching and Learning, Office of the Vice-Provost and Dean of Students, senior academic staff members); and,
- b. FGSR will be responsible for tracking the FGSR academic adjunct appointments and completion of the supervision development program.
- c. Graduate programs will maintain their own development, training, mentoring, and orientation practices specific to their academic units.

DEFINITIONS

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

Term	Enter the definition for the term in this column. There is no limit to the number of terms you may define. Terms should be listed here in the order they appear above. If you do not need to define any terms, do not delete this section. Delete this row only and change the above message to read “There are no definitions for this Procedure.”

FORMS

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RELATED LINKS

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DRAFT 5.0 - 10 May 2021

GRADUATE STUDENT SUPERVISION DEVELOPMENT PROGRAM: OVERVIEW

FGSR Supervisory Initiatives - Building Capacity in the Graduate Student Experience, Graduate Student Success, and Enhancing the Graduate Student-Supervisory Relationship

While every supervisor has first hand experience of being supervised through the course of their own graduate experience, typically this supervisory experience is made up of a handful of people. While reflection on personal experience is undoubtedly valuable, this limited exposure to different approaches to the supervisory relationship can result in a narrow understanding of the characteristics of high quality supervision and may not be informed by University of Alberta policies and procedures.

The Graduate Student Supervision Development Program seeks to advance and support strong graduate supervision while ensuring that all new faculty appointees know where to access support, information, and resources related to graduate supervision. The Program provides information and education about universal principles related to high quality supervision and creates awareness and understanding about university policies, procedures and resources. This education will help new faculty appointees to be successful at the start of their academic careers. The end goal is to build a strong foundation of institutional support and awareness that will proactively work to shift our institutional culture as it relates to graduate student supervision. The program will also give supervisors the tools to be more efficient in their training of graduate students by knowing where to seek resources, what are the best practices in graduate supervision, and how to deal with issues effectively.

For current graduate student supervisors, little will change; they will be automatically granted an FGSR Adjunct Academic Appointment. While not mandatory, current supervisors are also encouraged to participate in the Graduate Student Supervision Development Program. **The Graduate Student Supervision Development Program is, however, required for new appointees to retain full FGSR Adjunct Academic Appointment status.** The Program aims to establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs. Current graduate student supervisors can support the development of the community of practice by sharing their knowledge and expertise in the optional panel discussion that rounds out the Program.

[Program Design Description, Objectives, and Intended Learning Outcomes](#)

[Program Detailed Module Overview](#)

[Supporting Resources by Module](#)

[Resources for Further Investigation by Module](#)

PROGRAM: DESIGN DESCRIPTION, OBJECTIVES AND OUTCOMES

The Graduate Student Supervision Development Program advances and supports strong graduate supervision by providing formative training for new faculty appointees. It ensures that all new faculty appointees have equal access to support, information and resources related to graduate supervision, and are informed about university policies and procedures that will help them be successful at the start of their academic careers.

The Program takes 10 hours in total and consists of asynchronous online learning and facilitated discussion. Upon completion of the 10 hours, participants also have the opportunity to participate in an optional, interdisciplinary panel discussion where experienced supervisors will share their knowledge and expertise about graduate student supervision. The Program design is grounded in:

- A hybrid format that blends flexible, self-paced learning (Modules 1-6) with synchronous facilitated discussion (Module 7)
- Compliance with universal and accessibility principles
- Research related to best practices in supervision/mentorship
- UAlberta policy and legislative frameworks that support the supervisory relationship
- Interdisciplinary perspectives on high quality graduate student supervision
- Institutional priorities related to EDI, including Indigenization and Decolonization

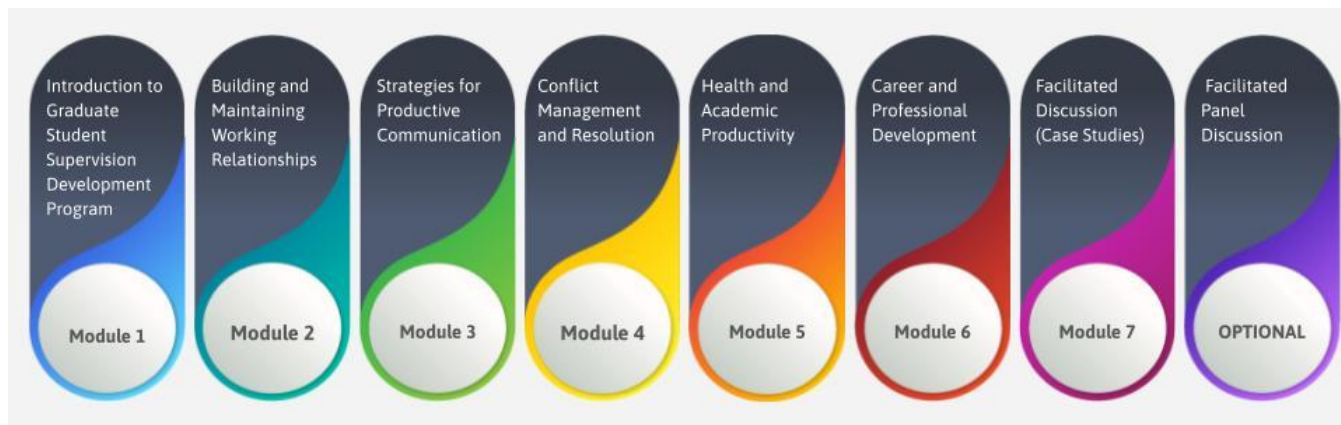
PROGRAM OBJECTIVES

- Equip graduate student supervisors with education and support related to graduate supervision, university policy, and procedures
- Furnish graduate student supervisors with strategies to deal with typical and more difficult mentoring situations
- Establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs
- Support an ethical imperative and leadership role in cultivating high quality graduate supervision
- Embody and foster shared principles across all faculties wherein we collectively recognize, and work to promote and support best practices resulting in strong graduate student supervision
- Support in development/revision of a Statement of Mentorship

INTENDED LEARNING OUTCOMES

- Distinguish supervision and mentorship and describe the roles and responsibilities therein
- Identify and explain key policies, legislative frameworks, and procedures that guide the supervisory relationship and ensure an environment of safety and dignity for all
- Identify and describe strategies that support high quality graduate supervision, including relationship building, productive communication, conflict resolution, wellness, and career development
- Define, recognize, analyze issues that can emerge in the supervisor-student relationship
- Set and monitor personal goals related to graduate student supervision
- Create or revise a Faculty Statement of Mentorship

PROGRAM MODULE OVERVIEW



MODULE 1: INTRODUCTION TO THE GRADUATE STUDENT SUPERVISION DEVELOPMENT PROGRAM (Asynchronous)

Objectives:

- Build an understanding of why supervisory development supports graduate student supervisors and students, and excellence and innovation in research and scholarship
- Develop an understanding of why land acknowledgement is important in the supervisory relationship
- Provide an overview of the knowledge, behaviours, and attitudes that characterize high quality supervision
- Outline the roles and responsibilities related to graduate education
- Provide an overview of a Faculty Statement of Mentorship, its purpose and the main components

Time	Module Breakdown	Learning Objectives
10 min	1.0 Welcome to the Graduate Student Supervision Development Program	Welcome to the Supervisory Development Program FGSR's role in graduate education and support for supervisors Support and resources for supervisors
15 min	1.1 We are all Treaty People	Examine why Land Acknowledgements important in the supervisory relationship and how to create your own territorial acknowledgement Explore what it means to live, work, research, and mentor graduate students with land
10 min	1.2 Mentoring Mentors: Building a culture of growth in graduate supervision	Contextualize graduate supervision training within: 1) University of Alberta priorities; and, 2) the Canadian post-secondary landscape Examine how graduate student supervision training as means to support: 1) better graduate supervision and mentorship; 2) increased research productivity and the responsible conduct of research; and, 3) adherence to university policy and procedures

10 min	1.3 Indicators and Outcomes of High Quality Supervision:	Explore student-supervisor relationships as professional, academic relationships Examine indicators and outcomes of high-quality supervision
15 min	1.4 Student-supervisor Guidelines	Examine the University of Alberta policies and procedures that support the supervisory relationship Outline areas for responsibilities for: 1) graduate students; 2) supervisors; 3) academic advisors; 4) supervisory committee; 5) departments, 6) Faculty of Graduate Studies and Research; and 7) Council of the Faculty of Graduate Studies and Research
10 min	1.5 Developing a Statement of Mentorship: A Introduction	Explore how a statement of mentorship supports a reflective approach to graduate supervision and how it can support professional development and growth? Outline the structure and components that make up a statement of mentorship Explain how the Graduate Student Supervision Development Program will facilitate the development of a Statement of Mentorship
15 min	1.6 Learning in Action	Faculty Statement of Mentorship: Part 1

TOTAL: 85 minutes

MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS (Asynchronous)

Objectives:

- Distinguish supervision and mentorship
- Build knowledge of the policy and legislative frameworks that support an inclusive supervisory relationship
- Explore approaches to Indigenization and decolonization in post-secondary institutions
- Understand policies and procedures that support the safety, dignity and inclusion of all members of the UAlberta campus

Time	Module Breakdown	Learning Objectives
15 min	2.0 The Mentorship Relationship	Explore the mentorship relationship--graduate students as junior colleagues Examine the difference between supervision and mentorship and explore the benefits of a combined approach Explain what it means to be a self-reflective mentor and outline behaviours and attitudes that signal this approach
15 min	2.1 Equity, Diversity and Inclusivity and the Supervisory Relationship	Examine the policy and legislative frameworks that support EDI in the supervisory relationship Outline rights and responsibilities related to human rights, accomodation, and inclusive learning and working spaces

Modified DD: 19 May 2021

		Introduce critical theory: Intersectionality and oppression Outline strategies to EDI in the supervisory relationship
15 min	2.2 Indigenizing and Decolonizing the Academy	Approaches to Indigenization within post-secondary institutions Indigenous Programming and Research Portfolio at the University of Alberta: Implementing the Truth and Reconciliation Commission of Canada's Calls to Action Mentoring Indigenous students
30 min	2.3 Supporting a Safe Teaching and Learning Community	Discrimination, Harassment, and Duty to Accommodate Policy (15 min) Sexual Violence Policy (15 min)
15 min	2.4 Learning in Action	Faculty Statement of Mentorship: Part 2

TOTAL: 90 minutes

Campus Consultation/Design Partners

Janet A. W. Elliott, University of Alberta Distinguished Professor and Canada Research Chair in Thermodynamics (Faculty of Engineering)

Victoria Ruetalo, Associate Dean, FGSR- SSHRC

Indigenous Research Task Force

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

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

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

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

Donnell Willis, Advisor, Office of Safe Disclosure

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

Sam Pearson, Director, Sexual Assault Centre

Trudy Cardinal, Associate Professor and Associate Chair, Faculty of Education

MODULE 3: STRATEGIES FOR REGULAR, OPEN AND PRODUCTIVE COMMUNICATION (Asynchronous)

Objectives:

- Build knowledge of the role and responsibility of the supervisor and mentor
- Develop strategies for regular, open, and productive communication
- Establish foundational knowledge of how cultural differences can be leveraged
- Develop an understanding of the importance of listening in the supervisory relationship
- Build understanding of how the annual progress report can be used as tool to for a student productivity and a shared understanding of academic milestones

Time	Module Breakdown	Topics
10 min	3.0 Establishing a Foundation for High Quality Supervision	Leveraging the first meeting to: 1) align expectations; 2) set norms for healthy communication; 3) establish a foundation for productivity; 4) discuss students' goals for their program of study; and, 5) initiate a plan for degree completion

Modified DD: 19 May 2021

10 min	3.1 Annual Progress Report	The annual progress report as a tool to support an iterative, self-reflective approach that balances students' need for structure while fostering academic independence and intellectual growth
15 min	3.2 Understanding and Leveraging Intercultural Differences with Your Mentees	Cross-cultural challenges that emerge within the supervisory relationship Decolonizing the supervisory relationship Strategies for a productive intercultural relationship How can you help students to bring their worldviews into their research? Cultural diversity as a pathway to creativity and innovation
30 min	3.3 The Art of Listening	The importance of listening in the mentorship relationship Barriers to effective listening Overcoming barriers to effective listening "Already-Always Listening:" What we hear and what we listen "Authentic Listening"
Campus Consultation/Design Partners Victoria Ruétalo, Associate Dean, FGSR Anne-José Villeneuve, Faculty St. Jean International Student Services, University of Alberta International Remonia Stoddart-Morrison, Student Ombuds Billy Strean, Professor, KSR		
MODULE 4: Guiding Research and Scholarship		
<ul style="list-style-type: none"> ● Outline researchers' internal and external accountabilities ● Examine the policies, procedures, and resources that support supervisors in guiding research and scholarship 		
80 min	4.0 Ethics and Academic Citizenship Requirement for Graduate Students (5 minutes)	<ul style="list-style-type: none"> ● How does the new Ethics and Academic Citizenship Requirement help graduate students understand the benefits and responsibilities of belonging to an academic community, including activities associated with research, teaching, and learning? ● What are program specific requirements and deadlines for completion related to the Requirement?
	4.1 Mentoring for Ethical Research (15 minutes)	<ul style="list-style-type: none"> ● Research at the University of Alberta: Institutional, scholarly, and professional expectations, and external accountabilities ● Resources available to UAlberta researchers ● Supporting graduate students with research ethics: What they need to know

	4.2 Intellectual Property (15 min)	<ul style="list-style-type: none"> ● How is authorship determined? ● What are graduate students' intellectual property rights in their various research roles? ● Who owns data produced in a graduate student's thesis ● What are supervisors' rights to graduate students' discoveries/inventions ● What resources are available should a dispute arise regarding intellectual property and/or co-authorship?
	4.3 Publishing and Copyright (15 minutes)	<ul style="list-style-type: none"> ● How does copyright intersect with scholarly communications and open access publishing ● What are graduate students' rights and responsibilities related to copyright What support and resources are available for interpreting publisher policies and negotiating publication agreements
	4.4 Data management (15 min)	<ul style="list-style-type: none"> ● What responsibilities and accountabilities do researchers' have as it relates to data management ● What is involved with a Data Management Plan (DMP) and what supports are available for creating one? ● What support and resources are available to researchers for the ethical management of data?
15 min	3.3 Learning in Action	Faculty Statement of Mentorship: Part 3
TOTAL 145 minutes		
Campus Consultation/Design Partners Susan Babcock, Director, Research Ethics Office Amanda Wakaruk, Copyright and Scholarly Communication Librarian James Doiron, Research Data Management Services Coordinator and Academic Director, University of Alberta Research Data Centre		
MODULE 5: CONFLICT MANAGEMENT AND RESOLUTION (Asynchronous)		
Objectives: <ul style="list-style-type: none"> ● Build knowledge of underlying sources of conflict ● Develop strategies for conflict management and resolution 		
Time	Module Breakdown	Topics

45 min	5.0 Conflict Management and Resolution in the Supervisory Relationship	Common sources of conflict and how parties perceive it Communication strategies and early intervention methods as a tool to resolve and manage conflict, including: conflict management coaching, restorative conferences, and facilitated mediation Modeling and learning best practices in conflict management and resolution
15 min	5.1 Learning in Action	Faculty Statement of Mentorship: Part 4

TOTAL 60 minutes

Campus Consultation/Design Partners

Natalie Sharpe and Remonia Stoddart-Morrison, Student Ombuds
Office of Safe Disclosure

MODULE 6: HEALTH AND ACADEMIC PRODUCTIVITY

(Asynchronous)

Objectives:

- Examine how health impacts students and supervisors in their academic life
- Explore strategies to healthy strategies to manage personal and academic commitments, support ethical personal conduct, and build productivity

	Module Breakdown	Topics
30 min	6.0 Framing The Conversation: Data and Mental Health Context of Graduate Students at the University of Alberta (15 minutes)	What does the data tell us? What does the data tell us about International, Indigenous, Black, and students who parent or are caregivers? What are graduate students' rights related to health? (10 min)
	6.1 Identifying, Referring and Helping Students in Distress (15 minutes)	What are common indicators of distress among graduate students? What are key strategies for assisting graduate students in distress? How do I distinguish between a situation requiring a referral and one demanding immediate action? What are the resources available to graduate students and supervisors?
15 min	6.2 Health and Academic Productivity	The impact of health on academic productivity for students and supervisors Health as a pathway for productivity Promoting and supporting health in the supervisory relationship
15 min	6.3 Learning in Action	Faculty Statement of Mentorship: Part 5

TOTAL: 60 minutes

Campus Consultation/Design Partners

Janice Causgrove Dunn, Associate Dean, FGSR

Sarah Flower, Manager, Health Promotion, HR

Suman Varghese, Registered Psychologist, Clinical Counselling Services

Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support

Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education

MODULE 7: CAREER AND PROFESSIONAL DEVELOPMENT**(Asynchronous)****Objectives:**

- Build understanding of the Professional Development Requirement
- Explore how supervisors can support students' professional aspirations
- Develop strategies to support career conversations

Time	Module Breakdown	Topics
10 min	7.0 Professional Development (PD) Requirement	Why a Professional Development (PD) Requirement? What is involved in the PD Requirement? What is the role of FGSR, f departments and supervisors in the PD Requirement?
20 min	7.1 Mentoring for Career Conversations: Supporting Graduate Students in Times of Uncertainty Me	Why is it important to supervisors to have career conversations as part of the mentorship relationship? Why are supervisors well-positioned to mentor for career conversations? What does it mean to have a career conversation with graduate students? How do I get started with mentoring for career conversations?
10 min	6.2 Learning in Action	Faculty Statement of Mentorship: Part 6

TOTAL: 40 minutes**Campus Consultation/Design Partners:**

Deanna Davis, Senior Lead and Educational Curriculum Developer, Graduate Teaching and Learning, FGSR

Tyree McCrackin, Career Advisor, Career Centre

Renee Polziehn, Director, Professional Development, FGSR

MODULE 8: FACILITATED DISCUSSION-- CASE STUDIES**(Synchronous, F-2-f/Virtual)**

Time	Module Breakdown	Topics
105 min	8.0 Applying Your Knowledge: Facilitated Cohort Discussion	Participants will analyze several case studies that bring together complex issues outlined in Modules 1-6

Modified DD: 19 May 2021

15 min	8.1 Next Steps: Refining Supervisory Skills and Competencies	Building a supervisory reflective practice Support and resources for supervisors for ongoing skill and competency development
TOTAL: 120 minutes		
<p>Campus Consultation/Design Partners</p> <p>Indigenous Research Task Force</p> <p>Florence Glanfield, Vice-Provost--Indigenous Programming and Research</p> <p>Jennifer Ward, Lead Ed. Developer, Indigenous Focus</p> <p>Janet A. W. Elliott, CRC in Faculty of Engineering -CIHR, NSERC</p> <p>Victoria Ruetalo, Associate Dean, FGSR</p> <p>Billy Strean, Professor, KSR</p> <p>Student Ombuds (Natalie Sharpe and Remonia Stoddart-Morrison)</p> <p>Office of Safe Disclosure</p> <p>Janice Causgrove Dunn, Associate Dean, FGSR</p> <p>Sarah Flower, Manager, Health Promotion, HR</p> <p>Suman Varghese, Registered Psychologist, Clinical Counselling Services</p> <p>Jasmine Bajwa, Registered Psychologist, Clinical Counselling Services</p> <p>Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support</p> <p>Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education</p> <p>Deanna Davis, Senior Lead and Educational Curriculum Developer, Graduate Teaching and Learning, FGSR</p> <p>Tyree McCrackin, Career Advisor, Career Centre</p> <p>Renee Polziehn, Director, Professional Development, FGSR</p>		
<p>Supporting Resources/Resources on Hand</p> <p>The case studies will apply much of the theory and research discussed in each of the modules. See below for further references.</p>		
<p>Resources for Further Investigation</p> <p>The case studies will apply much of the theory and research discussed in each of the modules. See below for further references.</p>		

Supporting Resources

MODULE 1: INTRODUCTION TO GRADUATE STUDENT SUPERVISION DEVELOPMENT PROGRAM

[For the Public Good: Institutional Strategic Plan, University of Alberta](#)

[University of Alberta: Vision, Mission, and Values](#)

[Acknowledgement of Traditional Territory](#)

[Territorial Acknowledgments: Going Beyond the Script](#)

Quality of Graduate Supervision Committee 2010, [“Recommendations on Improving Quality of Graduate Student Supervision at the University of Alberta” Report](#)

[Krogman Report \(2014\) “The Quality of Graduate Student and Post-Doctoral Supervision at the University of Alberta”](#)

Report to Board Human Resources and Compensation Committee (BHRCC) on supervision in 2016, 2017, 2018, and 2019

Report to Board Learning, Research and Student Experience Committee (BLRSEC) on supervision in 2018, 2019
[Supervisory Guide](#) developed and endorsed by FGSR Council in 2018

[Responsibilities Related to Graduate Programs](#)

[Supervision and Examinations](#)

[Code of Student Behaviour](#)

[Conflict Policy: Conflict of Interest and Commitment and Institution Conflict](#)

[Information Document: Consensual Personal Relationships](#)

[OHS Act, Regulation and Code](#)

Johnston, J. (2010). Mentoring Graduate Students. Vanderbilt University Center for Teaching. Retrieved 14 April 2021 from <https://cft.vanderbilt.edu/guides-sub-pages/mentoring-graduate-students/>.

MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS

[What is Reconciliation?](#)

Team ReconciliAction YEG (2018) [“As Long as The Sun Shines, The Grass Grows and The River Flow,” Faculty Blog](#), Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021, <https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flow-s.html>

[Indigenous Research Guide, University of Alberta Library](#)

Naomi Krogman and Sarah Ficko (2018) *Supervision Guide*, Faculty of Graduate Studies and Research (October 18, 2018), Accessed 5 February 2021, <https://www.ualberta.ca/graduate-studies/media-library/about/faculty-and-staff/resources-for-supervisors-and-graduate-coordinators/20181018-guidelines-for-supervision-and-mentorship-for-faculty-and-administrators.pdf>

[Protected Areas and Grounds Under the Alberta Human Rights Act](#)

[Human Rights at the University of Alberta](#)

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

[Discrimination, Harassment and Duty to Accommodate Policy](#)

[Duty to Accommodate Procedure](#)

[Sexual Violence Policy](#)[Ethical Conduct and Safe Disclosure Policy](#)

Gardner, S.K. and Barnes, B.J., *Advising and Mentoring Doctoral Students: A Handbook*. Faculty and Staff Monograph Publications, 210: 2014). Retrieved from:

https://digitalcommons.library.umaine.edu/fac_monographs/210; Knox, S., Schlosser, L.Z., Pruitt, N. T. and Hill, C.E. (2006), "A qualitative examination of graduate advising relationships: The adviser perspective," *The Counseling Psychologist*, 34(4), 489-518; Laverick, D., *Mentoring Processes in Higher Education* (London: Springer International Publishing, 2016).

Baird, L.L., "Helping graduate students: A graduate adviser's view." In *Student services for the changing graduate student population*, ed. A.S Pruitt-Logan & P.D. Isaac (San Francisco: Jossey-Bass, 1995), 25-32; Barnes, B. "The nature of exemplary doctoral advisor's expectations and the way they may influence doctoral persistence," *Journal of College Student Retention*, 11.3 (2010), 323-343

Barnes, B.J. & Austin, A.E., "The role of doctoral advisors: A look at advising from the advisor's perspective," *Innovative Higher Education* 33.1 (2009), 297-315; Council of Graduate Schools, "Ph.D. Completion and Attrition: Findings from exit surveys of Ph.D. completers" (Washington, DC: Council of Graduate Schools, 2009). Retrieved from: <https://cgsnet.org/phd-completion-and-attrition-findings-exit-surveys-phd-completers-0>; among others.

Golde, C.M., "The role of the department and discipline in doctoral student attrition: Lessons from four departments," *Journal of Higher Education*, 76.6 (2005), 669-700; Lovitts, B., *Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study* (Lanham, MD: Rowman and Littlefield, 2001). Wright-Harp, W. and Cole, P., "A Mentoring Model for Enhancing Success in Graduate Education," *Contemporary Issues in Communication Sciences and Disorders* 35.1 (2008), 9-11.

MODULE 3: STRATEGIES FOR REGULAR, OPEN AND PRODUCTIVE COMMUNICATION[Communicating Expectations](#)[Template for Conversation Checklist for a New Graduate Student](#)[Supervisory Committees](#)[Guidelines for Ownership of Research Materials](#)[Ethics Review](#)[Research and Scholarship Integrity Policy](#)[Research Administration Roles and Responsibilities](#)[Animal Research Ethics](#)[Human Research Ethics](#)[Tri-Agency Frameworks: Responsible Conduct of Research](#)[Tri-Agency Statement of Principles on Digital Data Management](#)[Defining Academic Citizenship](#)[Intellectual Property Guidelines for Graduate Students and Supervisors](#)

"Guiding Principles for Graduate Student Supervision," Canadian Association for Graduate Studies, <https://cags.ca/documents/publications/working/Guiding%20Principles%20for%20Graduate%20Student%20Supervision%20in%20Canada%20-%20rvsn7.pdf>

[Intellectual Property Guidelines for Graduate Students and Supervisors](#)[Progress Report Policy](#)[How to Ensure a Rewarding Thesis-based Student-Supervisory Experience at the University of Alberta](#)[Defining Academic Citizenship](#)

MODULE 4: CONFLICT MANAGEMENT AND RESOLUTION

Harrison, Tyler R. "My professor is so unfair: Student attitudes and experiences of conflict with faculty." *Conflict Resolution Quarterly* 24, no. 3 (2007): 349-368.

Tantleff-Dunn, Stacey, Michael E. Dunn, and Jessica L. Gokee. "Understanding faculty–student conflict: Student perceptions of precipitating events and faculty responses." *Teaching of Psychology* 29, no. 3 (2002): 197-202.

Noble, Cinnie (2011). *Conflict Management Coaching: The CINERGY Model*. CINERGY™ Coaching

Noble, Cinnie (2011). *Conflict Mastery: Questions to Guide You*. CINERGY™ Coaching

Fisher, Roger, Ury, William and Bruce Patton (2011). *Getting to Yes*. Penguin Books.

William Wilmot and Joyce Hocker (2013). *Interpersonal Conflict*. McGraw-Hill Education.

Stone, Douglas; Patton, Bruce; Heen, Sheila; and Roger Fisher (2010). *Difficult Conversations: How to Discuss What Matters Most*. Penguin Random House.

Mayer, Bernard (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. Jossey-Bass, 2000).

<https://www.beyondintractability.org/bksum/mayer-dynamics>

Mayer, Bernard (2015). *The Conflict Paradox: Seven Dilemmas at the Core of Disputes*. Jossey-Bass.

Ewert, Charles; Barnard, Gordon, Laffier, Jennifer; and Michael L. Maynard (2019). *Choices in approaching conflict: Principles and practice of dispute resolution* (Second ed.). Emond Publishing.

Zehr, Howard (2012). *The Little book of restorative justice: Revised and updated*. Simon and Schuster.

[Foundations of Responsible Research](#)

[Research Security Policy Statement, Spring 2021, Government of Canada](#)

MODULE 5: HEALTH AND ACADEMIC PRODUCTIVITY

[Graduate Student Mental Health and Wellness Report \(July 2018\)](#)

Ro, Christine, Pandemic harms Canadian grad students' research and mental health, *Nature* 18 August 2020, <https://doi.org/10.1038/d41586-020-02441-y>

Chirikov, I., Soria, K. M., Horgos, B., & Jones-White, D. (2020). Undergraduate and graduate students' mental health during the COVID-19 pandemic. SERU Consortium, University of California - Berkeley and University of Minnesota. <https://cshe.berkeley.edu/seru-covid-survey-reports>

Graduate Student Mental Health Toolkit: A guide to supporting graduate students' mental health, Centre for Innovation in Campus Mental Health, Canadian Mental Health Association, 2020

MODULE 6: CAREER AND PROFESSIONAL DEVELOPMENT

[Mentoring for Career Conversations](#) (Presentation)

Resources for Further Investigation by Module

MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS

[Indigenous Canada MOOC, Faculty of Native Studies](#)

[First Nations, Métis, Inuit Subject Guides](#)

[Aboriginal/Indigenous Resources](#)

[Truth and Reconciliation Commission of Canada: Calls to Action](#)

[National Centre for Truth and Reconciliation](#)

[Office of the Treaty Commissioner: We are All Treaty People](#)

[North Campus Indigenous Student Services \(First Peoples' House\)](#)

[Resources for Supervisors, FGSR](#)

Episode 1: Bullying and Harassment, [Podcasts on Effective Supervision](#), FGSR

Episode 4: Sexual Violence, [Podcasts on Effective Supervision](#), FGSR

MODULE 3: STRATEGIES FOR REGULAR, OPEN AND PRODUCTIVE COMMUNICATION

Episode 3: A Healthy Psychological Environment for Grad Students and their Supervisors, [Podcasts on Effective Supervision](#), FGSR

MODULE 4: CONFLICT MANAGEMENT AND RESOLUTION

The Faculty of Extension and ADR Learning Institute offer a certificate through their course series in Conflict Resolution <https://ext.ualberta.ca/enroll/conflict-resolution>

MODULE 5: HEALTH AND ACADEMIC PRODUCTIVITY

Episode 2: The Mental Health Games We Play, [Podcasts on Effective Supervision](#), FGSR

[Graduate Student Assistance Program- Homewood Health](#)

[Mental Health Resources](#)

[Supporting Student Mental Health](#)

[Supporting Mental Health for Faculty](#)

MODULE 6: CAREER AND PROFESSIONAL DEVELOPMENT

[Mentoring for Career Conversations: IDP Review Guide for Faculty](#)

[FGSR's Professional Development \(PD\) Requirement: Information for Supervisors](#)

Melissa Dalgleish (2019) [Supporting Your Supervisees in Career Exploration](#), Inside Higher Ed, 11 February 2019, Accessed 24 October 2020,

<https://www.insidehighered.com/advice/2019/02/11/specific-ways-faculty-members-can-help-their-grad-students-pursue-their-careers>.

Catherine Mayrey, "Honest, open and two-way- have HOT career conversations with your graduate students," in *University Affairs*, 18 September 2020. Accessed 23 September 2020,

<https://www.universityaffairs.ca/career-advice/responsibilities-may-include/honest-open-and-two-way-have-hot-career-conversations-with-your-graduate-students/>

Doug Lederman (2020) [Is Students' Early Career Success Their Professors' Problem?](#), Inside Higher Ed, 26 February 2020, Accessed 24 October 2020,

<https://www.insidehighered.com/digital-learning/article/2020/02/26/should-professors-be-responsible-their-students-workplace>.

Lisa Dyce and Catherine Maybrey (2019) Do grad students perceive career resources as valuable?, University Affairs, 13 September 2019, Accessed: 24 October 2020, <https://www.universityaffairs.ca/career-advice/career-advice-article/do-grad-students-perceive-career-resources-as-valuable/>.

Career Conversations: Questions for Career Conversations, BC Initiative for Inclusive Access to Post-Secondary Education, Access 24 October 2020, <https://www.bc-ipse.org/>

DRAFT

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

Current	Proposed
<p>The Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Responsibilities Related to Graduate Programs</p> <p>Student Graduate students are ultimately responsible for their own programs, and are expected to be familiar with all regulations and deadlines relating to their programs.</p> <p>The students' fundamental responsibilities include</p> <ul style="list-style-type: none"> ● ensuring that their registration is accurate and does not lapse ● submitting appropriate forms to the department for signature and processing ● paying all fees required by the deadline dates set out in the Calendar ● maintaining open communication with their supervisor or advisor and graduate coordinator concerning any problem ● in the event of a conflict in the supervisor-student or advisor-student relationship, discuss with the supervisor or advisor and graduate coordinator in a timely fashion ● in a thesis-based program, providing the supervisor with an annual report for distribution to the supervisory committee ● being aware of the expectations of the supervisor and the department ● informing the supervisor or advisor regularly about progress ● making research results accessible (beyond their appearance in a thesis) to an appropriate audience. 	<p>The Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Responsibilities Related to Graduate Programs</p> <p>Student Graduate students are ultimately responsible for their own programs, and are expected to be familiar with all program regulations and related deadlines.</p> <p>The student's fundamental responsibilities include:</p> <ul style="list-style-type: none"> ● ensuring that their registration is accurate and does not lapse; ● submitting appropriate forms on time to their department for signature and processing; ● paying all fees required by the deadline dates set out in the Calendar; ● maintaining open communication with their supervisor or advisor and graduate coordinator concerning any problem; ● in the event of a conflict in the supervisor-student or advisor-student relationship, discussing it with the supervisor or advisor and graduate coordinator in a timely fashion; ● being aware of the expectations of the supervisor and the department; and, ● making research results accessible (beyond their appearance in a thesis) to an appropriate audience. ● If registered in a thesis-based program, the student is also responsible for: <ol style="list-style-type: none"> a. completing the Student-Supervisor Guidelines, with their supervisor, within the first term of study, but no later than 12 months from the student's program start date, and; b. ensuring the completion of the Progress Report at least once annually and no more than once every four months as required

Please read the Calendar carefully. If you are in doubt about the regulations pertaining to your graduate program, consult your department or the FGSR.

Supervisor

If a student has ~~more than one supervisor~~, then the term "supervisor" refers to ~~the entire group of~~ supervisors.

The supervisor is directly responsible for ~~the supervision of the student's program. The supervisor~~

- assists the student in planning a program of studies
- assists in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the department and the FGSR
- provides counsel on all aspects of the student's program
- stays informed of the student's research activities and progress
- ensures that students conduct their research in a manner that is as effective, safe, and productive as is possible
- arranges for and attends all supervisory committee meetings and the student's examinations, ensuring that these are scheduled and held in accordance with FGSR regulations
- when going on leave or an extended period of absence, ensures that the student is adequately supervised by the provision of an acting supervisor. In the case of doctoral students this should be a member of the supervisory committee
- reviews the thesis both in draft and in final form.

to appropriately monitor progress in program.

Students are encouraged to carefully read the Calendar and to contact their department or FGSR if they have questions or require clarification about their specific program regulations.

Note: If a student switches streams to a thesis-based stream, they will be required to complete a Student-Supervisor Guidelines form within the first 12 months of their new program, and Progress Reports following the regulations as outlined in the calendar.

Supervisor

The supervisor is essential to the successful completion of thesis-based graduate degree programs. If a graduate student has a co-supervisor, then the term "supervisor" refers to both supervisors.

The graduate student supervisor is directly responsible for:

- assisting the student in planning a program of studies;
- assisting in ensuring that the student is aware of all program requirements, degree regulations, and general regulations of the department and the FGSR;
- providing counsel on all aspects of the student's program;
- staying informed of the student's research activities and progress;
- ensuring that the student conducts their research in a manner that is as effective, safe, and productive as is possible;
- arranging for and attending all supervisory committee meetings and the student's examinations, and ensuring that these are scheduled and held in accordance with FGSR regulations;
- when going on leave or an extended period of absence, ensuring that the student is adequately supervised by assigning an acting supervisor. (When the student is in a doctoral program, the acting supervisor should be a member of the supervisory committee); and,
- reviewing the thesis both in its draft and final form, and returning feedback in a timely manner.

The graduate student supervisor will:

- meet with their thesis-based graduate student(s) and complete with them, and the supervisory committee when established, the FGSR student

<p>Academic Advisor</p> <p>[...]</p> <p>Graduate Coordinator The term graduate coordinator refers to an associate chair, associate dean, director, or any other individual officially designated by the head of the unit as being responsible for the unit's graduate programs.</p> <p>Graduate coordinators must be tenured or tenure-track faculty members.</p> <p>Graduate coordinators have a duty to ensure that departmental and Faculty rules are administered in a fair and equitable manner. This often involves going beyond a mere application of the rules, and may entail using moral persuasion on colleagues and students.</p> <p>However, since the various units within the University contain a variety of graduate programs and operate under a diversity of policies, regulations and customs, the exact role of the graduate coordinator will vary.</p> <p>The responsibilities of the graduate coordinator may include:</p> <ul style="list-style-type: none"> ● ensuring that the regulations and requirements of the FGSR and the University are met ● being the official representative of the department to its graduate students ● admitting applicants to graduate programs ● acting as an advisor concerning the appointment of supervisors, supervisory committees, and external examiners <ul style="list-style-type: none"> ● acting as an advisor concerning any changes to a student's status or program ● carrying out FGSR and University policies relating to graduate students 	<p><u>progress report form at least once during a 12 month period (progress reports can be filled out once every four months as required);</u></p> <ul style="list-style-type: none"> ● <u>hold an introductory meeting with all incoming thesis-based graduate students in the first term of the student's program, and no later than 12 months from the program start date, and complete the Student-Supervisor Guidelines; and,</u> ● <u>be familiar with the Guidelines for Supervision and Mentorship for Faculty and Administrators resource.</u> <p>Academic Advisor</p> <p>[...]</p> <p>Graduate Coordinator The term graduate coordinator refers to an associate chair, associate dean, director, or any other individual officially designated by the head of the unit as being responsible for the unit's graduate programs.</p> <p>Graduate coordinators must be tenured or tenure-track faculty members.</p> <p>Graduate coordinators have a duty to ensure that departmental and Faculty rules are administered in a fair and equitable manner.</p> <p>The responsibilities of the graduate coordinator may include:</p> <ul style="list-style-type: none"> ● ensuring that the regulations and requirements of the FGSR and the University are met; ● being the official representative of the department to its graduate students ● admitting applicants to graduate programs ● acting as an advisor concerning the appointment of supervisors, supervisory committees, and external examiners <ul style="list-style-type: none"> ● <u>completing the Supervisor-Student Guidelines with thesis-based students in instances where a supervisor has yet to be appointed after 12 months since the start of the student's program;</u> ● acting as an advisor concerning any changes to a student's status or program; ● carrying out FGSR and University policies relating to graduate students;
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- acting as a liaison between the FGSR and the unit
- coordinating financial support for graduate students, including fellowships and assistantships
- monitoring the academic progress of graduate students
- providing advice to graduate students on the rules and procedures of the FGSR and the department
- keeping the FGSR informed of any changes in the student's program, including student status, course and program changes, scheduling of examination dates,
- initiating and coordinating graduate student recruitment activities.

[...]

Regulations of the Faculty of Graduate Studies and Research

[...]

Registration

Registration Procedure

Once newly-admitted and continuing graduate students in degree programs have determined their program requirements in consultation with their departments, they register using the Bear Tracks web registration system. See [Registration and Fees](#) for University regulations on registration in courses, re-registration in courses, changes in registration, cancellation of registration and auditing courses. See Academic Schedule for registration deadlines.

Faculty of Graduate Studies and Research deadline dates may differ from undergraduate deadline dates (see Academic Schedule and End-of-Program Registration Deadlines for thesis-based students.

There may be academic record and fee implications for withdrawing from courses. See Registration and Fees.

- acting as a liaison between the FGSR and the unit;
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There may be academic record and fee implications for withdrawing from courses. See Registration and Fees.

In instances where a student and supervisor do not complete the Student-Supervisor Guidelines (within 12 months of the student's program start date) and/or the Progress Report (annually at minimum), the student's registration in subsequent terms will be restricted as a last resort and temporarily so as to determine a plan for completion. In these unlikely instances, FGSR will assist the student and supervisor in the completion of the requirement(s) and remove registration restrictions immediately. Note: both the student and supervisor(s) will receive reminders to complete the requirement(s) in

[...]

Academic Standing

[...]

Minimum Faculty Requirements

Regardless of the student's category, the pass mark in any course taken while registered in the Faculty of Graduate Studies and Research is a grade of C+.

All students in degree programs (including time spent as a qualifying graduate student) or diploma or certificate programs must maintain a minimum cumulative grade point average of 2.7 throughout the course of the program. (In cases where the cumulative grade point average falls between 2.3 and 2.7, departments may recommend the student be required to withdraw, or continuation in the program for a specified probationary period; in any case, convocation shall not take place with a cumulative grade point average of less than 2.7.) Notwithstanding the above, a student whose cumulative grade point average falls below 2.7 may be required to withdraw.

The above are minimum grades and grade point averages acceptable to the Faculty of Graduate Studies and Research. Individual departments may require higher grades than these. See Graduate Programs.

Academic Probation

Academic probation is used to address deficiencies in program or performance standards relevant to a student's particular program of studies such as CGPA, or progress in research. The conditions attached to a period of academic probation are designed to meet the specific needs of a student's academic situation.

When a student's term or cumulative grade point average falls between 2.3 and 2.7 or the minimum required by the program (See Graduate Programs), departments may recommend to the Faculty of Graduate Studies and Research continuation in a graduate program on academic probation for a specified period.

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[Students in thesis-based programs must ensure they complete, with their supervisor and/or supervisory committee, a Progress Report <link to new section> and submit it to FGSR at least once annually.](#)

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Change of Category

Departments may recommend a change of category to FGSR for doctoral students to master's programs due to poor academic performance.

When this occurs following the doctoral candidacy examination, please refer to Decision of the Candidacy Committee for details.

Required to Withdraw

Departments may recommend to FGSR that students be required to withdraw on academic grounds. Reasons for the recommendation include:

- Failure to maintain adequate academic standing; failure to meet requirements set out in a conditional admission; candidacy or final oral examination failure; or expiry of program time limit. Requests to require to withdraw for these reasons must be documented in the academic record or student's file: for example, grades, exam reports, etc;
- Failure to make satisfactory academic progress in other aspects of the program, such as adequate progress in research. Requests to require to withdraw for these reasons should be supported by evidence that the process of feedback, assessments and warnings has been followed;
- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program;
- Failure of the department to secure alternate supervision for a thesis-based student following dissolution of a supervisory relationship (see Resolving Conflicts in Supervisor-Student Relationships) as it is an academic requirement that thesis-based students have a supervisor (see Appointment of the Supervisor(s)).

For students in thesis-based programs, a student rating of 'In Need of Improvement' on a Progress Report <link to new section> will normally result in a recommendation for Academic Probation as determined by the supervisor and/or supervisory committee in consultation with the student.

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- For students in thesis-based programs, two consecutive student ratings of 'In Need of Improvement' or one rating of 'Unsatisfactory' on their Progress Report <link to new section> will normally result in a recommendation to withdraw from their program.

The following considerations apply:

- Cannot require to withdraw except for just cause;
- Students shall be given adequate warning, feedback and timelines related to what is the nature of the inadequate progress, what special performance would be required to rectify the inadequacy, and what is the timeline for demonstration of the required improved performance;
- Student should be given an opportunity to respond in writing to any warning given;
- Meetings with appropriate advisors (members of supervisory committee; Chair's designate, etc.) may assist the process of providing adequate warning and advice.

The decision to require a student to withdraw rests with the Associate Deans, FGSR. Students may appeal to the FGSR Academic Appeals Committee. For details, see [Appeals and Grievances](#).

[...]

Supervision and Examinations

Supervision and Supervisory Committees

Departmental Regulations and Responsibilities

Departments are responsible for preparing a set of regulations and guidelines for supervisors and students. Guidelines should deal with the selection and functioning of supervisors and should outline the joint responsibilities of faculty members and graduate students. Options for students to pursue who believe they are receiving unsatisfactory supervision should also be specified.

Appointment of the Supervisor(s)

Every student in a thesis-based program is required to have a supervisor. The department that admits a student to a thesis-based graduate program is responsible for providing supervision within a subject area in which it has competent supervisors, and in which the student has expressed an interest.

Normally there is only one supervisor. Departments may consider the appointment of more than one supervisor for a student.

Implicit in the admission process is the following: on the applicant's part, that there has been an indication of at least

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a general area of interest and, preferably, provision of some form of proposal, particularly if the program is at the doctoral level; on the department's part, that the application has been reviewed, the area of interest examined, academic expectations and potential performance considered, and that the department accepts its obligation to provide appropriate supervision for the applicant in the specified subject area.

It is expected that every effort will be made to arrive at a mutually agreeable arrangement for supervision between the student and the department. Students are normally involved in the process for selecting their supervisor(s) although this process varies from program to program.

The authority for the appointment of supervisors rests with the Dean ~~of the department's Faculty~~. Such appointment decisions are final and non-appealable.

Article 7.02.1 of the Faculty Agreement lists the "supervision of graduate students" as a form of "participation in teaching programs". It is expected that a department will monitor and review the performance of supervisors.

Supervisors on Leave

It is the responsibility of supervisors to make adequate provision for supervision of their graduate students during their leave. Therefore, if a supervisor is to be absent from the University for a period exceeding two months, it is the supervisor's responsibility to nominate an adequate interim substitute or indicate the means by which supervision will be maintained. It is the supervisor's responsibility to inform the student and the department in writing at the time the leave is approved.

Supervisors planning to take a sabbatical should follow the requirements found in Appendix E of the Faculty Agreement with respect to adequate advance arrangements for graduate students while a supervisor is on sabbatical.

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In instances when an interim supervisor is appointed, they are not required to complete Supervisor-Student Guidelines since the primary supervisor relationship remains intact during the leave period. The interim supervisor may, however, be required to complete a Progress Report <link to new section> if their appointment coincides with the annual deadline and a previous report during the calendar year has not already been completed (e.g. by the supervisor prior to the start of their leave).

Supervisors planning to take a sabbatical should follow the requirements found in Appendix E of the Faculty Agreement with respect to adequate advance arrangements for graduate students while a supervisor is on sabbatical.

[...]

Eligibility for Appointment as Supervisor

Time Line for the Appointment of Supervisors

Ideally, the supervisor for a thesis-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin their program of studies. If this is not possible, an interim academic advisor should be appointed by the department.

Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty and submitted to FGSR.

Introductory Meetings

Every department must develop a list of topics that will be covered during the introductory meetings between a supervisor and a graduate student. These meetings should be held during the term in which a supervisor is first appointed. Topics likely to be listed include program requirements, academic integrity requirements, the role of the supervisor, the composition of the supervisory committee, the preferred means of communication, the availability of funding, and scholarly practices and outputs.

Eligibility for Appointment as Supervisor

Timeline for the Appointment of Supervisors

Ideally, the supervisor for a thesis-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin their program of studies. If this is not possible, an interim academic advisor should be appointed by the department.

The interim academic advisor or the graduate coordinator will be responsible for completing the Supervisor-Student Guidelines with the student in instances where a supervisor has not yet been appointed after the student's first 12 months in their program.

Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty and submitted to FGSR.

Responsibilities Related to Supervision

The supervisor is directly responsible for the supervision of the student's program. Refer to [Responsibilities Related to Graduate Programs](#) for further regulations.

Completion of the Supervisor-Student Guidelines

All students registered in a thesis-based program are required to meet with their supervisor (assigned at admission or with a interim academic advisor or the graduate coordinator if one has not yet been assigned - see [Timeline for the Appointment of Supervisors](#)) to complete the Supervisor-Student Guidelines as soon as possible after registration in the first academic term but no later than the submission of the first Progress Report, which is due in FGSR within 12 months from the student's program start date.

If there is a change in supervisor at any point in a student's program of study, the guidelines will be completed anew in accordance with the timeline noted.

Completion of the guidelines is required. In instances where the Supervisor-Student Guidelines are not submitted within the first 12 months from the student's program start date, the student's registration in subsequent terms will be restricted as a last resort and temporarily so as to determine a plan for completion. In these unlikely instances, FGSR will assist the student and supervisor(s) in the completion of the guidelines and remove registration restrictions immediately. Note: both the student and supervisor(s) will receive reminders to complete the guidelines in advance of any deadlines, allowing for inquiries to assist or to set out an alternate completion deadline.

	<p><u>If changes to the content of the Supervisor-Student Guidelines are made or required, these changes will be recorded on the student's Progress Report indicating both parties have discussed and mutually agreed to them.</u></p> <p>Progress Report <u>Student progress in thesis-based programs will be reported at least once annually to the Faculty of Graduate Studies and Research using the standardized Progress Report form. Progress reports are due in FGSR at minimum once every 12 months of the student's original program start date. The progress report form should be filled out during the annual meeting required for all PhD students. Master's thesis-based students also require at least one progress report completed within a full academic year.</u></p> <p><u>Completion of the progress report is required. In instances where the progress report is not submitted at least once within a 12 month period, the student's registration in subsequent terms will be restricted as a last resort and temporarily so as to determine a plan for completion. In these unlikely instances, FGSR will assist the student and supervisor(s) in the completion of the progress report and remove registration restrictions immediately. Note: both the student and supervisor(s) will receive reminders to complete the progress report in advance of any deadlines, allowing for inquiries to assist or to set out an alternate completion deadline.</u></p> <p><u>In instances where more detailed monitoring of a student's academic standing may be required, a progress report form may be filled more than once annually; however, only one (1) progress report may be submitted every four (4) months.</u></p> <p><u>A student who receives two (2) consecutive evaluations of "in need of improvement" or one (1) "unsatisfactory" rating will normally be required to withdraw from their program and FGSR on the recommendation of the Associate Chair (grad) within their academic department and/or the Department Chair to the Dean of FGSR.</u></p>
<p>Justification: Approved by:</p>	

Dear Colleagues of the University of Alberta,

I write this letter on behalf of the 2020-21 Graduate Students' Association Executive in support of the Faculty of Graduate Studies and Research's supervisory initiatives. The proposed mechanisms of graduate program oversight are welcome developments which faithfully recognize the concerns raised over a decade of advocacy from the GSA. As you are all aware the issue of student-supervisory relationships has been a longstanding priority for our association, and while we acknowledge that most supervisory relationships on campus are positive, there are still many cases of communication breakdown, neglect, and abuse which need to be documented, addressed, or better yet prevented.

From my perspective, the power and information asymmetry between a new graduate student and their supervisor can make necessary conversations difficult. When matters regarding the professional relationship are not properly addressed, including expectations around working hours, communication guidelines, funding, and so on, this can lead to tensions with potential to bring about animosity. I agree with the assessment that if these topics were part of a mandatory, institutional-level reporting process a significant number of these reported issues would be preventable. Given the requirements for tracking graduate student progress are outlined in the University Calendar, it follows that a unified approach is appropriate.

As per my previous statements at tables across campus, the current approach to assisting graduate students facing supervisory issues is inadequate, and not due to the efforts of the many units who contend with these issues. The problem is structural, as for a graduate student to raise a formalized complaint requires them to out themselves in a manner that poses significant risk to their studies and future academic career, especially in cases of malicious abuse by a supervisor. Typically, this results in the student choosing to keep their complaint anonymous, and they graduate or drop out with no resolution. Every time this cycle repeats, we allow for real harm, waste valuable time, and lose a potential advocate for our university.

The lack of a formalized progress tracking system lends itself to a "their word/your word" situation during conflicts, in which the faculty member disproportionately benefits. To reiterate, clear expectations and standardized reporting can shift the burden off the student to prove they are a teachable, productive trainee, and they can focus on their studies which then leads to the production of further positive records. It goes without saying this works *vice versa* given that this is common practice

through standard disciplinary measures for any student who is not meeting the minimum requirements of their program.

While I am personally aware of roughly a dozen cases of graduate student-supervisory conflicts, ranging from miscommunication, neglect, to outright abuse, I cannot share any of the accounts publicly. When I ask my colleagues if I can share their de-identified experiences, the answer always returns as no, with concerns that they will be found out and retaliated against for sharing their experiences. I believe this speaks to a deep-rooted culture of fear perpetuated in corners of the academy, which if left unchecked, will continue to levy an unconscionable human toll. Once we have reached the point that even anonymous accounts cease to be provided, we have crossed into truly dangerous territory as an institution.

During my tenure as GSA President, I had the privilege of watching the development of FGSR's proposal, from the numerous consultations across the University of Alberta, to the extensive research of comparable procedures at fellow Canadian U15 institutions, and the demonstrations of the essentially complete IT reporting platform. The good-faith effort made to develop tools and procedures that both address the long-standing asks of the GSA and support academic units on campus is remarkable, and I believe the result is a fair balance between accountability, flexibility, standardization, and transparency.

Ultimately, the goal is not to develop punitive, reactionary measures that will further burden faculty members and administrative staff. Rather, the approach recommended here will alleviate workloads for many on campus, ensure institutional requirements are met, and markedly improve the aggregate supervisory quality on campus. To this end, the collaboration of exemplary supervisors on campus will be critical, as their guidance and leadership will be necessary to see that these efforts are fruitful. I believe that the collegial, humane instinct will triumph in the end.

If there are any questions, I believe the current GSA Representatives are equipped to speak to the matter and can contact me for any further comment or clarifications.

Kind regards,

A handwritten signature in black ink, appearing to read 'Marc Waddingham', with a stylized flourish at the end.

Marc Waddingham

GSA President (2020 – 2021)

25-05-2021

To: Chairs and Associate Chairs of Graduate Studies
Faculty of Science

Dr. Brooke Milne
Vice-Provost and Dean of FGSR

Dr. Matina Kalcounis-Rueppell
Dean of Science

We are writing on behalf of the Science Graduate Student Associations' Council which collectively represents over 1200 graduate students over seven departments in **strong support of the proposed FGSR Graduate Supervisory Excellence Initiative and Academic Membership program**. As a council of research-based graduate students, we have collectively bore witness to the deleterious effects of supervisory mismanagement in our peer group. We acknowledge that many supervisory relationships are exemplary; however, **roughly 22% of PhD students at the University of Alberta found the quality of mentorship unsatisfactory** (CGPSS 2019, in Supervisory Initiatives Package). If the University of Alberta hopes to continue growing its international reputation for high standards of research, priority should be given to actively creating a space in which students can thrive.

We understand that while this initiative may be viewed as an additional burden to supervisors, it would be an essential component for the graduate program at UAlberta, closer aligning us with expectations for conduct and research already in place at other U15 Institutions.

We feel current administrative structures at the University of Alberta leave graduate students susceptible to neglect and exploitation by their supervisors. Standardization of expectations across campus provides a minimum standard of supervision that protects the most vulnerable students. The proposed initiative will also streamline existing Annual Report submission, eliminating administrative demands at the departmental level. It would also facilitate faster response times to conflicts via the inclusion of a confidential reporting system within the Annual Report which allows for students to disclose any supervisory issues to a neutral/external third party (FGSR). We laud the inclusion of this confidential reporting structure, as faculty and administration are often unaware of the reasons students struggle with their research, and default to attributing under-performance to student-based deficits. This leaves common institution-based drivers un-addressed (for review, see [Sverdlik et al., International Journal of Doctoral Studies, 2018](#)). Departments are therefore unlikely to effectively detect internal stress points or address recurring problem behaviours in the student-supervisor relationship. The proposed Supervisory Initiative will build a culture of accountability within departments and the supervisor-student guidelines, established at the beginning of the degree, will increase the transparency of expectations from both parties.

We also support the inclusion of training modules available across departments. At present, onboarding of faculty is frequently left up to individual departments, which may not have sufficient resources to ease the transition to supervisor. Mandatory training for new faculty will ensure new supervisors have the relevant skills necessary to effectively and efficiently mentor graduate students through their studies. While this training is not being mandated for existing Faculty, centralized training available through the FGSR will allow for rapid response in cases where additional training is deemed necessary by Student-Supervisor conflicts.

We thank you for considering our letter of support for the FGSR Supervisory Initiatives and Academic Membership program. By providing consistent guidelines, comprehensive resources, and ongoing training through the Supervisory Initiatives, the FGSR may begin to ameliorate the pervasive mental health, discrimination and harassment problems that accompany academia (see [Nature Editorial, 2019](#)). We hope that by implementing the proposed initiatives we will see greater student retention through their degree programs, an increase in student wellbeing, and improvements in the quality and output rate of research. While we support the Student/Supervisor Initiatives as proposed by the FGSR, we feel strongly that it could do more to fully align us with the standards of supervision and accountability expected of other U15 Institutions. Below, we propose further improvements to the UAlberta initiative, both novel and incorporating structures from other U15 institutions.

Should you have any questions regarding the contents of the letter, please contact sgsac@ualberta.ca.

Regards,

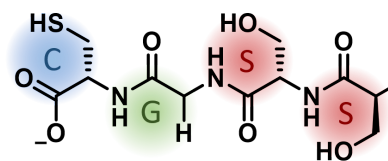


sgsac@ualberta.ca

BGSA

Biology Graduate Students' Association

bgsa@ualberta.ca



cgss@ualberta.ca



physgpsa@ualberta.ca



atlaseas@ualberta.ca



csgsa@cs.ualberta.ca

Supplemental Information

Suggestions for improvement (Received from SGSAC - May 25, 2021)

Whilst we overwhelmingly support the Graduate Supervisory Excellence Initiative, there are a few areas in which we suggest improvements should be made or clarifications should be provided.

- **Standardised review of supervision by the students alongside the annual report**
 - We recommend a supervision review survey that is automatically e-mailed to students after submission of the June 30th Annual Report.
 - A standardized survey ensures a semi-quantitative review process and ensures that the students' feelings are not open for interpretation.
 - Example questions:
 - Do you feel safe/comfortable/supported in your research group?
 - Is your research group a supportive and collaborative environment for developing research?
 - How often do you have correspondence with your supervisor?
 - Is your supervisor prompt with written review of submitted work?
 - Are you communicating clearly with your supervisor/are you being clearly communicated to?
 - Is your supervisor facilitating opportunities for career development?
 - Is your supervisor providing adequate support for completion of your degree requirements?
 - This builds a record that can be accessed in case there is a review.

- **Clarification on the protocols in place for safeguarding students**
 - A clear protocol that protects students against discrimination during the process of reporting complaints must be developed.
 - The present system does not offer complete anonymity or protection as specific cases must be disclosed in written format, the details of which could identify the student.
 - The standardised review process outlined above facilitates systematic data collection that would leave students less vulnerable to discrimination as their individual circumstances would not have to be disclosed, but alarming behaviours would be detected.
 - Additional clarification should be provided on how disclosures of sexual harassment in supervisor-student relationship are handled and what measures are put in place to protect the student

- **Development of an Exit Survey for graduate students regarding supervision**
 - As students may be reluctant to speak out about supervisory issues during their program, an exit survey would provide space for students to provide feedback without the fear of it affecting their academic progress.

- **Automatic review of Faculty Membership every 3-5 years, in addition to review triggered by unsatisfactory performance of basic supervisory duties.**
 - This would align UAlberta with [UCalgary's Supervision Policy](#) of an automatic review of supervisory privileges every 5 years.
 - Extra administrative/oversight resources should be allocated within FGSR to perform this review. Reviews which involve only Deans and Provosts automatically constrain the number of reviews which can be performed.
 - Review can be done through examining feedback from supervised students, gathered through the annual survey referenced below + exit surveys.

- **Formation of a committee within FGSR to decide on suspension/revoking of supervisory privileges**
 - This committee should include members from different Departments (e.g. request volunteers from Departmental EDI committees) to ensure buy-in from faculty.
 - A transparent review process and clarification of what constitutes unsatisfactory behaviour should be clearly outlined for faculty and graduate students.

- **Members should have to take refresher courses or shorter additional courses based on program updates.**
 - A streamlined refresher course should be made available and be required for continued membership.
 - Chair and associate chair positions (e.g. point person in the department for graduate student conflicts) should be required to take the full training (including if they already have existing membership).

- **Shift in language of FGSR policy to remind Faculty that supervision is a privilege, not a right.**

February 22, 2021

Dear Dr. Milne,

The Office of the Student Ombuds sees up to 400 graduate students annually; over 60% of their concerns are framed as conflict with their supervisors. We believe that the majority of these conflicts are tied to perceptions of relational and equitable unfairness and could be resolved by early intervention. Too often we see students hastily changing their supervisors or leaving their programs, damaging chances to recover their academic future. The repercussions of lack of early intervention include long-term damage to physical and mental health well-being, financial loss, family disruption, etc. The impact on international graduate students is exacerbated by cultural and linguistic miscommunication. We also recognize the toll on the supervisor-mentor, including time lost on projects, the loss of a future colleague and loss of funding that have been invested in the work the student was undertaking. The reputational damage to all parties, including the University, is considerable.

For several years, the OSO has worked collaboratively with FGSR, the GSA and others to help graduate students with supervisor concerns on an ad hoc basis. However, we know the necessary resources are there to restore relationships if we start with earlier, informal modes and strategies of intervention.

We therefore support FGSR in its Supervisory Initiatives and offer our expertise and support to rebuild supervisory relationships which we believe will help to reduce, if not eliminate, the negative repercussions of conflicts in these relationships. We believe that the University of Alberta has the capacity to provide leadership on best practices in maintaining healthy supervisor relationships.

Our staff: Dr. Brent Epperson, Graduate Ombudsperson (on leave), Remonia Stoddart-Morrison (PhD Candidate), interim Graduate Ombudsperson, Veronica Taylor, Graduate Ombuds Intern, and Natalie Sharpe (Director), look forward to contributing to this initiative.

Sincerely,

Natalie Sharpe, B.A. (Hon), M.A.
Director, Office of the Student Ombuds
University of Alberta

1-037 Li Ka Shing
87 Avenue & 112 Street, Edmonton, AB
Tel: 780.492.7357
osdhr@ualberta.ca
uab.ca/OSDHR

March 1, 2021

To: Dr. Brooke Milne, Dean, Faculty of Graduate Studies and Research

From: Donnell Willis, Advisor, Office of Safe Disclosure and Human Rights

Re: Letter of Support for FGSR Supervisory Initiatives

The Office of Safe Disclosure and Human Rights (OSDHR) provides this letter in support of the Faculty of Graduate Studies and Research (FGSR) Supervisory Initiatives, including the introduction of academic membership and training, student-supervisor guidelines, and progress reports.

OSDHR's mandate is to provide a safe, confidential, and neutral space for any university community member to disclose concerns of any potential wrongdoing, including but not limited to discrimination and harassment. Unfortunately, OSDHR receives a high number of disclosures pertaining to concerns between graduate students and supervisors.

Disclosures received by the OSDHR office include allegations of:

- Non-equitable practices of choosing graduate students, leading to further exclusion of under-represented, marginalized, or racialized students
- Miscommunication between student and supervisor, often leading to:
 - Break-down of supervisory/interpersonal relationship(s)
 - Unclear expectations regarding hours of work, lab time, or scheduling
- Intellectual proprietorship regarding research and data
- Harassment, including bullying
- Sexual harassment and/or sexual assault of graduate students by their supervisor
- Discrimination, on the basis of protected grounds covered under the Discrimination, Harassment and Duty to Accommodate (DHDA) policy. Discrimination also includes the failure to accommodate graduate students.
 - For example, graduate students have disclosed that they have not been accommodated on the basis of gender-pregnancy, mental disability, physical disability, and/or religious beliefs.

It is crucial to realize the importance of the supervisory relationship between a supervisor and graduate student. A graduate student's likelihood of succeeding in their program and research, is largely dependent on the relationship, mentorship, and guidance from their supervisor. Given these factors, it must be recognized that there is a significant power dynamic within a supervisory relationship.

The supervisory initiatives led by FGSR will help create a more equitable and positive environment for both faculty and students. Academic membership and training, student-supervisor guidelines, and progress reports will provide clearer expectations for both parties. The supervisory initiatives will enable the University to respond more proactively, which will minimize harm to either party, through early intervention mechanisms.

OSDHR is fully supportive of this initiative, and encourages that it be implemented to all faculty members, not just new faculty members, or that it be adopted as best practices/culturally required training. Ideally, these supervisory initiatives will decrease the number of disclosures OSDHR receives regarding supervisor relationships.

Sincerely,

Donnell Willis

March 1, 2021

Dear Colleagues in Graduate Administration,

This letter is to share my strong support for FGSR’s Supervisory initiatives, particularly the Academic Membership in FGSR for all faculty eligible to supervise graduate students. I write this to you as a former Associate Dean for the Faculty of Graduate Studies from 2016-2019 who held the portfolio on graduate student supervision, and who authored a report in 2014 as the University of Alberta Provost’s Fellow entitled, “The Quality of Graduate Student Supervision and Post-Doctoral Supervision at the University of Alberta.” I also co-created, along with current Associate Dean Victoria Ruetalo, the podcasts on graduate student supervision. Both these podcasts and the supervision report are available for supervisory training resources through FGSR today (<https://www.ualberta.ca/graduate-studies/about/resources-for-faculty-and-staff/resources-for-supervisors/index.html>).

One of the most outstanding strengths of the University of Alberta is its research productivity and impact. Graduate students are a large part of that productivity and impact. Most graduate students come to the University of Alberta with great ideas, career hopes, and an earnest willingness to work hard to complete their degrees. A key element of their success, and a professor’s success with their research program, is the nature of the supervisory relationship. In my three years at FGSR I witnessed brilliant co-production of knowledge and creative works between supervisors and graduate students, and life-altering disasters because of poor relationships between supervisors and graduate students. Not only students suffer when there is acrimony or disappointment in a supervisor-student relationship, professors suffer as well. A culture of secrecy and shame often allows these relationships to fester or dissolve, with unhappy resolutions. Professors generally have no training around how to supervise graduate students when they start their positions, nor on-going training on how to manage a group of people on both individual and collective projects. Higher education institutions can do more to support these critically important relationships.

The Supervisory Initiatives FGSR is proposing helps set up both supervisors and students for success, recognizing that to supervise students, and hold such enormous influence over their success during their graduate education at the University of Alberta, is a privilege and opportunity. The training FGSR provides tips, exercises, recommend practices, and avenues for problem-solving to celebrate the role of the supervisor as a responsible and wise supervisor. The training offered is not a “one size fits all” approach, but recognizes both supervisors and students as whole persons in different disciplines with varied backgrounds. As now a Dean, overseeing five graduate programs in my faculty, I can attest to the need for a formal way to proactively support a positive supervisory culture on campus that sets out accountabilities and responsibilities for both students and supervisors, and their working relationship.

Respectfully,



Naomi Krogman
Dean, Faculty of Environment

To Whom It May Concern,

Please accept these letters of support for all of the Faculty of Graduate Studies and Research's current proposed initiatives aimed at addressing long-standing issues in graduate student supervision at the University of Alberta. These letters demonstrate that ongoing systematic issues in graduate student supervision have been of principal concern to the graduate student population for many years. The Graduate Students' Association's advocacy on this issue year-after-year shows that the issue has not whatsoever been addressed in a satisfactory manner up to this point. We hope that the accompanying letters will help others to understand the severity of this issue and the importance of FGSR's ongoing work in this area.

Yours Sincerely,

The past executives of the Graduate Students' Association

To Whom It May Concern,

The supervisory relationship is the most important relationship a graduate student has while at the UofA. The student-supervisory relationships underpin the working conditions and overall experience of graduate students. Despite the importance of the student-supervisory relationship, the UofA has a history of wide-scale supervisory issues that have gone largely unaddressed by the institution.

The GSA has records dating back many years regarding severe issues in supervisory relationships. Documented concerns arising from supervisory relationships are diverse. The most concerning have been cases of harassment, discrimination, and abuse experienced by students. These records were—unsurprisingly—accompanied by records of actions taken by the GSA to attempt to resolve these issues at the individual student level while advocating for systemic institutional change. In particular, the GSA has continued to raise that no accountability mechanisms exist to prevent recurring problematic concerns within supervisory relationships.

Throughout our term, we brought this issue to the attention of countless committees—including as a discussion item at the highest governing body at the U of A: the Board of Governors (Board Human Resources and Compensation committee & Board Learning, Research and Student Experience committee). As we advocated on this issue, we encountered knowing glances of other members of the university community in a privileged enough position to have been witness to what can only be adequately described as the grotesque atrocities that have been perpetrated on our university's grounds. Despite the reputational and institutional risks, these members of the university community have been complacent to a longstanding problem while allowing the UofA to become an outlier among U15 institutions when it comes to institutional measures to support supervisory excellence.

Dr. Brooke Milne and the FGSR leadership team have taken what we believe to be the necessary steps to address these issues and bring forward mechanisms that align with best practices in graduate education. The critical work that FGSR is doing in that regard is one step forward to compete with other institutions that have been for long addressing the student-supervisor issues. For example, the U of C has issued what is known as the U of C Graduate Student Supervision Policy to ensure productive relationships between students and their supervisors as well as to have accountability mechanisms in place.

We sincerely believe that the continuation of widespread issues in graduate supervision at the university presents a real and present threat to the institution and everyone affiliated with it. To those that have seen the scale of this issue, this risk of this is all too obvious.

We—as veterans of this line of advocacy—believe that the proposed initiatives are imperative actions that must be adopted. FGSR and these tools are the U of A's best shot at avoiding catastrophe and to begin to end a pervasive culture of tolerating problematic behaviour.

Yours Sincerely,

Fahed Elian (GSA President 2019-2020)

Dylan Ashley (GSA Vice-President Academic 2019-2020)

Chantal Labonté (GSA Vice-President Student Services 2019-2020)

To Whom It May Concern,

With this letter, we would like to offer our support for the proposed reforms currently presented by the FGSR to foster an environment of excellence in graduate supervision at the University of Alberta.

The close interpersonal relationships supervisors and graduate students need to navigate are fragile, especially when it comes to cross-cultural communication. One particularly memorable case from our cohort was a student that came to the GSA to disclose that their supervisor had requested them to perform a task, but their workload was already heavy. It was clear that the student felt uncomfortable saying no to their supervisor, afraid of the potential consequences. The GSA supported the student in providing feedback by email communication to the supervisor, explaining the situation and politely saying no. It became clear later on, that the supervisor had actually been very satisfied with the performance of the student and therefore requested them to do more. However, they were unaware of the cross-cultural differences and the fact that the student, who had a different nationality, would feel uncomfortable setting boundaries if their superior would request an extra task to be performed. This, unintentionally, created stress for the student and tension within the relationship.

In the above-described situation, the case was resolved in a positive manner and the supervisor was receptive to the communication of the student, relieving the tension. However, often students come to the GSA when tensions have already arisen in a conflict or beyond. It has become apparent that the problematic supervisory issues involve a minority of academic staff who are resistant to guidance on their supervisory practices. Despite intervention at all levels of university governance, this causes repeated problems for multiple students, meanwhile the individual supervisors are able to continue recruiting students despite their demonstrated incompetence as mentors.

The reforms proposed by FGSR would provide additional incentives for supervisors with a problematic record to improve their behaviour. It would prevent these individuals from reflecting poorly on their colleagues and on the generally excellent standard of supervision at the University of Alberta. In addition, with proposed training, supervisors can identify and navigate cross-cultural differences and adapt their communication and expectations accordingly. This would prevent a large number of the cases seen by GSA executives on a yearly basis. Therefore, we hope you will support the presented changes to solve the current issues and foster excellence in supervision at the University of Alberta.

Yours Sincerely,

Sasha van der Klein (GSA President 2018-2019)

Beth Richardson (GSA Vice-President Labour 2018-2019)

To Whom It May Concern,

With this letter, the 2017-2018 GSA President and VP Labour would like to support the proposed changes by FGSR, particularly the components that can address processes for students to resolve conflicts with their supervisor.

Up to now, only two routes have been available to students; either an Article 16 complaint under the Faculty Collective Agreement, or, in case a student is also employed as a Graduate Assistant, a grievance under the GSA Collective Agreement. Both processes take a long time to resolve and often requires students to disclose their identity. For many students, this is impossible, as the ramifications of possible retaliation are higher stakes than the need to resolve the conflict. The power-imbalance between student and supervisor and the role of the academic lifeline a supervisor plays in a graduate student's academic career are the undeniable cause of students unwillingness to address even the most heartbreaking problems. It is common knowledge within the GSA Executive team and our professional management, that grievances under the current Collective Agreements are not a useful tool in either preventing or resolving issues.

Only once in the past decade has a graduate student put forward a grievance under the GSA Collective Agreement based on supervisory issues. Although the grievance was started in the 2014-2015 cohort, only during our academic year was the case concluded, when the student had already left the university several years earlier due to the conflict. As was expected, the grievance process dragged on for a long time and the case was carried over between many executives. Our cohort learned in 2018 that the final conclusion of the case was unsatisfactory and still damaging for both parties. The current proposed Supervisory Initiatives, including Faculty of Graduate Studies and Research Academic Membership, will provide a solid structure for preventing the above-described situations and provide tools to resolve recurring issues in a better manner.

In the history of graduate supervision, the Graduate Students' Association has advocated for improved quality of supervision at the University of Alberta and supported graduate students who are victims of supervisory negligence or abuse. Systemic issues have been carried over from one Executive to the other, often without satisfactory solutions for the root cause of the problem. Herewith, the 2017-2018 GSA Executive would like to stress the importance of addressing the cause, support the current presented solutions, and commend the leadership of FGSR for striving towards becoming a champion in supervisory excellence in the academic world.

Yours Sincerely,

Babak Soltania (GSA President 2017-2018)

Sasha van der Klein (GSA Vice-President Labour 2017-2018)

To Whom It May Concern,

With this letter, we would like to support the current FGSR Supervisory Initiatives by highlighting some examples of the caseload on supervisory issues of the 2016-2017 term. One case was particularly memorable, where multiple individual students came forward separately, all with similar stories about their supervisor's behaviour. The stories ranged in level of severity, but amongst others, the following situations were described:

- Performing physical labour unrelated to their project or their laboratory projects, without proper safety gear or working conditions
- Intrusion to privacy of students by installing cameras in office areas
- Financial retaliation on performance
- Prolonging examination without just cause, either candidacy or final exam
- Intentionally setting students up against each other, creating tension, unhealthy competition, and distrust within the group
- Disrespectful communication, both verbally and in writing

In this specific example, the Office of the Provost and the GSA worked together diligently to try to resolve these issues either on an individual basis or collectively. Unfortunately, only a few of our efforts were successful, where it pertained to potential legal risk. Some students transferred to other supervisors, restarting their program from scratch, others were able to graduate after the involvement of the Department Chair and Faculty Dean, but lost their most important reference for their career after graduation. Yet, no tools were available to prevent new students from joining the laboratory group and it is expected that the GSA and the Office of the Provost may need to intervene again in years to come.

In the narrative of supervisory concerns, often the phrase has been used 'bad apples will always exist'. This is factually correct, however, neither FGSR nor the U of A currently has the right tools to remove or reduce the harm caused by these supervisors, and graduate students continue to become victims of such individuals. The proposed FGSR academic membership and training program for supervisors could provide a tool to ensure supervisors continue to grow and learn throughout their careers to meet the current needs of their students. In addition, it also ensures restrictions and training for poor supervisors, or even removal of their supervisory privileges which would prevent new graduate students from facing similar distressing, disturbing, or even abusive experiences as their predecessors, and protects the reputation of the University.

Yours Sincerely,

Sarah Ficko (GSA President 2016-2017)

Sasha van der Klein (GSA Vice-President Labour 2016-2017)

To Whom It May Concern,

The student-supervisor relationship is perhaps the most critical component of a thesis-based graduate program. A good supervisor facilitates their students' academic learning and guides the scholarly output required for their degree program. Supervisors also mentor their students as junior colleagues, helping them to explore and develop their personal and professional goals, often even beyond the end of the student's program.

While the consequences of poor supervision are, by now, well-known, their familiarity only makes the existence of such supervision more grotesque. For example, within our year in office, the GSA filed a labour grievance on behalf of a student for the first time under the GSA's Collective Agreement. However, the grievance was not resolved for three years, leaving the student with no option but to leave their program, which also put their immigration status in Canada at risk. We dealt with another case of a supervisor exhibiting stalking behaviour, and still others where inappropriate expectations rooted in cultural differences were placed upon students. We helped multiple students in a single research group who, because their supervisor failed to edit their work in a timely manner and repeatedly changed expectations, took more than eight years to graduate.

But perhaps the most concerning cases were those which never happened. Numerous students used the GSA as a sort of safety valve, confiding to our organization numerous stories of unprofessional supervisory behaviour. These included situations involving sexual coercion and threats of academic, professional, and personal consequences. But despite the seriousness of these stories, the students did not wish to file formal complaints. They were too afraid of possible repercussions from their supervisor.

This is not to say that poor supervisors are bad people. Often, they do not realize how their words, actions, or expectations may be perceived by their students; what seems of little consequence to someone in authority can seem of existential importance to those whose future depends on that authority. Even the very best supervisors can benefit from additional training, and it is important to remember that most new faculty members are only recently removed from being Ph.D. students and postdoctoral researchers themselves. The skills necessary to succeed in those roles are not necessarily the same as those required to be an outstanding supervisor and mentor.

This is why GSA has consistently advocated for supervisors to maintain membership in a supervisory college. As part of this, new faculty members would be expected to partake in a training program, to ensure they have the skills, tools, and knowledge necessary to be effective supervisors and mentors, and to ensure their groups are run in accordance with the University of Alberta's policies, philosophies, and expectations.

To this end, the FGSR created a non-mandatory Mentorship Academy in 2017, and then released a Supervisory Guide in 2018 to highlight best practices. We are pleased to see FGSR now taking the next step by instituting a formal Supervisory and Training Membership program. We understand that many faculty members may see this as an encroachment on their academic freedom. Instead, we see it as an opportunity for them to become even better equipped in their mission of uplifting the whole people.

Yours Sincerely,

Colin More (GSA President 2015-2016)

Sarah Ficko (GSA Vice-President Labour 2015-2016)

To Whom It May Concern,

We are writing to express our strong support for the Faculty of Graduate Studies and Research's proposed initiatives to address ongoing issues in graduate student supervision at the University of Alberta. High-quality supervision and mentorship are essential to the success of a graduate student. While the vast majority of graduate supervisors take their roles seriously and work with professionalism and dedication to help graduate students succeed, every year the GSA sees cases of neglect and unethical behaviour. The worst cases involve discrimination as well as instances of personal, physical, sexual, and psychological harassment. GSA records showed that these problems preceded our time at the GSA. We regrettably had to handle them during our terms, and we know from the attached letters of our GSA colleagues that they continued. Despite the consistent advocacy of the GSA on the issue, as well as the hard work of FGSR, the Dean of Students Office, the Office of the Student Ombuds, the Office of Safe Disclosure and Human Rights, University of Alberta International, and others in complex individual cases, the issue persists because there are inadequate accountability mechanisms to deal with problematic supervisors.

During our term, we raised the issue to FGSR, the Office of the Provost, the Office of the President, and the Board of Governors. While there were positive outcomes in individual cases—some supervisors accepted constructive criticism and changed behaviours, other students transferred to new supervisors and successfully completed degrees—others sadly withdrew from programs or switched from PhD to masters programs to secure quicker exits from abusive supervisory relationships. Each of those unresolved cases is a loss for the student, the institution, and the academy. Each case is a story of broken dreams, wasted resources, a damaged institutional reputation, and an abuser emboldened by the lack of consequences. Some students reported lasting effects on their physical and mental health. The time has come to take responsibility for the institutional shortcomings that allow these enduring problems.

In the current context, labour grievances are incredibly rare. While students consider the option, they often decide not to follow through when faced with the complexity and timelines. Similarly, Article 7 (formally Article 16) complaints occur, but the process is incredibly slow and difficult to navigate. With decisions taking many months or even years, the formal article complaint process is often not a reasonable option for graduate students in time-limited programs who face financial and other constraints. The current Supervisory Initiatives that Dean Milne and FGSR propose, including Academic Membership in the Faculty of Graduate Studies and Research, will establish a new framework to address cases of neglectful or abusive graduate supervision and provide much-needed tools to resolve these issues earlier and more effectively.

Thank you for your consideration.

Yours Sincerely,

Brent Epperson (GSA President, 2013 - 2014; GSA VP Labour, 2012 - 2013)

Monty Bal (GSA VP Labour, 2013 - 2015)

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Online programming strategy discussion
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Item

Proposed by	Steven Dew, Provost & Vice-President (Academic)
Presenter	Wendy Rodgers, Deputy Provost

Details

Office of Administrative Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to seek input to inform the university's approach to supporting and enhancing online programming going forward, as a component of a broader strategy to support enrolment growth.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The university is developing strategies to support enrolment growth, to meet needs of Alberta learners and to allow us to grow revenue. As we grow, the University of Alberta will remain a predominantly in-person institution, offering an outstanding and well-rounded student experience that is grounded in our research and scholarly activity.</p> <p>In addition to our in-person offerings, growth in our online programming offers an important opportunity to improve the reach and impact of our teaching and research, support enrolment and revenue growth, and increase accessibility to high demand programs and increase accessibility for traditionally under-served learners.</p> <p>To support a coordinated approach and to ensure consistency of quality, supports, and student experience, the university is working toward developing an online programming strategy within the broader context of an overall growth strategy. The scope of this strategy includes online for-credit as well as non-credit education.</p> <p>An online programming strategy is intended to provide a framework to guide colleges and faculties in setting priorities for investment and program development, and it is important to emphasize that decisions around program development, delivery, and curriculum will continue to be made by faculties and driven by academics. An institutional strategy will aim to ensure that the university's online programming:</p> <ul style="list-style-type: none"> • Is grounded in our mission as a research-intensive university that offers an outstanding student experience; • Builds on existing institutional strengths, including several high quality existing online programs; • Expands the University's brand and reach; • Generates revenue to support initiatives to increase accessibility for under-served learners; and • Builds on lessons learned during the pandemic, informed by the work of the Task Force on Remote Learning. <p>The university has retained a consultant through an open procurement process to advise on trends and opportunities in the global market, identify strategic options, and assist in developing growth scenarios.</p>

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	<p>The university has also engaged a group of administrators to guide the work of the consultant and plan the overall engagement, consultation, and planning processes. An effective business planning process is a priority to ensure the goals of the online programming strategy are met.</p> <p>It is anticipated that a high-level strategy will be in place to support implementation activities beginning in early 2022, starting with supporting and enhancing existing high-quality online offerings.</p> <p>Discussion at this meeting is intended to gather early input from academic governance bodies on major considerations that should inform the university's approach, and in particular to address the following questions:</p> <ul style="list-style-type: none"> • How should the university approach ensuring an outstanding student experience in its online programming? • How can the university best support faculty and instructors in the context of online programming? • What are some high demand and high value potential programs that should receive priority consideration as online offerings?
	<p><This section is for use by University Governance only to outline governance process.></p>

Engagement and Routing (Include proposed plan)

<p>Consultation and Stakeholder Participation</p>	<p>The following stakeholders will be engaged in the development of this work:</p> <ul style="list-style-type: none"> - Academic Planning Committee - General Faculties Council - Board Learning, Research and Student Experience Committee - Board of Governors - Deans' Council - Vice-Provosts' Council - Office of the Dean of Students - Faculty of Graduate Studies and Research - University of Alberta International - Office of the Registrar - Information Services and Technology - Students' Union - Graduate Students' Association
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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Build Obj. 1 Excel Obj. 14 Sustain Obj. 22</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure 	<ul style="list-style-type: none"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Item No. 12

Legislative Compliance and jurisdiction	Academic Planning Committee Terms of Reference General Faculties Council Terms of Reference
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Prepared by: Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost & Vice-President (Academic), lmardhan@ualberta.ca

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on May 10, 2021.

2. Items Recommended to GFC
 - Establishment of the GFC Committee on the Documentation of Indigeneity (CDI)
 - Proposed Changes to the Terms of Reference for the GFC Academic Planning Committee and the Proposed Disbanding of the GFC Undergraduate Awards and Bursaries Committee
 - Recommendations of the Committee of the Whole

3. Items Discussed
 - Executive ad hoc Governance and Procedural Review Committee Executive ad hoc Governance Procedural Review Committee
 - Teaching, Learning, and Evaluation Policy
 - Recommendations of the Committee of the Whole
 - FGSR Graduate Supervisory Initiatives

Terms of reference and records of meetings for this committee can be found at:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC

Submitted by:
W Flanagan, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report**GFC Academic Planning Committee**

1. Since last reporting to GFC, the GFC Academic Planning Committee (APC) met on May 5 and May 19, 2021.
2. Items Recommended to the Board of Governors
 - May 5, 2021**
 - 2022-2023 International Tuition Fee Proposal for Incoming Students
 - May 19, 2021**
 - Metrics Associated with Academic Restructuring
 - Proposed Tuition Adjustment to Domestic Rates for 2021/22 - Master of Science in Internetworking, and Master of Science with Specialization in Multimedia
 - Proposed Tuition Rates: New Graduate Certificates in Adapted Physical Activity; Coaching; and Educational Studies
3. Items Discussed
 - May 5, 2021**
 - Quality Assurance (QA) Suite of Activities: 2019-2020 Excerpted QA Reports from the Faculty of Arts, Faculty of Science, Faculty of Medicine and Dentistry
 - Changes to Faculty of Extension
 - Institutional Management Agreement
 - University Annual Report, 2020-21
 - Development of a GFC Position on Metrics Associated with Academic Restructuring
 - May 19, 2021**
 - International Strategy Implementation Plan
 - Graduate Student Enrolment Report 2020-2021

Terms of reference and records of meetings for this committee can be found at:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC

Submitted by:
Steven Dew, Chair
GFC Academic Planning Committee

General Faculties Council Standing Committee Report**GFC Programs Committee**

The GFC Programs Committee has not met since last reporting to GFC on April 26, 2021. The scheduled meeting of May 20, 2021 was cancelled, and an e-vote was held to approve the following items with delegated authority from GFC:

- Course and Minor Program Changes
 - Arts
 - Augustana
 - Education
 - Kinesiology, Sport, and Recreation
 - Nursing
 - Saint-Jean
 - Science

Terms of reference and records of meetings for this committee can be found at:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:
Tammy Hopper, Chair
GFC Programs Committee



April 23, 2021

[Distributed Electronically]

Report of the GFC Nominating Committee (NC)

By means of the “*GFC NC Report to GFC*”, the NC brings forward the name of a candidate recommended to fill a committee/panel membership position for acceptance by GFC, as final approver of appointments to the GFC Committees/university-level Appeal Bodies.

Upon receipt and consideration of an NC Report (*sent electronically*), a GFC member has the opportunity to submit an additional nomination. **To view detailed procedures, please click [here](#).**

Related GFC/GFC Committee Information:

For online documents including Terms of References and current Membership Listings, please visit the University Governance “[Member Zone](#)”. For judiciary governance details, please visit: [University-level Appeal Bodies](#).

The current nomination period ends at 12:00 pm (Noon) on Thursday, April 29, 2021.

Upon conclusion, with no additional names received, the “*NC Report to GFC*” is considered as approved. Recommended candidates (as put forward by the NC) are declared as elected.

Please refer to the attached list of *Annual Student Membership Recommendations* (by the NC).

Contact regarding GFC Nominations and Elections

Ann Hodgson (Coordinator, GFC Nominating Committee/Manager, Governance Operations)

Email: ann.hodgson@ualberta.ca | Tel: 780-492-1938

REPLENISHMENT OF GFC STANDING COMMITTEES AND OTHER BODIES REQUIRING REPRESENTATION FROM THE UNIVERSITY COMMUNITY

Committee Mandate and Role: The Nominating Committee (NC) is a standing committee of GFC responsible for recommending individuals to serve on GFC standing committees and other bodies requiring representation from GFC or the University community. In putting forward its recommendations, the Committee will ensure the best possible match between prospective members and the committees to which they are nominated, and ensure the broadest possible base of representation and diversity.

- *Student Committee Terms may run annually (May through April)*
- *Staff Committee Terms may run up to a maximum of 3 years (July through June)*
- *For membership positions requiring “GFC representation”, new committee appointments will have term lengths that run concurrently to GFC term.*

COMMITTEE MEMBERSHIP SELECTION CRITERIA (in accordance with the Terms of Reference)			RECOMMENDATION BY GFC NC		MEMBERSHIP TERM OF OFFICE	
Vacancy(s)	Membership Role	Representation	Name of Candidate	Faculty/Office	Start	End
GFC Academic Planning Committee (TofR) – NC Recommends to fill the following (1) student vacancy:						
One (1)	Undergraduate Student	GFC Member	Christopher Beasley	Arts	1-May-2021	30-April-2022
GFC Committee on the Learning Environment (TofR) – NC Recommends to fill the following (1) student vacancy:						
One (1)	Undergraduate Student	GFC Member	Ashmeen Aneja	Science	1-May-2021	30-April-2022
Council on Student Affairs (TofR) – NC Recommends to fill the following (8) vacancies:						
Eight (8)	Undergraduate Students * <i>* with no more than one student per faculty</i>	GFC Members	Ghalia Aamer	Business	1-May-2021	30-April-2022
			Chiara Concini	Faculté Saint-Jean	1-May-2021	30-April-2022
			Madeline Dempsey	Arts	1-May-2021	30-April-2022
			Devin Doherty	Education	1-May-2021	30-April-2022
			Mohit Kumar	Science	1-May-2021	30-April-2022
			Jesse Lafontaine	Medicine & Dentistry	1-May-2021	30-April-2022
			Cindy Sun	Nursing	1-May-2021	30-April-2022
			Adrian Wattamaniuk	Engineering	1-May-2021	30-April-2022
GFC Executive Committee (TofR) – NC Recommends to fill the following (1) vacancy:						
One (1)	Undergraduate Students	GFC Member	Ghalia Aamer	Business	1-May-2021	30-April-2022

COMMITTEE MEMBERSHIP SELECTION CRITERIA (in accordance with the Terms of Reference)			RECOMMENDATION BY GFC NC		MEMBERSHIP TERM OF OFFICE	
Vacancy(s)	Membership Role	Representation	Name of Candidate	Faculty/Office	Start	End
GFC Facilities Development Committee (TofR) – NC Recommends to fill the following (1) vacancy:						
One (1)	Undergraduate Student	GFC Member	Chanpreet Singh	Engineering	1-May-2021	30-April-2022
GFC Nominating Committee (TofR) – NC Recommends to fill the following (1) vacancy:						
One (1)	Undergraduate Student	GFC Member	Phillip Vandevalk	Education	1-May-2021	30-April-2022
GFC Programs Committee (TofR) – NC Recommends to fill the following (2) vacancies:						
One (1)	Graduate Student	from at-Large/or GFC	Adekunle Mofolasayo	FGSR (Engineering)	1-May-2021	30-April-2022
One (1)	Undergraduate Student	from at-Large/or GFC	Daniela Carbajal	Augustana	1-May-2021	30-April-2022
Student Conduct Policy Committee (TofR) – NC Recommends to fill the following (2) vacancies:						
Two (2)	Students (Undergraduate/Graduate)	GFC Member	Lisa Glock	Arts	1-May-2021	30-April-2022
			Nikita Adekar	Science	1-May-2021	30-April-2022
Undergraduate Awards and Bursaries Committee (TofR) – NC Recommends to fill the following (2) vacancies:						
Two (2)	Undergraduate Students	from at-Large	Madeleine Beaulieu	Arts	1-May-2021	30-April-2022
			Nicole Simoko	Science	1-May-2021	30-April-2022

UNIVERSITY-LEVEL APPEAL BODIES ([Policies](#), [Codes](#)):

- *Panel of Students: members shall be elected for a term that is a maximum length of two years. Student panelists may serve for more than one term.*
- *Panel of Staff: members shall be elected for a term that is a maximum length of three years. Staff panelists may serve for more than one term.*

PANEL MEMBERSHIP SELECTION CRITERIA			RECOMMENDATION BY GFC NC		MEMBERSHIP TERM OF OFFICE	
Vacancy(s)	Membership Role	Representation	Name of Candidate	Faculty/Office	Start	End
Academic Appeals Committee (Panel of Graduate Students) – NC Recommends to fill the following (2) vacancies:						
Two (2)	Graduate Students	from at-Large	Mazzen Black	FGSR (Medicine & Dentistry)	1-May-2021	30-April-2023
			Vishal Sharma	FGSR (Public Health)	1-May-2021	30-April-2023
Academic Appeals Committee (Panel of Undergraduate Students) – NC Recommends to fill the following (3) vacancies						
Three (3)	Undergraduate Students	from at-Large	Thomas Banks	Law	1-May-2021	30-April-2023
			Shahab Marzoughi	Science	1-May-2021	30-April-2023
			Daria Ziegler-Allen	Arts	1-May-2021	31-Dec-2022
University Appeal Board (Panel of Graduate Students) - NC Recommends to fill the following (6) vacancies:						
Six (6)	Graduate Students	from at-Large	Nazila Ameli	FGSR (Medicine & Dentistry)	1-Aug-2021	31-July-2023
			Michael Marchen	FGSR (Law)	1-May-2021	31-Aug-2022
			Milad Nazarahari	FGSR (Engineering)	1-May-2021	31-July-2021
			Nicholas Ruel	FGSR (Medicine & Dentistry)	1-May-2021	30-April-2022
			Ameneh Sheikhsafari	FGSR (Science)	1-May-2021	31-Dec-2021
			Shubham Soni	FGSR (Medicine & Dentistry)	1-May-2021	30-April-2023
University Appeal Board (Panel of Undergraduate Students) - NC Recommends to fill the following (7) vacancies:						
Seven (7)	Undergraduate Students	from at-Large	Jinee Chong	Arts	1-May-2021	30-April-2022
			Caleb Cranna	Law	1-May-2021	30-April-2023
			Hannah Cripps	Arts	1-May-2021	30-April-2023
			Julia Currie	Law	1-May-2021	30-April-2023
			Lukas Haberman	Business	1-May-2021	30-April-2023
			Devon Hupka	Medicine & Dentistry	1-May-2021	30-April-2023
			Aliya Virji	Law	1-May-2021	30-April-2022

General Faculties Council Standing Committee Annual Report

**GFC Undergraduate Awards and Bursaries Committee (UABC)
2019-2020**

1. Committee Membership

Frank Robinson, Chair – Academic Staff Member
Paul Myers, Vice-Chair – Academic Staff Member
Melinda Chisholm – Undergraduate Student Member
Heather Coleman - Academic Staff Member (until December 2019)
Gary Eitzen – Academic Staff Member
Abbie Murison – Academic Staff Member
Yejide Omotoso – Undergraduate Student Member (until December 2019)
Tristan Sinnatamby – Undergraduate Student Member
Ciara Wright - Undergraduate Student Member
Angela Bayduza – Cross-appointed member from the GFC Academic Standards Committee
Wendy Doughty – Resource Member
Fiona Halbert – Resource Member
Jennifer Jennax – Resource Member

2. Items Approved with Delegated Authority

During the 2019-2020 academic year, UABC met 8 times and approved terms for 103 new and revised awards and bursaries. See full list of awards in Appendix A.

3. Items Recommended to GFC

- Rescission of the Awards and Bursaries for Students Policy Suite in UAPPOL and Approval of the Proposed Student Financial Support Policy Suite

4. Items Discussed

- GFC Committee Orientation
- 2018-2019 Annual Report on Undergraduate Student Financial Support
- Presentation - Office of the Dean of Students, Student Services
- Presentation - Office of Advancement
- Citizenship as a Criterion in Award Terms
- Presentation - Athletic Financial Awards, Golden Bears & Pandas Athletics
- Presentation - Student Financial Support, Administrative Processes Overview
- Presentation - University of Alberta International (UAI)

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

Submitted by:
Frank Robinson
Chair, GFC Undergraduate Awards and Bursaries Committee

Attachment: Appendix A - Approved Awards 2019-2020

Type	Definition	Funding	Name	Number	Value	Field of Study	Terms	Application	UABC Approval
New	Award	Annually Funded by Donor	Gary Horlick Memorial Award in Chemistry	1	\$1,000	Chemistry	Awarded to a student with satisfactory academic standing enrolled in the third year of a Bachelor of Science with Honors or Specialization in Chemistry. Selection based on academic standing and demonstrated excellence in analytical chemistry.	By nomination from the Department of Chemistry	10/8/2019
New	Award	Annually Funded by Faculty	Faculty of Science Excellence Award in Innovation	Variable	Variable	Science	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Science. Selection based on academic standing and demonstrated excellence in innovation.	By nomination from the Faculty of Science	10/8/2019
New	Award	Annually Funded by Faculty	Faculty of Science International Travel Award	Variable	Variable	Science	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree at the University of Alberta. Selection based on academic standing and participation in a University-approved exchange, research, study abroad, internship, practicum or workshop outside of Canada.	By nomination from the Faculty of Science	10/8/2019
New	Award	Annually Funded by Donor	Chris Sargent Travel Award	1	\$1,000	Open	Awarded to a student with satisfactory academic standing enrolled in any year of an undergraduate degree. Selection based on academic standing and demonstrated involvement with Students' International Health Association. Preference given to a student traveling to Tanzania to participate in an internship with Students Invested in Health Association.	By nomination from the Office of the Dean of Students	10/8/2019
New	Award	Annually Funded by Donor	Western Canada Dental Society Student Fellowship Award	1	\$1,500	Dentistry	Awarded to a student with satisfactory academic standing enrolled in the third year of a Doctor of Dental Surgery. Selection based on academic standing and demonstrated leadership in the dental profession or community.	By nomination from the School of Dentistry	10/8/2019
New	Award	Annually Funded by Donor	MLS Class of 1986 Clinical Practicum Leadership Award	1	\$1,000	Medical Laboratory Science	Awarded to a student with satisfactory academic standing in any year of an undergraduate degree in Medical Laboratory Science. Selection based on academic standing, demonstrated leadership, cooperation and/or professionalism during clinical practicum training.	By nomination from the Division of Medical Laboratory Science	10/8/2019
New	Award	Annually Funded by Donor	Faye Watkins Award in Accounting	1	\$1,500	Accounting	Awarded to a student who identifies as female with satisfactory academic standing enrolled in any year of a Bachelor of Commerce in Honors Accounting. Selection based on academic standing. Preference given to students with one or more dependents and who are single parents or to students who have expressed interest in completing the CPA professional education program.	By application to the Alberta School of Business	10/8/2019
New	Award	Annually Funded by Donor	Ethel Marliiss Award for Excellence in Patient Communication	1	\$1,000	Medicine	Awarded to a resident physician in any year of a postgraduate medical program in Internal Medicine. Selection based on academic standing and demonstrated excellence in patient communication.	By nomination from the Faculty of Medicine and Dentistry	10/8/2019
New	Award	Annually Funded by Donor	Jana Lamacova Memorial Award	1	\$1,000	Fine Arts	Awarded to a student with satisfactory academic standing enrolled in any year of a Bachelor of Fine Arts, Bachelor of Design, Bachelor of Music, Bachelor of Arts or a Bachelor of Arts Honors in the departments of Art & Design, Drama or Music. Selection based on academic standing and demonstrated excellence in Fine Arts	By application to the Faculty of Arts	10/8/2019

New	Scholarship	Annually Funded by UofA	International Francophone Entrance Scholarship	5	\$10,000	Open	Awarded to a student on a study permit with superior academic achievement entering the first year of an undergraduate degree at Faculté Saint-Jean. Selection based on admission average. Receipt of renewable funding for the second, third, and fourth years is contingent upon achieving a minimum GPA of 2.0 on a minimum of 24 credits at Faculté Saint-Jean each year	By nomination from Faculté Saint-Jean	10/8/2019
New	Award	Annually Funded by Donor	William Muir Edwards Citizenship Award	5	\$10,000	Engineering	Awarded to students who are Canadian citizens or permanent residents with satisfactory academic standing enrolled in the second or subsequent years of an undergraduate degree in the Faculty of Engineering. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By nomination from the Faculty of Engineering	10/8/2019
New	Bursary	Annually Funded by Donor	Allan and Carol Mah Bursary	1	\$2,000	Engineering or Business	Awarded to a student with satisfactory academic standing enrolled in the second or subsequent year of an undergraduate degree in the Faculty of Engineering or the Alberta School of Business. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	10/8/2019
New	Bursary	Annually Funded by Donor	Leola Mae Runions Bursary in Food Science	1	\$1,000	Nutrition and Food Science	Awarded to a student with satisfactory academic standing enrolled in any year of a Bachelor of Science in Nutrition and Food Science. Selection based on demonstrated financial need. Preference given to a student enrolled in the third or fourth year.	By application to the Supplementary Bursary program	10/8/2019
New	Bursary	Annually Funded by Donor	Medicine Class of 2018 Bursary	1	\$1,000	Medicine	Awarded to a student with satisfactory academic standing enrolled in any year of a Doctor of Medicine. Selection based on demonstrated financial need and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities. Preference given to a student enrolled in the third or fourth year.	By application to the Supplementary Bursary program	10/8/2019
New	Award	Endowed by Donor	Forestry Class of 1974 Award	1	\$1,000	Forestry	Awarded to students with satisfactory academic standing entering the first year of a Bachelor of Science in Forestry. Selection based on academic standing.	By nomination from the Faculty of Agricultural, Life and Environmental Sciences	10/8/2019
New	Scholarship	Endowed by Donor	Pharmacy Class of 1991 Scholarship	1	\$1,400	Pharmacy	Awarded to students with superior academic achievement enrolled in any year of a Doctor of Pharmacy Selection based on academic standing.	By nomination from the Faculty of Pharmacy and Pharmaceutical Sciences	10/8/2019
New	Award	Endowed by Donor	Dr Douglas MacDougall Leadership Award in Third Year Dentistry	1	\$1,000	Dentistry	Awarded to students with satisfactory academic standing enrolled in the third year of a Doctor of Dental Surgery. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By application to the School of Dentistry	10/8/2019
New	Award	Endowed by Donor	Dr Douglas MacDougall Leadership Award in Fourth Year Dentistry	1	\$1,000	Dentistry	Awarded to students with satisfactory academic standing enrolled in the fourth year of a Doctor of Dental Surgery. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By application to the School of Dentistry	10/8/2019
New	Bursary	Endowed by Donor	Dave Duncan Bursary in Electrical and Computer Engineering	1	\$900	Electrical and Computer Engineering	Awarded to students with satisfactory academic standing enrolled in the second or subsequent year of a Bachelor of Science in Electrical Engineering or a Bachelor of Science in Computer Engineering. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	10/8/2019

New	Bursary	Endowed by Donor	Lena and Bob Watson Bursary in Nursing	1	\$1,800	Nursing	Awarded to students with satisfactory academic standing enrolled in the third or fourth year of an undergraduate degree in the Faculty of Nursing. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	10/8/2019
New	Bursary	Endowed by Donor	Western Union Business Solutions Bursary for International Students	1	\$1,800	Open	Awarded to students who are on a study permit with satisfactory academic standing enrolled in the second or subsequent year of an undergraduate or graduate degree. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	10/8/2019
New	Bursary	Endowed by Donor	Doug McIvor and Maxine Toth-McIvor Bursary in Education	1	\$1,400	Education	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Education. Selection based on demonstrated financial need. Preference given to students	By application to the Supplementary Bursary program	10/8/2019
Amended	Bursary	Annually Funded by Donor	Brian and Elaine Russell Bursary in Science	2	\$2,500	Science	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree in the Faculty of Science. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	10/8/2019
Amended	Bursary	Annually Funded by Donor	Dr Douglas MacDougall Bursary in Dentistry	4	\$1,000	Dentistry	Awarded to students with satisfactory academic standing enrolled in the second year of a Doctor of Dental Surgery degree. Selection based on demonstrated financial need. Preference given to students with demonstrated involvement in community service	By application to the Supplementary Bursary program	10/8/2019
Amended	Award	Annually Funded by Donor	ThresholdImpact STEM Leadership Award	3	Variable to a maximum allocation of \$10,000 per year	Physics, Mathematics, Statistical Sciences, Engineering, or Computing Science	Awarded to students who identify as female or who are First Nation, Inuit, or Métis people of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in the second, third, or fourth year of an undergraduate degree with a major in Physics, Mathematics, Statistical Sciences, Engineering, or Computing Science. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities. Preference given to students from a rural community (less than 25,000 people).	By application to the Undergraduate Leadership competition	10/8/2019
New	Bursary	Annually Funded by Donor	Alex Thomas-Haug Indigenous Bursary in Education	1	\$1,000	Education	Awarded to a student who is a First Nation, Inuit, or Métis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Education. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	11/5/2019
New	Bursary	Annually Funded by Donor	Stuart and Linda Boyer Bursary in Engineering	1	\$1,500	Engineering	Awarded to a student who identifies as female with a GPA of 2.7 or greater enrolled in thesecond or subsequent year of an undergraduate degree in the Faculty of Engineering. Selection based on demonstrated financial need. Preference given to a student enrolled in Electrical Engineering or Engineering Physics.	By application to the Supplementary Bursary program	11/5/2019
New	Award	Annually Funded by Donor	History and Heroes Foundation Award	2	\$1,500	Open	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree at the University of Alberta. Selection based on academic standing, completion of 6 units of course weight in the history of Alberta or Canada, and demonstrated leadership and community service.	By nomination from the Department of History and Classics	11/5/2019
New	Award	Annually Funded by Donor	Barry Petursson Award in Real Estate	1	\$2,000	Business	Awarded to a student with a GPA of 3.0 or greater enrolled in any year of an undergraduate degree at the Alberta School of Business. Selection based on academic standing and demonstrated excellence in real estate curriculum.	By nomination from the Alberta School of Business	11/5/2019

New	Scholarship	Annually Funded by the UofA	International Program Diversification Scholarship	10	\$5,000	Open	Awarded students who are on a study permit with superior academic achievement entering the first year of an undergraduate degree at the University of Alberta. Selection based on admission average and enrollment in a program identified for targeted diversification. This scholarship is program-specific and based on your current admission offer. Making any changes to the program to which you are admitted could affect your ability to receive this scholarship. Awarded to students with superior academic achievement enrolled in any year of an undergraduate degree at the Alberta School of Business. Selection based on academic standing and demonstrated excellence in real estate curriculum. Preference given to students enrolled in the Real Estate Principles class.	By nomination from the University of Alberta International	11/5/2019
New	Scholarship	Endowed by Donor	David McDougall Bcom Scholarship in Real Estate	1	\$1,000	Business		By nomination from the Alberta School of Business	11/5/2019
New	Scholarship	Annually Funded by Donor	Colliers Project Leaders Scholarship in Engineering	1	\$2,000	Civil Engineering or Mechanical Engineering	Awarded to a student with superior academic achievement enrolled in the third or subsequent years of a Bachelor of Science in Civil Engineering or Mechanical Engineering. Selection based on academic standing and demonstrated interest in project management.	By application to the Faculty of Engineering	12/10/2019
New	Scholarship	Annually Funded by Donor	Martinson Health Scholarship in Science	1	\$1,000	Science	Awarded to a student with superior academic achievement enrolled in the second or subsequent years of a Bachelor of Science at Augustana Faculty. Selection based on academic standing. Preference given to a student who is from Camrose County.	By nomination from Augustana Faculty	12/10/2019
New	Award	Annually Funded by an Anonymous Donor	Forestry Entrance Award	1	\$1,000	Forestry	Awarded to a student with satisfactory academic standing entering the first year of a Bachelor of Science in Forestry. Selection based on academic standing.	By nomination from the Faculty of Agricultural, Life and Environmental Sciences	12/10/2019
New	Award	Annually Funded by Donor	Dr Harry J Lefebvre Award in Family Medicine	1	\$1,500	Medicine	Awarded to a student with satisfactory academic standing enrolled in the third or fourth year of a Doctor of Medicine degree. Selection based on academic standing and demonstrated excellence in bedside medicine and clinical skills during a Family Medicine clerkship.	By nomination from the Faculty of Medicine and Dentistry	12/10/2019
New	Bursary	Endowed by Donor's Estate	Robert and Ursula Fransen Bursary in Electrical Engineering	Variable	Variable to a maximum allocation of \$17,800	Electrical Engineering	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Science in Electrical Engineering. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	12/10/2019
Amended	Bursary	Endowed by Donor	Norma and Cheryl Harbottle Bursary in Agriculture	Variable	Variable to a maximum allocation of \$2, 500	Agriculture	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Agricultural, Life, and Environmental Sciences. Selection based on demonstrated financial need. Preference given to students enrolled in a Bachelor of Science in Agriculture.	By application to the Supplementary Bursary program	12/10/2019
Amended	Bursary	Endowed by Donor	Elmer Thomas Memorial Bursary in Environmental Studies	Variable	Variable to a maximum allocation of \$1,300	Environmental Studies	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree with a major, concentration, or minor in Environmental Studies. Selection based on demonstrated financial need. Preference given to students who graduated from a high school in Fort Saskatchewan or from the Elk Island Public or Catholic School Division.	By application to the Supplementary Bursary program	12/10/2019
Amended	Bursary	Endowed by Donor	HRS Staff Bursary in Human Resources Management	Variable	Variable to a maximum allocation of \$1,000	Business	Awarded annually to students with satisfactory academic standing enrolled in any year of a Bachelor of Commerce in the Alberta School of Business. Selection based on demonstrated financial need. Preference given to students with a major in Human Resources Management.	By application to the Supplementary Bursary program	12/10/2019

Amended	Bursary	Endowed by Donor	Roland (R.W.) Bick Memorial Bursary in Mining Engineering	Variable	Variable to a maximum allocation of \$3,000	Mining Engineering	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Science in Mining Engineering. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	12/10/2019
Amended	Bursary	Endowed by the EIA	Dennis Billey Memorial Bursary in Astrophysics	Variable	Variable to a maximum allocation of \$2,000	Astrophysics	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Department of Physics. Selection based on demonstrated financial need. Preference given to students majoring in Astrophysics.	By application to the Supplementary Bursary program	12/10/2019
New	Award	Annually Funded by Donor	Microquest Leadership Award in Engineering	1	\$2,000	Engineering	Awarded to a student with satisfactory academic standing enrolled in any year of a Bachelor of Science in Computer Engineering - Software Option. Selection based on academic standing and demonstrated leadership in the Faculty of Engineering. Preference given to a student with demonstrated excellence in research on data analysis of medical records.	By application to the Faculty of Engineering	1/14/2020
New	Award	Endowed by Donor	Diane Reader Jones Award for Women in Computing Science	1	\$1,000	Computing Science	Awarded to students who identify as female with satisfactory academic standing enrolled in the third or subsequent years of an undergraduate degree in Computing Science. Selection based on academic standing. Preference given to students enrolled in the Honors in Computing Science program.	By nomination from the Department of Computing Science	1/14/2020
New	Award	Endowed by Donor	UAAAHK 40th Anniversary Award	1	\$1,000	Open	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree at the University of Alberta participating in a University-approved international exchange to Hong Kong. Selection based on academic standing and demonstrated community engagement or involvement in extracurricular activities.	By nomination from the office of Alumni Relations	1/14/2020
New	Award	Endowed by an Anonymous Donor	Khoo-Choy Travel Award in Education	1	\$1,000	Education	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Education participating in an International Advanced Field Experience. Selection based on academic standing and demonstrated impact of participating in an International Advanced Field Experience. Preference given to students with limited international travel experience.	By nomination from the Faculty of Education	1/14/2020
New	Award	Endowed by Donor	Glenn and Barbara White Award	1	\$2,500	Engineering or Nursing	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Engineering or the Faculty of Nursing. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or other contributions to helping others.	By applications to the Undergraduate Leadership Competition	1/14/2020
New	Award	Endowed by Donor	Miller Screenwriting Award	1	\$2,000	English, Film Studies or Drama	Awarded to students with satisfactory academic standing enrolled in undergraduate or graduate course(s) in the Department of English and Film Studies or the Department of Drama. Selection based on academic standing and demonstrated excellence in screenwriting.	By nomination from the Department of English and Film Studies and the Department of Drama.	1/14/2020
New	Scholarship	Endowed by Donor	Robottom Scholarship in Law	1	\$13,000	Law	Awarded to students who are Canadian Citizens or Permanent Residents with superior academic achievement enrolled in any year of Juris Doctor degree. Selection based on academic standing. Preference given to students with indicated financial need. This scholarship is renewable for up to an additional two years subject to a GPA of 3.2 or greater each year.	By nomination from the Faculty of Law	1/14/2020

Amended	Bursary	Annually Funded by Donor	John Alvin Tupper Memorial Bursary	1	\$1,000	Business	Awarded to a student with satisfactory academic standing enrolled in any year of a Bachelor of Commerce majoring in Accounting in the Alberta School of Business. Selection based on demonstrated financial need. Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Science in Agriculture or Animal Health. Selection based on academic standing and participation in an experiential learning opportunity. Preference given to students with a demonstrated interest in the poultry industry.	By application to the Supplementary Bursary program	1/14/2020
Amended	Award	Endowed by Donor	Alberta Poultry Industry Council Experiential Learning Award	Variable	\$20,000	Agriculture or Animal Health		By nomination from the Faculty of Agricultural, Life and Environmental Sciences	1/14/2020
New	Award	Annually Funded by Donor	Microquest Leadership Award in Computing Science	1	\$2,000	Computing Science	Awarded to a student with satisfactory academic standing enrolled in any year of a Bachelor of Science in Computing Science. Selection based on academic standing and demonstrated leadership in the Faculty of Science. Preference given to a student with a specialization in Computing Science - Software Practice or with a demonstrated interest in bioinformatics.	By nomination from the Faculty of Science	2/11/2020
New	Award	Annually Funded by Donor	Education Abroad Individual Award	Variable	Variable	Open	Awarded to students with a GPA of 2.7 or greater enrolled full-time in any year of an undergraduate or graduate degree at the University of Alberta participating in a University approved education abroad program outside of Canada of at least three weeks in length. Selection based on academic standing, demonstrated benefit of the study opportunity, and demonstrated leadership, involvement and participation in university or community organizations, including cultural, sports, political or extracurricular activities.	By application to Education Abroad, University of Alberta International	2/11/2020
New	Award	Annually Funded by Donor	Education Abroad Individual Hybrid Award	Variable	Variable	Open	Awarded to students with a GPA of 2.7 or greater enrolled full-time in any year of an undergraduate or graduate degree at the University of Alberta participating in a University approved education abroad program outside of Canada of at least three weeks in length. Selection based on academic standing, demonstrated benefit of the study opportunity, and demonstrated leadership, involvement and participation in university or community organizations, including cultural, sports, political or extracurricular activities.	By application to Education Abroad, University of Alberta International	2/11/2020
New	Award	Annually Funded by Donor, part of UAI	Education Abroad Group Award	Variable	Variable	Open	Awarded to students with a GPA of 2.7 or greater enrolled full-time in any year of an undergraduate or graduate degree at the University of Alberta participating in a University approved education abroad program outside of Canada of at least three weeks in length. Selection based on academic standing, demonstrated benefit of the study opportunity, and demonstrated leadership, involvement and participation in university or community organizations, including cultural, sports, political or extracurricular activities.	By application to Education Abroad, University of Alberta International	2/11/2020

New	Award	Annually Funded by Donor	Education Abroad Group Hybrid Award	Variable	Variable	Open	Awarded to students with a GPA of 2.7 or greater enrolled full-time in any year of an undergraduate or graduate degree at the University of Alberta participating in a University approved education abroad program outside of Canada of at least three weeks in length. Selection based on academic standing, demonstrated benefit of the study opportunity, and demonstrated leadership, involvement and participation in university or community organizations, including cultural, sports, political or extracurricular activities.	By application to Education Abroad, University of Alberta International	2/11/2020
New	Bursary	Endowed by Donor	Medicine Class of 1969 Bursary	1	\$1,000	Medicine	Awarded to students with satisfactory academic standing enrolled in the third or fourth year of a Doctor of Medicine degree. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	2/11/2020
New	Bursary	Endowed by Donor	Marianne Rogers Memorial Bursary in Secondary Education	Variable	Variable to a maximum allocation of \$3,000	Secondary Education	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Education, Secondary Education Route. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	2/11/2020
New	Scholarship	Endowed by Donor	Marianne Rogers Memorial Scholarship in Secondary Education	Variable	Variable to a maximum allocation of \$3,000	Secondary Education	Awarded to students with superior academic achievement enrolled in any year of a Bachelor of Education, Secondary Education Route. Selection based on academic standing.	By application to the Application-based Entrance Scholarship competition	2/11/2020
Amended	Bursary	Endowed by Costco	Costco Bursary in Business	Variable	Variable to a maximum allocation of \$7,000	Business	Awarded to students who are Canadian citizens or Permanent Residents with satisfactory academic standing enrolled in any year of an undergraduate degree in the Alberta School of Business. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	2/11/2020
Amended	Prize	Annually Funded by Donor	EASAV Animal Health Prize	1	\$500	Animal Health	Awarded to a student with superior academic achievement. n Introduction to Animal Health Science (ANSC 100). Selection based on the highest academic standing in the course.	By nomination from the Faculty of Agricultural, Life and Environmental Sciences	2/11/2020
Amended	Scholarship	Endowed by Donor	Allen and Rebecca Berger Augustana Scholarship	Variable	Variable	Open	Awarded to students with superior academic achievement enrolled in the second year of an undergraduate degree at Augustana Faculty. Selection based on academic standing and demonstrated engagement and leadership on campus. Preference given to students who are on a Study Permit. Receipt of funding for the third and fourth years is contingent upon achieving a GPA of 3.5 or greater on a minimum 24 credits and continued enrollment at Augustana Faculty.	By nomination from Augustana Faculty	2/11/2020
Amended	Scholarship	Annually funded by Rt Hon Kim Campbell	Founding Principal Scholarship for Peter Lougheed Leadership College Scholars	1	\$5,000	Open	Awarded to a student with satisfactory academic standing who has completed entering the second year of a Certificate in Interdisciplinary Leadership Studies at Peter Lougheed Leadership College. Selection based on academic standing and demonstrated Peter Lougheed Leadership College values.	By nomination from the Principal of the Peter Lougheed Leadership College	2/11/2020
Amended	Scholarship	Annually Funded by Donor	Endodontics Fourth Year Scholarship	1	\$1,000	Dentistry	Awarded to a student with superior academic achievement enrolled in the fourth year of a Doctor of Dental Surgery degree. Selection based on academic standing and demonstrated aptitude in endodontics.	By nomination from the School of Dentistry	2/11/2020
Amended	Scholarship	Annually Funded by Donor	Dentsply Sirona Endodontics Convocation Scholarship	1	\$1,000	Dentistry	Awarded to a student with superior academic achievement convocating with a Doctor of Dental Surgery degree. Selection based on academic standing and demonstrated aptitude in endodontics.	By nomination from the School of Dentistry	2/11/2020

New	Bursary	Funded by friends of UofA	University of Alberta Health Crisis Student Support Bursary	Variable	Variable	Open	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree. Selection based on demonstrated financial need due to loss or unforeseeable costs relating to a local, provincial, national or global health crisis. This funding is intended to provide additional financial support in conjunction with other established bursary programs at the University of Alberta. Awarded to a student with satisfactory academic standing enrolled in any year of an undergraduate degree at Augustana Faculty. Selection based on demonstrated financial need.	By application to Student Financial Support	4/7/2020
New	Bursary	Annually Funded by Donor	Vikes for Tykes Bursary	1	\$1,000	Open	Preference given to a student with demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular sports activities.	By application to the Supplementary Bursary program	4/7/2020
New	Award	Annually Funded by Donor	Radhe Gupta/Rohit Group International Award	1	\$1,250	Business	Awarded to a student who is on a Study Permit with satisfactory academic standing entering an undergraduate degree at the Alberta School of Business. Selection based on academic standing and last school of country attended in India.	By nomination from the Alberta School of Business	4/7/2020
New	Scholarship	Annually Funded by Donor	Rotating and Turbomachinery Society Alberta Scholarship	2	\$1,000	Mechanical or Electrical Engineering	Awarded to a student with superior academic achievement enrolled in any year of a Bachelor of Science in Mechanical or Electrical Engineering. Selection based on academic standing and demonstrated excellence in rotating machines coursework. Preference given to a student with demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By nomination from the Faculty of Engineering	4/7/2020
New	Award	Annually Funded by Donor	Gwiizii ts'at gwiit'ats'ah (We Will Make it Better Award)	1	\$1,000	Open	Awarded to a student who is a First Nation, Inuit, or Métis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in any year of an undergraduate degree at the University of Alberta. Selection based on academic standing, indicated financial need, and demonstrated leadership within an Indigenous community, participation in Indigenous cultural resurgence initiatives, and/or raising awareness of Indigenous rights in the community at large.	By application to the First Peoples' House	4/7/2020
New	Award	Annually Funded by Donor	Trent Brown Golden Bears Football Award	Variable	Variable to a maximum allocation of \$15,000	Open	Awarded to students with satisfactory academic standing enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears Football team. Selection based on demonstrated contributions made to the team and academic standing.	By nomination from Athletics	4/7/2020
New	Award	Annually Funded by Donor	UAlberta North Student Experiential Learning Award	Variable	Variable	Open	Awarded to students with satisfactory academic standing enrolled in undergraduate or graduate courses at the University of Alberta. Selection based on academic standing and participation in a UAlberta North experiential learning program.	By nomination from UAlberta North	4/7/2020
New	Scholarship	Annually Funded by Donor	RSM Canada Scholarship in Accounting	1	\$1,500	Accounting	Awarded to a student with superior academic achievement enrolled in or convocating from a Bachelor of Commerce in Accounting. Selection based on academic standing and expressed interest in completing the CPA professional education program.	By nomination from the Alberta School of Business	4/7/2020

New	Award	Annually Funded by Donor	Postsecondary Studies in French as a Second Language Award	Variable	Variable	Open	Awarded to students who are Canadian citizens or Permanent Residents graduating from English-language high schools enrolled in any year of an undergraduate degree at Campus Saint-Jean. Selection based on academic standing and demonstrated full-time enrollment in French-language courses. Preference is given to students with indicated financial need.	By application to Campus Saint Jean	4/7/2020
New	Scholarship	Endowed by Donor	Rosemary Holsworth Scholarship in Medicine	Variable	Variable to a maximum allocation of \$4,000	Medicine	Awarded to students with superior academic achievement enrolled in any year of a Doctor of Medicine degree. Selection based on academic standing. Preference given to students with demonstrated leadership, contributions to underserved communities and/or innovation. Awarded to students with satisfactory academic standing enrolled in the third or fourth year of a Doctor of Medicine degree. Selection based on demonstrated financial need and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities. Preference given to students with demonstrated commitment to global health related to clinical care, infrastructure, or human resources in rural or remote Northern Alberta.	By nomination from the Undergraduate Medical Education Office	4/7/2020
New	Bursary	Endowed by Donor	Medicine Class of 1978 Bursary	1	\$1,200	Medicine	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Arts in the Faculty of Arts. Selection based on demonstrated financial need. Preference given to students enrolled in a major or minor in French Language and Literature or in any undergraduate program through the Department of Modern Languages and Cultural Studies.	By application to the Supplementary Bursary program	4/7/2020
New	Bursary	Endowed by Donor	Dr Robert S Thornberry Memorial Bursary	1	\$1,800	Arts	Awarded to students with superior academic achievement enrolled in the second or third year of a Juris Doctor degree. Selection based on academic standing and demonstrated community service. Preference given to students who are student-athletes.	By application to the Supplementary Bursary program	4/7/2020
New	Scholarship	Endowed by Donor	Honourable John A Agrios Distinguished Student Achievement Scholarship in Law	Variable	Variable to a maximum allocation of \$1,800	Law	Awarded to students with satisfactory academic standing enrolled in the first year of a Juris Doctor degree. Selection based on demonstrated achievement as the top team in the Right Honourable Beverley McLachlin Moot.	By application to the Faculty of Law	4/7/2020
New	Award	Endowed by Donor	The Right Honourable Beverley McLachlin Moot Award	1	\$1,800	Law	Awarded to students with satisfactory academic standing enrolled in the third or fourth year of a Doctor of Medicine degree. Selection based on academic standing and indicated financial need.	By application to the Faculty of Law	4/7/2020
New	Award	Endowed by Donor	The Edmonton Manual Award in Medicine	1	\$1,800	Medicine	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree at Augustana Faculty. Selection based on demonstrated financial need. Preference given to students enrolled in a Bachelor of Music or a Bachelor of Arts.	By nomination from the Undergraduate Medical Education Office	4/7/2020
Amended	Bursary	Endowed by Donor	Ruth and Jim Augustana Bursary	Variable	Variable	Open	Awarded to students with satisfactory academic standing enrolled in the second year of a Doctor of Medicine degree. Selection based on academic standing and demonstrated excellence in the clinical skills.	By application to the Supplementary Bursary program	4/7/2020
Amended	Award	Endowed by Various Donors	Robert and Jean Fraser Award for Future Leaders in Global Health	Variable	Variable	Open		By nomination from the Faculty of Medicine and Dentistry	4/7/2020

Amended	Award	Endowed by Donor	Carol Wilson Pandal Award	Variable	Variable	Open	Awarded to students with satisfactory academic standing enrolled in an undergraduate degree at the University of Alberta who are members of a Pandal varsity team. Selection based on academic standing and demonstrated athletic excellence. Preference given to students who are enrolled in the Faculty of Kinesiology, Sport, and Recreation.	By nomination from Athletics	4/7/2020
Amended	Scholarship	Endowed by Donor	Dru Marshall Pandal Scholarship	Variable	Variable	Open	Awarded to students with superior academic achievement enrolled in an undergraduate or graduate degree at the University of Alberta who are members of a Pandal varsity team. Selection based on academic standing and demonstrated athletic excellence.	By nominations from Athletics	4/7/2020
Amended	Award	Annually Funded by Donor	Battle River Implements Ltd Award	1	\$500	Open	Awarded to a student with satisfactory academic standing enrolled in an undergraduate degree at Augustana Faculty. Selection based on academic standing. Preference given to a student from Flagstaff County or Camrose County.	By application to Augustana Faculty	4/7/2020
New	Award	Annually Funded by Donor	Helen & Fred Bentley Award in Crop Sciences	1	\$2,000	Crop Sciences	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Science in Agriculture with a major in Crop Sciences. Selection based on academic standing and demonstrated interest in Forage Crops.	By application to the Faculty of Agricultural, Life & Environmental Sciences	5/5/2020
New	Scholarship	Annually Funded by Donor	JLL Women in Real Estate Scholarship	1	\$5,000 Variable @ \$15,000 for 2020-2021 only* 1 @ \$1,800 for 2021-2022 and on	Real Estate	Awarded to a student who is a Canadian citizen or Permanent Resident identifying as female with superior academic achievement in Real Estate Principles (BUEC 454/610). Selection based on academic standing in the course.	By nomination from the Alberta School of Business	5/5/2020
New	Bursary	Endowed by Donor	Gordon English Memorial Bursary in Engineering	1	\$1,800	Engineering	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Engineering. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	5/5/2020
New	Award	Endowed by Donor	Dr Marlon Michel Class of 1999 Award in Medicine	Variable	Variable to a maximum allocation of \$5,000	Medicine	Awarded to students who are Alberta Residents from a rural community with satisfactory academic standing enrolled in any year of a Doctor of Medicine degree. Selection based on academic standing and indicated financial need.	By application to the Undergraduate Medical Education Office	5/5/2020
New	Award	Endowed by Donor	Eastwood Family Undergraduate Award in Orthodontics	1	\$1,800	Dentistry	Awarded to students with satisfactory academic standing enrolled in the fourth year of a Doctor of Dental Surgery degree. Selection based on academic standing and demonstrated aptitude in orthodontics.	By nomination from the School of Dentistry	5/5/2020
Amended	Bursary to Award	Annually Funded by the PLLC	Peter Lougheed Leadership College Award	5	\$3,000	Open	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree who are scholars in the Peter Lougheed Leadership College. Selection based on academic standing and indicated financial need.	By application to Peter Lougheed Leadership College	5/5/2020
New	Bursary	Annually Funded by Donor	Medicine Class of 1999 Bursary	1	\$1,700	Medicine	Awarded to a student with satisfactory academic standing enrolled in the third or fourth year of a Doctor of Medicine degree. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	6/23/2020

New	Bursary	Funded by Donor	CMA Foundation COVID-19 Support for Medical Learners Bursary	Variable	Variable to a maximum allocation of \$300,000	Medicine	Awarded to students with satisfactory academic standing enrolled in the second or subsequent year of a Doctor of Medicine degree or to residents in any year of the Postgraduate Medical Education program. Selection based on demonstrated financial need due to loss or unforeseeable costs relating to COVID-19. This funding is intended to provide additional financial support in conjunction with other established bursary programs at the University of Alberta. Preference given to students enrolled in the third or fourth year of a Doctor of Medicine degree or to residents in the final year of the Postgraduate Medical Education program.	By application to Student Financial Support	6/23/2020
New	Award	Annually Funded by UHF	Dr Nigel Flook Award in Family Medicine	1	\$1,000	Family Medicine	Awarded to a student with satisfactory academic standing convocating with a Doctor of Medicine degree. Selection based on academic standing and demonstrated acceptance into a family medicine residency program.	By nomination from the Undergraduate Medical Education Office	6/23/2020
New	Award	Annually Funded by Donor	Dr Thomas Stevenson and Mrs Patricia Stevenson Award in Dentistry	1	\$3,000	Dentistry	Awarded to students with satisfactory academic standing convocating with a Doctor of Dental Surgery degree. Selection based on demonstrated commitment to ethical and professional behaviour, and academic standing.	By nomination from the School of Dentistry	6/23/2020
New	Award	Annually Funded by Donor	Dr Thomas Stevenson and Mrs Patricia Stevenson Award in Dental Hygiene	1	\$3,000	Dental Hygiene	Awarded to students with satisfactory academic standing convocating with a Bachelor of Science in Dental Hygiene. Selection based on demonstrated commitment to ethical and professional behaviour, and academic standing.	By nomination from the School of Dentistry (Dental Hygiene)	6/23/2020
New	Scholarship	Annually Funded by Donor	RSM Canada Scholarship in Accounting	1	\$1,500	Accounting	Awarded to a student with superior academic achievement enrolled in or convocating with a Bachelor of Commerce in Accounting. Selection based on academic standing and expressed interest in completing the CPA professional education program.	By nomination from the Alberta School of Business	6/23/2020
New	Scholarship	Endowed by Donor	Lloyd Publicover Scholarship	1	\$1,300	Open	Awarded to students with superior academic achievement enrolled in any year of an undergraduate degree. Selection based on academic standing.	By application to the Undergraduate Academic competition	6/23/2020
Amended	Scholarship	Annually Funded by Donor	Serecon Inc Scholarship in Memory of Don Hoover	1	\$1,000	Agriculture or Animal Health	Awarded to a student with superior academic achievement entering the first year of a Bachelor of Science in Agriculture or Animal Health. Selection based on admission average and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities. Preference is given to a student who intends to enter a Bachelor of Science in Agricultural/Food Business Management.	By application to the Faculty of Agricultural, Life & Environmental Sciences	6/23/2020
Amended	Award	Annually Funded by Donor	Serecon Inc Scholarship in Memory of Ralph Ashmead	1	\$1,000	Agricultural, Life and Environmental Sciences	Awarded to a student with satisfactory academic standing entering any year of an undergraduatedegree in the Faculty of Agricultural, Life and Environmental Sciences who is participating in a Faculty-approved experiential learning opportunity. Selection based on academic standing, demonstrated leadership qualities and expected benefit of the experiential learning opportunity. Preference given to a student who is an Alberta resident who will be engaging participating in the agricultural resource economics or sustainable agricultural systems field experience.	By application to the Faculty of Agricultural, Life & Environmental Sciences	6/23/2020

Amended	Scholarship	Annually Funded by the UofA	International Student Scholarship	Variable	Variable @ \$9,000 over 4 years (\$2,500 Y1 and Y2, \$2,000 in Y3 and Y4)	Open	Awarded to students with superior academic achievement entering their first undergraduate degree program, studying on a Student Visa Permit. Recipients will be selected on the basis of academic achievement. Receipt of funding for the second year is contingent upon achieving a minimum GPA of 3.0 on a minimum 12 credits over the most recent September to August period at the University of Alberta. Receipt of funding for the third and fourth years is contingent upon achieving a minimum GPA of 3.0 on a minimum 24 credits over the most recent September to April period at the University of Alberta each year.	Automatic consideration upon admission to the UofA	6/23/2020
Amended	Award	Annually Funded by the UofA	China Transfer Award	Variable	Variable @ \$2,000	Open	Awarded to students on Study Permit with satisfactory academic standing transferring into an undergraduate degree from a post-secondary institution in China. Selection based on admission average to the University of Alberta.	Automatic consideration upon admission to the UofA	6/23/2020
Amended	Award	Endowed by Donor	Robinson Koilpillai Award in Medicine	Variable	Variable	Medicine	Awarded to students with satisfactory academic standing convocating with a Doctor of Medicine degree. Selection based on academic standing and demonstrated personal commitment to community service.	By nomination from the Faculty of Medicine and Dentistry	6/23/2020

March 12, 2021

To: Vice Provost and Dean, Brooke Milne (FGSR), Members of the Council of FGSR, and
Members of the Graduate Scholarship Committee

From: Tracy Raivio, Associate Dean (FGSR)
Chair, Graduate Scholarship Committee

Subject: 2019-2020 Report of the Graduate Scholarship Committee

I am pleased to submit the 2019-2020 report of the Graduate Scholarship Committee (GSC). Again this year, the GSC continues to comprise a stable, multi-disciplinary, and experienced group that strives for the equitable, transparent, and efficient adjudication of graduate awards.

The GSC is responsible for several key tasks that include:

- Selecting and/or approving recipients of graduate awards offered by the University of Alberta and administered by the FGSR;
- Reviewing all applications forwarded from departments for Tri-Council competitions (e.g. Vanier scholarships, the Michael Smith Foreign Study Supplement);
- Selecting and submitting a list of recommended applicants to the national selection committees according to the quotas assigned;
- Reviewing all applications submitted by students or forwarded from departments for other external competitions (e.g. the Pierre Elliott Trudeau Foundation Doctoral Scholarships, the W.L. Mackenzie King Memorial Scholarships); and,
- Approving the terms of reference and conditions for all new graduate awards and bursaries at the University of Alberta.

As chair of the GSC, I want to acknowledge the impressive number of exceptional applications received by the Committee again this year. Adjudicators frequently expressed their admiration for the accomplishments and acumen of the graduate students who call the University of Alberta home.

The GSC performs an essential function in support of graduate students and the wider university community. As of June 2019, 59 faculty members were assigned to the GSC (15 from CIHR areas, 24 from NSERC, and 20 representing SSHRC). The GSC includes representatives from 38 departments across campus, and consists of 38 male and 21 female members. This hard working group reviewed thousands of applications across 91 competitions. (Please see Appendix A for a full listing of GSC members as of June 2019.)

I would like to express my sincere gratitude and appreciation to the GSC for their collegiality and for diligently reviewing the applications received by the Awards Advisors at the FGSR. Scholarship, prize, medal, and award applications are normally read by at least two GSC members each and then discussed by a final adjudication committee. Every adjudication meeting was overseen by the GSC chair.

I am very grateful for the adaptability exhibited by GSC members in moving all of the graduate awards adjudication meetings to a remote, on-line environment in response to the public health measures necessitated by the COVID-19 pandemic. Their flexibility and unwavering support of our graduate students permitted the important work of the GSC to continue uninterrupted during the busiest adjudication time of the year when all of our lives were disrupted by the pandemic in the spring of 2020.

Through the scholarships and awards administered by the FGSR, approximately \$28 million were distributed to University of Alberta graduate students in 2019-2020. It is important to position the work of the GSC and the FGSR Awards Team in the context of equity, diversity, and inclusion (EDI), and our institutional EDI goals, which include providing equitable access to scholarly opportunities for all of our students.

In 2019-2020, 2,027 graduate students received at least one scholarship, award, prize, or medal that was administered by the FGSR Awards Team, corresponding to 24.6% of our total graduate student population. Of these, 689 or 34% were international graduate students while 113 or 5.6% were self-declared Indigenous graduate students. Award recipients were 52.4% female (1,059) and 47.3% male (959), while an additional 0.44% (9) either did not declare a gender or identified as other.

Initiating tracking of EDI related statistics in the scholarships and awards portfolio will enable the development of and commitment to future goals aimed at increasing equity, diversity and inclusion within the FGSR Awards Team and GSC processes; and among University of Alberta graduate student scholarship and award holders.

University of Alberta graduate students were once again successful in the 2020 Tri-Council competitions.

- The FGSR received 107 applications for the 2020 SSHRC Doctoral Competition. The University of Alberta assigned quota to be sent to Ottawa for final adjudication was 68. Of the number forwarded to the national competition 36 applications were funded (53%).
- Eighty-eight NSERC doctoral applications were received by the FGSR and 86 were sent to Ottawa. Thirty-six of these applications were funded for a success rate of 42%.
- The Vanier Canada Graduate Scholarship is one of the most prestigious scholarships available to graduate students in Canadian, and both domestic and international graduate students are eligible to apply. Students who demonstrate academic excellence, leadership, and research potential are rewarded with \$50,000 for a maximum of three years. The FGSR received 60 Vanier applications this year. Thirty-three applications were forwarded to Ottawa for final adjudication and we are pleased to report that six remarkable PhD students were recognized by the national adjudication committee.

The FGSR is extremely proud of all of the exceptional students at the University of Alberta. (Please see Appendix B for a full listing of scholarships, awards and prizes adjudicated in 2019-2020.)

Approval of new awards and scholarships is a key function of the GSC. In 2019-20, 35 new awards were approved. In May 2019, a sub-committee of the GSC was formed and named the Graduate Scholarship Advisory Committee (GSAC). The purpose of this group is to review and approve terms of reference for new graduate awards. (Please see Appendix C for a full list of new awards, scholarships and bursaries approved by the GSC in 2019-20.) I want to extend my gratitude to the members of GSAC for their dedication to the timely review of terms of reference for new graduate awards throughout the year.

The GSC could not function without the professionalism, meticulousness, and expertise of the FGSR Awards Team. Led by Awards Team Supervisor Amanda Brown, Christine Camba, Dana Dragon-Smith, Emma Sheppard, Jennifer Parkatti, and Trish Smith provided professional support to the GSC throughout the year. The Awards Team patiently gathered scholarship applications, contacted students and departments regarding missing information, distributed applications to the GSC, scheduled adjudication times, and fielded questions from students, staff, and faculty. The Awards Team received over 5060 award applications and nominations in the 2019-20 year. This translates into each FGSR Awards Team member handling approximately 1100 applications. I want to extend my deepest gratitude to this group for the invaluable service they provide to the University of Alberta community in supporting graduate students.

Please feel free to contact me with any questions related to this report. I will be happy to provide you with whatever details that we can.

Sincerely,

Tracy Raivio, Professor
Associate Dean, FGSR
Chair, Graduate Scholarship Committee

APPENDIX A: GSC Members by Tri-Council Affiliation

Tri-Council Affiliation	Name	Department
CIHR	Churchill, Thomas	Surgery
CIHR	Colbourne, Fred	Psychology
CIHR	Flood, Patrick	Dentistry
CIHR	Foley, Edan	Med Microbiology & Immunology
CIHR	Fujiwara, Esther	Psychiatry
CIHR	Holovati, Jelena	Laboratory Medicine & Pathology
CIHR	Kim, Esther	Communications Sciences and Disorders
CIHR	McMurtry, Sean	Medicine
CIHR	Persad, Sujata	Pediatrics
CIHR	Posse de Chaves, Elena	Pharmacology
CIHR	Richard, Caroline	AFNS
CIHR	Senthilselvan, Sentil	Public Health
CIHR	Sharifzadeh-Amin, Maryam	Dentistry
CIHR	Underhill, Alan	Oncology
CIHR	Woodhouse, Linda	Physical Therapy
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NSERC	Adeeb, Samer	Civil & Environmental Engineering
NSERC	Ahmad, Rafiq	Mechanical Engineering
NSERC	Berthiaume, Luc	Cell Biology
NSERC	Dennison, Christopher	Mechanical Engineering
NSERC	Dixon, Peter	Psychology
NSERC	Frolov, Valeri	Physics
NSERC	Gaenzle, Michael	AFNS
NSERC	Gu, Jeff	Physics
NSERC	Gupta, Manisha	Electrical & Computer Engineering
NSERC	Jung, Jan	Physics
NSERC	Landhausser, Simon	Renewable Resources
NSERC	Le, Lawrence	Radiology & Diagnostic Imaging
NSERC	Leighton, Lindsey	Earth & Atmospheric Science
NSERC	Prasad, Vinay	Chemical & Materials Engineering

NSERC	Prus-Czarnecki, Andrzej	Physics
NSERC	Reformat, Marek	Electrical & Computer Engineering
NSERC	Sadrzadeh, Mohtada	Mechanical Engineering
NSERC	Sturtevant, Nathan	Computing Science
NSERC	Sutherland, Bruce	Physics
NSERC	Syamaladevi, Roopesh	AFNS
NSERC	Ullah, Aman	AFNS
NSERC	Vette, Albert	Mechanical Engineering
NSERC	Wilman, Alan	Biomedical Engineering
NSERC	Wu, Jianping	AFNS
SSHRC	Beckie, Mary	Extension
SSHRC	Couture, Selena	Drama
SSHRC	Galovan, Adam	Human Ecology
SSHRC	Gehman, Joel	Business
SSHRC	Hasmath, Reza	Political Science
SSHRC	Hurley, Natasha	English & Film Studies
SSHRC	Järvikivi, Juhani	Linguistics
SSHRC	Markula-Denison, Pirkko	Kinesiology, Sport, and Recreation
SSHRC	McDougall, Ann	History & Classics
SSHRC	Moore, Sarah	Business
SSHRC	Moshaver, Maryam	Music
SSHRC	Nadasdi, Terry	Linguistics
SSHRC	Noels, Kim	Psychology
SSHRC	Spalding, Tom	Psychology
SSHRC	Smith, Veronica	Educational Psychology
SSHRC	Tardif, Guillaume	Music
SSHRC	Taylor, Chloe	Women's and Gender Studies
SSHRC	Varsava, Jerry	English & Film Studies
SSHRC	Westerman, Richard	Sociology
SSHRC	Wiebe, Sandra	Psychology

APPENDIX B- Awards and Scholarships Adjudicated by the GSC

Name
Alberta Innovates Graduate Student Scholarship
Alexander Graham Bell Canada Graduate Scholarship - Doctoral (NSERC)
Alexander Graham Bell Canada Graduate Scholarship - Master's (NSERC)
ALTIF Graduate Award in Entrepreneurship and Innovation
Andrew Stewart Memorial Graduate Prize
Anthony Fellowship in Human Nutrition
Benita (Mayers) and Orville Fifield Scholarship in Sexual Health
Bereavement Society of Alberta Graduate Award
Bertram Scholarship
Bill Shostak Wildlife Award
BMO Financial Group Graduate Scholarship
CAGS/ProQuest Distinguished Dissertation Award
Canada Graduate Scholarship - Michael Smith Foreign Study Supplement CIHR - Fall
Canada Graduate Scholarship - Michael Smith Foreign Study Supplement CIHR - Spring
Canada Graduate Scholarship - Michael Smith Foreign Study Supplement CIHR - Winter
Canada Graduate Scholarship - Michael Smith Foreign Study Supplement NSERC - Fall
Canada Graduate Scholarship - Michael Smith Foreign Study Supplement NSERC - Spring
Canada Graduate Scholarship - Michael Smith Foreign Study Supplement SSHRC - Fall
Canada Graduate Scholarship - Michael Smith Foreign Study Supplement SSHRC - Spring
Canadian Dairy Commission Graduate Scholarship
Canadian Mathematical Society Doctoral Prize
Catherine Jugdutt Memorial Graduate Scholarship for Excellence in Cancer Research
Charlotte Pokotilo Ovarian Cancer Research Award
Chinese Graduates Association of Alberta Graduate Scholarship
City of Edmonton Graduate Fellowship
Delta Delta Delta Alumnae Fellowship
Devendra Jindal Graduate Scholarship
Diane Elizabeth Cossins Memorial Graduate Scholarship in Criminology
Dick Peter Graduate Scholarship

Don McColl Graduate Scholarship
Dorothy J Killam Memorial Graduate Prize
Dr Carl H Westcott Memorial Fellowship
Dr EW Gauk-Westfield Award
Dr. Gary McPherson Leadership Scholarship
Dr Michael E. Stiles Graduate Scholarship in Applied Microbiology
Dr William A Fuller Memorial Graduate Scholarship
Edward Chang Memorial Graduate Scholarship
Ellie Swart Memorial Graduate Scholarship in Classics
Evelyn and Gene Norville Memorial Graduate Scholarship in Rehabilitation Medicine
Evelyn Kline Memorial Award in Community Development
Friends of the Faculty of Graduate Studies and Research Scholarship
Friends of the University of Alberta Society Graduate Award
Governor General's Gold Medal - Fall Competition
Governor General's Gold Medal - Spring Convocation
GRA Rice Graduate Scholarship in Communications
Graduate Student Teaching Award
Gwendolyn Ewan Graduate Scholarship
Henry Kreisel Scholarship in Canadian Literature
Henry Kroeger Memorial Graduate Scholarship
Ivy A Thomson and William A Thomson Graduate Scholarship
Izaak Walton Killam Memorial Scholarship
Jean Isabel Soper Memorial Graduate Scholarship in Science
Joan Shore Memorial Scholarship in Graduate Studies
John & Rose McAllister Graduate Scholarship
John and Patricia Schlosser Environment Scholarship
John Hoddinott and Carole Solberg Graduate Teaching Award
Joseph-Armand Bombardier Canada Graduate Scholarship - Doctoral (SSHRC)
Joseph-Armand Bombardier Canada Graduate Scholarship - Master's (SSHRC)
Mackenzie King Open Scholarship
Mackenzie King Travelling Scholarship
Marie Arnold Cancer Research Graduate Scholarship

Martin J Paetz Memorial Graduate Award in Fisheries Management
Mary Shore Graduate Scholarship
Molly and Spencer Dier Memorial Scholarship
Myer Horowitz Graduate Students' Association Graduate Scholarship
Natural Sciences and Engineering Research Council (NSERC) Industrial Postgraduate Scholarship
Pansy and George Strange Graduate Scholarship
Rogers Sugar Scholarship
Rudelle Hall Graduate Scholarship
Senior Women Academic Administrators of Canada
Sir Frederick Banting and Dr Charles Best Canada Graduate Scholarship - Master's (CIHR)
Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship
SSHRC Defence Engagement Program (DEP) Research Training Supplement
SSHRC-Canadian Heritage Joint Initiative for Digital Citizen Research Doctoral Supplement
Stefan and Pelagia Wychowanec Graduate Scholarship
The Faculty Club/Dr William A (Bill) Preshing Graduate Scholarship
Thelma R Scambler Scholarship
Trudeau Scholarship
University of Alberta Centenary Graduate Award
University of Alberta Course-Based Master's Recruitment Scholarship
University of Alberta Thesis-Based Master's Scholarship-Round 1
University of Alberta Thesis-Based Master's Scholarship-Round 2
University of Alberta Thesis-Based Master's Scholarship-Round 3
Vanier Canada Graduate Scholarship- NSERC
Vanier Canada Graduate Scholarship- SSHRC
Vanier Canada Graduate Scholarship-CIHR
WAGS/ProQuest Distinguished Master's Thesis Award
WAGS/ProQuest Innovation in Technology Award
Walter and Edith (Hughes) Fryers Graduate Scholarship
William Rea Scholarship

APPENDIX C: Name of New Awards, Scholarships and Bursaries Approved by GSC

Name
Ayesha Khatun Memorial Graduate Award for Women in Civil Engineering
Brian and Elaine Russell Bursary in Science
Canadian Tire Iain Summers Scholarship in Textile Science
Dallas Treit Graduate Research Award in Psychology
David McDougall MBA Scholarship in Real Estate
Dr Fakhreddin Jamali Graduate Fellowship in Pharmaceutical Sciences
Dr Isaac Yakoub Isaac Graduate Scholarship in Physics
Dr J.P. Das Graduate Scholarship In Education
Dr Rosalie Sydie Memorial Graduate Scholarship in Arts
Dr. Y (Taro) Yoneda Family Bursary
Faculty of Nursing Graduate Bursary
Fatima Al-Fihri Award in Islamic Studies
George Ball Memorial Graduate Award in Biosystematics
Goddard Yuk-Tat Lauw and Yau-Chun Lau (Mak) Memorial Graduate Scholarship
H. Brian Dunford Memorial Graduate Travel Award
Helen and Fred Bentley Forage Crops Graduate Scholarship in ALES
Honouring our Grandmothers Indigenous Graduate Award in Rehabilitation Medicine
Janice Leung Memorial Graduate Award
Katherine Pisesky Memorial Graduate Award in Nursing
Miller Screenwriting Award
Peter Fuglem Memorial Award in Forestry
Physical Therapy Class of 1979 Graduate Bursary
Radhe Gupta/Rohit Group International MBA Award
RGL Mousavi-Daneshmand Engineering Innovation Award
Ronald Glen McKenzie Bursary
Rosemary Holsworth Graduate Scholarship in Music
Rural Health Care Scholarship In Nursing
Scott Family Graduate Scholarship in Nursing
TBD Science Memorial Scholarship

Teow Family Banyan Graduate Bursary in Science
University of Alberta Graduate Fellowship
Van Vliet Family Football Award / Scholarship
Western Union Business Solutions Bursary for International Students
WGRF Graduate Scholarship
Yurchuk-Nikiforuk Graduate Award in Human Ecology

FOR THE GFC MEETING OF JUNE 7, 2021

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on May 14, 2021:

COMMENTS FROM THE CHAIR

At the request of the Board Chair, the Chancellor provided an update on plans to honour the life of Derek Roy-Brenneis, former Director of the Office of the Chancellor and Senate, by establishing the Derek Roy-Brenneis Celebration Fund to acknowledge Derek's amazing contributions to the university by providing support for the Senate's U School program as well as the education of Indigenous students.

The Board Chair briefed members on the second meeting of the Board Governance Committee and the General Faculties Council (GFC) Executive Committee, held in response to a recommendation of the Committee of the Whole of GFC to ameliorate communications between the Board and GFC. The Chair noted that discussions had been candid and constructive toward strengthening the relationship between the two governing bodies.

REPORT OF THE PRESIDENT

The President provided a written report on his activities since March 12, 2021, including updates on University of Alberta for Tomorrow initiatives and the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, President Flanagan provided verbal remarks on Fall 2021 planning given recent additional COVID-19 public health orders; the launch of the Alberta 2030 strategy and the deconsolidation of the university's financial statements from the Government of Alberta's public accounts, which will allow the university to drive economic growth for the province; recent rankings including that the University of Alberta was named a top 100 most sustainable post-secondary institution (Times Higher Education (THE) Impact Ranking) and had risen to #81 out of 19,788 on the Global 2000 List by the Center for World University Rankings; and the election of Rick Sutton, Professor, Computing Science, as a fellow to the Royal Society.

DISCUSSION ITEMS

The Board discussed the following items:

- the key goals and objectives of the provincial government's Alberta 2030: Building Skills for Jobs strategy and considerations and opportunities for the University of Alberta;
- an update on College Metrics consultation, including discussions on financial and quality of shared services at the Finance and Property Committee meeting; interdisciplinarity at the Learning, Research, and Student Experience Committee, including the challenges of a quantitative interdisciplinarity metric, and the Board's reliance on GFC to produce an interdisciplinarity metric; as well as next steps at the GFC Academic Planning Committee; and
- the development of an online programming strategy, including opportunities comprising increased access for lifelong learners, Indigenous, and new students; and risks, comprising shifting rather than increasing enrolment and recent concerns from students about remote learning.

INFORMATION REPORTS

- Report of the Audit and Risk Committee
 - Safety Moment
 - Report on Significant Accounting Estimates - Risk of Material Misstatement
 - Clean Air Strategy
 - Health, Safety and Environment Quarterly Report 2020-21 Q4
 - University of Alberta Centres & Institutes Annual Compliance Certificate
 - Safe Disclosure and Human Rights Report
 - Pro Forma Financial Statements
 - Material Distributed Between Meetings: Report of the Auditor General of Alberta - Report on Post-secondary Institutions 2020
- Report of the Finance and Property Committee
 - Collection of GSA Membership, Health and Dental Plan, and Graduate Student Assistance Program Fees

- Collection of University of Alberta Students' Union 2021-22 Operating / Referendum Fees
- Budget Update
- Briefing: Exceptional Tuition Fees
- College Metrics
- University of Alberta Properties Trust (UAPT) Annual Report
- University of Alberta Properties Trust (UAPT) Update
- University of Alberta Land Inventory Update
- Integrated Asset Management Strategy Dashboard

- Report of the Governance Committee
 - Draft Board of Governors Bylaws
 - Board Member Handbook - Table of Contents
 - Debrief: Board-GFC-Senate Summit
 - Ongoing Opportunities for Board Member Development

- Report of the Human Resources and Compensation Committee
 - Faculty of Graduate Studies and Research (FGSR) Supervisory Initiatives
 - Health, Safety and Environment Quarterly Report

- Report of the Learning, Research and Student Experience Committee
 - Alberta 2030 Update
 - Report from the Provost and Vice-President (Academic)
 - Academic Restructuring
 - College Metrics
 - Draft 2021-22 Investment Management Agreement (IMA):
 - Work-Integrated Learning Metric
 - Online Programming Strategy
 - Faculty of Extension Change
 - Report from the Vice-President (Research and Innovation)
 - Effective Partnering with Provincial and Federal Research Funding Agencies
 - Impact of Fiscal Challenges on Maintaining Research Activity and Outputs
 - Report from the Vice-Provost and Dean of Students
 - Suicide Prevention Framework Update
 - Quality Assurance (QA) Suite of Activities: 2019-2020 Excerpted QA Reports from Genetics, Sociology, Psychology, Anthropology, Biochemistry, Dentistry, and the Dean of Students
 - University of Alberta Centres and Institutes Annual Report
 - Helping Individuals at Risk (HIAR) Report

- Report of the Reputation and Public Affairs Committee
 - Emerging Issues and Opportunities
 - Brand Update
 - Senate Update

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

Prepared for: Dilini Vethanayagam, GFC Representative on the Board of Governors

By: Erin Plume, Assistant Board Secretary

Please note: official minutes from the open session of the May 14, 2021 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its June 18, 2021 meeting: <https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes>.

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

Agenda Title	Graduate Student Enrolment Report 2020-2021
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Item

Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter	Brooke Milne, Vice-Provost and Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To present the 2020-2021 report on graduate enrolment. The report provides a 'snapshot' of current enrolments across all graduate programs and highlights areas to watch in coming years. These data will help guide institutional planning and resourcing as it relates to graduate education and programming, and graduate student needs.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>FGSR has a pan-institutional view (and accountability for) graduate education across the U of A.</p> <p>This sixth edition of the annual FGSR Enrolment Report provides an overview of metrics related to graduate education at the University of Alberta, and it provides data and trends for consideration in policy development and planning.</p> <ul style="list-style-type: none"> ● 20% of the UofA's students are graduate students: <ul style="list-style-type: none"> ○ 2766 PhD Students ○ 2085 Master's (Thesis-based) Students ○ 3124 Master's (Course-based) Students ○ 170 Certificate Students <p>The report outlines some notable trends in a few key areas, including student demographics, program applications, and completion times. A few high level highlights include:</p> <ul style="list-style-type: none"> ● Nearly 37% of our graduate student community is international reflecting considerable diversity. ● Our Indigenous graduate student enrollments continue to rise across master's (course based and thesis) and doctoral programs. ● Enrollments in course-based master's and graduate certificate programs continue to rise, indicating continued demand for these professional programs. ● 30% of graduate students do not start their programs in the Fall term. ● Roughly 25% of applicants are admitted to our programs indicating continued interest and demand for our programs ● Total applications were up this year over the 2019-2020 admission cycle with roughly 1000 more submitted by the end of 2020.
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"> ● GEFAC – circulated early May ● APC - May 19 ● FGSR Council - May 26 ● Chairs Council ● Deans Council ● TBD
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Institutional Strategic Plan - For the Public Good</p> <ul style="list-style-type: none"> ● BUILD a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. ● 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>Also, alignment with the Comprehensive Institutional Plan.</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" 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 style="border: none; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" 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 checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input checked="" 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 checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA) 2. General Faculties Council Terms of Reference 3. GFC Executive Committee Terms of Reference 4. GFC Academic Planning Committee 5. Board Learning and Discovery Committee 			

Attachment 1: Graduate Student Enrolment Report 2020-2021

Prepared by: Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research



UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH



Graduate Studies Yearbook

Enrolment Data and Updates from FGSR

2020-21



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Part I. The Year in Review

2020-21 has been an extraordinary year for FGSR. Adjusting to the changes brought by a pandemic has demanded a unique blend of creativity, nimbleness, and teamwork.

In meeting these challenges, we have exceeded our previous benchmarks. We have also found opportunities to innovate — taking new steps to respond to emerging needs. Here are a few of the year's highlights.

Admitting Outstanding Students

Our teams supported some 17,270 student applications, sending out nearly 19,000 email messages to facilitate this work.

FGSR staff worked closely with graduate administrators from more than 70 departments across campus to respond to COVID-19 contingencies:

- calculating grade-point averages in light of changes to Winter 2020 grading;
- participating in the institutional shift to accepting Duolingo as an option for meeting English language proficiency requirements;
- developing resources for students travelling into Canada; and,
- processing a large volume of admission deferrals.

Supporting Student Progress

To help our campus partners make timely and accurate decisions as they support students, our teams migrated more than 330,000 digital documents into the new Alfresco system.

FGSR staff developed innovative approaches to working with students and colleagues:

- creating and staffing a [Virtual Counter](#) to serve students with inquiries;
- creating paperless systems to support student applications for transfer credit, leaves of absence, and appointments with the Dean;
- navigating probation cases in light of changes to Winter 2020 grading;
- processing a higher volume of leaves of absence for students who could not progress due to restrictions imposed by COVID-19 related circumstances; and
- supporting virtual thesis examinations and convocation.

Providing Financial Support

In the 2019-20 academic year, our awards team processed commitments for over \$28.2 million of FGSR-administered graduate student funding, including large provincial and national government grants. The team evaluated and/or processed over 5,060 applications for 535 awards.

FGSR also took the following steps to enhance our student financial supports:

- increased graduate student funding to meet emergency needs during the pandemic (including the distribution of 426 special awards, with a total value \$639,000, under the new FGSR Graduate Student Covid Support program);
- administered the CIHR doctoral scholarships and increased funding from Alberta Innovates;
- created a new searchable database to house departmental awards on the FGSR website; and,
- built a foundational dataset, in collaboration with Advancement, to simplify donor outreach and management.

Supporting Professional Development

Student enrolment in professional development programming doubled from last year, as our PD team pivoted 100% of its programming from in-person to virtual delivery. Some 3,678 graduate students and postdoctoral fellows registered in 186 FGSR events, for a total of 30,123 registrations.

It was a year of innovation and creativity, as the team:

- created an [online suite of PD courses](#);
- developed [innovation and entrepreneurship training](#);
- launched a new [Community Engagement Foundations](#) course in partnership with Community Service Learning; and,
- hosted an online UAlberta Three-Minute Thesis (3MT) finals (with the finalists' [YouTube videos](#) receiving 9,578 views), and the very first virtual [regional 3MT finals](#), recognized as a model for institutions across Canada.

Connecting Students with Employers

The [Graduate Student Internship Program \(GSIP\)](#) continued to attract new employers this year, as students contributed to providing pandemic support for our communities.

Since April 1, 2020:

- 82 U of A graduate students have begun GSIP internships (80% master's vs. 20% Doctoral students; 40% international vs. 60% domestic students).
- Many are still working now and will continue in these roles after April.
- Many interns have created their own opportunities this year, and in some cases employers did not need to access the wage subsidy to support new hires.

While the highly successful provincial grant that originally supported the development and implementation of GSIP has ended after five years, the program will continue to create new opportunities for graduate students. Specifically, GSIP will support U of A graduate students applying for these placements, and will help employers to access other grants and funding to hire them.

Enhancing Student Resilience

FGSR continues to reach out to help students build resilience in navigating their graduate programs.

- We moved our [Fall and Winter Writing Retreats](#) online and, in collaboration with the Academic Success Centre, Counselling and Clinical Services and other units, offered registrants an opportunity to get their writing projects on track in a community setting.
- We launched the [Grad School Confidential podcast](#) focusing on the personal challenges many grad students face but few are willing to talk about. The first three episodes, downloaded more than 3,000 times in 60 countries, have earned plaudits from student support specialists at MIT, Yale, Toronto, and elsewhere.

Helping Our Community to Navigate COVID-19

In response to the remarkable circumstances of the past year, FGSR took a number of steps to support the members of our community. In addition to the COVID-19 related changes noted above, the Faculty also:

- created a comprehensive [COVID-19 Information for Graduate Students](#) web page;
- developed [video and text resources for supervisors](#) on effective remote supervision, and shared a set of [guidelines](#) with both students and supervisors;
- developed and communicated a number of new guidelines, policies and initiatives for graduate students (especially international graduate students) affected by COVID-19; and,
- established the [FGSR COVID Graduate Student Support fund](#) for students in need (see above).

Part II. Enrolment Report

Executive Summary

This sixth edition of the annual *FGSR Enrolment Report* provides an overview of metrics related to graduate education at the University of Alberta. The report outlines some notable trends in a few key areas, including student demographics, program applications, and completion times.

Demographic profile. UAlberta's graduate student community consistently accounts for roughly one-fifth of all students on our campuses. Nearly 37% of our graduate student population is international, making our graduate programs among the most diverse on campus (see Section 1.4). While the graduate student community comprises more women than men, our doctoral programs retain a higher proportion of men — a trend that has remained consistent over the past decade (S. 1.6). We are pleased to note, however, that the enrolment of Indigenous students from within Canada has reached an all-time high (S. 1.7).

Application and enrolment trends. Over the past ten years, the University of Alberta has experienced a significant increase in international graduate student applications to our programs, while domestic application numbers have held relatively steady with a slight uptick this year (S. 2.1). Graduate enrolment in Fall 2020 remained virtually steady (declining by only 21 students, or 0.26%, from the previous year), though the proportion of students registered in course-based master's degree programs increased markedly (S. 1.1).

Trends in completion times. International graduate students consistently complete their degrees in less time than their domestic peers. While the trendline for both groups has remained mostly flat, we do note a marked increase in the time required by domestic students to complete doctoral degrees (S. 3.2).

These and other key measures are examined in detail below.

Figure 1. Graduate students at a glance



19.82% of University of Alberta students are graduate students
8,204 graduate students work in 389 research areas with 218 official specializations

36.9% are international students
20.7% self-identify as parents¹
3.1% self-identify as Indigenous students

2766 PhD
2085 Master's Thesis Based
3124 Master's Course Based
170 Certificate students
59 Other (visiting, Western Dean's, etc)

Application trend for Fall 2020
International Increase 5.52 %
Overall Increase 7.31 %

2,475 graduate degrees were awarded in 2019, including 424 PhDs

Graduate Student Age

<21 0.02%
21-25 29.67%
26-30 33.59%
31-35 17.41%
36-40 9.47%
41-45 4.81%
46+ 5.02%

Average Completion Times By Degree

	<i>Domestic</i>	<i>International</i>
Master's Course-based	2.46 years	1.62 years
Master's Thesis-based	2.77 years	2.54 years
PhD	6.23 years	5.03 years

¹ Data from Canadian Graduate And Professional Student Survey (CGPSS) University of Alberta Report 2019

1. Enrolment

This section² presents enrolment numbers based on the standard December 1, 2020 headcounts, as reported to Statistics Canada and the Government of Alberta. Enrolment is a point-in-time snapshot and the December headcounts reflect Fall term registrations only. As a result, enrolment reported here does not include the *total* number of graduate students who have been on campus throughout the entire calendar year.

1.1 Graduate Enrolment by Degree Type

Over the past five years, students have enrolled in course-based master's degree programs in ever-greater numbers; this year's increase of 4.2% (from 2,997 to 3,124) continues that trend, establishing course-based master's programs unambiguously as the most popular graduate program option at the University of Alberta.

Enrolment in certificate programs also grew significantly this year, while participation in thesis-based master's programs declined by 5.4% from Fall 2019. Registration in thesis-based doctoral programs, meanwhile, remained relatively stable, declining by just 32 students (or 1.1%) since the previous year.

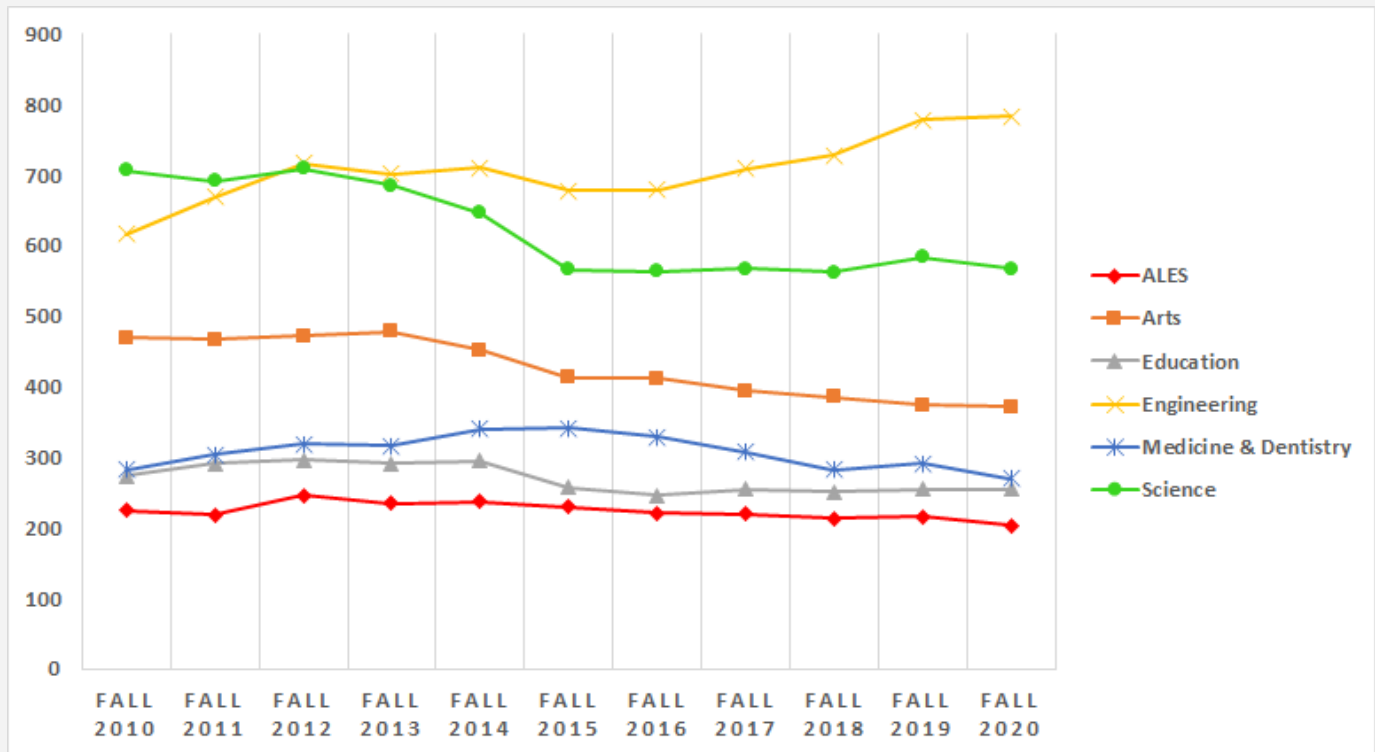
Figure 2. Graduate enrolment by degree type



Source: Strategic Analysis Data provided December 1, 2020 Registration Statistics

² The exceptions are subsection 1.5 and table 7, which report on sponsored students; see below.

Figure 3. Doctoral degrees with > 100 graduate students, Fall headcount by Faculty

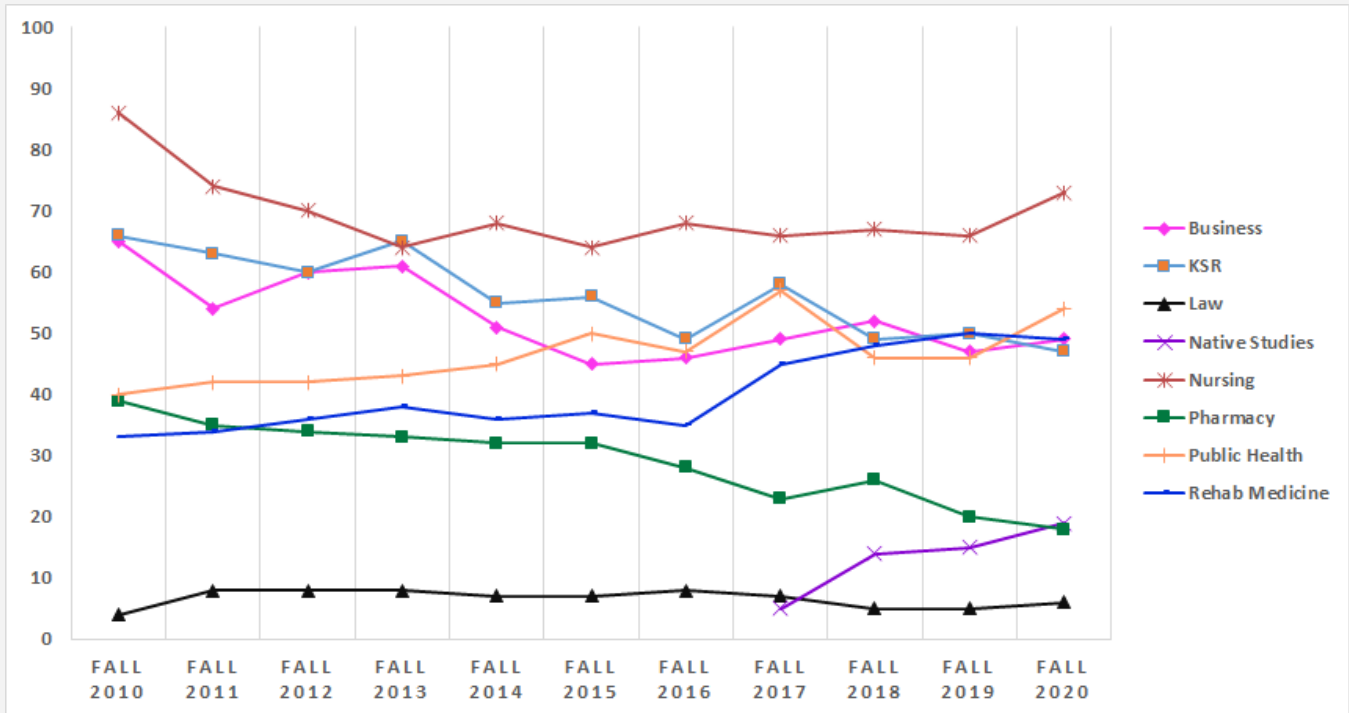


Source: Strategic Analysis and Data Warehousing – Data provided Registration Statistics December 1, 2020

Fall term enrolment headcounts by Faculty are shown in Figures 3 to 8, and in Tables 1 and 2. While the data reveal varied year-over-year changes across the institution, they bear out the general trends described above.

At the doctoral level, the picture of overall stability is reflected in the enrolment trends for nearly all of the larger programs (Figure 3).

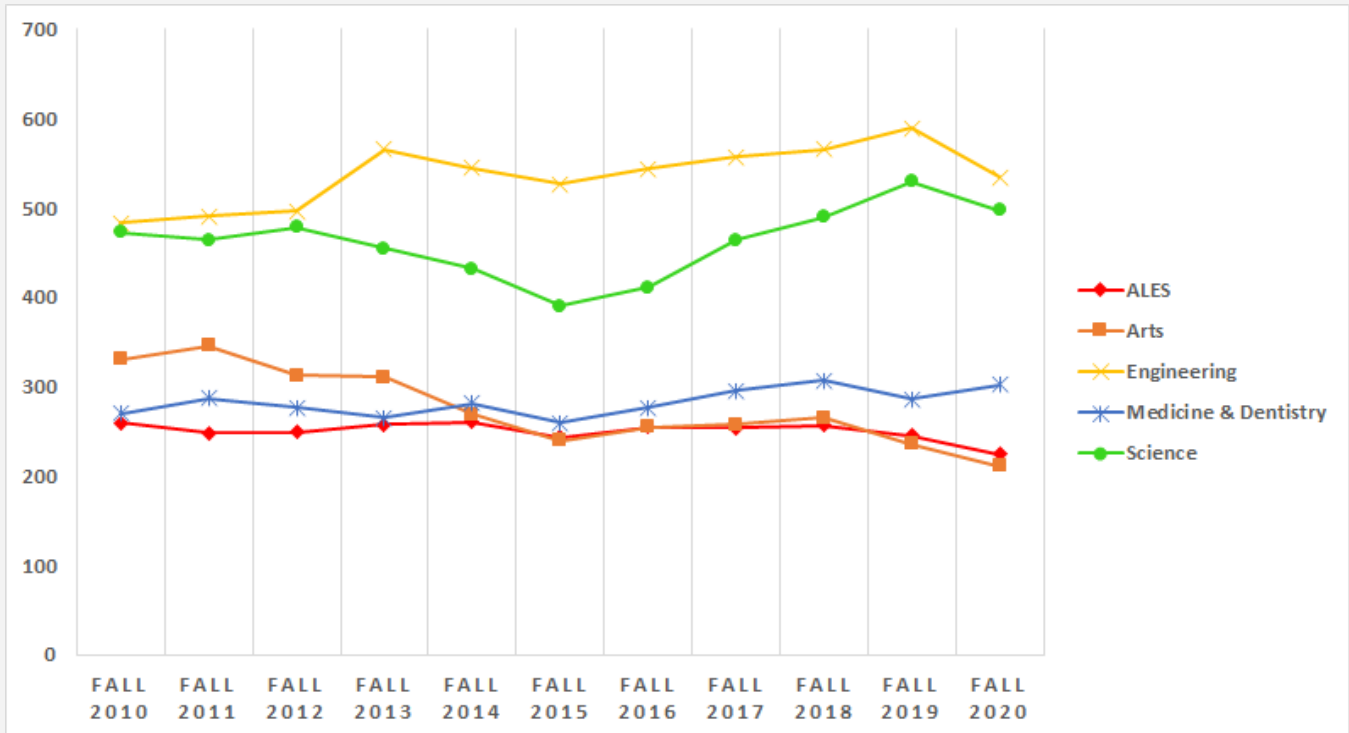
Figure 4. Doctoral degrees with < 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020

Among doctoral programs with fewer than 100 students, some programs have seen notable increases over the past year; these include Native Studies (26.7%), Public Health (17.4%), and Nursing (10.6%) (Figure 4).

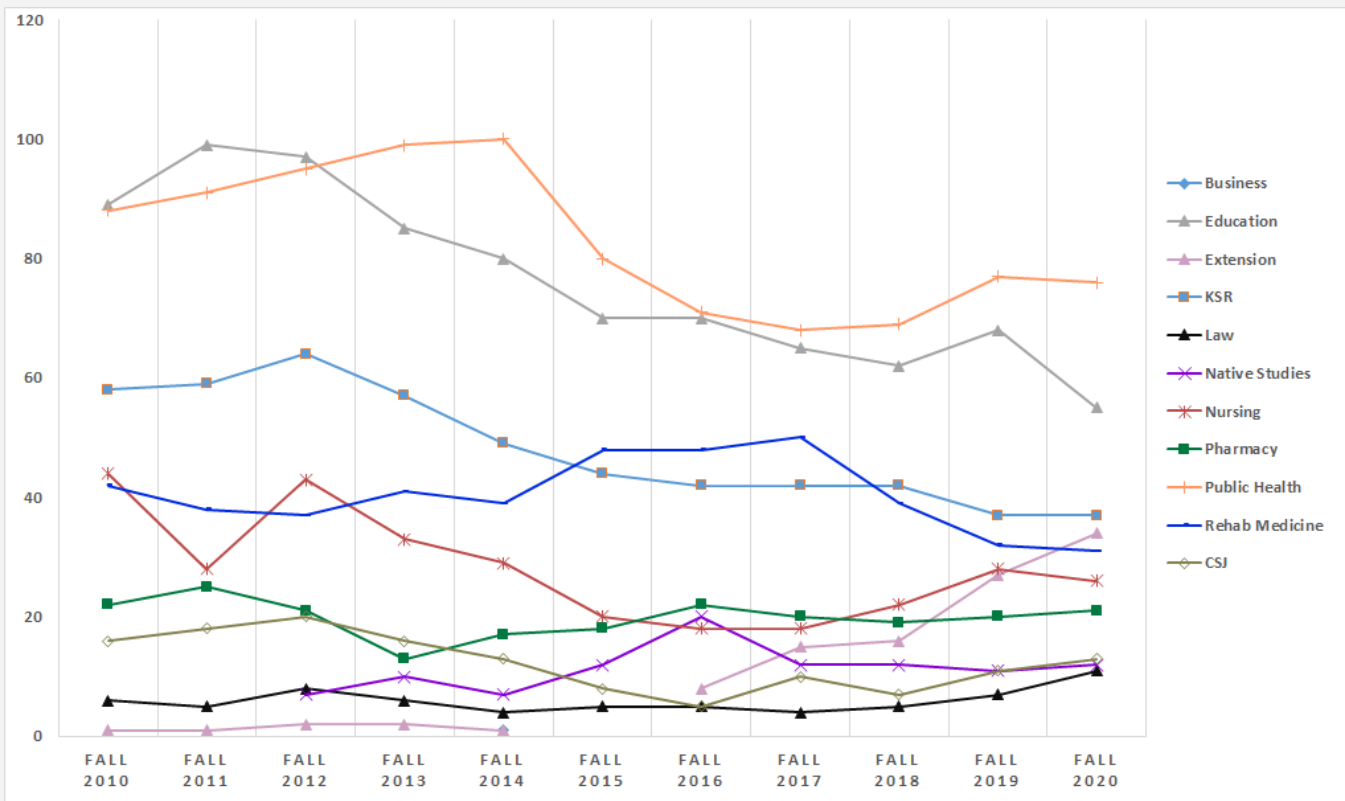
Figure 5. Thesis-based master's degrees with > 100 graduate students



Source: Strategic Analysis and Data Warehousing –Registration Statistics December 1, 2020

Enrolment in most thesis-based master's programs likewise reflects the slight decline described above; this is particularly evident in the larger programs, where the lines for all Faculties with the exception of FoMD trend downward (Figure 5).

Figure 6. Thesis-based master's degrees with < 100 graduate students

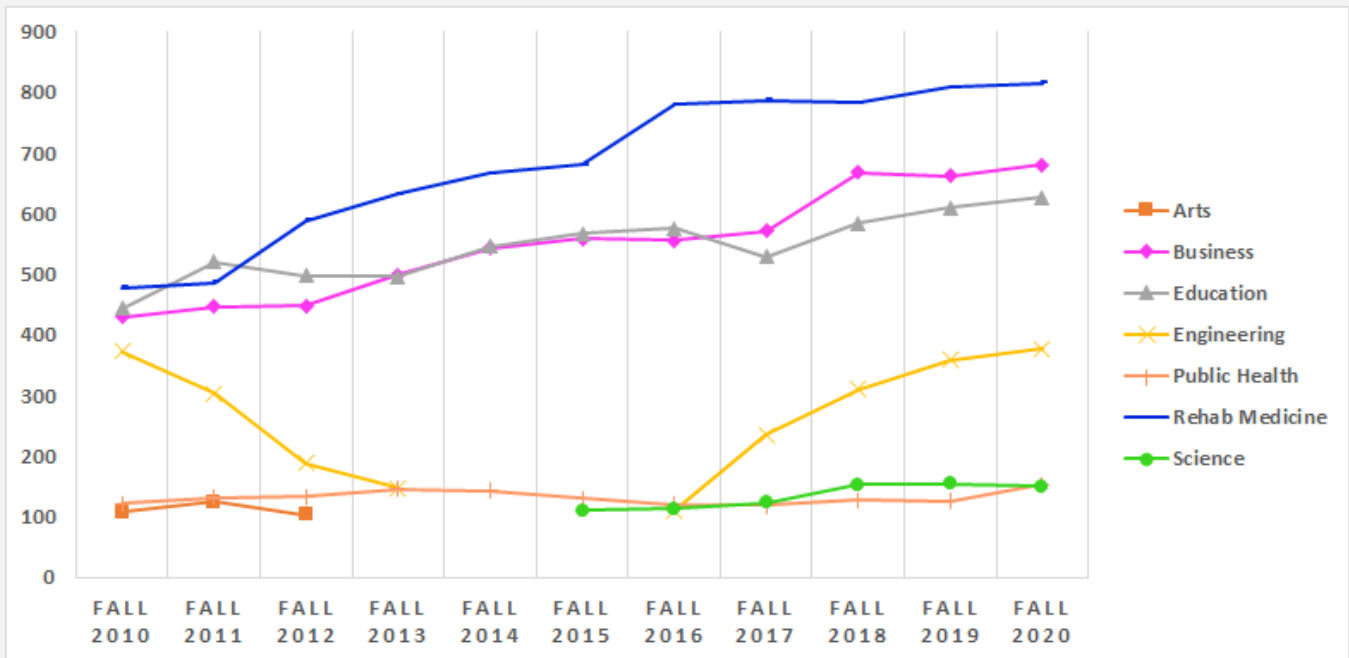


Source: Strategic Analysis and Data Warehousing – Registration Statistics updated December 1, 2020

Among smaller thesis-based programs, the most notable exception may be those formerly housed in the Faculty of Extension, which grew by 25.9% since Fall 2019 (Figure 6). Note that, following administrative changes, these programs are no longer based in Extension. They will thus be classified differently in future issues of the Graduate Enrolment Report.

By contrast, as noted above, there has been significant growth in course-based master's programs (see Figures 7 and 8) as a result of a growing interest in these types of professional degrees. Growth continues to be robust among the course-based Master of Engineering programs, which were reopened for fall 2017 admissions.

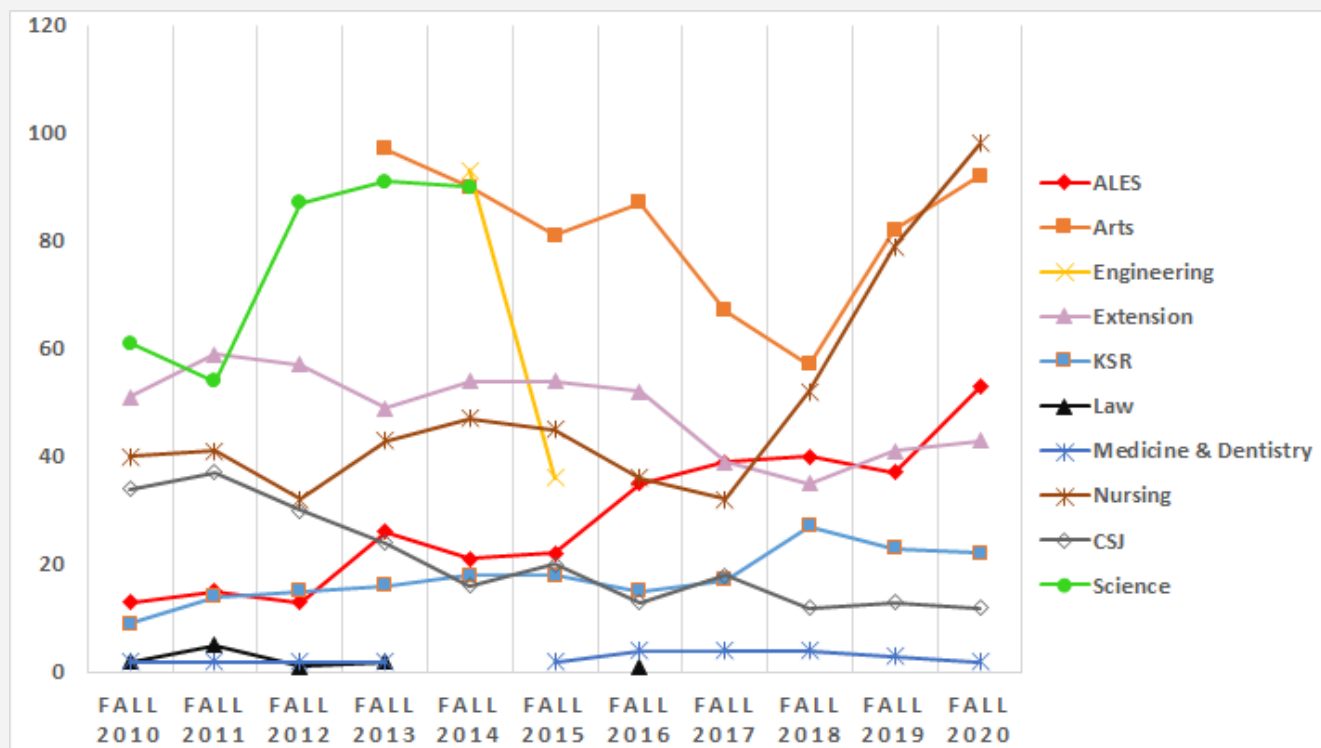
Figure 7. Course-based master's degrees with > 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020

Among programs with fewer than under 100 grad students, Arts, Nursing and ALES have similarly experienced notable growth. New course-based master's programs or streams continue to be in development to respond to the increasing demand for them.

Figure 8. Course-based master's degrees with < 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020

Enrolment in certificate programs was notably higher, thanks in part to year-over-year increases in the Faculties of Rehabilitation Medicine and Kinesiology, Sport, and Recreation, and Campus Saint-Jean. The total was also bolstered by 30 new registrants in the Faculty of Education (Table 1).

Programs offered in each of these faculties are of interest to professionals looking to upgrade their skills, and similar programs might offer future possibilities for laddering into graduate degrees.

Table 1. Certificate programs, Fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Business			1	2	2	2	1
Campus Saint-Jean						1	7
Education	1	1					30
Extension							
Kinesiology, Sport, and Recreation				17	5	24	33
Public Health							
Rehabilitation Medicine	22	49	68	104	102	88	99
Total	23	50	69	123	109	115	170

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020

Table 2. Other programs, Fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ALES	5	3	3	2	5	1	2
Arts	17	14	12	8	9	9	13
Business	3			2		2	5
Campus Saint-Jean		3	9	1		1	
Education	1	6	4	2	2	3	6
Engineering	4	5	6	15	9	11	6
Extension		1					
FGSR*	47	22	26	23	31	38	7
KSR	2	2		2	4		
Law						1	
Medicine & Dentistry	7	7	8	2	5	5	3
Native Studies	1						
Nursing	3	2	2	4	4	3	1
Pharmacy			1	1	1	2	
Rehabilitation Medicine	20	19	31	3	21	22	3
School of Public Health		1	3	2	3	4	3
Science	7	1	3		7	9	10
Total	117	86	108	67	101	111	59

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020.

*Note: Many visiting students list FGSR as their primary faculty, especially those with a Western Deans' status.

Table 2 shows graduate enrolment in other programs, including qualifying, special, and visiting students.

1.2. Faculty-to-Graduate-Students Ratio

Table 3 provides an overview of the ratio of professors to graduate students in each Faculty. Compiling these data enables Faculty planners to assess both supervisory capacity and teaching capacity by monitoring whether graduate student numbers and faculty complement are moving in tandem. Full, Associate and Assistant Professors (those in academic category A1.1) are included in the faculty number.

Table 3. Ratio of faculty to graduate students, by Faculty and program

Faculty	Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C
ALES	1: 2	1: 2.3	3.2 :1	1: 2	1: 2.4	2.8 :1	1: 1.9	1: 2.3	2.8 :1	1: 1.9	1: 2.1	3.1 :1	1: 1.8	1: 2	2.1 :1
Arts	1: 1.3	1.3 :1	3.7 :1	1: 1.2	1.2 :1	4.8 :1	1: 1.2	1.2 :1	5.3 :1	1: 1.2	1.3 :1	3.7 :1	1: 1.2	1.5 :1	3.4 :1
Business	1.5 :1		1: 7.8	1.4 :1		1: 8.1	1.3 :1		1: 9.7	1.3 :1		1: 10.5	1.3 :1		1: 10.3
Campus Saint-Jean		6.0 :1	2.3 :1		3 :1	1.7 :1		4.6 :1	2.7 :1		2.8 :1	2.4 :1		2.3 :1	2.5 :1
Education	1: 2.3	1.5 :1	1: 5.4	1: 2.3	1.7 :1	1: 4.8	1: 2.3	1.7 :1	1: 5.4	1: 2.5	1.5 :1	1: 5.9	1: 2.5	1.9 :1	1: 6.1
Engineering	1: 3.3	1: 2.7	1.8 :1	1: 3.4	1: 2.7	1: 1.1	1: 3.3	1: 2.6	1: 1.4	1: 3.5	1: 2.7	1: 1.6	1: 3.6	1: 2.4	1: 1.7
Extension		1.9 :1	1: 3.5		1.1 :1	1: 2.3		1:1	1: 2.2		1: 1.9	1: 2.9		1: 1.7	1: 21.5
KSR	1: 1.2	1: 1	2.7 :1	1: 1.5	1: 1.1	2.2 :1	1: 1.3	1: 1.1	1.4 : 1	1: 1.4	1: 1	1.6 :1	1: 1.3	1: 1.1	1.6 :1
Law	3.5 :1	5.6 :1	28 :1	4 :1	7 :1		6.4 :1	6.4 :1		6.2 :1	4.4 :1		5.2 :1	2.8 :1	
Medicine and Dentistry (3)	2 :1	2.3 :1	161 :1	2.1 :1	2.1 :1	159 :1	2.2 :1	2 :1	156.8 :1	2.2 :1	2.2 :1	209.7 :1	2.3 :1	2 :1	307.5 :1
Native Studies		1: 1.8		2.2 :1	1: 1.1		1 :1	1.2 :1		1: 1.1	1.3 :1		1: 1.4	1.2 :1	
Nursing	1: 1.4	2.6 :1	1.3 :1	1: 1.5	2.5 :1	1.4 :1	1: 1.5	2 :1	1: 1.2	1: 1.6	1.5 :1	1: 1.9	1: 1.9	1.5 :1	1: 2.6
Pharmacy	1: 1.2	1.1 :1		1: 1	1.1 :1		1: 1.4	1 :1		1: 1.1	1: 1.1		1.1 :1	1: 1.1	
Public Health	1: 1.7	1: 2.6	1: 4.4	1: 2.3	1: 2.7	1: 4.8	1: 1.9	1: 2.9	1: 5.3	1: 1.6	1: 2.7	1: 4.3	1: 1.7	1: 2.4	1: 4.8
Rehab Medicine	1.3 :1	1: 1.1	1: 17.7	1: 1.1	1: 1.2	1: 18.7	1: 1.2	1.1 :1	1: 19.1	1: 1.4	1.1 :1	1: 23.1	1: 1.4	1.1 :1	1: 24
Science	1: 2	1: 1.4	2.5 :1	1: 2	1: 1.6	2.3 :1	1: 1.9	1: 1.7	1.9 :1	1: 2	1: 1.8	1.9 :1	1: 1.9	1: 1.7	2 :1
Total	1: 1.4	1: 1	1: 1.2	1: 1.4	1: 1.1	1: 1.3	1: 1.4	1: 1.1	1: 1.4	1: 1.4	1: 1.1	1: 1.5	1: 1.4	1: 1.1	1: 1.6

Source: Strategic Analysis and Data Warehousing - Professoriate Headcount as of February 19, 2021 merged with Enrolment Data from Strategic Analysis - Registration Statistics Table December 1, 2020

**Information reflects employees with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year.

Excludes those who have Long Term Disability status.

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) Medicine and Dentistry figures also include contingent faculty members; 4) This chart includes both domestic and international students as well as those registered in both full-time and part-time studies.

All of the Faculties are represented in this dataset. It is important to note, however, that some programs will appear to be carrying a comparatively low faculty to course-based student ratio. These include programs in Faculties with large course-based master's programs, such as the MBA in the School of Business; most graduate programs in the Faculty of Rehabilitation Medicine; and a substantial proportion of graduate offerings in Engineering.

It is important to note that such course-based programs require a different level of student-faculty interaction as compared to Thesis-based programming. Cross-faculty comparisons in such cases are not likely to be informative; trends within faculties will be more meaningful.

1.3. Graduate/Undergraduate Enrolment Comparison

Over the last seven years, graduate students have comprised roughly 20% of the total student population at the University of Alberta. Table 4 highlights the balance of graduate to undergraduate students among individual Faculties.

Table 4. Percentage of graduate students out of total number of all students, by Faculty

Program Faculty	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%
ALES	2083	25	2027	25	2066	25	2105	24	2043	25	2041	24	2186	22
Arts	6604	13	6460	12	6455	12	6567	11	6815	11	6752	10	7414	9
Augustana	1068	0	1016	0	1008	0	1044	0	1021	0	1019	0	995	0
Business	2622	23	2621	23	2620	23	2669	23	2779	26	2776	26	2906	25
Campus Saint-Jean	608	5	602	5	629	4	711	4	789	2	830	3	846	4
Education	3609	26	3659	25	3781	24	3800	22	3875	23	3804	25	3994	24
Engineering	5757	24	5584	22	5576	24	5957	25	6123	26	6365	27	6472	26
Extension	55	100	55	100	60	100	54	100	51	100	68	100	77	100
FGSR*			22	100	26	100	23	100	31	100	38	100	7	100
KSR	1091	11	1058	11	1085	10	1132	12	1125	11	1111	12	1187	12
Law	537	2	561	2	577	2	572	2	580	2	579	2	566	3
Medicine & Dentistry	1653	38	1652	37	1654	37	1659	37	1649	36	1650	35	1629	35
Native Studies	166	5	163	7	198	10	219	8	230	11	220	12	212	15
Nursing	1746	8	1617	8	1466	8	1404	9	1385	10	1510	12	1537	13
Open Studies			1054	0	1120	0	1238	0	1326	0	1434	0	1069	0
Pharmacy	569	9	577	9	594	9	590	7	599	8	611	7	613	6
Public Health	289	100	262	100	241	100	246	100	246	100	253	100	286	100
Rehabilitation Medicine	804	98	860	97	982	98	994	100	998	100	1004	100	997	100
Science	7428	16	7004	15	7188	15	7466	15	7430	16	7622	17	8398	15
TOTAL	37761	20	36854	20	37326	20	38450	20	39095	20	39687	21	41391	20

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Percentages rounded to the nearest whole number.

Totals include all students (graduate, undergraduate)

*The students listed under FGSR includes Visiting or Western Deans Arrangement Students who aren't affiliated with a specific faculty.

These ratios offer insights into the potential capacity of individual Faculties to be supported by graduate students for both undergraduate teaching and research activities. In the case of most Faculties, the rates have remained relatively consistent over time.

There are, however, key exceptions. These include Native Studies, where the proportion of graduate students continues to grow following the introduction of the PhD in Indigenous Studies, and Nursing, where the proportion has increased from 8% to 13% since Fall 2016 (see Table 4).

1.4. Graduate Students by Citizenship

International graduate students (i.e. students on a student visa, work permit, or study permit) make up 36.9% of our total enrolments, which is down only slightly from the peak pre-COVID rate of 39.8% in Fall 2019.

This is still markedly higher than the ratio of one-third witnessed five years ago, and it will be instructive to monitor the trend as the University community emerges from COVID restrictions in the coming year.

As Table 5 shows, international students are distributed unevenly across Faculties, and the proportion of international students in several Faculties has remained relatively stable in recent years:

Table 5. Percentage of international students by Faculty

Program Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ALES	49.1	51.7	51.2	52.8	50.0	50.1	50.8
Arts	32.9	32.4	33.8	33.8	36.9	37.8	36.2
Business	31.6	33.0	25.9	28.5	37.4	45.2	38.9
Campus Saint-Jean	3.5	3.2	3.7	3.5	5.3	11.5	3.1
Education	8.9	9.0	7.1	6.6	7.5	7.9	6.9
Engineering	63.0	63.7	61.3	62.2	66.1	71.2	67.3
Extension	3.6	3.6	3.3	3.7	9.8	8.8	13.0
Kinesiology, Sport, & Rec.	20.2	21.7	19.8	18.4	21.3	19.4	15.8
Law	18.2	25.0	28.6	9.1	20.0	23.1	11.8
Medicine & Dentistry	35.0	33.9	32.9	31.2	30.9	33.5	30.7
Native Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	15.0	16.0	20.2	18.3	18.6	19.9	18.7
Pharmacy	53.1	58.0	64.7	68.2	63.0	69.1	59.0
Public Health	12.5	11.1	10.8	10.2	11.4	15.0	21.3
Rehabilitation Medicine	3.6	3.5	2.7	3.9	3.0	3.2	3.1
Science	51.5	50.9	53.4	53.3	54.3	56.3	54.4
TOTAL	35.1	34.5	33.7	34.8	37.0	39.8	36.9

Source: Strategic Analysis and Data Warehousing –Registration Statistics as of December 1, 2020

In this chart, International Students do not include students in the categories with a citizenship status noted as Canadian Citizen or Permanent Resident.

The table does, however, reveal a number of cases in which Faculty-specific international student participation has moved more dramatically upward or downward in 2020-21.

For example, while the previous two years saw a sharp increase in the number of international graduate students studying in the School of Business (due to the launch in 2018 of two new programs delivered in Mandarin in Shanghai and Shenzhen, China), that increase slowed over the past year.

It is also noteworthy that the international graduate student population is more diverse than the undergraduate student population in terms of country of origin. In all, graduate students come from more than 160 countries (though the majority of those countries are represented by comparatively few students).

Table 6. Top 20 source countries by student citizenship

2020 Rank	Country of Citizenship	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% of total
1	Canada	3966	4237	4336	4356	4321	4494	54.78
	*Permanent Residents	751	708	664	667	630	682	8.31
2	China	850	824	867	1032	1120	1064	12.97
3	Iran	305	306	304	308	382	373	4.55
4	India	230	234	257	337	420	342	4.17
5	Bangladesh	68	65	69	92	134	131	1.6
6	United States	129	125	140	136	132	118	1.44
7	Brazil	62	69	85	89	80	77	0.94
8	Mexico	42	57	72	82	88	76	0.93
9	Nigeria	38	43	45	53	64	68	0.83
10	Pakistan	49	38	52	65	70	62	0.76
11	Egypt	33	40	47	47	59	52	0.63
12	Colombia	32	42	47	42	39	45	0.55
13	Ghana	34	35	32	32	42	45	0.55
14	Korea, Republic of	25	31	31	29	30	31	0.38
15	Vietnam	23	29	28	36	29	26	0.32
16	Nepal	10	11	14	23	25	25	0.30
17	Turkey	10	17	17	18	19	21	0.26
18	Taiwan	7	9	13	15	22	21	0.26
19	Germany	29	29	29	36	30	20	0.24
20	Russia Federation	16	19	18	23	19	18	0.22
<i>Other Countries</i>							413	5.01
TOTAL		7204	7458	7668	7971	8225	8204	100

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020

Students are classified as either Domestic or International for purposes of fee assessments. In this table Domestic numbers include both Canadian and Permanent Resident totals. Students who are classified as Permanent Residents may hold citizenship in other countries; however, they are not counted in the totals for rows 2-20. Since their status has changed, they are no longer considered international students and they pay domestic fees and are included in the domestic totals.

Table 6 shows the 20 countries with the largest numbers of citizens enrolled at the university (by headcount) from 2015 to 2020. These 20 countries represent 31.9% of the graduate student headcount for Fall 2020. While the positions of the countries on this list have varied over time, China, Iran, and India have occupied the top three spots for over a decade. After trending upward last year, enrolment numbers from all three countries are down in 2020.

1.5. Sponsored Students

Sponsored students are international students who are either partially or fully supported by their governments, national or multinational companies, or third-party entities such as the Fulbright Program.³

Table 7. Citizenship of sponsored graduate students

Country	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	TOTAL
China	29	39	27	49	30	29	32	38	37	38	348
Saudi Arabia	18	24	13	18	11	16	10	1	0	0	111
Mexico	4	9	4	6	14	11	24	16	8	1	97
Libya	0	3	5	10	7	2	2	4	2	2	37
Columbia	3	2	3	4	6	4	4	4	2	1	33
Brazil	2	3	1	9	6	0	5	1	0	0	27
Vietnam	8	4	5	2	4	0	1	1	0	0	25
Chile	6	2	1	0	0	3	2	2	3	3	22
Pakistan	4	2	0	0	0	4	0	4	0	0	14
Kazakhstan	1	3	2	0	0	1	4	2	4	1	18
Yemen	0	0	0	0	0	1	8	1	7	3	20
Other	10	10	10	9	17	17	12	20	15	12	132
TOTAL	85	101	71	107	95	88	104	94	78	61	884

Source: University of Alberta International - Sponsored Student Program. Compiled by Nicole Dewart- accessed February 23, 2021.

Notes: 1) Each academic year indicates the number of new sponsored students from that country, as of the Winter semester.

Sponsored students come to UAlberta from 43 different countries, the most common of which are listed in sequence in Table 7.⁴

The number of sponsored students varies from year to year, mainly as a result of factors beyond our control, such as political changes in students' home countries and changes in diplomatic relationships between Canada and those nations.⁵

As of Winter 2021, 302 sponsored graduate students are registered at the University of Alberta, accounting for 9.6% of our international student enrolment.⁶

³ Support normally includes tuition, associated fees, and living expenses for the duration of the student's degree program. The Sponsored Student Program is administered by the University of Alberta International (UAI) Office.

⁴ The large number of sponsored students from China can be attributed to our success in attracting students through the China Scholarship Council under their State-Sponsored Scholarship Program. This program provides scholarships of up to four years of study in any field for those top Chinese students aspiring to earn doctoral degrees from the University of Alberta.

⁵ Historically, nearly 70% of sponsored students have been in doctoral programs. The duration of sponsorships has been between one and six years, although the majority of them are held for three to four years.

⁶ There are 3151 international students registered in the Winter 2021 term.

1.6. Enrolment by Gender

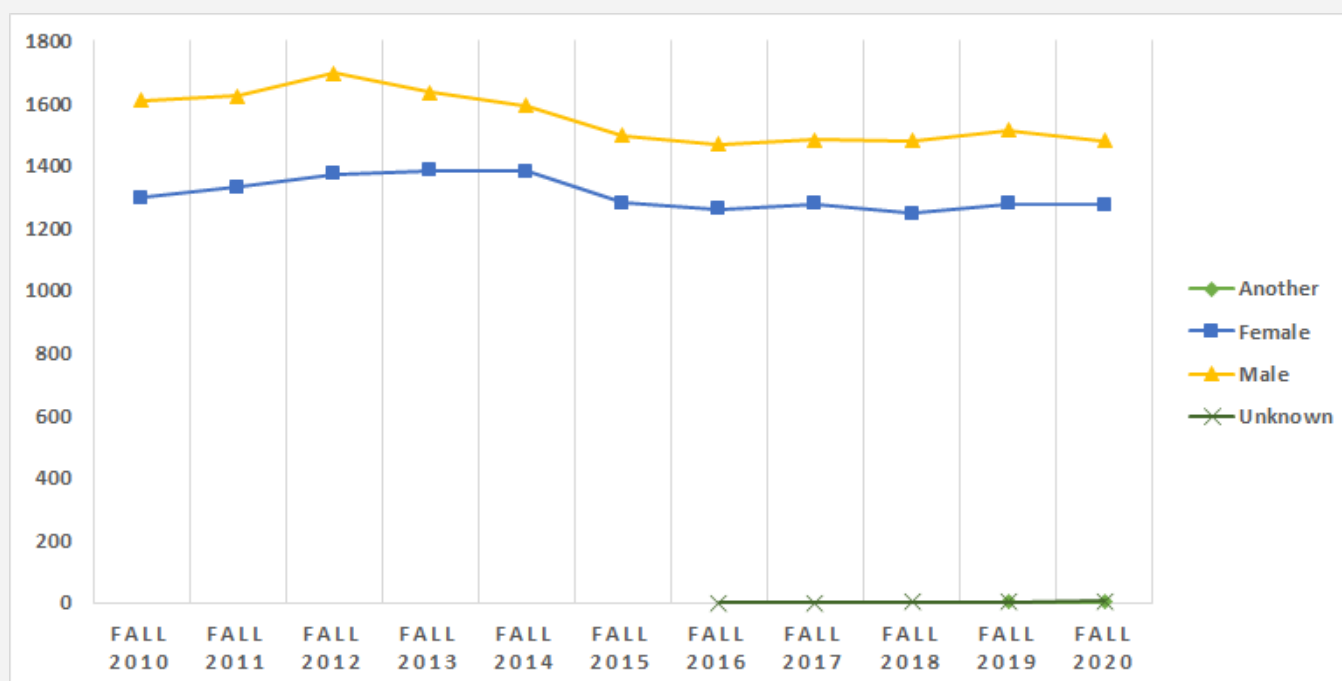
Table 8, and Figures 9 to 11 illustrate enrolment by gender in various categories of graduate programs.⁷ As in previous years, women outnumber men overall in graduate studies.

Table 8. Fall term graduate enrolment by gender

Total	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% of Total
Female	3840	3945	3977	3967	3828	3999	4021	4174	4342	4416	53.8
Male	3634	3653	3687	3605	3376	3457	3640	3788	3867	3763	45.9
Another									6	14	0.2
Not Disclosed						2	7	9	10	11	0.1

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Figure 9. Doctoral enrolment by gender



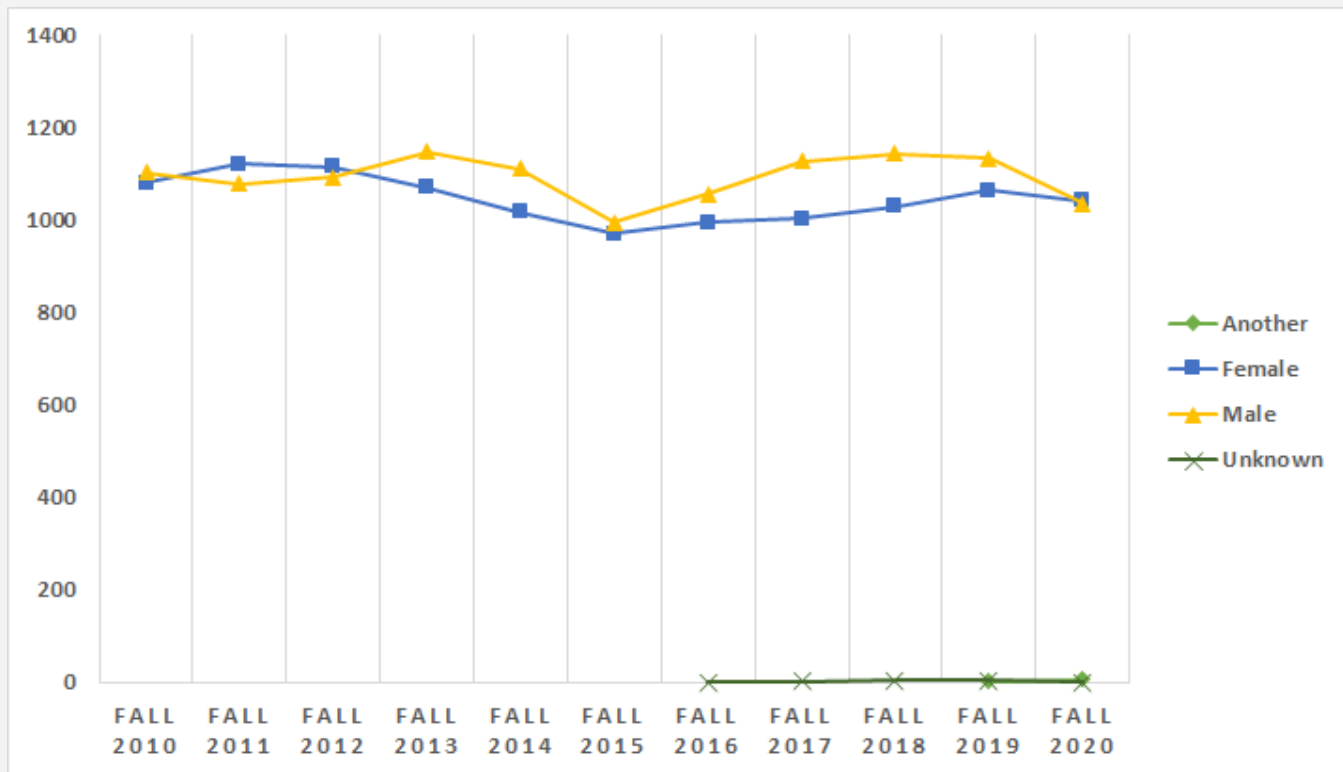
Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

These general figures, however, obscure a more complex picture. As Figure 9 shows, men continue to account for a higher percentage of UAlberta doctoral students than women. The percentage of doctoral students who are female currently stands at 46.1% (while male students comprise 53.5% of the doctoral student population, a ratio of 1.16 males to every female). The percentage of doctoral students who identified as “Another” or “Not Disclosed” is 0.4%.

This is a slight increase over last year’s proportion of female doctoral students, which stood at 45.6%.

⁷ Note that graduate admissions software implemented in 2017 allows applicants to self-identify as male or female, or to choose not to disclose. Over time, this change in practice will allow us to reflect our students’ gender diversity with more nuance.

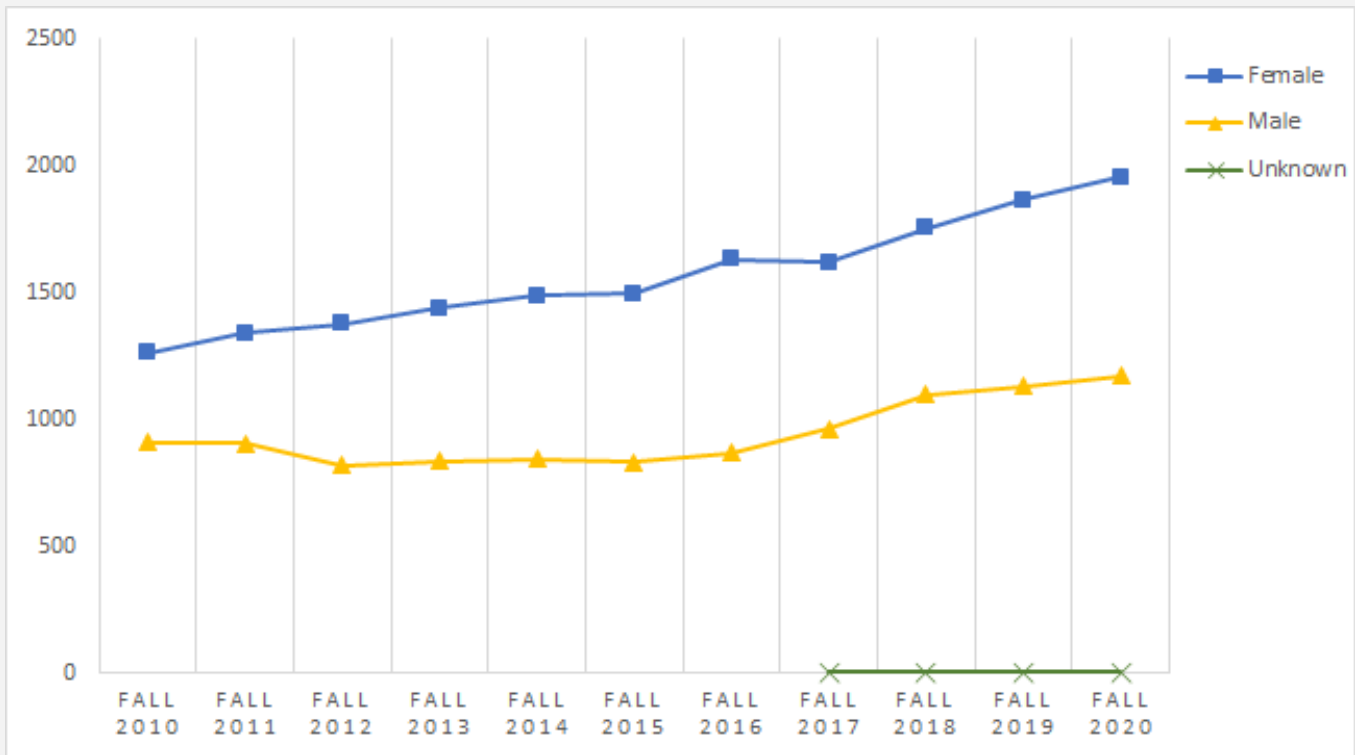
Figure 10. Thesis-based master's enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Within thesis-based master's programs, the figures indicate near gender parity, with women accounting for 50.0% of enrolments, while male registrants comprise 49.7% (see Figure 10).

Figure 11. Course-based master's enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

The situation is very different in our course-based master's programs, in which a growing majority of registrants are women (62.5% this year, up from 62.2% last year; see Figure 11).

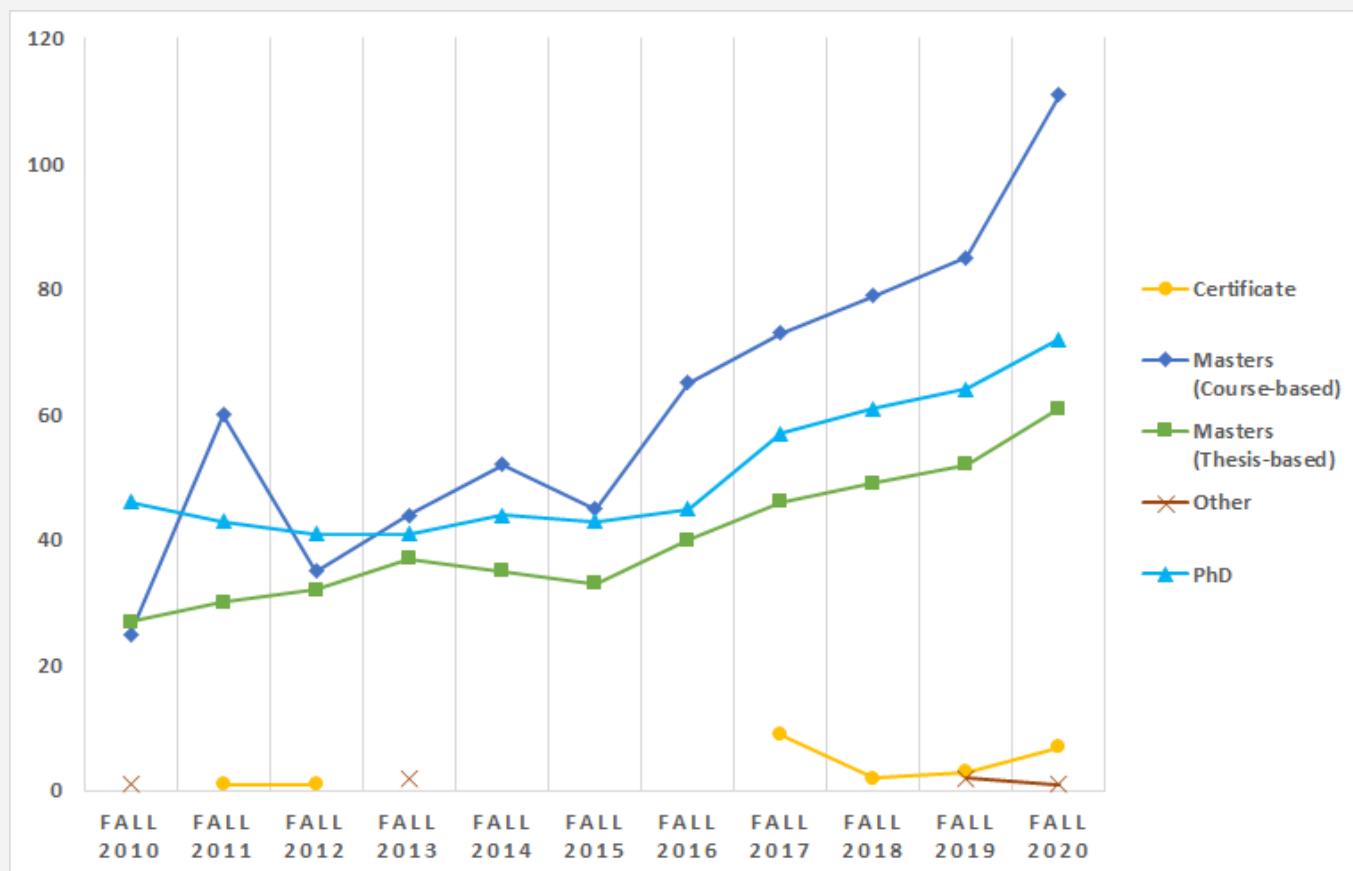
Overall, the University of Alberta data appear to be broadly in line with national figures reported by the U15 Institutions.

1.7. Indigenous Student Enrolment

It is exciting to report another significant increase in the number of students registered in our graduate programs who are self-declared as First Nations, Métis or Inuit: 252, in comparison to 206 in Fall 2019 (see Figure 12), which represents a 22% increase between 2019 and 2020.⁸ This figure reflects 3.1% of the overall graduate student population this year, up from 2.5% last year.

While the upward trend is reflected in registrations in all program categories, the most dramatic increase this year is in Certificate registrations, which increased from three to seven students in 2020. Following that, the greatest increase is in course-based master's programs, in which Indigenous enrolment increased by 30.6% from Fall 2019 rates.

Figure 12. First Nations, Métis and Inuit student enrolment



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Note: "Other" includes qualifying, and visiting students, as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

⁸ Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit.

Table 9. First Nations, Métis and Inuit student enrolment by Faculty, Fall 2020

Program Faculty	PhD	Master's Thesis	Master's Course	Other Grad Students
ALES	*	9		
Arts	15	16	*	
Business	*		9	
Education	25	*	52	*
Engineering		5	*	
Extension		*	*	
Law	*	*		
Medicine & Dentistry	*	*		
Native Studies	16	7		
Nursing	6	*	*	
Public Health	*	*	12	
Rehabilitation Medicine	*		29	
Science	*	12		
<i>Combined * Faculties</i>	<i>10</i>	<i>12</i>	<i>9</i>	
Total	72	61	111	*

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Note: For protection of privacy, all numbers under 5 are reported as * and no totals are provided.

Note: "Other" includes qualifying, and visiting students, as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

The distribution of Indigenous students from within Canada varies across faculties at the University of Alberta. Table 9 highlights those faculties with the highest frequencies of Indigenous graduate student enrolments.

2. Applications and Admissions

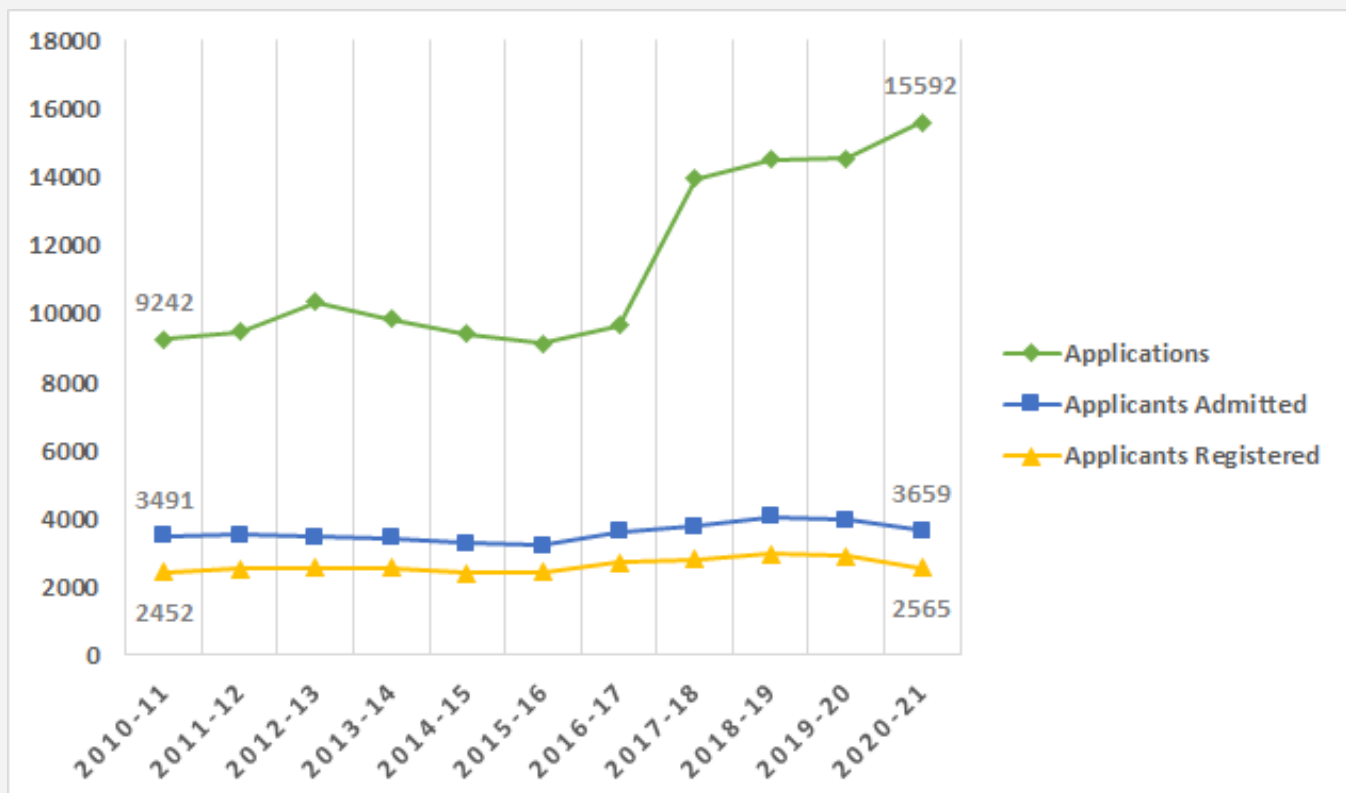
In 2020 - 2021, the University of Alberta received 15,592 graduate student applications, which is the largest number recorded since the current graduate admissions system was implemented in 2017 (see Figure 13).⁹

The fact that this increase occurred in spite of the challenges presented by a global pandemic merits further study and analysis.

2.1. Graduate Admissions

It is important to note that, unlike the vast majority of undergraduate students, approximately 30% of graduate students do not start their programs in the Fall term.¹⁰ As a result, in the illustrations that follow (Figures 13 to 16), we have presented provisional 2020-21 data based on figures currently available in PeopleSoft Campus Solutions.

Figure 13. Total number of admissions to graduate programs



Source: FGSR Internal Script with data extracted from Peoplesoft Campus Solutions as of February 12, 2021

⁹ When considering these figures, it is important to note that since 2017-18, FGSR has tracked substantially more applications to UAlberta graduate programs than we did prior to that time. This is partly due to the new graduate admissions system implemented as part of the Graduate Studies Management Solution (GSMS). Previously, departments would sometimes pre-screen applicants and those applications that were not recommended for admission were not forwarded to FGSR for processing. Migration to the new system allows the university to better understand the true demand for our programs, which is a key measure for our quality assurance processes. All applications processed in the new system are included in this analysis.

¹⁰ Based on 2018-19 newly admitted students per term.

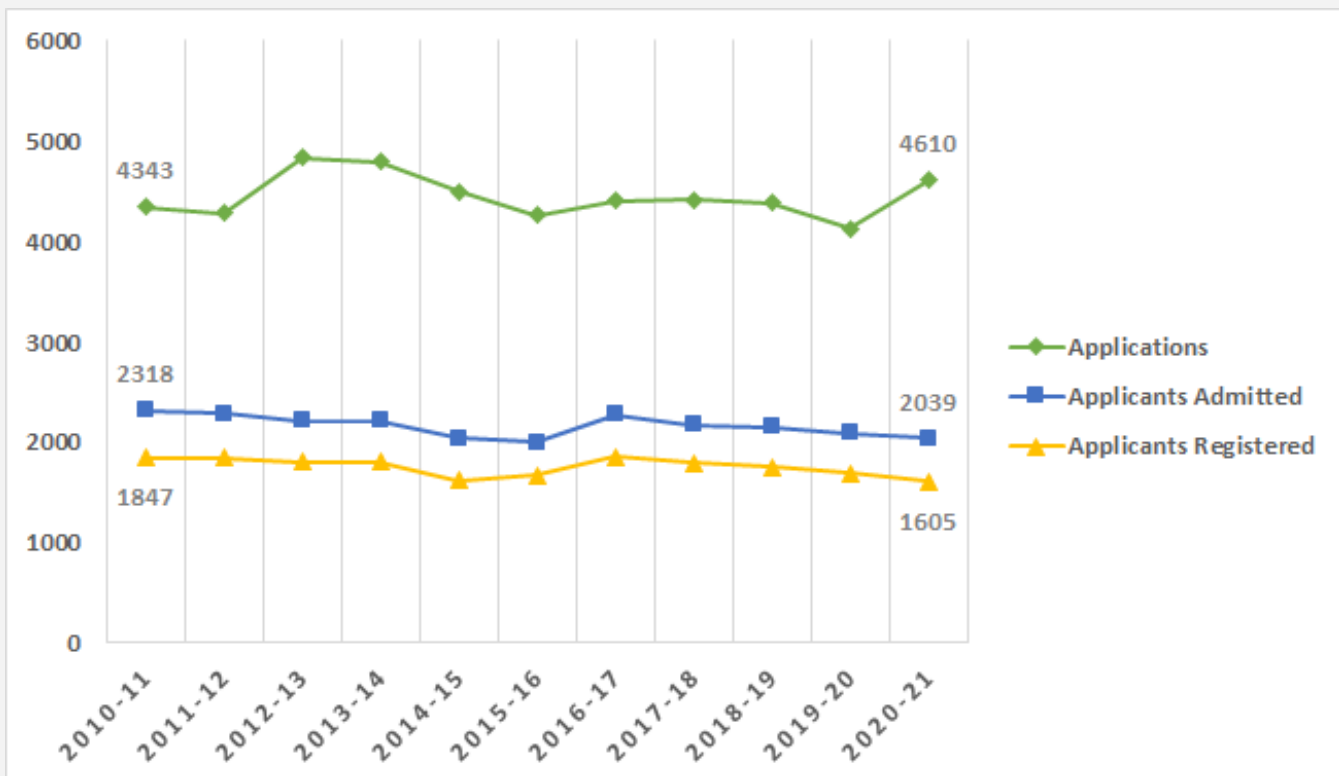
The first of these, Figure 13, illustrates the total number of applications for admission to graduate programs, the number of admissions offered, and the number of subsequent registrations. This approach counts applications, not applicants: some applicants may have submitted multiple applications (though this is more likely at the undergraduate level).

As the table reveals, admission to University of Alberta graduate programs remains competitive. Only 23.5% of applications in 2020-21 resulted in an offer of admission, down from 27.3% the previous year.

The overall yield rate (that is, the proportion of admitted applicants who registered in graduate studies) currently stands at 70.1% for 2020-21. (Note, however, that 2020-21 figures do not yet include data from the Spring and Summer terms, which may allow for a more precise comparison with last year’s overall yield rate [73.4%.])

It is also noteworthy that, despite the potential challenges presented by COVID-19, both domestic applications (i.e. those submitted by Canadian citizens and permanent residents) and international applications increased in 2020-21:

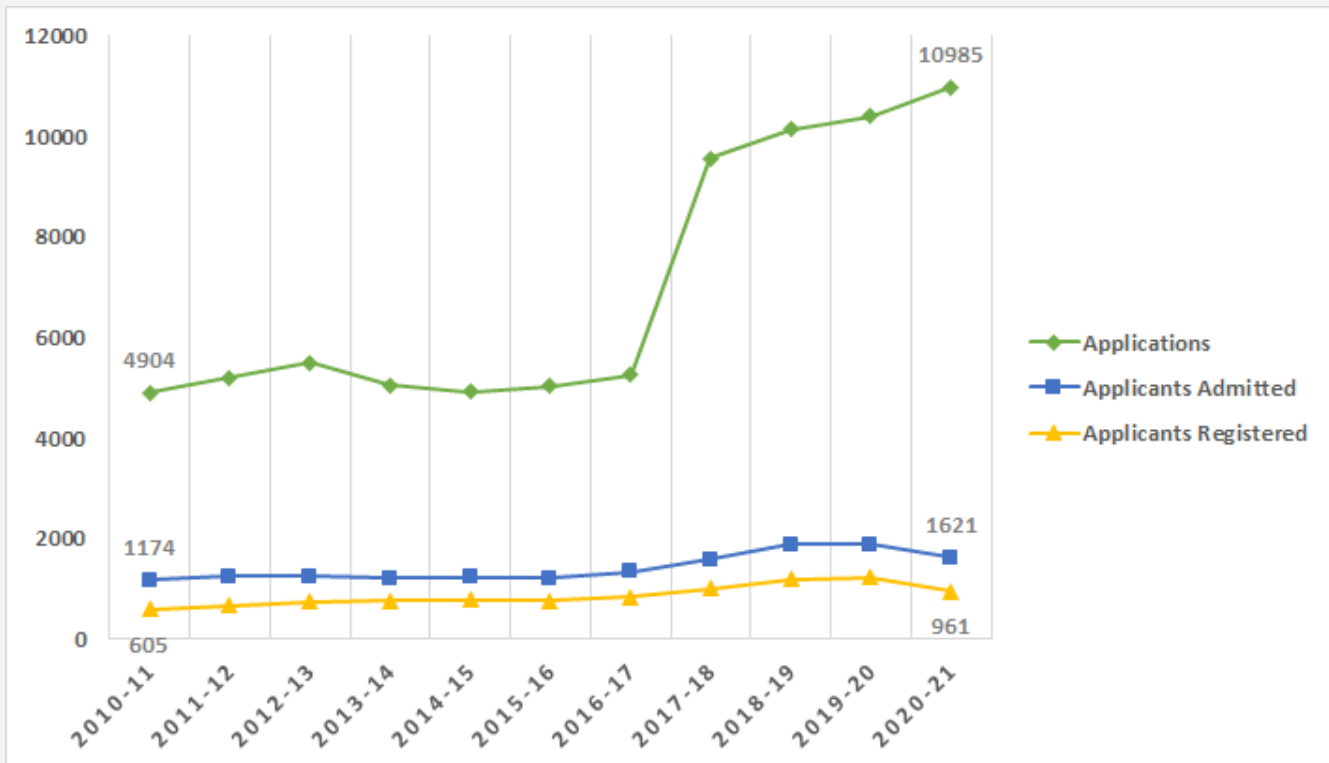
Figure 14. Domestic graduate admissions



Source: FGSR internal script with data extracted from Peoplesoft Campus Solutions database as of February 12, 2021

A total of 4,610 applications were received this year from domestic students: an increase of 11.6% over 2019-2021 rates.

Figure 15. International graduate student applications and admissions

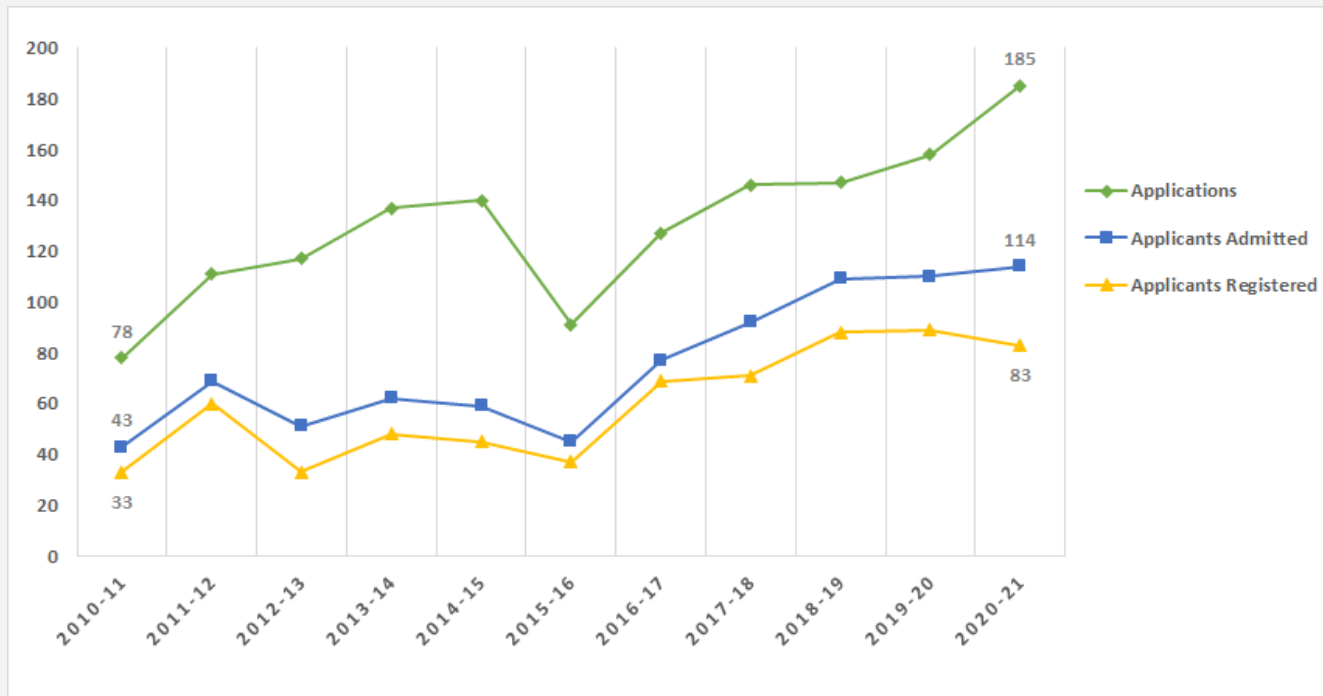


Source: FGSR Internal Script with Data Extracted From Peoplesoft Campus Solutions as of February 12, 2021

For their part, international applicants (i.e. students seeking to attend the university on a study/work visa) continue to make up a large part of the total graduate applicant pool. International applications have more than doubled in ten years, reaching their highest-ever level in 2020-21 (see Figure 15).

Since admission rates remain relatively constant, these data suggest that demand for our programs continues to grow among students in several parts of the world.

Figure 16. First Nations, Métis and Inuit student applications and admissions.



Source: FGSR Internal Script with Data extracted from peoplesoft Campus Solutions as of February 12, 2021

The figures related to applications from Indigenous students from within Canada tell an equally positive story.

As Figure 16 reveals, the gap between applications and admissions is smaller than among non-Indigenous students: 61.6% of applications from Indigenous students living within Canada are admitted, as opposed to 23.5% overall.

Although the applicant pool is proportionately smaller with year-over-year fluctuations in total numbers, the broadly positive 10-year trend in both qualified applicants and registrations is well aligned with objectives within *For the Public Good*. FGSR is working to identify and pursue opportunities to recruit and support Indigenous students throughout their programs. For example, FGSR worked with the office of the Vice-Provost Indigenous (Research and Programming) to establish a SAGE (Supporting Aboriginal Graduate Enhancement) pod. SAGE is an indigenous-led graduate student mentoring program that aims to create a sense of community and support across the campus community.¹¹

¹¹ For more on the SAGE program, see <https://www.ualberta.ca/graduate-studies/current-students/sage.html>.

2.2. Admissions Grade Point Average

The admissions grade point average (AGPA)¹² is a core eligibility criterion for graduate admissions, although it is rarely a final determining factor as there are other elements to consider including letters of reference, statements of interest, CVs, and so forth.

Tables 10 to 12 show the average AGPA for all applicants admitted by program type. These figures illustrate consistently high entry AGPAs over the last decade.¹³

Among doctoral applicants, this year's average AGPA is just slightly below last year's decade-long high of 3.72:

Table 10. Doctoral average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.70	838	562	67%
2010-11	3.71	784	535	68%
2011-12	3.68	783	521	67%
2012-13	3.67	795	544	68%
2013-14	3.65	673	477	71%
2014-15	3.65	680	470	69%
2015-16	3.66	640	470	73%
2016-17	3.69	624	442	71%
2017-18	3.67	676	489	72%
2018-19	3.67	687	489	71%
2019-20	3.72	709	512	72%
2020-21	3.70	600	455	76%

Source: FGSR Internal Script with data from Peoplesoft Campus solutions as of February 12, 2021

¹² The Admission Grade Point Average (AGPA) is calculated from the grades on the most recent 60 course credits taken by the applicant. The AGPAs of the applicants who were not admitted are unknown to FGSR.

¹³ This section considers only those students in doctoral and master's programs. Students in other program categories (qualifying and visiting students) and those registered in post-master's certificate and graduate certificate programs are not included.

For their part, master's level applicants presented the highest average AGPA in the years noted. In the case of applicants to thesis-based master's programs, this was a new peak of 3.66:

Table 11. Thesis-based master's average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.60	1144	815	71%
2010-11	3.59	999	706	71%
2011-12	3.60	1042	747	72%
2012-13	3.59	1071	787	73%
2013-14	3.59	1036	763	74%
2014-15	3.61	1028	758	74%
2015-16	3.60	1017	770	76%
2016-17	3.59	1090	846	78%
2017-18	3.62	1074	821	76%
2018-19	3.62	1081	825	76%
2019-20	3.64	1044	781	75%
2020-21	3.66	953	711	75%

Source: FGSR Internal Script with data extracted from Peoplesoft Campus Solutions as of February 12, 2021

Applicants to course-based master's programs, meanwhile, continued to present an average AGPA of 3.56, which is consistent with the past two years:

Table 12. Course-based master's average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.46	1233	899	73%
2009-10	3.51	1459	1033	71%
2010-11	3.54	1489	1046	70%
2011-12	3.49	1519	1113	73%
2012-13	3.50	1320	984	75%
2013-14	3.48	1464	1120	77%
2014-15	3.52	1298	977	75%
2015-16	3.54	1315	994	76%
2016-17	3.51	1613	1190	74%
2017-18	3.53	1687	1238	73%
2018-19	3.56	1922	1382	72%
2019-20	3.56	1890	1359	72%
2020-21	3.56	1778	1152	65%

Source: FGSR Internal Script extracted with data from Peoplesoft Campus Solutions as of February 12, 2021

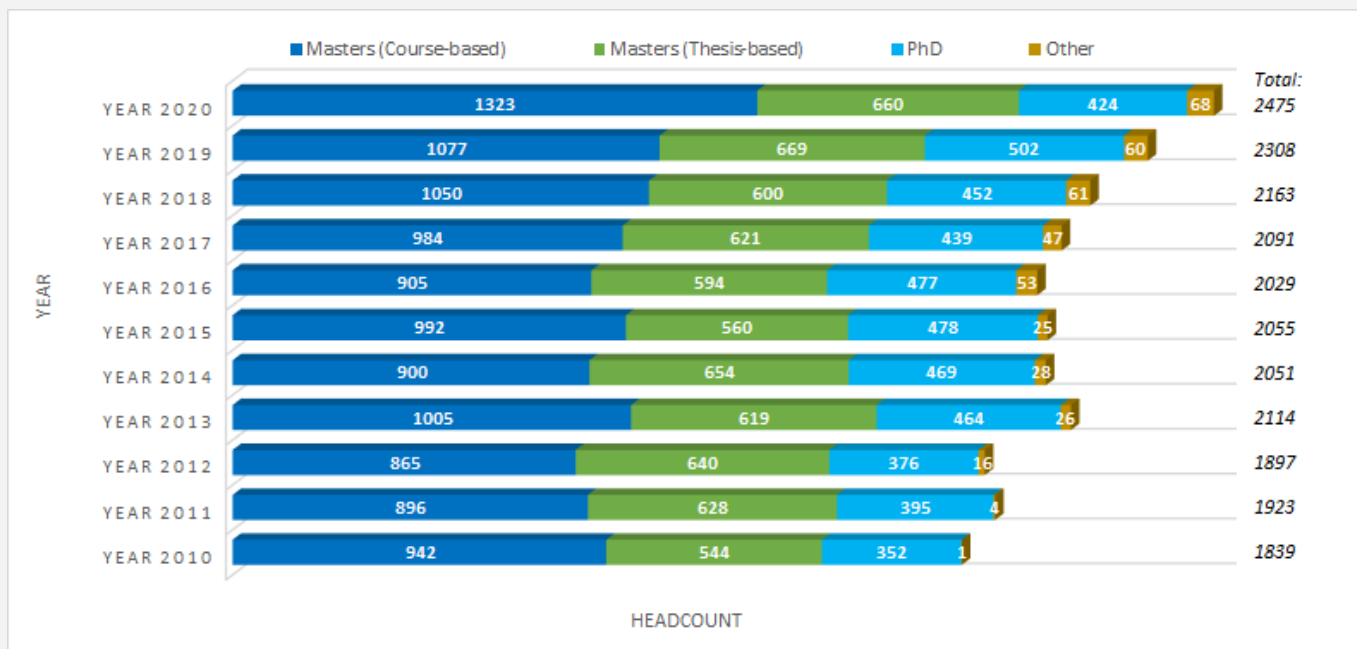
3. Measures of Program Success

This section provides information on three key measures of program success -- graduate degrees granted, average completion time, and rates of attrition. The first two measures are reported by graduating cohort, and include all individuals who graduate in a given calendar year.¹⁴

3.1. Graduate Degrees Granted

The University of Alberta saw a record number of graduate students convocate in 2020 in comparison to the previous ten years.

Figure 17. Convocants by degree



Source:FGSR Internal Script with Data extracted from Peoplesoft campus Solutions as of February 12, 2021

For the first time, the dramatic upward trend in course-based master's program registrations since Fall 2018 reported above (see Section 2.1) was clearly reflected in this year's convocation data.

While the numbers of convocants in other program categories remained stable (as in the case of thesis-based master's programs) or declined (in doctoral programs), an additional 246 convocants received course-based master's degrees in 2020. This represents an increase of 22.8% over 2019 levels.

¹⁴ Note that the parameters for convocation numbers include the two convocations each year, in Spring and Fall. Therefore, the numbers cannot be precisely correlated with admissions numbers, which are based on the academic year. This provides the most accurate picture of completion times based on the available information.

3.2. Completion Time

A second key measure, completion time, is deceptively complex, involving several variables. The time an individual student takes to complete a program (contributing to the average completion time for that student's cohort; see 3.2.1) may be affected by a number of factors.

For the purposes of the data below, *completion time* is the period from a student's registration date to a student's completion date. As we continue to refine our data, we will adjust this to remove any time a student is away from the program (ie. on an approved leave of absence [see 3.2.2], which "stops the clock"); however, for this year, we have not removed that time period from the calculation.

It is also important to note that the leave of absence policy changed recently, and in the future if a student chooses to take a leave of absence (3.2.2), only certain types of leaves will count toward completion time.¹⁵

As a simple measure, the average completion time may also obscure the variability and range of completion patterns (3.2.3). This may be especially true in the context of the COVID-19 pandemic, which may limit the ability of some students to complete their programs as quickly as they wish. We anticipate that these effects may become more evident in the data included in future reports.

3.2.1 Average Completion Time

In 2020, recipients of doctoral degrees had taken on average 5.7 years to complete their studies. Those in thesis-based master's programs had required on average 2.68 years, while those in course-based master's programs had taken a more modest 2.15 years.¹⁶

While these rates broadly reflect the trends witnessed in previous years, a few observations emerge. The first is that average completion times for students in our doctoral programs are not tracking downward; they appear in fact to be increasing, and remain at what is considered to be the high end for doctoral program completion.

¹⁵ In the 2020-2021 calendar, the approved leaves of absence categories were revised to include regular, exceptional, parental, and professional leaves. Only the regular leave period counts towards the completion time for a student's program of study; the other leave types do not contribute to the student's formal completion time.

¹⁶ Note that figures appearing here differ from those reported in previous enrolment reports. In 2020, the methodology used to calculate completion times was revised. The new calculation is more accurate in that it measures individual students' completion time from the admission term (date of first term of attendance) to the end date of the completion term listed on the student's transcript (instead of convocation date).

Table 13. Average completion time in years by degree type

Convocation Year	PhD	Thesis-based Master's	Course-based Master's
2009	5.68	2.86	2.49
2010	5.94	2.80	2.36
2011	5.69	2.71	2.27
2012	5.68	2.75	2.32
2013	5.65	2.69	2.34
2014	5.54	2.72	2.28
2015	5.65	2.68	2.28
2016	5.61	2.74	2.34
2017	5.63	2.74	2.38
2018	5.62	2.68	2.21
2019	5.64	2.62	2.28
2020	5.70	2.68	2.15

Source: FGSR internal script using data extracted from Peoplesoft Campus Solutions as of February 12, 2021

Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. leaves of absence).

Second, average completion times for students in course-based master's programs remain markedly shorter than for those in thesis-based master's programs. This may be because there are more international students registered in these programs. They consistently complete their programs in less time than do domestic students, year over year, in every type of degree program:

Table 14. Average completion times in years by citizenship

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-Based)	
	Domestic	International	Domestic	International	Domestic	International
2009	5.75	4.88	2.94	2.57	2.53	2.03
2010	6.00	5.34	2.87	2.56	2.39	1.96
2011	5.77	4.98	2.81	2.45	2.38	1.77
2012	5.83	4.78	2.85	2.50	2.45	1.73
2013	5.80	4.99	2.86	2.39	2.46	1.71
2014	5.79	4.82	2.87	2.45	2.38	1.69
2015	5.87	5.00	2.88	2.41	2.43	1.64
2016	5.87	5.02	2.88	2.49	2.53	1.65
2017	5.99	4.98	2.85	2.55	2.55	1.69
2018	5.93	5.13	2.74	2.60	2.40	1.53
2019	6.06	5.08	2.75	2.43	2.46	1.67
2020	6.23	5.03	2.77	2.54	2.46	1.62

Source: FGSR internal script with data extracted from peoplesoft campus solutions as of February 12, 2021

Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. leaves of absence).

Another of the figures meriting close attention here is a notable increase in the average time required by domestic students to complete doctoral degrees awarded in 2020.

3.2.2 Leaves of Absence

We expect that a larger number of students will have will opt to take an exceptional leave of absence¹⁷ due to the complications posed by the COVID pandemic. Based on the current data, however, there is not yet any clear evidence of an increase in such requests:

Table 15. Average LOA (in years) by degree type

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-based)	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.62	19	0.90	13	0.88	19
2010	0.71	21	0.62	14	0.86	19
2011	0.67	30	0.58	14	0.85	13
2012	0.55	25	0.52	14	0.86	22
2013	0.76	31	0.69	13	0.78	18
2014	0.70	33	0.85	26	0.87	21
2015	0.67	39	0.55	19	0.99	24
2016	0.77	49	0.70	20	0.98	32
2017	0.82	44	0.67	24	0.99	25
2018	0.79	43	0.80	29	0.79	17
2019	0.80	55	0.49	31	0.93	19
2020	0.75	48	0.63	31	0.84	26

Source: FGSR Internal Script with Data extracted from Peoplesoft Campus Solutions as of February 12, 2021

¹⁷ In instances where students may be dealing with extenuating or unanticipated circumstances beyond their control, leaves of absence are an important administrative option that transparently and equitably supports students towards successful completion. This means that when they cannot work on their research, their time in program will not continue to advance.

Table 16. Average LOA (in years) by national status

Convocation Year	Overall		Domestic		International	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.79	51	0.80	48	0.56	3
2010	0.74	54	0.76	51	0.44	3
2011	0.69	57	0.69	56	0.67	1
2012	0.65	61	0.68	55	0.39	6
2013	0.75	62	0.76	55	0.64	7
2014	0.79	80	0.84	66	0.57	14
2015	0.74	82	0.77	69	0.56	13
2016	0.84	101	0.89	83	0.63	18
2017	0.83	93	0.91	73	0.57	20
2018	0.81	89	0.85	65	0.70	24
2019	0.73	105	0.77	83	0.60	22
2020	0.73	105	0.77	87	0.57	18

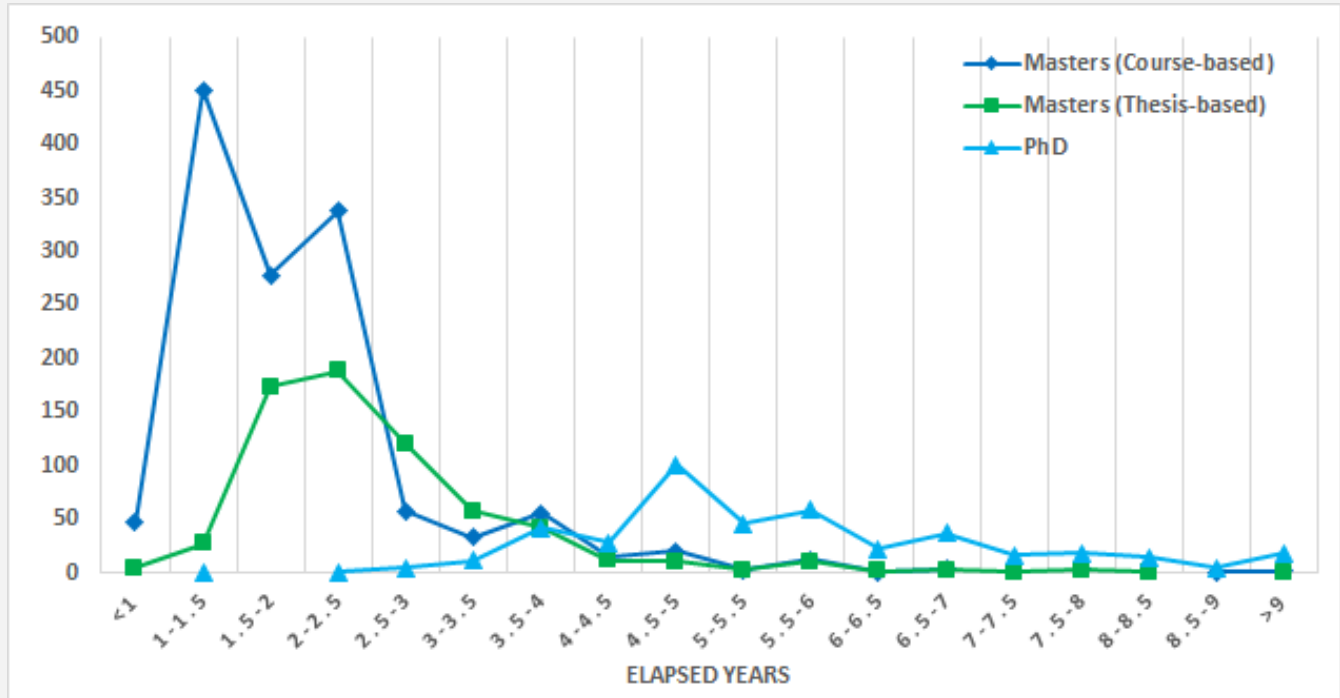
Source: FGSR Internal Script with Data extracted from Peoplesoft Campus Solutions as of February 12, 2021

Domestic and international students took leaves for roughly similar periods of time in 2020 as they did in 2019 (Table 16). As in previous years, domestic students were more likely than international students to take leaves.

3.2.3 Distribution of Completion Times

Completion time, as noted above, is a complex variable; its significance is not fully captured in a single measure.

Figure 18. Completion distribution by degree, Year 2020



Source: FGSR Internal Script with data extracted from peoplesoft campus solutions as of February 12, 2021

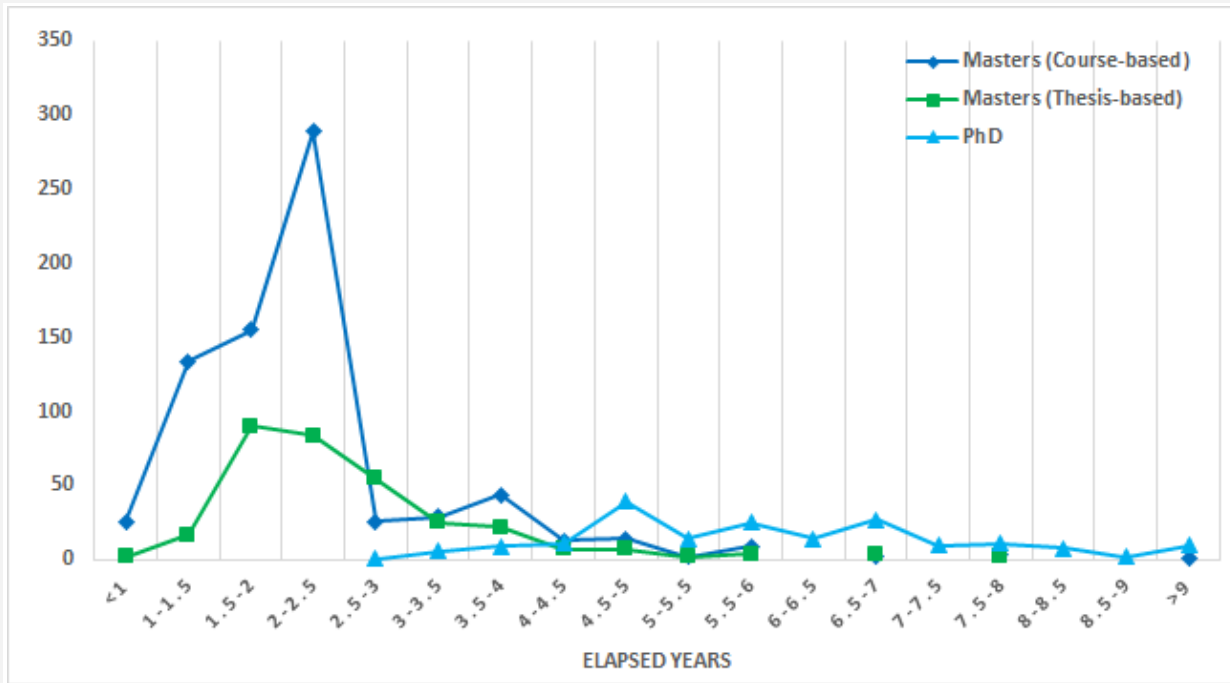
Note: Completion time here is the period from a student’s registration date to a student’s completion date, and includes any time away from the program (ie. leaves of absence).

While the average time to completion, reported above, offers a means to track overall performance, it tends to obscure information about the variability and range of completion patterns. Figure 18 illustrates the distribution of completion times for 2020 graduates, in an effort to bring more clarity to the issue.

Not surprisingly, the trend is for the majority of master’s students to finish quickly; the curve, however, includes a long tail reflecting relatively small numbers of students whose longer completion times tend to skew the average upward.

The PhD pattern is differently distributed, illustrating the fact that while some international students may go beyond the six-year time limit for their program, this is far less often the case than with domestic students (compare Figures 19 and 20 below).

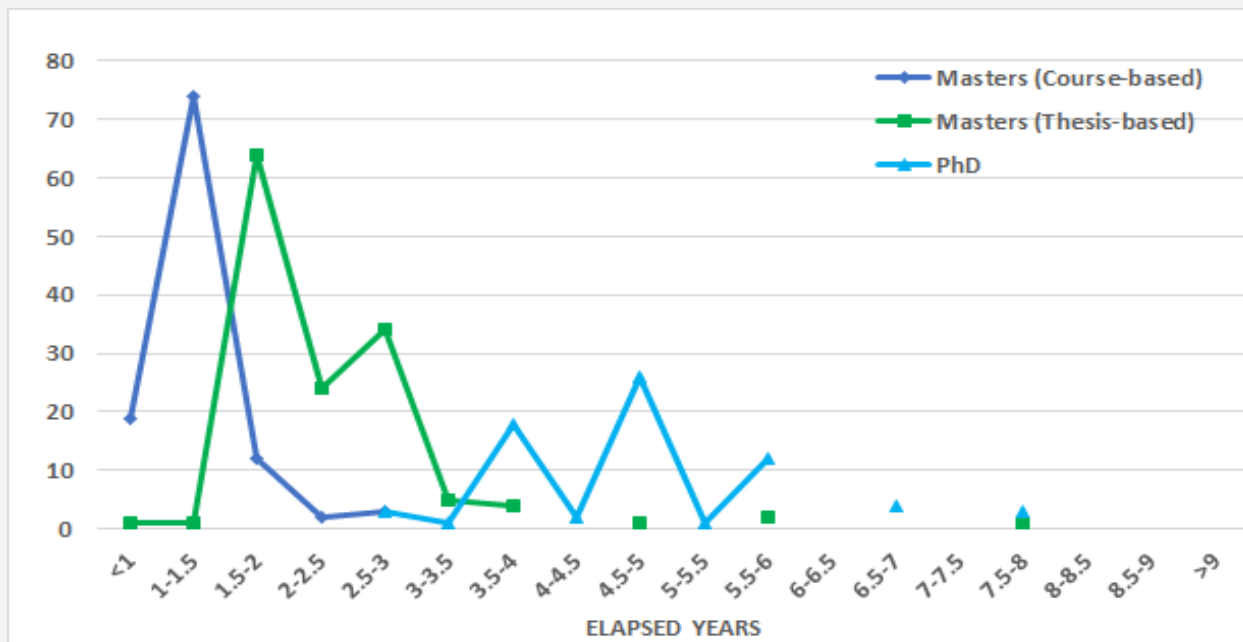
Figure 19. Domestic completion distribution by degree, Year 2020



Source: FGSR Internal Script using data extracted from Peoplesoft Campus Solutions as of February 12, 2021.

Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences; 2) domestic = Canadian citizens and permanent residents of Canada. 2) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

Figure 20. International completion distribution by degree, Year 2020



Source: FGSR Internal script using data extracted from Peoplesoft Campus Solutions as of February 12, 2021.

Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences; 2) international = students attending the university on a study/work visa at time of admission. 2) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

3.3. Attrition and Completion Rates

Another key measure is the proportion of University of Alberta graduate students who complete their programs. To determine completion and attrition rates, we categorize the graduate students starting their program in each academic year in three groups: those who were still active at the end of the current Spring term; those who have convocated; and those who have left the university without any credential.¹⁸

Table 17 presents these doctoral attrition and completion rates. It does not report the rates for cohorts that fall within the six-year completion time for a PhD, but does report the absolute number of convocating, still active, and remaining students for those groups.

Doctoral attrition remains an area of concern, and improvement is a goal. However, it is encouraging to note that since 1999, the attrition rates have decreased steadily, if unevenly.

Table 17. Doctoral attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
1999-2000	449	328	0	121	26.95	73.05
2000-2001	386	293	0	93	24.09	75.91
2001-2002	437	340	0	97	22.20	77.80
2002-2003	480	386	0	94	19.58	80.42
2003-2004	479	403	0	76	15.87	84.13
2004-2005	469	361	0	108	23.03	76.97
2005-2006	464	371	0	93	20.04	79.96
2006-2007	503	401	0	102	20.28	79.72
2007-2008	519	426	2	91	17.53	82.40
2008-2009	537	463	0	74	13.78	86.22
2009-2010	588	500	2	86	14.63	85.32
2010-2011	578	482	8	88	15.22	84.56
2011-2012	550	446	20	84	15.27	84.15
2012-2013	592	446	42	104	17.57	81.09
2013-2014	536	396	73	67	12.50	85.53
2014-2015	537	322	150	65	12.10	83.20
2015-2016	544	181	283	80	N/A	N/A
2016-2017	532	64	419	49	N/A	N/A
2017-2018	549	20	486	43	N/A	N/A
2018-2019	554	7	517	30	N/A	N/A
2019-2020	547	3	523	21	N/A	N/A
2020-2021 ²	457		455	2	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of February 12, 2021. Notes: 1) Figures are calculated taking into account the student's program at the term of admission, which has implications for students who move from master's to PhD programs without formally reapplying (and, conversely, for students who are repositioned in master's programs from the doctoral programs they entered, usually as a result of a failed candidacy exam. 2) 2020-2021 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms). 3) Completion time here is the period from a student's registration date to their completion date, and includes any time away from the program (ie. all leaves of absence).

¹⁸ Note that students currently recorded as "active" may either convocate or leave their program without a degree in the future. Thus, attrition rates reported for cohort years that still retain active students become increasingly speculative as we move toward the present.

Table 18. Thesis-based master's attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
1999-2000	556	473	0	83	14.93	85.07
2000-2001	525	463	0	62	11.81	88.19
2001-2002	564	484	0	80	14.18	85.82
2002-2003	636	553	0	83	13.05	86.95
2003-2004	618	534	0	84	13.59	86.41
2004-2005	593	510	0	83	14.00	86.00
2005-2006	572	486	0	86	15.03	84.97
2006-2007	576	494	0	82	14.24	85.76
2007-2008	633	536	0	97	15.32	84.68
2008-2009	664	584	0	80	12.05	87.95
2009-2010	759	691	0	68	8.96	91.04
2010-2011	638	574	1	63	9.87	90.11
2011-2012	692	619	1	72	10.40	89.58
2012-2013	693	620	1	72	10.39	89.60
2013-2014	665	589	7	69	10.38	89.51
2014-2015	649	575	14	60	9.24	90.55
2015-2016	676	594	21	61	9.02	90.69
2016-2017	747	629	62	56	7.5	91.82
2017-2018	758	512	190	56	7.39	90.14
2018-2019	748	187	524	37	N/A	N/A
2019-2020	755	6	730	19	N/A	N/A
2020-2021 ³	725		718	7	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of February 12, 2021.

Notes: (1) figures are calculated taking into account the student's program at the term of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas). (3) 2020-2021 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms). (5) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

In general, master's completion rates remain between 90% and 93% (see Tables 18 and 19), and both thesis-based and course-based completion rates are trending upward.

Note that we have not reported attrition and completion rates for cohorts within the average three-year completion time of a master's degree.

Table 19. Course-based master's attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
1999-2000	543	453	0	90	16.57	83.43
2000-2001	518	461	0	57	11.00	89.00
2001-2002	540	474	0	66	12.22	87.78
2002-2003	622	543	0	79	12.70	87.30
2003-2004	737	633	0	104	14.11	85.89
2004-2005	714	644	0	70	9.80	90.20
2005-2006	670	599	0	71	10.60	89.40
2006-2007	739	646	0	93	12.58	87.42
2007-2008	879	781	0	98	11.15	88.85
2008-2009	909	813	0	96	10.56	89.44
2009-2010	1045	928	0	117	11.20	88.80
2010-2011	1061	955	0	106	9.99	90.01
2011-2012	1120	1025	1	94	8.39	91.60
2012-2013	1016	926	2	88	8.66	91.32
2013-2014	1153	1046	5	102	8.85	91.11
2014-2015	1017	941	8	68	6.69	93.26
2015-2016	1016	935	17	64	6.30	93.59
2016-2017	1197	1050	59	88	7.35	92.27
2017-2018	1237	903	254	80	6.47	91.86
2018-2019	1396	623	721	52	N/A	N/A
2019-2020	1356	47	1271	38	N/A	N/A
2020-2021 ³	1144		1140	4	N/A	N/A

Source: Extracted from PeopleSoft; internal script, accessed February 12, 2021.

Notes: (1) figures are calculated taking into account the student's program at the term of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas). (3) 2020-2021 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms). (4) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

Part III. Looking Forward

The past year has been one of unprecedented challenges. However, we have realized resiliency as a community and are prepared to continue our important work in support of graduate students, supervisors, and academic units and programs. To do so, we are focusing on the following priorities.

Supporting Students and Supervisors

FGSR is dedicated to supporting graduate students throughout their academic journey at the University of Alberta. We will continue working in partnership across all academic units to foster best practices in graduate student supervision. This includes extending support for supervisors through ongoing topic-driven workshops, podcasts, and the proposed new supervisor development program. Through the implementation of the proposed progress reports and student-supervisor guidelines, we will bring consistency to the student experience and ensure that these foundational supervisory working relationships start out positively.

FGSR also aspires to apply the lessons learned from our remote work experience of the past year, and retain those novel resources that were developed to navigate our virtual world. These resources actually helped us reach a wider audience than was previously possible when we were on campus, including our award winning professional development programming, GTLP, and graduate student onboarding events. In addition, FGSR will further explore opportunities to enhance graduate student funding success through scholarships and awards and lead institutional efforts to embody EDII principles in all adjudication practices. FGSR's role is to advocate for the unique needs of graduate students and graduate education across the institution.

Pursuing Administrative Efficiencies

The university is looking to improve efficiencies in all of its operations. FGSR has carefully assessed all of its operations, and will continue to streamline them — always bearing in mind the best interests of students and the specific needs of our administrative partners. This essential work includes both large-scale measures (such as reorganizing our services to better support the new collegiate system; see Table 26 below) and more focused strategies (such as using the EDRMS system to convert our current workflows into more efficient, paperless ones).

Enhancing Transparency

FGSR is committed to ensuring that the units supporting graduate students, and those making decisions about their future, have detailed and up-to-date information readily available. In the coming year, we will provide more frequent updates on graduate enrolments, applications, among other key metrics, to facilitate unit and institutional planning. We will continue working on FGSR's institutional graduate regulations and existing policies to bring clarity on process and procedure as it relates to administration of programs and student progress. Work on FGSR's website has been ongoing and will continue so as to facilitate information access and wayfinding for students, supervisors, and graduate administrators. Together, these steps will help to ensure that we can support programs and students in an equitable and transparent way.

Appendix: Supporting Data

The following tables and figures offer readers additional insight into the findings reported above, and into other key metrics related to graduate student success. For more information, contact graddean@ualberta.ca.

Table 20. Graduate enrolment each Fall by degree type

Degree	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PhD	2907	2952	3069	3020	2975	2777	2732	2763	2730	2798	2766
Thesis-based Master's	2183	2200	2207	2217	2128	1966	2051	2133	2178	2204	2085
Course-based Master's	2167	2242	2197	2272	2329	2325	2498	2582	2853	2997	3124
Certificate	16	15	35	50	23	50	69	123	109	115	170
Other	73	65	90	105	117	86	108	67	101	111	59
Total	7346	7474	7598	7664	7572	7204	7458	7668	7971	8225	8204

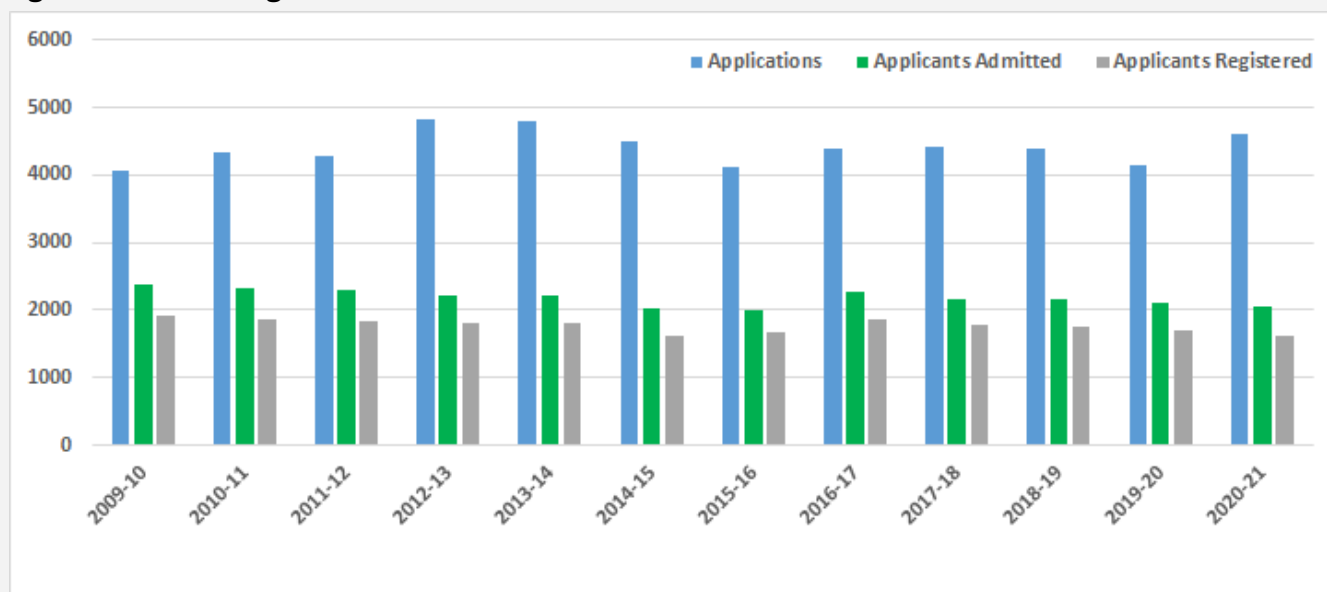
Source: Strategic Analysis and Data Warehousing. Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables. Notes: 1) Other = students in post-master's and post-baccalaureate certificates, postgraduate diplomas, qualifying, special graduate, and visiting students; 2) Students who have FGSR listed as their department are included.

Table 21. Domestic graduate admissions

	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21*
Applications	4071	4338	4273	4829	4791	4493	4107	4399	4411	4383	4131	4609
Applicants Admitted	2370	2317	2285	2215	2211	2035	2002	2279	2168	2154	2092	2038
Applicants Registered	1922	1847	1846	1802	1801	1624	1673	1857	1792	1758	1687	1604

Source: FGSR Internal script; data extracted from peoplesoft Campus Solutions. Notes: Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables. *Provisionary academic year figures (Sept to Aug) for 2020-2021.

Figure 21. Domestic graduate admissions



Source: FGSR Internal script; data extracted from peoplesoft Campus Solutions. Notes: Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables. *Provisionary academic year figures (Sept to Aug) for 2020-2021.

Table 22. International graduate admissions

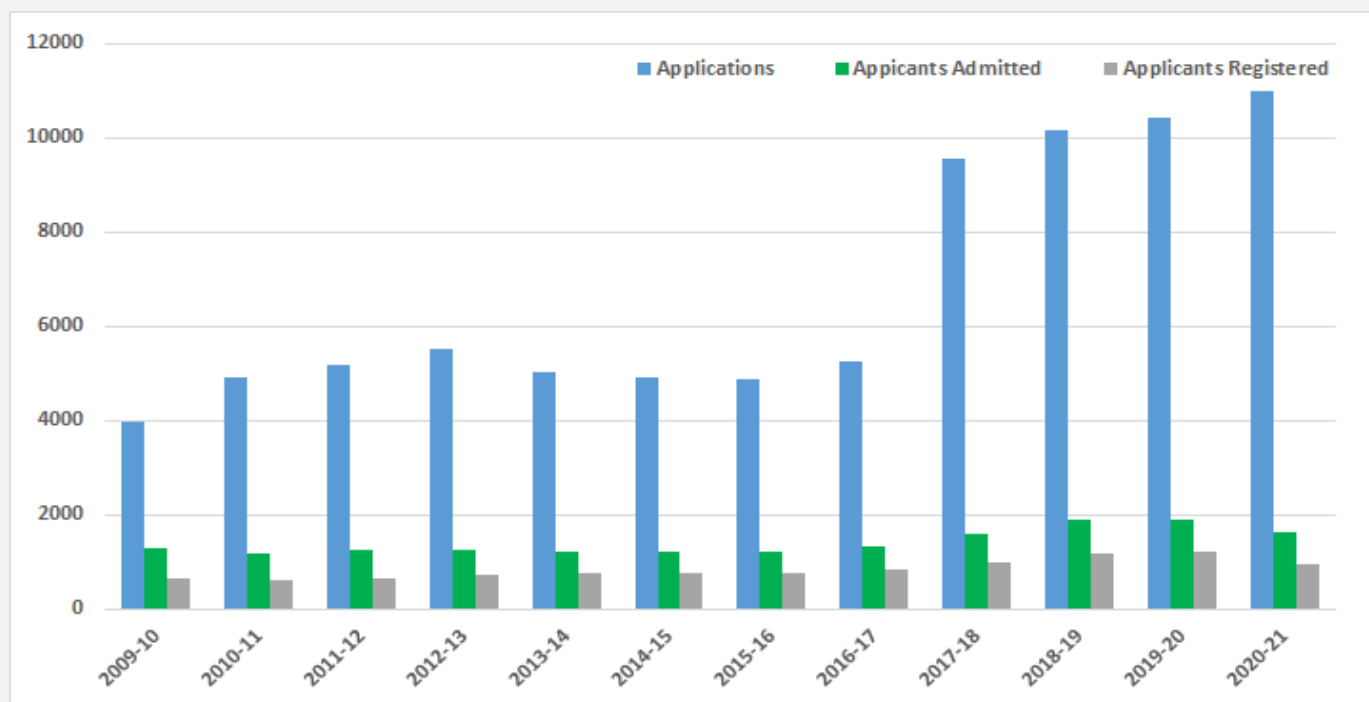
	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21*
Applications	3964	4901	5195	5502	5040	4914	4878	5257	9556	10144	10409	10981
Applicants Admitted	1284	1174	1249	1255	1225	1239	1224	1342	1597	1891	1884	1621
Applicants Registered	651	605	669	747	766	788	767	845	1011	1199	1231	959

Source: FGSR Internal Script; extracted with data from Peoplesoft Campus solutions.

Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables.

*Provisionary academic year figures (Sept to Aug) for 2020-2021.

Figure 22. International graduate admissions



Source: FGSR Internal Script; extracted with data from Peoplesoft Campus solutions.

Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables.

*Provisionary academic year figures (Sept to Aug) for 2020-2021.

Table 23. Doctoral degree, Fall headcount by Faculty

Faculty	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ALES	225	218	246	235	237	230	221	220	214	216	204
Arts	469	467	472	478	451	413	412	394	385	374	372
Business	65	54	60	61	51	45	46	49	52	47	49
Campus Saint-Jean											
Education	274	292	296	291	295	257	246	255	251	255	255
Engineering	617	669	717	702	711	678	679	709	726	779	783
Extension											
Kinesiology, Sport, & Rec.	66	63	60	65	55	56	49	58	49	50	47
Law	4	8	8	8	7	7	8	7	5	5	6
Medicine & Dentistry	282	304	319	316	340	342	329	308	281	291	270
Native Studies								5	14	15	19
Nursing	86	74	70	64	68	64	68	66	67	66	73
Pharmacy	39	35	34	33	32	32	28	23	26	20	18
Public Health	40	42	42	43	45	50	47	57	46	46	54
Rehabilitation Medicine	33	34	36	38	36	37	35	45	48	50	49
Science	707	692	709	686	646	566	564	567	562	584	567
Total	2907	2952	3069	3020	2974	2777	2732	2763	2726	2798	2766

Source: Strategic Analysis and Data Warehousing – Registration Statistics, December 1, 2020. Fall Data; Data is using Dec 1, 2020 static statistical tables.

Table 24. Master's degree, Fall headcount by Faculty

Faculty	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total
ALES	244	22	266	255	35	290	254	39	293	257	40	297	245	37	282	225	53	278
Arts	240	81	321	255	87	342	258	67	325	265	58	323	236	84	320	211	93	304
Business		558	558		556	556		572	572		668	668		662	662		680	680
Campus Saint-Jean	8	20	28	5	13	18	10	18	28	7	12	19	11	13	24	13	12	25
Education	70	567	637	70	576	646	65	529	594	62	584	646	68	609	677	55	626	681
Engineering	527	36	563	544	111	655	557	235	792	565	310	875	589	359	948	534	377	911
Extension		54	54	8	52	60	15	39	54	16	35	51	27	41	68	34	43	77
KSR	44	18	62	42	15	57	42	17	59	42	27	69	37	23	60	37	22	59
Law	5		5	5	1	6	4		4	5		5	7		7	11		11
Medicine & Dentistry	260	2	262	277	4	281	296	4	300	307	4	311	286	3	289	302	2	304
Native Studies	12		12	20		20	12		12	12		12	11		11	12		12
Nursing	20	45	65	18	36	54	18	32	50	22	52	74	28	79	107	26	98	124
Pharmacy	18		18	22		22	20		20	19		19	20		20	21		21
Public Health	80	131	211	71	120	191	68	119	187	69	128	197	77	126	203	76	153	229
Rehab Medicine	48	680	728	48	779	827	50	787	837	39	783	822	32	808	840	31	815	846
Science	390	111	501	411	113	524	464	124	588	490	153	643	530	155	685	497	151	648
Total	1966	2325	4291	2051	2498	4549	2133	2582	4715	2177	2854	5031	2204	2999	5203	2085	3125	5210

Source: Strategic Analysis and Data Warehousing: Registration Statistics - December 1, 2020
Fall Data; Data is using Dec 1, 2020 static statistical tables.

Table 25. Professoriate numbers by Faculty

Faculty	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ALES	104	108	111	113	108	110	114	112
Arts	347	319	322	323	320	310	313	312
Business	73	74	72	71	71	69	63	66
Campus Saint-Jean	30	25	29	30	30	32	31	30
Education	109	100	104	107	111	108	103	102
Engineering	200	194	201	204	208	218	221	220
Extension	17	16	17	15	17	16	14	2
Native Studies	8	8	10	11	11	14	14	14
KSR	43	39	38	41	38	37	37	35
Law	32	29	27	28	28	32	31	31
Medicine & Dentistry	635	627	643	644	636	627	629	615
Nursing	51	49	47	47	45	45	41	38
Pharmacy	20	20	22	24	22	19	19	19
Public Health	28	25	26	27	25	24	29	32
Rehabilitation Medicine	48	42	44	44	42	41	35	34
Science	300	288	286	288	288	294	296	295
Total	2045	1963	1999	2017	2000	1996	1990	1957

Source: Strategic Analysis and Data Warehousing – Professoriate head count by Faculty

https://idw-bi.ualberta.ca/t/Production/views/UofAStaff_0/ProfessoriateHeadcount?%3Aembed=y&%3Adisplay_count=no&%3AshowVizHome=no

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) Medicine and Dentistry figures also include contingent faculty members.

Table 26. Fall 2020 headcount by College and Faculty

		Departments	Fall 2020 Headcount				Total at College Level	% of Total
			PhD	M-T	M-C	Total Grad Students		
College of Health Sciences	FoMD	Biochemistry Cell Biology Laboratory Medicine & Pathology MatCH (Maternal and Child Health Program) Medical Microbiology & Immunology Medical Sciences Graduate Program Medical Sciences: Anesthesiology & Pain Medicine; Dentistry; Medical Genetics; Obstetrics & Gynecology; Ophthalmology and Visual Sciences; Pediatrics; Radiology & Diagnostic Imaging Medicine Neuroscience Oncology Pharmacology Physiology Psychiatry Surgery Biomedical Engineering (with Engineering)	270	302	2	574	2094	25.82
	KSR	<i>Non-Departmentalized</i>	47	37	22	106		
	Nursing	<i>Non-Departmentalized</i>	73	26	98	197		
	Pharmacy	<i>Non-Departmentalized</i>	18	21		39		
	Public Health	<i>Non-Departmentalized</i>	54	76	153	283		
	Rehab Medicine	Communication Sciences & Disorders Occupational Therapy Physical Therapy Rehabilitation Sciences	49	31	815	895		
College of Natural + Applied Sciences	ALES	Agricultural, Food & Nutritional Science Human Ecology Renewable Resources Resource Economics & Environmental Sociology	204	225	53	482	3391	41.82
	Engineering	Chemical & Materials Engineering Civil & Environmental Engineering Electrical & Computer Engineering Mechanical Engineering Biomedical Engineering (with FoMD) Internetworking (MINT) (with Science)	783	534	377	1694		
	Science	Biological Sciences Chemistry Computing Science Computing Science - Multimedia Program Earth & Atmospheric Sciences Mathematical & Statistical Sciences Physics Internetworking (MINT) (with Engineering) Psychology (with Arts)	567	497	151	1215		
College of Social Sciences + Humanities	Arts	Anthropology Art & Design Communications and Technology (MACT) Digital Humanities Drama East Asian Studies Economics English and Film Studies History & Classics Linguistics Modern Languages and Cultural Studies Music Philosophy Political Science Religious Studies Sociology Women's and Gender Studies Psychology (with Science)	372	211	93	676	2358	29.08
	Business	Business - PhD Business - MBA	49		680	729		
	Education	Educational Policy Studies Educational Psychology Educational Studies Elementary Education Health Sciences Education Library & Information Studies Secondary Education	255	55	626	936		
	Law	<i>Non-Departmentalized</i>	6	11		17		

Augustana	<i>Non-Departmentalized</i>	0	0	0	0	0	0.00
Campus Saint-Jean	<i>Non-Departmentalized</i>	0	13	12	25	25	0.31
Faculty of Native Studies	<i>Non-Departmentalized</i>	19	12	0	31	31	0.39
Extension		0	34	43	77	77	0.97
Total Student by Degree Type		2766	2085	3125	Total Graduate Students:	7976	

Note: Certificate and Other students are not reflected in this table.

Item No. 21

Governance Executive Summary
Discussion Item

Agenda Title	Executive <i>ad hoc</i> Governance and Procedural Review Committee
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Item	
Proposed by	University Governance
Presenter(s)	Brad Hamdon, General Counsel and University Secretary Moin Yahya, Professor, Faculty of Law, Elected Member, General Faculties Council

Details	
Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before General Faculties Council (GFC) to inform them on the work of the Executive <i>ad hoc</i> Governance and Procedural Review Committee on the Meeting Procedural Rules, Roles and Responsibilities of Members, and Question Period Procedure. The Executive <i>ad hoc</i> committee recommend that these documents should come forward for information in June, and for approval in Fall, 2021. GFC was asked to provide feedback on the draft changes. A summary of the comments received is attached and informed additional changes to the documents which are indicated in yellow.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Meeting Procedural Rules</p> <p>The revised draft proposed changes to the GFC Meeting Procedural Rules seek to clarify or amend:</p> <ul style="list-style-type: none"> – How decisions are made, including how agendas are proposed to GFC, how motions can be added to the agenda and how votes are tallied; – GFC Question Period procedure; including the information that needs to be moved from the existing procedure and the possibility of placing Question period as the first discussion item on the agenda; and – Debate at GFC Meetings; including the required majority to call the question, the use of a Speakers list, and the possibility of limiting speaking times. <p>GFC feedback related to the proposed changes focused on:</p> <ul style="list-style-type: none"> – Rules on the attendance of members and the process to declare seats vacant; – Question Period procedure, where question period is placed in the agenda and whether it should be 30 minutes; – Meetings and whether the rules should change regarding the length of GFC meetings; – Debate and the addition of guidance regarding a 3 minute time limit; – When a 2/3 majority is appropriate;

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	<ul style="list-style-type: none"> - Additional rules and procedures laid out in <i>Robert's Rules</i> that could be added to the Meeting Procedural Rules; - Whether the rules should speak to the <i>Post-Secondary Learning Act's</i> direction that "Any recommendations from the general faculties council to the board must be transmitted to the board through the president" 26(2); and <p>Roles and Responsibilities of Members</p> <p>The revised draft document that incorporates language approved by GFC at their March 22nd meeting, suggestions from GFC members and the revisions of the Vice-Provost (Indigenous Programs and Research) and the Special Advisor (Human Rights and Equity). The proposed changes to the document include:</p> <ul style="list-style-type: none"> - Revisions to the commitment to equity, diversity, inclusivity, and Indigeneity; - Revisions to the responsibility to contribute to renewal of GFC; and - Removal of the language describing the process for replacing GFC members. <p>Question Period Procedure</p> <p>Based on the feedback from GFC, it was decided that further discussion was needed before recommendations could be made regarding GFC's Question Period Procedure, whether it could be eliminated, and what information needed to be transferred to the Meeting Procedural Rules.</p>
Supplementary Notes and context	

Engagement and Routing

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> ● GFC Executive Committee (meeting dates April 12, May 10, 2021) ● General Faculties Council (online consultation and discussion on April 26, 2021) ● The Executive <i>ad hoc</i> Review Committee (meeting dates March 29, 2021, April 15, 2021; May 3, 2021, and June 3, 2021)
Approval Route (Governance) (including meeting dates)	GFC Executive Committee, April 12, 2021 for discussion General Faculties Council, April 26, 2021 - Update on the work of the Exec <i>ad hoc</i> committee, April 21 – 18, 2021 - online consultation. GFC Executive Committee, May 10, 2021 - for discussion General Faculties Council. June 7, 2021 - for information, September 20, 2021 – for discussion.

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and
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	policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> General Faculties Council GFC Executive Committee	

Attachments

1. Proposed changes to the GFC Meeting Procedural Rules
2. Proposed changes to the GFC Roles and Responsibilities Document
3. Summary of Feedback from GFC on the Meeting Procedural Rules, the Question Period Procedure and the GFC Roles and Responsibilities documents

Prepared by: University Governance



Meeting Procedural Rules

Introduction

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

The following rules and procedures are based on a number of fundamental principles that encourage participation and engagement of members. These principles include:

- A commitment to inclusive and participatory decision-making.
- A commitment to openness, transparency and respectful communication.

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

1. Procedural Rules

- 1.1 GFC and its standing committees are governed by the procedural rules set out below. For matters not covered by these rules, or by the *Post Secondary Learning Act* (PSLA) reference shall be made to the current edition of *Robert's Rules of Order*. If this does not provide clear direction regarding a point in question, then the Chair shall decide how to proceed. However, such rulings by the Chair may be overruled via a motion supported by a [vote of the majority of those present voting, majority of votes cast](#).
- 1.2 The chairs of GFC and its standing committees will be responsible for guiding meetings of GFC and its standing committees, enforcing rules, and deciding questions pertaining to those rules. Any decisions of the chair are subject to challenge (see 10.3).
- 1.3 The Chair will not participate actively in debate regarding a motion before GFC without passing the role of the Chair to the Vice-Chair for the duration of the debate and the subsequent vote.

2. Meetings

- 2.1 GFC and its standing committees shall meet regularly during the academic year, the schedule of which will be published on the governance website at least one month before the beginning of each academic year. GFC meetings will not be scheduled during the period [S](#) set aside for final examinations or Reading Week [S](#), however committee meetings may occur during this time.
- 2.2 Cancellation - GFC Executive Committee may cancel a meeting of GFC if it determines that the number and nature of the agenda items make it reasonable to defer consideration, and provided that notice of such cancellation is given to members at least one week prior to the date of the meeting. The Chair of a GFC standing

committee may cancel a meeting if the agenda items make it reasonable to defer consideration, and provided that notice of such cancellation is given to members as early as possible.

- 2.3 From time to time, the Chair of GFC may call special meetings of GFC, provided that notice of such meetings is given to members at least one month in advance. If required, an two-thirds majority electronic vote may be used to waive the one-month notice- if approved by a two-thirds majority of votes cast.
- 2.4 GFC meetings shall normally be scheduled and planned to end two hours after being called to order. Meetings may be extended by a majority of those voting votes cast.
- 2.5 Debate on new items of business will not be entertained after GFC has been sitting for three hours.
- 2.6 No audio or video recording of meetings shall be permitted unless by express authority of the Chair.

3. Open Sessions

- 3.1 Meetings of GFC and its standing committees are normally held in open session, with the exception of those dealing with nominations and adjudication which are always held in closed session.
- 3.2 Subject to the limitations of space and orderly conduct as determined by the chair, members of the university community and the general public may attend open meetings as observers. Observers may only speak if expressly invited to do so by the Chair.

4. Closed Sessions

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

5. Questions

- 5.1 If more information than is provided as part of the meeting agenda is required, information requests may be made of the University Governance office.
- 5.2 Questions on an issue within GFC's jurisdiction may be submitted in writing to the GFC Secretary up to six working days before the next GFC meeting to receive a written response by the appropriate officer(s) of the University. If the recipient considers that a question is not factual, contains argument or opinion or facts other than those necessary for explanation of the question, or is outside the scope of GFC responsibilities, or that an excessive amount of time, effort, expenditure and/or resources will be required to provide an answer, the recipient shall return the question to the questioner and work with the questioner to narrow the scope of the question.
- 5.3 Every GFC meeting has Question Period as a standing item wherein members may raise a question during the time set aside for this item (see 6.5). Procedures for Question Period are available at ualberta.ca/governance

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

6. Agendas

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

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

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

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

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

a. Question period is comprised of both written questions and, time permitting, questions from the floor.

b. The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting.

c. No debate is to be permitted of either the question or the response. Members who have submitted questions will be permitted to ask one or more supplementary questions, after which, members will have the same opportunity.

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

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

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

7. Quorum

- 7.1 General Faculties Council - The quorum for a GFC meeting is one-third of the total membership, except in the months of May through August when the quorum shall be one-quarter of the total membership.
- 7.2 GFC Standing Committees – The quorum for standing committee meetings is one-half of the voting members or, in the case where this is an even number, one-half plus 1 member.
- 7.3 Vacancies on GFC and on committees are not included when establishing quorum.
- 7.4 Maintaining quorum - A duly-called meeting which starts with a quorum present shall be deemed to have a continuing quorum, notwithstanding the departure of voting members, unless the quorum is challenged by a voting member. In the event of a challenge, the remaining members may choose to adjourn or continue the meeting. In the event of a decision to continue a meeting without quorum, the minutes shall record this fact and any decisions taken must be ratified at the next meeting.

8. Motions

- 8.1 Normally, all motions concerning substantive matters shall be published in the agenda materials.
- 8.2 All motions must be moved and seconded by members of GFC. Motions to appoint new members may only be moved and seconded by statutory members of GFC.
- 8.3 Motions pass with a majority vote of votes cast, except for the following: (1) motions to add an item to the agenda and to call the question require a two-thirds majority of those present votes cast; (2) motions to rescind a motion require a two-thirds majority of total members.
- 8.4 To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). A two-thirds majority of votes cast will be required to add a motion concerning substantive matters to the agenda as per 8.1 and 8.3. The person making a motion will be invited by the Chair to speak first in any ensuing debate.
- 8.5 ***Amendments to Motions*** - A member may make a motion to amend the wording – and within certain limits the meaning – of a pending motion before the pending motion itself is voted upon. The amendment must be germane and cannot be used to introduce a new subject. An amendment is debatable.
- 8.6 ***Motion to Adjourn*** - A motion to adjourn is a motion to close the meeting. It must be seconded, is not debatable or amendable, and typically requires a simple majority vote of votes cast. During the months of March and April, motions to adjourn require a two-thirds majority of votes cast if substantive items of business remain on the agenda.
- 8.7 During the course of a GFC meeting, members may make a Notice of Motion for debate at the next GFC meeting. In such cases GFC Executive will be responsible for placement of the motion on the next GFC agenda.

9. Motions for Specific Purposes

- 9.1 **Motion to Table** – Enables the pending question to be laid aside until some future time. The motion cannot be debated. The mover may make a statement regarding what information they believe would be required to remove the item from the table, and the proposer of the item may make a brief comment on the impact of tabling the motion.
- 9.2 **Motion to Take From the Table** – Brings the motion back before GFC and cannot be debated.
- 9.3 **Motion to Reconsider** an item which was voted upon at the current or the last meeting. If passed, proceedings are restored to the point immediately prior to the vote to which it applies.
- 9.4 **Motion to Rescind a Motion** is only used when a Motion to Reconsider is out of time. Motions to Rescind require support of two-thirds of the total membership if no Notice of Motion was given in the meeting materials, but only a simple majority of votes cast if Notice was given.

10. Debate

- 10.1 A list of speakers will be kept by the Chair and/or Secretary. Normally, a member may not speak for a second time until the Chair is satisfied that all members wishing to speak for their first time have done so.
- 10.2 A member who has the floor may not normally be interrupted. However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the motion item. If the Chair does not do so, a member may raise this as a point of order. When there is a speakers list for an action item, the Chair may raise the speaker's attention to the time if they have had the floor for more than three minutes.
- 10.3 **Point of Order** - It is the right of any member who notices a breach of the rules of Council to insist on their enforcement. If the Chair fails to notice such a breach, any member may make the appropriate Point of Order, calling on the Chair for a ruling. A Point of Order does not require a seconder, it is not debatable or amendable, and cannot be reconsidered.
- 10.4 **Calling the Question** - Upon hearing a member call the question, the Chair will ask members if they are ready to vote on the motion being discussed. If there appears to be opposition to closing the debate, the Chair may ask for a motion to close debate. If seconded, members will then vote on this motion, which will require a two-thirds majority of votes cast, and proceed accordingly.

11. Debates without Motions

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

12. Attendance-Delegates

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

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

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

13. Voting

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

13.2 Motions shall normally be adopted on a simple majority of ~~members present~~ votes cast except to add items to the agenda, and to end debate/call the question which requires a two-thirds majority of ~~those present~~ votes cast, or for a Motion to Rescind which requires a two-thirds majority ~~vote~~ of total membership

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

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

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

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

13.7 Electronic Votes by GFC – In cases where GFC is the electing body to populate certain selection committees and other bodies, the election process may use e-vote mechanisms. When meetings are held remotely, members will vote on motions either by using a platform made available for this purpose, or by using the features within the remote platform.

13.8 Electronic Approval of Committee Reports by GFC – Reports from the Nominating and Replenishment Committees may be distributed electronically to GFC members and are considered approved by the deadlines indicated on the report subject to receipt of additional nominations.

14. Records of Proceedings

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

14.2 Minutes – The minutes shall reflect the decisions made and reasons for the decision.

15. Amendment of these Rules and Procedures

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

16. Links

[GFC terms of reference](#)

~~[Question period procedures](#)~~

Approved by General Faculties Council: April 21, 2017



Roles and Responsibilities of Members

Introduction

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

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

GFC operates under the principle of collegial academic governance including:

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

Roles and Responsibilities of Members

1. Understand GFC

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

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

2. Meeting Attendance

2.1 Members have a responsibility to attend GFC meetings.

a. If a student member misses two consecutive meetings, or more than three meetings in one academic year, the Students' Union or the Graduate Students' Association

may request that the Chair may declare the position vacant after consultation with the member.

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

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

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

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

3. Participate in GFC Business

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

3.2 Members should engage in candid and respectful discussion of matters which are brought before GFC and its various bodies. Recognition of the value of a multiplicity of perspectives, lived experiences and the overall complexity of diversity within the University shall inform actions of members.

3.3 When voting on motions:

a. Members must act in good faith with the view to the best interests of the university as a whole. While members may be informed by matters raised by various constituencies, it is the duty of a member to ensure that all constituencies are fairly considered in the process of decision making.

b. When notified of an e-vote, members should vote in a timely manner in order to ensure that quorum requirements are met.

4. Manage Conflict of Interest and Act Ethically

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

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

5. Ask Questions

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

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

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

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

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

6. Communicate Information to Constituents

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

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

7. Participation in Renewal of GFC

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

Approved at General Faculties Council: April 21, 2017

GFC Feedback on Proposed Changes to Meeting Procedural Rules

19 of the 39 responses were generally supportive or had no issues with the proposed changes.

Introduction

- Should include all the principles set out in the Roles and Responsibilities document

1.1

- all rulings of the chair are open to challenge

1.3

- suggested edit: "the chair should participate in the debate (after relinquishing the chair) if the discussion involves a subject that will be further considered by the Board"
- the chair has the obligation to come out of the chair when they have information or a position on matter being discussed
- Need to specify who the Vice-Chair is: (Provost, other VP, Dean?)

2.1

- This year GFC was during exams, qualifier?
- This was breached, how are breaches of the rules handled?

2.3

- 2 weeks notice or simple majority?
- quorum rule? $\frac{2}{3}$ of those voting? in GFC meeting? needs to be more specific
- why $\frac{2}{3}$?
- need to state that GFC members can adjourn a meeting to another date and time

2.4

- 2x Meetings should be 3 hours

2.5

- should get rid of this rule but disallow the introduction of a new item after the time of adjournment

2.6

- should get rid of this rule

3.2

- 2x Commit to continuing to livestream meetings
- "orderly conduct" should be reframed to be consistent with U's freedom of expression statement

4.1

- needs to be consistent with 3.1 if there are other reasons to hold closed sessions they should be noted and need to have a rule about closed session minutes being made public at some point

5

- Should this speak to Standing Committees as well?

5.2

- suggested edit "the recipient shall work with the questioner to narrow the scope of the question."
- added language destined to lead to conflict, preferable to let the recipient handle it as they see fit without prescribed language
- should only speak to whether or not a question is in scope which GFC can determine
- 5x leave out the resources etc because in the interest of transparency this should be done regardless
- suggested edit: The Chair will rule on whether a question from the floor can be answered expeditiously; if not, it will be referred to the appropriate officer for response at the next meeting ACCORDING TO THE SAME PROCEDURES FOR DEALING WITH WRITTEN QUESTIONS RECEIVED IN ADVANCE OF THE MEETING.
- 6 working days is too much, meeting materials are only available 5 working days before
- preambles must be allowed because of freedom of speech, otherwise you are censoring
- leave out scope of GFC responsibilities because GFC can recommend on anything whatsoever
- suggested edit: "every effort will be made to answer all questions". and this statement should reference the principles of transparency and accountability.

5.3

- every member of GFC should be able to engage with every question submitted so the rule should be that discussion proceeds through the questions by number

5.4

- should not be changed. Members should be able to ask the question anytime

6.1

- work is often done on agenda after approval, Exec should be able to approve final agenda by email
- as it stands, exec does not play a meaningful role in agenda setting
- should be an active role for Exec to decide when and if items come to GFC and ability for Exec members to initiate the inclusion of items.

6.2

- GFC Exec should not be able to refuse the addition of items
- 2x Should it be 5 working days?
- 5 days, Won't the Exec agenda already be published?

- Suggested edit so it's clear that this is not the only way: "If GFC members wish to arrange in advance for an issue to be included for debate in an agenda to be proposed to GFC,"

6.3

- simple majority is sufficient, should not be more than what is required by Robert's Rules

6.5

- 3x Question Period needs to remain 30 minutes
- add back in "may be extended"
- c. 4x disagree with the answer not being debatable
- A suggestion to add "Supplementary questions may be asked during the Question Period providing they relate to the subject matter of the question under discussion
- the prior two points seem to contradict each other
- Suggested edit: "Although no debate is to be permitted of either the question or the response, members who have submitted the original questions are encouraged to ask additional questions aiming at clarifying the answer received. Following this, other members will be given the same opportunity."

6.6

- working days should be specified throughout
- questions can be asked for more than just clarification, GFC members may identify anything they see as cause for concern.

7.1

- quorum should be consistent for all months
- quorum should be certain number per constituency

8.1

- members should have the right to bring forward any motion under any discussion item

8.3

- $\frac{2}{3}$ for rescinding a motion with no notice should be on votes cast, not total membership

8.4

- Simple majority to add an item means more equal participation
- why $\frac{2}{3}$
- should be simple majority
- person making a motion should be invited to speak first and last

9

- should add Fix the Time to Which to Adjourn

9.3

- should note that a motion to reconsider must be made by someone who voted in favour

9.4

- why $\frac{2}{3}$
- should be of votes cast, not total membership

10.1

- Can speakers list be shared with GFC to ensure transparency
- should specify how the list is constructed for an in person and for an online meeting

10.2

- Who/How will that be monitored
- 3 minutes seems arbitrary, could reword to be “speakers are encouraged to keep their remarks to within 10 minutes
- not sure what it means that “the Chair may raise the speaker’s attention to the time” this may rush or silence people
- 3 minutes may ensure that discussion is not dominated by a few members
- use of “item” is Imprecise because a speaker might be speaking to the item but not the motion in which case they are not speaking to the proposition on the table

10.4

- need a new rule between 10.3 and 10.4 - where more than one speaker in a row speaks on the same side of a question the chair will invite speakers on the other side of the question.
- why $\frac{2}{3}$

11

- “debates” without motions should be replaced with “discussions” or “discussion items” as on the agendas
- need a new rule to cover committee of the whole discussions
- need a new rule to formalize early consultation items and requirement that new material cannot be shared in extensive powerpoint presentations but must be shared with GFC at least three days in advance of the meeting.

12

- anti-democratic and should be struck in its entirety or allow any member to send a delegate

13

- Voting should be anonymous as in the Council Chamber system
- Motions should be clearly articulated on a slide, not chatted in the zoom room
- Zoom and UofA voting tools are not good enough
- 2x change to “votes cast” throughout rather than “those voting”
- $\frac{2}{3}$ majority is used throughout without reference to the denominator

13.6

-suggested edit: "The outcome will be determined according to a simple majority of votes cast"

GFC Feedback on Proposed Changes to Roles and Responsibilities of Members

Most respondents had no concerns about the changes and there were several expressions of support for the strengthening of EDI principles and/or language about respectful and professional behaviour.

2.1

- 2 Concerns that the GSA and SU have been taken out of the equation for student members
- 2 Questions as to the appropriateness of this being up to the Chair and whether this should be a Exec committee decision
- Support for change
- It should note that excused absences are not included

3.2

- objection to addition - could be used for idiosyncratic personal agendas

5.2

- Suggest that if a question is not submitted in time it be included in the next GFC meeting materials

7.0

- suggestion to strengthen this - leadership within constituencies will use open recruitment processes for replenishment by advertising vacancies and encouraging self-nomination from anyone interested in serving.
- being purposeful reaching out to those in equity-deserving groups

GFC Feedback on Question Period Procedure

Most respondents did not have an issue with the changes

A suggestion for Executive Committee to decide on any disputes over questions and answers between the questioner and recipient

A suggestion to retain “Supplementary questions may be asked during the Question Period providing they relate to the subject matter of the question under discussion”

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
1.	March 13, 2020	President and Vice Chancellor	S. 62 - Post-Secondary Learning Act (PSLA)	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended. On Monday, March 16, all in-person, online and alternate delivery classes and exams are suspended to allow time for preparation for all in-person instruction to move on-line. All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17. No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats. 	March 13, 2020	<ul style="list-style-type: none"> Faculty Staff Employees Students 	Specific Delegation: Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances. :
2.	March 16, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> Yes 4.1 of Terms of Reference 	<ul style="list-style-type: none"> See Agenda Item 5 Motions 		<ul style="list-style-type: none"> Faculty Students Staff 	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> Yes 4.1 of Terms of Reference 	<ul style="list-style-type: none"> See Agenda Item 3 Motions 	March 20, 2020	<ul style="list-style-type: none"> Faculty Students Staff 	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide 	April 6, 2020	<ul style="list-style-type: none"> Faculty Students Employees 	By Email - Discussed by email with Chair of BFPC and Board Chair on April 2
5.	April 6, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> Yes 4.1 of Terms of Reference 	<ul style="list-style-type: none"> See Agenda Item 4 Motions 	April 6, 2020	<ul style="list-style-type: none"> Faculty Staff Employees 	Communication occurred following the passing of the relevant motion during the open session meeting of the General Faculties Council Executive Committee
6.	April 20, 2020	General Faculties Council	S. 26 - PSLA	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> See Agenda Item 6 C Motions from the Floor 	April 22, 2020	<ul style="list-style-type: none"> GFC Members/ GFC Members' Assistants. 	

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
7.	May 14, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> Presidential Announcement on the Fall 2020 Term 	May 14, 2020	<ul style="list-style-type: none"> University Community through The Quad on the U of A's initial plans for welcoming incoming and current students to the new academic year in September. 	Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the Covid-19 Fall 2020 Planning Website)].
8.	May 25, 2020	General Faculties Council	S. 26 - PSLA	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> See Agenda Item 11 C Motions from the Floor 	May 26, 2020	<ul style="list-style-type: none"> GFC Members/GFC Members' Assistants 	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term. 		<ul style="list-style-type: none"> Faculty Students Employees 	Consultations: <ul style="list-style-type: none"> Joint University Student MNIF Oversight Committee Representatives of Athletics and Recreation
10.	July 30, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> Mandatory use of masks on University Campuses. 	July 30 and 31, 2020	<ul style="list-style-type: none"> University Community through The Quad. COVID-19 Information 	Alignment with City of Edmonton bylaw
11.	September 24, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> The Winter 2021 semester will be a combination of in-person, remote and online instruction. 	September 24, 2020	<ul style="list-style-type: none"> University Community through The Quad. Email FYI: Announcement on the Winter 2021 Semester 	Subject to evolving public health guidelines
12.	November 19, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA COVID-19 related policies, directives, orders and guidelines which are required to comply with the Government of Alberta Public Health Orders, 	December 7, 2020	<ul style="list-style-type: none"> General Faculties Council, link to Tracker document on Agenda 	Subject to evolving public health guidelines

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
					Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders.			
13.	November 26, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> Delayed start of Winter 2021 term. 	November 26 and 27, 2020	<ul style="list-style-type: none"> University Community through The Quad COVID-19 Information 	
14.	November 26, 2020	Public Health Response Team	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Delegated per I.D. 12 	<ul style="list-style-type: none"> Safety Measures General Directives Enforcement Procedure 	November 27, 2020	<ul style="list-style-type: none"> COVID-19 Information 	
15.	January 22, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> Approval of Program Delivery Framework for the university's Spring/Summer 2021 terms. 	January 28, 2021	<ul style="list-style-type: none"> COVID-19 Information 	Subject to evolving public health guidelines
16.	February 11, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> Approval of the Faculty of Extension's Fall 2021 communication of course delivery plans. 	mid-February	<ul style="list-style-type: none"> Extension's Continuing and Professional Education (CPE) learners 	
17.	February 18, 2021	President and Vice-Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> Fall Planning Update including delay of Fall 2021/Winter 2022 registration to mid-May. 	February 23, 2021	<ul style="list-style-type: none"> University Community through The Quad 	
18.	March 11, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> Approval of the recommendations of the COVID-19 Vaccination Working Group Report 	March 15, 2021	<ul style="list-style-type: none"> COVID-19 Information 	Subject to evolving public health guidelines
19.	May 4, 2021	Public Health Response Team	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Delegated per I.D. 12 	<ul style="list-style-type: none"> Most on-campus activities paused for 24 hrs, effective midnight, May 4 	May 4, 2021	<ul style="list-style-type: none"> COVID-19 Information 	In response to Government of Alberta Public Health Orders, Directives or Guidelines
20.				<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	

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

(Add "Effective Date" only if different than "Approval Date")

Most Recent Editorial Date: **May 1, 2021**

Teaching, Learning and Evaluation Policy

[working title]

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	General Faculties Council and Board of Governors
Scope:	Compliance with this University policy extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) in addition to visiting speakers, professor emeriti, and undergraduate and graduate students.

Overview

A university has at its heart two goals: the creation of knowledge, and the dissemination and preservation of knowledge. **Researchers and scholars** -- those who create knowledge through exploration and discovery -- represents in its broadest sense the learning component of university life. The dissemination and preservation of that knowledge is the teaching component. Within a university, what is taught and how it is taught depends upon researchers and scholars, and the impact of their research and scholarship depends upon its communication. This interdependence and integration of research, scholarship and teaching is what distinguishes a university from other educational institutions. Although the balance between these activities may vary, all members of the university, whether researchers, scholars or **students**, are learners who extend the range of their knowledge through exploration and discovery, and they are **instructors** who communicate and develop that knowledge to others.

As a research-intensive institution, the University of Alberta emphasizes the seamless relationship of research and scholarship. More than simply recognizing that what we teach flows from the work of researchers and scholars, we are convinced that post-secondary and graduate curriculum development and delivery are best accomplished by dedicated researcher-instructors and scholar-instructors. We are committed to providing the best and most appropriate environments for student-instructor and student-student interaction.

Within this context, graduate students serve a multifaceted role during their studies: as students, instructors, researchers, scholars, mentors and grant or scholarship holders. The need to strike an appropriate balance among their responsibilities gives graduate students a unique perspective in the university community, especially with respect to teaching.

The University of Alberta is a multiversity. A wide range of disciplines is professed, various research and scholarship models followed, and numerous types of teaching are required within its walls. There is no one teaching model and no one answer to serve all disciplines. Development of new teaching models should emphasize appropriate use, should be derived from within the discipline concerned and the final arbiter should always be academic excellence.

Purpose

The purpose of this policy is to set out the overarching principles that will apply to the evaluation of teaching and learning at the University.

POLICY

A. Framework for Effective Teaching

1. Expertise, Content and Outcomes - what students are expected to learn as well as the expertise that instructors require to facilitate this learning:
 - a. the rigour, breadth and depth of content, knowledge, skills and attitudes that students are expected to learn during a **course** or learning situation; and
 - b. the breadth and depth of an instructor's discipline and/or field of knowledge as well as pedagogical knowledge relevant to the subject matter.
2. Course Design - constructive organization of course objectives, resources, assignments and assessments:
 - a. coherent design of instruction demonstrated through course objectives, syllabus, appropriate pace and organization;
 - b. constructive assessment strategies demonstrated through the alignment of assessments with course objectives; and
 - c. meaningful learning resources and materials that support learning relevant to course goals and are as cost-effective as possible.
3. Instructional Practices - teaching preparation, methods and approaches to facilitate learning:
 - a. facilitation of course delivery demonstrated through instructor preparation, communication of expectations and provision of feedback;
 - b. student-centered instruction and learning activities through the facilitation of instructor-student and student-student interactions and active learning;
 - c. feedback, mentorship and supervision practices demonstrated through the suitability and timeliness of feedback, helpful mentorship practices and constructive student interactions; and
 - d. approaches to facilitating a productive and supportive climate for learning through the use of intentional strategies to create a respectful, equitable, diverse and inclusive learning environment.
4. Learning Environment - physical and virtual support systems:
 - a. suitability of physical and virtual environments and use of education technology;
 - b. availability of teaching assistants, accessibility accommodations and other supports; and
 - c. scheduling of course meeting times and/or online module availability.
5. Reflection, Growth and Leadership:
 - a. the extent to which instructors reflect on and improve their own teaching;
 - b. seeking of opportunities for development; and
 - c. contributing to the growth of the broader teaching community.

B. Students' Contributions and Expected Outcomes

1. To fully participate in and benefit from the teaching and learning programs at the University, entering students are expected to arrive with a set of attitudes and skills that prepares them for academic study. These will expand and grow through participation in the University community. These attributes/skills include:
 - a. motivation to participate in an active learning community that challenges and stimulates intellectual, scholarly, personal and interpersonal growth;
 - b. a willingness to take a major responsibility for one's own learning;
 - c. curiosity about the discipline of specialization and the integration of specialized knowledge with other disciplines and in society;
 - d. tolerance and appreciation for diversity and multiple viewpoints;
 - e. a sense of responsibility and respect for self and other members of the University community;
 - f. oral and written competency in English or French, mathematical and reasoning skills, competent use of appropriate information and communication technologies; and
 - g. respect and adherence to the ethical standards of scholarship including abhorrence of plagiarism, false representation and cheating.

2. The generic outcomes that should be expected from a program of undergraduate study at the University are:
 - a. critical thinking skills;
 - b. communication skills including oral, written and group work skills;
 - c. the ability to learn independently;
 - d. the motivation and ability to use personal, creative and entrepreneurial talents; and
 - e. an informed understanding of and a desire to participate in the intellectual, cultural, social and political life of local, national and global communities.

3. Specialized outcomes include:
 - a. the ability to synthesize the core content in a disciplinary or professional field of study;
 - b. knowledge of some of the "big questions" in the field;
 - c. the skills to effectively find, synthesize and apply information in the relevant literature;
 - d. knowledge of and the ability to use the investigative and observational methods of the field;
 - e. interest in and an excitement for some aspect of the specialized field of study; and
 - f. understanding of the relevance and application of the specialized field of study to every day life.

C. Principles and Purpose for the Evaluation of Teaching

1. The evaluation of teaching at the University will:
 - a. reflect institutional priorities around teaching and learning;
 - b. be multi-faceted, diverse and holistic;
 - c. be flexible enough to apply to diverse teaching contexts;
 - d. be fair, equitable, and transparent in the collection, use and interpretation of data;
 - e. allow for both summative and formative feedback on teaching; and,
 - f. provide meaningful data across disciplines to instructors, students and administrators.

2. At the University, evaluation of teaching serves several purposes:
 - a. to provide formative data used by instructors to identify teaching strengths and weaknesses and, in doing so, giving guidance for the improvement or refinement of teaching skills;
 - b. to provide summative evaluation as a review and overview of an instructor's teaching that is an essential element in merit, promotion and tenure decisions;
 - c. to provide information on courses and teaching to students; and
 - d. to provide information for review of programs and curricula.

D. Multi-faceted Evaluation of Teaching and Learning

1. Evidence to support a multi-faceted approach to the evaluation of teaching and learning will include input from students through questionnaires and commentary;
2. Further evidence to support a multi-faceted approach to the evaluation of teaching and learning may include, but is not limited to:
 - a. self assessment, captured in a teaching dossier or portfolio;
 - b. development through courses/conferences and scholarly and service activities;
 - c. trained peer or expert assessment; and
 - d. teaching awards and honours;
3. The evaluation of teaching of learning will take into account factors such as class size, class level, Faculty, time of class, delivery mode, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, and age of both students and instructors.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Researchers and Scholars	Includes all members of the University who are involved, directly or indirectly, to any extent whatsoever, in research and other scholarly and creative activities.
Students	All learners including undergraduate and graduate students in full-time and part-time degree programs; students in open studies, fresh start program, transition year; international visiting and exchange and study abroad students; postgraduate medical/dental education students; and PDF trainees.
Instructors	Includes Academic Faculty, Faculty Service Officers, Academic Teaching Staff and Excluded Academic Administrators. When their responsibilities include teaching, also includes Academic Colleagues, Postdoctoral Fellows and Graduate Students.
Course	Includes undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses.

RELATED LINKS

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

[FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy](#)

PUBLISHED PROCEDURES OF THIS POLICY

Student Input to the Evaluation of Teaching and Learning Procedure

Multi-Faceted Evaluation of Teaching Information Document (To be developed)

(Appendix A) Student Ratings of Instruction System Questions

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

(Add "Effective Date" only if different than "Approval Date")

Most Recent Editorial Date: **April 20, 2021**

Parent Policy: Teaching, Learning and Evaluation Policy

Student Input to the Evaluation of Teaching and Learning Procedure

Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	General Faculties Council and Board of Governors
Scope:	Compliance with this University policy extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) in addition to visiting speakers, professor emeriti, and undergraduate and graduate students.

Overview

Student input to the evaluation of teaching and learning at the University will be obtained through a standardized questionnaire administered electronically via a system known as Student Collaboration on Organization and Pedagogy ("SCOOP" and "eSCOOP"). Student input will be one source of evidence utilized by each Faculty in the multi-faceted evaluation of teaching and learning for their **instructors**.

Purpose

The purpose of this procedure is to outline the steps for implementation of SCOOP.

PROCEDURE

1. The approved questions used in SCOOP will be determined by the Committee on Teaching and Learning and published in the Teaching and Learning Evaluation Policy (Appendix A) SCOOP Questions.
 2. eSCOOP will be used each time that a **course** is offered, with the following exceptions:
 - a. Courses with between 4 and 9 registered students will use Department or Faculty developed questions which may be administered through eSCOOP with non-scored questions such as:
 - i. comments on the quality of the course;
 - ii. suggestions for improving the course;
 - iii. comments on the quality of instruction in the course; and
 - iv. suggestions for improving the instruction in the course.
 - b. Courses with multiple instructors will use a modified set of SCOOP questions that will include:
 - i. one set of questions related to course design and instructional practice for the entire course; and
 - ii. one set of questions related to content expertise for each instructor who has taught the equivalent of 20% or more of the course. If no instructor is responsible for at least 20% of the course, only entire course-related questions will be used on the questionnaire.
-

- c. For courses with fewer than 4 registered students or courses with alternate delivery styles, the Department or Faculty will arrange for an alternate method of obtaining student input including, but not limited to:
 - i. student course or program exit interviews with a Chair, Director or Dean; or
 - ii. Department/Faculty developed questions which may be administered through eSCOOP as in section 2.a.

3. The SCOOP questionnaire will include the following statement of purpose:

“The University of Alberta would appreciate your careful completion of this SCOOP questionnaire. The results help instructors, Departments and Faculties to initiate constructive change in curriculum and instruction. The results comprise one component of a multi-faceted approach to the evaluation of teaching and learning that is an essential element in overall instructor evaluation at the University. The numerical summaries for the questions listed below will be available through the Students' Union and the Graduate Students' Association.

eSCOOP will be accessible only by CCID and students' anonymity will be protected. Students who are concerned about the anonymity of their responses should submit their typewritten comments within the period for which eSCOOP is available to the Chair, Director or Dean, making sure to note the course number, section and name of the instructor.

Questions about this questionnaire should be addressed to students@ualberta.ca.”

4. The anonymity of student responses to SCOOP is of fundamental importance in maintaining student confidentiality and encouraging the free expression of views. Under normal circumstances, the anonymity of students will be protected. SCOOP an avenue of feedback, including feedback critical of instructors. It is understood that it is a normal feature of criticism that it may be regarded as offensive and/or unjustified, and that such characteristics would not justify a departure from the normal rules pertaining to confidentiality and anonymity.

However, the University has a parallel duty to protect the safety (physical or mental) of members of the University community. If a Department Chair has concerns for the safety of instructors, staff or students, arising from statements that are part of SCOOP, they will consult with the Dean of the Faculty. If the Dean believes that there is a valid concern for safety, they may recommend to the Provost and Vice-President (Academic) that the identity of the author of the statements be sought out and disclosed to the appropriate University officials. At any time during this process, the Chair or Dean may invoke the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Section 91, GFC Policy Manual).

On receiving such a request from a Dean, the Provost will follow the terms of the Protocol in determining whether there is: i.) reasonable cause to believe that the safety or security (including significant psychological harm) of persons may be threatened and ii.) that under existing University policies, the statements are grounds for disciplinary action and hence whether confidentiality of SCOOP should be breached and the provisions of the Protocol invoked.

If the identity of the author is disclosed, the Provost will notify the author of the statements. The Provost will also notify any individuals mentioned in the statements.

5. The SCOOP questionnaire will use the following rating scale:

- a. Strongly Disagree;
- b. Disagree;
- c. Neutral;
- d. Agree; and
- e. Strongly Agree;

to gather responses to the questions found in Appendix A. Faculties are encouraged to supplement this set of questions.

6. The SCOOP questionnaire will include a section with a text field to allow students to provide written comments.
7. Administrative procedures related to the completion of the SCOOP questionnaire are as follows:
 - a. Access to eSCOOP will normally be available from the day after the withdrawal deadline until the last day of classes [NB. should there be consideration of extending the window?];
 - b. Instructors may choose to allow class time for completion of eSCOOP, but will not be present in the room during the time allotted for completion of the questionnaire; and
 - c. Departments or Faculties will create policies to ensure that other individuals (e.g., another instructor, students within the class, teaching assistant) are available to be present in the room during the time allotted for completion of eSCOOP. In these cases, online access for completion will still be available for the period described above.
8. SCOOP results will contain numerical summaries for SCOOP questions and will be reported to the instructor, Chair, Director or Dean and students and will include:

TO BE DETERMINED

9. On-line access to SCOOP results will be available as follows:
 - a. To the instructor - at least 10 days prior to the release to other recipients, access to all SCOOP results for their courses and student comments as well as questions initiated or mandated by the department or Faculty and questions selected by the instructor. Normally, instructors will receive the SCOOP results after the course is complete and the grade sheet has been signed by the Chair, Director or Dean;
 - b. To the Chair, Director or Dean (or delegates) and GFC Secretary - access to all SCOOP results for courses and instructors within their Departments/Faculties and student comments as well as questions initiated or mandated by the Department/Faculty and questions selected by the instructor;
 - c. To registered students and Faculty Evaluation Committee - access to student responses will be reported in relation to [to be determined] and will not be restricted to any single item; rather, all questions specific to the course and instructor will be reported; and
 - d. Access to SCOOP results is provided to students only for the purpose of assisting with the selection of courses. Neither the Students' Union nor the Graduate Students' Association will undertake analysis of SCOOP data available to members of those organizations.
10. SCOOP results provided to students, Chairs, Directors and Deans and Faculty Evaluation Committees will include the following statement:

“Student questionnaires are an important part of evaluating teaching effectiveness but cannot be taken alone as a complete assessment of an instructor or course. Factors other than an instructor's teaching ability may influence ratings. These factors include class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, age of both students and instructors.

Small differences in evaluation should not be considered meaningful. Scores will be interpreted using the defined rating scale: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.”

DEFINITIONS

Definitions should be listed in the sequence they occur in the document (i.e. not alphabetical).

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

Instructors	Includes Academic Faculty, Faculty Service Officers, Academic Teaching Staff and Excluded Academic Administrators. When their
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	responsibilities include teaching, also includes Academic Colleagues, Postdoctoral Fellows and Graduate Students.
Course	Includes undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses.

FORMS

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

If this section is used, list hyperlinks to all forms for this procedure in alphabetical order.

If there are no forms for this Procedure, do not delete FORMS heading. Delete this row and change above message to read “No Forms for this Procedure.” Do not delete above message.

RELATED LINKS

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List any related links in alphabetical order. Try to link to lead sites that will remain current (eg: the Government of Alberta’s Queen’s Printer main page).

If there are no related links do not delete the RELATED LINKS heading or above message – indicate “No Related Links for this Procedure”.



COMPARISON SUMMARY

Transition of GFC Policy Manual 111 to UAPPOL Policy and Procedures Suite
 Teaching, Learning, and Evaluation Policy & Student Feedback on Teaching Initiative
 April 2021

DRAFT

Current	Proposed 1. POLICY 2. PROCEDURE 3. APPENDIX
<p>411. Teaching and Learning and Teaching Evaluation</p> <p>Note from the University Secretariat: The Post-Secondary Learning Act gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). GFC has thus established a Teaching and Learning and Teaching Evaluation policy as set out below</p> <p>The complete wording of the section(s) of the Post-Secondary Learning Act, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.</p>	
	1. POLICY
<p>411.1 Teaching and Learning</p> <p>Preamble</p>	Overview

A university has at its heart two goals: the creation of knowledge, and the dissemination and preservation of knowledge. Research -- the creation of knowledge through exploration and discovery -- represents in its broadest sense the learning component of university life. The dissemination and preservation of that knowledge is the teaching component. Within a university, what is taught and how it is taught depends upon research, and the impact of research depends upon its communication. This interdependence and integration of research and teaching is what distinguishes a university from other educational institutions. Although the balance between these activities may vary, all members of the university, whether scholars or students, are learners who extend the range of their knowledge through exploration and discovery, and they are teachers who communicate that knowledge to others. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

The context of teaching and learning at the University of Alberta

~~The University of Alberta is a large research-intensive university. Research and teaching, and the important bond between them, are central to our mission, and they are carried out in a multitude of disciplines. This context has significant implications for any discussion of support for teaching and learning. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)~~

As a research-intensive institution, the University of Alberta emphasizes the seamless relationship of scholarly activities. More than simply recognizing that what we teach flows from the work of scholars, we are convinced that post-secondary and graduate curriculum development and delivery are best accomplished by dedicated researcher-teachers and scholar-teachers. We are committed to providing the best and most appropriate environments for student-instructor and student-student interaction. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

Within this context, graduate students serve a multifaceted role during their studies: as students, teachers, researchers, mentors and grant or scholarship holders. The need to strike an appropriate balance among their responsibilities gives graduate students a unique perspective in the university community, especially with respect to teaching. (EXEC 14 JAN 2002) (GFC 28 JAN 2002)

A university has at its heart two goals: the creation of knowledge, and the dissemination and preservation of knowledge. **Researchers and scholars** -- those who create knowledge through exploration and discovery -- represents in its broadest sense the learning component of university life. The dissemination and preservation of that knowledge is the teaching component. Within a university, what is taught and how it is taught depends upon **researchers and scholars**, and the impact of their **research and scholarship** depends upon its communication. This interdependence and integration of research, **scholarship** and teaching is what distinguishes a university from other educational institutions. Although the balance between these activities may vary, all members of the university, whether **researchers**, scholars or **students**, are learners who extend the range of their knowledge through exploration and discovery, and they are **instructors** who communicate and develop that knowledge to others.

As a research-intensive institution, the University of Alberta emphasizes the seamless relationship of **research and scholarship**. More than simply recognizing that what we teach flows from the work of **researchers and scholars**, we are convinced that post-secondary and graduate curriculum development and delivery are best accomplished by dedicated **researcher-instructors and scholar-instructors**. We are committed to providing the best and most appropriate environments for student-instructor and student-student interaction.

Within this context, graduate students serve a multifaceted role during their studies: as students, **instructors**, researchers, **scholars**, mentors and grant or scholarship holders. The need to strike an appropriate balance among their responsibilities gives graduate students a unique perspective in the university community, especially with respect to teaching.

~~The University of Alberta is committed to developing the teaching expertise of graduate students. The involvement of graduate students in the educational process is a vital and important resource for education and they make a significant contribution to the University's mandate. The University recognizes the importance of the teaching of its graduate students, in terms of participation in curriculum design and course development, didactic teaching, laboratory instruction, class discussions, the provision of ongoing feedback, the preparation and assessment of assignments and examinations and the evaluation of courses and instruction. (EXEC 14 JAN 2002) (GFC 28 JAN 2002)~~

The University of Alberta is a multiversity. A wide range of disciplines is professed, various research models followed, and numerous types of teaching are required within its walls. There is no one teaching model, no one answer to serve all disciplines. Development of new teaching models should emphasize appropriate use, should be derived from within the discipline concerned and the final arbiter should always be academic excellence. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

~~The principles of good teaching/learning~~

~~Our primary teaching roles are to educate students to the baccalaureate level, and to educate and mentor graduate students and post-doctoral scholars. The University of Alberta is also an intellectual resource for the general and professional community, and we make our faculty and courses available to that community. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)~~

~~Most major University of Alberta documents of recent years discuss teaching from two points of view: strong affirmation of the University's commitment to the importance and centrality of good teaching, and varying approaches to quality assurance in teaching. These two themes are consistent throughout the corpus of the staff agreement, strategic planning documents, reports of student and faculty surveys, and official documents of various faculties. Interestingly enough, between these two poles of, on the one hand, asserting the importance of excellent teaching in the University and, on the other, explicating a range of questions, opinions and policies about how to ensure teaching excellence, there is a large and evident gap which only becomes clearly visible when the documents are scanned as a group: nowhere, in any document, is there a clear and~~

[This may fit under a future graduate student teaching procedure]

The University of Alberta is a multiversity. A wide range of disciplines is professed, various research **and scholarship** models followed, and numerous types of teaching are required within its walls. There is no one teaching model and no one answer to serve all disciplines. Development of new teaching models should emphasize appropriate use, should be derived from within the discipline concerned and the final arbiter should always be academic excellence.

Purpose

The purpose of this policy is to set out the overarching principles that will apply to the evaluation of teaching and learning at the University.

POLICY

A. Framework for Effective Teaching

1. Expertise, Content and Outcomes - what students are expected to learn as well as the expertise that instructors require to facilitate this learning:
 - a. the rigour, breadth and depth of content, knowledge, skills and attitudes that students are expected to learn during a **course** or learning situation; and

complete statement of what constitutes excellent teaching. It is taken for granted that we all know. (EXEC-01 MAY 2000) (GFC-29 MAY 2000)

The principles of good teaching that underlie all successful learning are applicable to all fields of study whether the arts or the sciences, whether pure or applied. They apply equally for all modes of instruction whether didactic or self-directed approaches are used and whether a blackboard and chalk, hands-on demonstration or the most sophisticated technologies support instruction. They apply for all students whether undergraduate or graduate, whether on-campus or at a distance. Four such principles are intrinsic to effective teaching and learning. (EXEC-01 MAY 2000) (GFC-29 MAY 2000)

1. The teacher is a scholar who has, and can share with the student, a rich knowledge of the discipline and its place in the larger intellectual community. In his 1990 book *Scholarship Reconsidered*, Ernest Boyer characterizes four sorts of scholarship: teaching, integration, application and discovery. The scholarship of teaching means a professor is widely read, intellectually engaged, and has the ability to transmit, transform and extend knowledge. The scholarship of integration means that a professor can interpret and draw together insights within and between disciplines and fit those insights into larger intellectual patterns. The scholarship of application enriches teaching and intellectual understanding through the very act of application. The scholarship of discovery, which includes creative work in the visual, literary and performing arts, may engage the professor and student together in increasing the stock of human knowledge and adding to the intellectual climate of the institution. The sort of intellectual engagement implied by these scholarships is essential to good university teaching. It leads the student well beyond the acquisition of a body of knowledge and into the domain of active learning, curiosity, and insight. (EXEC-01 MAY 2000) (GFC-29 MAY 2000)

Moreover, teachers actively reflect upon, measure and innovate in their teaching practice. Teaching is both an art and a science. As an art, it progresses through critical review, study of masters, public documentation and celebration and continuous innovation. Like other sciences, teaching advances through development of theory, careful measurement and research design, continuing reflection and peer review and replication of findings. (EXEC-01 MAY 2000) (GFC-29 MAY 2000)

- b. the breadth and depth of an instructor's discipline and/or field of knowledge as well as pedagogical knowledge relevant to the subject matter.
2. Course Design - constructive organization of course objectives, resources, assignments and assessments:
 - a. coherent design of instruction demonstrated through course objectives, syllabus, appropriate pace and organization;
 - b. constructive assessment strategies demonstrated through the alignment of assessments with course objectives; and
 - c. meaningful learning resources and materials that support learning relevant to course goals and are as cost-effective as possible.
3. Instructional Practices - teaching preparation, methods and approaches to facilitate learning:
 - a. facilitation of course delivery demonstrated through instructor preparation, communication of expectations and provision of feedback;
 - b. student-centered instruction and learning activities through the facilitation of instructor-student and student-student interactions and active learning;
 - c. feedback, mentorship and supervision practices demonstrated through the suitability and timeliness of feedback, helpful mentorship practices and constructive student interactions; and
 - d. approaches to facilitating a productive and supportive climate for learning through the use of intentional strategies to create a respectful, equitable, diverse and inclusive learning environment.
4. Learning Environment - physical and virtual support systems:

II. The teacher engages the mind of the student. This is perhaps the most difficult of the principles of teaching/learning to characterize. What is it that engages the student's mind with the topic, the instructor, and the process of learning? Is it the passion of the instructor for the field of study, and his/her evident enjoyment in sharing it with the student? Is it the stimulus of curiosity cleverly awakened? Is it the glimpse through the mind of the scholar/teacher of the importance of the topic of study to that wider intellectual community? Is it the sense of accomplishment—of the self empowered—gained by responding successfully to and beyond a teacher's expectations? However it happens, it is rooted in the relationship between the teacher and the student, and it is essential to effective learning. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

III. The teacher respects the student and the student respects the teacher. We expect students will respect their teachers; it is surely a given. As teachers, we try to earn that respect by the way we conduct ourselves. But it is just as important, and perhaps not as much of a given, that teachers should respect their students. We must respect the state of their knowledge when they come to us. We must respect their goals for their study with us, even as we try to widen them. We must respect the circumstances of their lives—work, other courses, family responsibilities. We must respect the fact they learn in different ways, at different rates, and eventually, to different levels. We must respect their ideas, their aspirations, their beliefs. We must make it evident we respect and value them as individuals if we are to be successful in engaging their minds. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

IV. The teacher ensures a good climate for learning. A good climate for learning starts with the institutional provision for the basic physical comfort of good lighting, heating, and ventilation, and the assurance all students can hear and see what they need to hear and see. It extends to such other organizational matters as having learning materials available on time, as needed, and without frustration; schedules announced and kept; appropriate assessment, and efficient and effective feedback. But above and beyond these matters, a good climate for learning is a climate in which the student is at ease with the teacher and with others in the class, and can risk questions and ideas safe in the knowledge that they will be welcomed, respected, and answered. In such a climate, the student can feel like a contributor rather than a consumer. In such a climate,

- a. suitability of physical and virtual environments and use of education technology;
 - b. availability of teaching assistants, accessibility accommodations and other supports; and
 - c. scheduling of course meeting times and/or online module availability.
5. Reflection, Growth and Leadership:
- a. the extent to which instructors reflect on and improve their own teaching;
 - b. seeking of opportunities for development; and
 - c. contributing to the growth of the broader teaching community.

engagement of the mind and intellectual growth can occur. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

What must students bring to the University teaching and learning environment?

To fully participate in and benefit from the teaching and learning programs at the University of Alberta, entering students are expected to arrive with a set of attitudes and skills that prepares them for academic study. These will be expanded and grow through participation in University community. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

These attributes/skills include:

- motivation to participate in an active learning community that challenges and stimulates intellectual, scholarly, personal and interpersonal growth
- a willingness to take a major responsibility for one's own learning
- curiosity about the discipline of specialization and the integration of specialized knowledge with other disciplines and in society
- tolerance and appreciation for diversity and multiple viewpoints
- a sense of responsibility and respect for self and other members of the university community
- oral and written competency in English or French, mathematical and reasoning skills, competent use of appropriate information and communication technologies
- respect and adherence to the ethical standards of scholarship including abhorrence of plagiarism, false representation and cheating (EXEC 01 MAY 2000) (GFC 29 MAY 2000)
- What outcomes should be expected from a program of undergraduate study at the University of Alberta?

Generic outcomes include:

- critical thinking skills
- communication skills including oral, written and group work skills

B. Students' Contributions and Expected Outcomes

1. To fully participate in and benefit from the teaching and learning programs at the University, entering students are expected to arrive with a set of attitudes and skills that prepares them for academic study. These will expand and grow through participation in the University community. These attributes/skills include:
 - a. motivation to participate in an active learning community that challenges and stimulates intellectual, scholarly, personal and interpersonal growth;
 - b. a willingness to take a major responsibility for one's own learning;
 - c. curiosity about the discipline of specialization and the integration of specialized knowledge with other disciplines and in society;
 - d. tolerance and appreciation for diversity and multiple viewpoints;
 - e. a sense of responsibility and respect for self and other members of the University community;
 - f. oral and written competency in English or French, mathematical and reasoning skills, competent use of appropriate information and communication technologies; and
 - g. respect and adherence to the ethical standards of scholarship including abhorrence of plagiarism, false representation and cheating.

2. The generic outcomes that should be expected from a program of undergraduate study at the University are:
 - a. critical thinking skills;

- the ability to learn independently
- the motivation and ability to use personal, creative and entrepreneurial talents
- an informed understanding of and a desire to participate in the intellectual, cultural, social and political life of local, national and global communities

Specialized outcomes include:

- the ability to synthesize the core content in a disciplinary or professional field of study
- knowledge of some of the "big questions" in the field
- the skills to effectively find, synthesize and apply information in the relevant literature
- knowledge of and the ability to use the investigative and observational methods of the field
- interest in and an excitement for some aspect of the specialized field of study
- understanding of the relevance and application of the specialized field of study to every day life. ~~(EXEC 01 MAY 2000) (GFC 29 MAY 2000)~~

~~If we are successful in helping students develop these attributes and skills we will have both disseminated and preserved the products of our scholarship and prepared them to apply the knowledge of their field in employment or to extend that knowledge through professional programs, graduate studies or continuing education. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)~~

- b. communication skills including oral, written and group work skills;
- c. the ability to learn independently;
- d. the motivation and ability to use personal, creative and entrepreneurial talents; and
- e. an informed understanding of and a desire to participate in the intellectual, cultural, social and political life of local, national and global communities.

3. Specialized outcomes include:

- a. the ability to synthesize the core content in a disciplinary or professional field of study;
- b. knowledge of some of the "big questions" in the field;
- c. the skills to effectively find, synthesize and apply information in the relevant literature;
- d. knowledge of and the ability to use the investigative and observational methods of the field;
- e. interest in and an excitement for some aspect of the specialized field of study; and
- f. understanding of the relevance and application of the specialized field of study to every day life.

111.2 Teaching Evaluation

1. Evaluation of teaching at the University of Alberta serves two purposes:

a. Summative – Evaluation provides a review and overview of an instructor's teaching that is an essential element in promotion and tenure decisions. In its summative form, teaching evaluation forms a basis for rewarding excellence, as well as the basis for withholding reward. (GFC 24 NOV 1997)

b. Formative – Evaluation provides helpful feedback to teachers by identifying teaching strengths and weaknesses and, in so doing, giving guidance for the improvement or refinement of teaching skills. (GFC 24 NOV 1997)

2. Evaluation of teaching shall be multifaceted. Multifaceted evaluation shall include the Universal Student Ratings of Instruction set out in Section 411.3 and other methods of assessing teaching designed within the individual Faculties to respond to the particular conditions of that Faculty. Such assessments shall include one or more of the following: input from administrators, peers, self, undergraduate and graduate students, and alumni. (GFC 09 JUN 1995) (GFC 24 NOV 1997)

3. Recognizing that the evaluation of teaching at the University shall be multifaceted, Faculty Evaluation Committee (FEC) decisions concerning tenure, promotion or unsatisfactory teaching performance must be based on more than one indicator of the adequacy of teaching. (GFC 24 NOV 1997)

4. Assessment of teaching involving input from administrators, peers, self, alumni, or undergraduate and graduate students in addition to the Universal Student Ratings of Instruction should occur annually prior to tenure. For continuing faculty (ie, Categories A1.1, A1.5 and A1.6), such assessment will occur at least triennially. (GFC 24 NOV 1997)

5. The University shall continue to support University Teaching Services in its education programming which is focused on the development and improvement of teaching and learning and its efforts to enhance research in university teaching. (GFC 28 APR 1980) (GFC 26 SEP 1988) (GFC 12 OCT 1993) (GFC 24 NOV 1997)

C. Principles and Purpose for the Evaluation of Teaching

1. The evaluation of teaching at the University will:

- a. reflect institutional priorities around teaching and learning;
- b. be multi-faceted, diverse and holistic;
- c. be flexible enough to apply to diverse teaching contexts;
- d. be fair, equitable, and transparent in the collection, use and interpretation of data;
- e. allow for both summative and formative feedback on teaching; and,
- f. provide meaningful data across disciplines to instructors, students and administrators.

2. At the University, evaluation of teaching serves several purposes:

- a. to provide formative data used by instructors to identify teaching strengths and weaknesses and, in doing so, giving guidance for the improvement or refinement of teaching skills;
- b. to provide summative evaluation as a review and overview of an instructor's teaching that is an essential element in merit, promotion and tenure decisions;
- c. to provide information on courses and teaching to students; and
- d. to provide information for review of programs and curricula.

D. Multi-faceted Evaluation of Teaching and Learning

1. Evidence to support a multi-faceted approach to the evaluation of teaching and learning will include input from students through questionnaires and commentary;

	<ol style="list-style-type: none"> 2. Further evidence to support a multi-faceted approach to the evaluation of teaching and learning may include, but is not limited to: <ol style="list-style-type: none"> a. self assessment, captured in a teaching dossier or portfolio; b. development through courses/conferences and scholarly and service activities; c. trained peer or expert assessment; and d. teaching awards and honours; 3. The evaluation of teaching and learning will take into account factors such as class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, and age of both students and instructors.
	<p>2. PROCEDURE</p>
<p>111.3 Universal Student Ratings of Instruction</p> <p>In recognition of the University's commitment to teaching, the General Faculties Council endorses a system of Universal Student Ratings of Instruction. This system, however, is only one part of the multi-faceted approach described in Section 111.2. (GFC 09 JUN 1995) (GFC 24 NOV 1997) (EXEC 20 MAR 1999)</p> <p>The Universal Student Ratings of Instruction are administered electronically via a system known as the eUSRI system. (GFC 22 SEP 2014)</p> <p>The Universal Student Ratings of Instruction are designed to provide a minimal university-wide base of information on student ratings to the parties listed in this Section. With this purpose in mind, the General Faculties Council adopts the following policies: (GFC 24 NOV 1997)</p>	<p><u>Overview</u></p> <p>Student input to the evaluation of teaching and learning at the University will be obtained through a standardized questionnaire administered electronically via a system known as Student Collaboration on Organization and Pedagogy (“SCOOP” and “eSCOOP”). Student input will be one source of evidence utilized by each Faculty in the multi-faceted evaluation of teaching and learning for their instructors.</p> <p><u>Purpose</u></p> <p>The purpose of this procedure is to outline the steps for implementation of SCOOP.</p> <p>.</p>

A. All Faculties will ensure that evaluation of all instructors and courses will take place each time a course is offered. The term 'instructors' is meant to include tenured professors, tenure-track professors, sessional instructors, clinical instructors, field supervisors and graduate teaching assistants with responsibilities for courses. The term 'course' is meant to include undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses. With the exceptions noted in Section 111.3.B, the assessment will include the Universal Student Ratings of Instruction as set out below.

B. The Universal Student Ratings of Instruction will be modified in the following circumstances:

i. courses with between four and nine registered students will use a department or Faculty developed questionnaire, which may be administered via the eUSRI system, with non-scored questions, such as:

- a) comments on the quality of this course;
- b) suggestions for improving this course;
- c) comments on the quality of instruction in this course;
- d) suggestions for improving the instruction in this course. (~~EXEC 29 MAR 1999~~) (~~GFC 22 SEP 2014~~)

ii. courses with multiple instructors will use a modified Universal Student Ratings of Instruction questionnaire that will include one set of course-related questions for the entire course and one set of instructor-related questions for each instructor who has taught the equivalent of twenty percent or more of the course. If no instructor is responsible for at least twenty percent of the course, only course-related questions should be used on the questionnaire. (~~EXEC 29 MAR 1999~~)

iii. in courses with fewer than four registered students or courses such as alternate delivery style courses, the Chair, Director or Dean will arrange for an alternate method of obtaining student feedback. Such methods could include student course or program exit interviews with the Chair, Director or Dean; or a department or Faculty developed questionnaire, which may be administered via the eUSRI system, with non-scored questions as described in point i. above. (~~EXEC 29 MAR 1999~~) (~~GFC 22 SEP 2014~~)

PROCEDURE

1. The approved questions used in SCOOP will be determined by the Committee on Teaching and Learning and published in the Teaching and Learning Evaluation Policy (Appendix A) SCOOP Questions.
2. eSCOOP will be used each time that a **course** is offered, with the following exceptions:
 - a. Courses with between 4 and 9 registered students will use Department or Faculty developed questions which may be administered through eSCOOP with non-scored questions such as:
 - i. comments on the quality of the course;
 - ii. suggestions for improving the course;
 - iii. comments on the quality of instruction in the course; and
 - iv. suggestions for improving the instruction in the course.
 - b. Courses with multiple instructors will use a modified set of SCOOP questions that will include:
 - i. one set of questions related to course design and instructional practice for the entire course; and
 - ii. one set of questions related to content expertise for each instructor who has taught the equivalent of 20% or more of the course. If no instructor is responsible for at least 20% of the course, only entire course-related questions will be used on the questionnaire.

C. The Universal Student Ratings of Instruction will take the form of a questionnaire. The following statement of purpose will be included at the beginning of the questionnaire:

The University of Alberta would appreciate your careful completion of this questionnaire. The results help instructors and departments or faculties to initiate constructive change in curriculum and instruction. ~~In addition, the results are one important factor in decisions affecting the career of your instructor.~~ The numerical summaries for the ~~ten~~ questions listed below are available through the Students' Union and the Graduate Students' Association.

The eUSRI system will be accessible only by CCID and students' anonymity will be protected. Students who are concerned about the anonymity of their responses should submit their typewritten comments within the period for which eUSRI is available to the Chair, Director or Dean, making sure to note the course number, section and name of the instructor. ~~(GFC 24 NOV 1997) (GFC 22 SEP 2014)~~

Questions about this questionnaire should be addressed to ~~your Chair, Director or Dean.~~

- c. For courses with fewer than 4 registered students or courses with alternate delivery styles, the Department or Faculty will arrange for an alternate method of obtaining student input including, but not limited to:
 - i. student course or program exit interviews with a Chair, Director or Dean; or
 - ii. Department/Faculty developed questions which may be administered through **eSCOOP** as in section 2.a.

3. The **SCOOP** questionnaire will include the following statement of purpose:

“The University of Alberta would appreciate your careful completion of this **SCOOP** questionnaire. The results help instructors, Departments and Faculties to initiate constructive change in curriculum and instruction. **The results comprise one component of a multi-faceted approach to the evaluation of teaching and learning that is an essential element in overall instructor evaluation at the University.** The numerical summaries for the questions listed below will be available through the Students' Union and the Graduate Students' Association.

eSCOOP will be accessible only by CCID and students' anonymity will be protected. Students who are concerned about the anonymity of their responses should submit their typewritten comments within the period for which **eSCOOP** is available to the Chair, Director or Dean, making sure to note the course number, section and name of the instructor.

Questions about this questionnaire should be addressed to students@ualberta.ca.”

D. The anonymity of student responses to the Universal Student Ratings of Instruction is of fundamental importance in maintaining student confidentiality and encouraging the free expression of views. Under normal circumstances, the anonymity of students will be protected. Universal Student Ratings of Instruction offer an avenue of feedback, including feedback critical of instructors. It is understood that it is a normal feature of criticism that it may be regarded as offensive and/or unjustified, and that such characteristics would not justify a departure from the normal rules pertaining to confidentiality and anonymity. ~~(GFC-28-FEB-2000)~~

However, the University has a parallel duty to protect the safety (physical or mental) of members of the University community. If a Department Chair has concerns for the safety of faculty, staff or students, arising from statements that are part of a Universal Student Rating of Instruction, the Chair will consult with the Dean of the Faculty. If the Dean believes that there is a valid concern for safety, he or she may recommend to the Provost and Vice-President (Academic) that the identity of the author of the statements be sought out and disclosed to the appropriate University officials. At any time during this process, the Chair or Dean may invoke the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Section 91.3, GFC Policy Manual). ~~(GFC-28-FEB-2000)~~

On receiving such a request from a Dean, the Provost and Vice-President (Academic) will follow the terms of the Protocol for Urgent Cases of Disruptive, Threatening or violent conduct in determining whether there is

- i. reasonable cause to believe that the safety or security (including significant psychological harm) of persons may be threatened and
- ii. that under existing University policies, the statements are grounds for disciplinary action and hence whether confidentiality of USRI should be breached and the provisions in Section 91.3.2 and/or 91.3.3 of the Protocol invoked. ~~(GFC-28-FEB-2000)~~

If the identity of the author is disclosed, the Provost and Vice-President (Academic) will notify the author of the statements. The Provost and Vice-President (Academic) will also notify any individuals mentioned in the statements. ~~(GFC-28-FEB-2000)~~

4. The anonymity of student responses to **SCOOP** is of fundamental importance in maintaining student confidentiality and encouraging the free expression of views. Under normal circumstances, the anonymity of students will be protected. **SCOOP** an avenue of feedback, including feedback critical of instructors. It is understood that it is a normal feature of criticism that it may be regarded as offensive and/or unjustified, and that such characteristics would not justify a departure from the normal rules pertaining to confidentiality and anonymity.

However, the University has a parallel duty to protect the safety (physical or mental) of members of the University community. If a Department Chair has concerns for the safety of instructors, staff or students, arising from statements that are part of **SCOOP**, they will consult with the Dean of the Faculty. If the Dean believes that there is a valid concern for safety, they may recommend to the Provost and Vice-President (Academic) that the identity of the author of the statements be sought out and disclosed to the appropriate University officials. At any time during this process, the Chair or Dean may invoke the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Section 91, GFC Policy Manual).

On receiving such a request from a Dean, the Provost will follow the terms of the Protocol in determining whether there is: i.) reasonable cause to believe that the safety or security (including significant psychological harm) of persons may be threatened and ii.) that under existing University policies, the statements are grounds for disciplinary action and hence whether confidentiality of **SCOOP** should be breached and the provisions of the Protocol invoked.

If the identity of the author is disclosed, the Provost will notify the author of the statements. The Provost will also notify any individuals mentioned in the statements.

E. The Universal Student Ratings of Instruction questionnaire will use the rating scale

Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree (EXEC-29 MAR 1999)

~~to gather responses to the following questions:~~

- ~~1. The goals and objectives of the course were clear.~~
- ~~2. In-class time was used effectively.~~
- ~~3. I am motivated to learn more about these subject areas.~~
- ~~4. I increased my knowledge of the subject areas in this course.~~
- ~~5. Overall the quality of the course content was excellent.~~
- ~~6. The instructor spoke clearly.~~
- ~~7. The instructor was well prepared.~~
- ~~8. The instructor treated the students with respect.~~
- ~~9. The instructor provided constructive feedback throughout this course.~~
- ~~10. Overall, this instructor was excellent. (EXEC 29 MAR 1999)~~

~~These constitute the ten required Universal Student Ratings of Instruction questions. Instructors, departments, and faculties are encouraged to supplement the set of universal questions.~~

~~The questionnaire will include an opportunity to provide comments. (GFG 22 SEP 2014)~~

5. The **SCOOP** questionnaire will use the following rating scale:

- a. Strongly Disagree;
- a. Disagree;
- b. Neutral;
- c. Agree; and
- d. Strongly Agree;

to gather responses to the **questions found in Appendix A**.
Faculties are encouraged to supplement this set of questions.

6. The **SCOOP** questionnaire will include a section with a text field to allow students to provide written comments.

(SEE BELOW FOR APPENDIX A)

F. Certain policies are necessary in order to ensure that the Universal Student Ratings of Instruction Questionnaire is administered in as consistent a fashion as possible. These are:

i. Access to the electronic Universal Student Ratings of Instruction will normally be available from the day after the withdrawal deadline until the last day of classes. Note that an instructor may choose to allow class time for completion of the questionnaires. In these cases, the instructor will not be present in the room during the time allotted for completion of the questionnaire. Departments or Faculties will create policies to ensure that other individuals (e.g. other instructors, students within the class, teaching assistants) are available to be present in the room during the time allotted for completion of the questionnaire. Also in these cases, online access for completion of the questionnaires will still be available for the period described above. (~~GFC 22 SEP 2014~~)

ii. The Chair or delegate will be responsible for transmission of results and comments to the instructor under the conditions set out in Section G. (~~GFC 22 SEP 2014~~)

G. The numerical summaries for the ten Universal Student Ratings of Instruction questions will be reported to the instructor, the Chair, Director or Dean and students.

~~i. the number of students responding in each category;
ii. the median score to one decimal point for the question; and
iii. numerical values from Tukey's boxplot statistics will be provided to describe the distribution of scores in the Faculty/Department:~~

~~a. lower cut off for outlier scores~~

~~b. lower hinge (25th percentile)~~

~~c. median~~

~~d. upper hinge (75th percentile)~~

~~e. it is expected that the upper cut off will always be 5.0 and, therefore, unnecessary to report. (EXEC 29 MAR 1999)~~

~~Note: Statistics from Tukey's box and whisker plot analysis (John W. Tukey, Exploratory Data Analysis, Addison-Wesley Publishing Company,~~

7. Administrative procedures related to the completion of the **SCOOP** questionnaire are as follows:

- a. Access to **eSCOOP** will normally be available from the day after the withdrawal deadline until the last day of classes [**NB. should there be consideration of extending the window?**];
- b. Instructors may choose to allow class time for completion of **eSCOOP**, but will not be present in the room during the time allotted for completion of the questionnaire; and
- c. Departments or Faculties will create policies to ensure that other individuals (e.g., another instructor, students within the class, teaching assistant) are available to be present in the room during the time allotted for completion of **eSCOOP**. In these cases, online access for completion will still be available for the period described above.

8. **SCOOP** results will contain numerical summaries for **SCOOP** questions and will be reported to the instructor, Chair, Director or Dean and students and will include:

TO BE DETERMINED

Inc. 1977) have been selected to describe the distribution of USRI data. These statistics are chosen to achieve two main objectives: (i) summarizing skewed data and (ii) identifying outliers from the general population if they exist.

The median (middle of a ranked set of numbers) is generally preferred rather than the mean in defining the centre of a skewed data set.

The 25th and 75th percentiles provide information about the spread of individual scores around the median. By definition, half of the scores in a distribution are below the median and 25 percent of the scores are below the 25th percentile. Since this occurs "by definition", these values should not be used to determine whether a particular score is "good" or "bad".

The lower whisker or cut off, which is 1.5 box lengths below the 25th percentile (box length is the distance from the 25th to the 75th percentile), defines a reasonable limit beyond which any score can be considered an outlier. Outliers are scores that identify ratings of instruction falling outside the usual distribution of the scores for the population being tabulated.

Given the nature of the USRI data, the upper whisker or cut off (1.5 box lengths above the 75th percentile) will usually be above 5.0, and so need not be reported.

H.

i. Access to USRI Data: Parties having access to numerical summaries of the ten Universal Student Ratings of Instruction questions and student comments will be the instructor the Chair, Director or Dean of the unit offering the course; members of Tenure Committees; and members of Faculty Evaluation Committees, including the secretary to the FEC. (EXEC 07-NOV-2011) (GFC 22-SEP-2014)

For questions selected by an instructor, only the instructor will receive the results. For questions initiated or mandated by a department or Faculty, the results will be reported to the instructor and the Chair, Director or Dean.

Normally, instructors will receive the results from the student ratings of instruction within twenty working days after the course is complete and the

9. On-line access to **SCOOP** results will be available as follows:

- a. To the instructor - at least 10 days prior to the release to other recipients, access to all **SCOOP** results for their courses and student comments as well as questions initiated or mandated by the department or Faculty and questions selected by the instructor. Normally, instructors will receive the **SCOOP** results after the course is complete and the grade sheet has been signed by the Chair, Director or Dean;
- b. To the Chair, Director or Dean (or delegates) and GFC Secretary - access to all **SCOOP** results for courses and instructors within their Departments/Faculties and student comments as well as questions initiated or mandated by

grade sheet has been signed by the Chair, Director or Dean. (~~EXEC-29 MAR 1999~~)(~~EXEC-07 NOV 2011~~)

ii. Access to Online USRI Data: Online access to the numerical summaries for the ten Universal Student Ratings of Instruction questions scores for all courses will be provided to undergraduate and graduate students. Instructors will have online access to USRI scores for their own courses. Chairs will have online access to USRI scores for instructors in their departments and Deans will have online access to USRI scores for instructors in their Faculties. Deans and Chairs may also request access for a designated assistant. (~~EXEC-07 NOV 2011~~)

The results will not be released online for at least ten days following the provision of the results to the instructor. (~~EXEC-07 NOV 2011~~)

Access to online USRI data is provided to students only for the purpose of assisting with the selection of courses. Neither the Students' Union nor the Graduate Students' Association will undertake analysis of USRI data available to members of those organizations. (~~EXEC-07 NOV 2011~~)

I. All results given out to students, Chairs, Directors and Deans will have the following cautionary preface:

Student questionnaires form an important part of evaluating teaching effectiveness but cannot be taken alone as a complete assessment of an instructor or course. Factors other than an instructor's teaching ability may influence ratings. These factors include class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, age of both students and instructors.

Small differences in evaluation should not be considered meaningful. Scores will be interpreted using the rating scale defined in 111.3 (E): 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree. ~~By definition, a score of 4.0 means that students agree that "Overall, the instructor was excellent."~~ (GFC 22 SEP 2014)

J. Nothing in this section will prevent instructors from seeking other means of feedback from students during the term.

the Department/Faculty and questions selected by the instructor;

- c. To registered students and **Faculty Evaluation Committee** - access to student responses will be reported in relation to **[to be determined]** and will not be restricted to any single item; rather, all questions specific to the course and instructor will be reported; and
- d. Access to **SCOOP** results is provided to students only for the purpose of assisting with the selection of courses. Neither the Students' Union nor the Graduate Students' Association will undertake analysis of **SCOOP** data available to members of those organizations.

10. **SCOOP** results provided to students, Chairs, Directors and Deans and **Faculty Evaluation Committees** will include the following statement:

"Student questionnaires are an important part of evaluating teaching effectiveness but cannot be taken alone as a complete assessment of an instructor or course. Factors other than an instructor's teaching ability may influence ratings. These factors include class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, age of both students and instructors.

Small differences in evaluation should not be considered meaningful. Scores will be interpreted using the defined rating scale: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree."

<p>K. The central administration of the University will undertake the financing and operation of the eUSRI system in support of the University's commitment to teaching. (GFC 22-SEP-2014)</p>	
<p>111.4 Graduate Student Teaching Awards</p> <p>At its meeting of May 3, 2010, the GFC Executive Committee approved, under delegated authority from General Faculties Council (GFC), proposed revisions to the Awards for Teaching Excellence Policy (in UAPPOL); the proposed (new) Graduate Student Teaching Award Procedure (in UAPPOL); and the concurrent rescission of Section 111.4 (Graduate Student Teaching Awards) of the GFC Policy Manual, all to take effect upon final approval.</p> <p>Graduate Student Teaching Award Procedure</p>	
	<p>APPENDIX A - to be developed</p>

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