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Monday, March 21, 2022
Remote Meeting by Zoom
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   Bill Flanagan

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

[If a member has a question or feels that an item should be   Bill Flanagan
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.]

3. Approval of the Open Session Minutes of February 28, 2022

4. New Members of GFC

5. Termination of the ALES Specialization in the Master of Engineering   Leluo Guan
                                                                             Brooke Milne
   Motion: To Recommend Board of Governors Approval

6. Proposed Core Graduate Student Academic Requirements, Faculty   Brooke Milne
   of Graduate Studies and Research

   Motion: To Approve

7. Proposed Changes to Graduate Student Residence Requirements,   Brooke Milne
   Faculty of Graduate Studies and Research

   Motion: To Approve

8. Proposed Alternate Criteria for English Language Proficiency, Faculty Brooke Milne
   of Graduate Studies and Research

   Motion: To Approve

DISCUSSION ITEM

9. Indigenous Institutional Strategic Plan (IISP) 2:10 - 2:25 p.m.   Florence Glanfield

ACTION ITEMS

10. Proposed Exploration Credits Policy 2:25 - 2:35 p.m.   Rowan Ley
                                                                          Melissa Padfield
    Motion: To Approve

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

11. Proposed Changes to the General Faculties Council Guiding   Brad Hamdon
Documents 2:35 - 3:20 p.m.   Anastasia Elias

    Motion I: To Recommend General Faculties Council Approval
    Motion II: To Recommend General Faculties Council Approval
    Motion III: To Recommend General Faculties Council Approval
    Motion IV: To Recommend General Faculties Council Approval

DISCUSSION ITEMS

12. Question Period 3:20 - 3:50 p.m.   Bill Flanagan

13. Report of the General Faculties Council ad hoc   Heather Coleman
Committee for the Formal Review of the Consultations and Action   Sue-Ann Mok
Processes for Academic Restructuring in the
Fall of 2020 3:50 - 3:55 p.m.

14. Proposed Changes to the Terms of Reference for the GFC Academic   Kate Peters
Planning Committee and the Committee on the Learning Environment   Jason Acker
and the Proposed Disbanding of the Facilities Development
Committee 3:55 - 4:00 p.m.

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.]

15. Report of the GFC Executive Committee

16. Report of the GFC Academic Planning Committee

17. GFC Nominations and Elections
- [Anticipated vacancies](#)

18. Information Items:
A.Proposed Changes to the Collective Agreement: appointment,
promotion and dismissal procedures
B. [COVID Decision Tracke](#)r

CLOSING SESSION

19. Adjournment
- Next Meeting of General Faculties Council: May 2, 2022

Presenter(s):
Bill Flanagan   President and Vice-Chancellor, University of Alberta

Melissa Padfield	Vice-Provost and Registrar
Brad Hamdon	General Counsel and University Secretary
Anastasia Elias	Elected Faculty Member, Engineering, Vice-Chair GFC Executive Committee
Rowan Ley	President, UA Students' Union, University of Alberta
Kate Peters	GFC Secretary and Manager, GFC Services
Jason Acker	Elected Faculty Member, Medicine and Dentistry, and Chair of the Executive Governance and Procedural Oversight Committee

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Kate Peters, 780-492-5733, peters3@ualberta.ca
University Governance	www.governance.ualberta.ca

UNIVERSITY OF ALBERTA

PRESIDENT'S REPORT

TO THE GENERAL FACULTIES COUNCIL – MARCH 21, 2022

As we have watched the devastating impact of Russia's invasion of Ukraine, many individuals and offices of the U of A have been engaged in efforts dedicated to responding and supporting those affected. As Canada's leading institution in Ukrainian studies, we have strong ties to the Ukrainian-Canadian community and have implemented new measures to support displaced Ukrainian students and scholars. On Saturday, March 12, I was honoured to speak at a humanitarian music concert in Convocation Hall that was quickly organized by many faculty and staff in the Faculty of Arts and received overwhelming support from the community. For the most up to date information on the news and efforts supporting the victims in this ongoing crisis, visit ualberta.ca/Ukraine.

Just as the war in Ukraine began, the provincial government tabled Budget 2022 on Feb 24. While the government followed through with its planned reductions to the post-secondary sector, it also announced significant new investment in post-secondary students and programs. As part of the Alberta at Work Program, the government will invest $171 million over three years to increase enrolment and open seats for students in high demand programs. The U of A is in a strong position to take full advantage of the new funding program. We are experiencing record applications and we have both immediate and longer-term plans in place for expanding enrolment. We are ready to move quickly and expand programs where the demand is high, from both students and employers.

This February, we celebrated International Week 2022 which focused on the United Nation Sustainable Development Goals, and Black History Month, which highlighted the contributions Black members of U of A's community have made to this university and more broadly throughout the community. Over the past year we have made important progress toward recognizing and removing barriers to the full participation of current and prospective Black students, faculty and staff. Since November we have signed the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education along with more than 40 Canadian universities and colleges, and launched the Black academic excellence cohort hire initiative.

March comes with opportunities to celebrate several other members of our community. On International Women's Day, March 8th, we recognized incredible women who challenge the status quo to highlight where further efforts are needed to achieve gender-equality across every aspect of society from healthcare to the economy. We also marked the U of A's Pride Week 2022, March 9-17, celebrating 2SLGBTQ+ individuals and communities at the University of Alberta. And then on March 24th, watch our website and social media channels for *Celebrate!* and learn more about the students, staff and faculty who won awards in 2021.

After several years of co-existing with COVID-19 and its impacts on our daily lives, I am looking forward to fully experiencing many of the events and initiatives that have been put on hold or changed since my appointment as President in March of 2020. In particular I look forward to personally congratulating graduates at Convocation 2022 this June. Once again, I thank each of you for your ongoing commitment to this university and its students, and the resilience you have shown through our many changes and pivots over the last two years.

U of A for Tomorrow

The chief focus of University of Tomorrow continues to be the development of the colleges and the implementation of the UAT operating model. Colleges play a critical role in supporting the university's academic mission and achieving the university's goals. In collaboration with faculties, the colleges are currently establishing offices to provide common services for their constituent faculties, enabling faculties to remain focused on their respective academic programming and research missions with minimal resources devoted to administration. In addition to college-level services, colleges will also lead in increasing the level of interdisciplinary teaching, education, and research initiatives within the college, and between the colleges and three stand-alone faculties, in support of institutional research priorities. The Colleges Strategic Plan (2021-2026) was discussed by the Board of Governors at the December 9 meeting and included in GFC's consent agenda for information on Feb 28, 2022.

Linked to the establishment of the colleges are plans for redistributing academic leadership roles across the institution. After a major period of consultation, in February Provost Steven Dew announced that faculty and college deans are now moving forward with an approach that aligns academic leaders primarily at the faculty level and allocates them on the basis of key drivers of activity, such as number of students, courses, research dollars and grants. This approach will allow for greater flexibility and scalability, and will ensure that U of A's professors—a valuable and critical resource—are focused on strategic roles that take the best advantage of their skills and expertise.

For the Public Good

BUILD

Partnership results in greener, cheaper hydrogen

With an eye towards a net-zero future, Alberta's energy sector has a new startup to help make it possible. Aurora Hydrogen, a partnership between researchers at the U of A and University of Toronto, have collaborated on a process that creates hydrogen with a much smaller carbon footprint than the leading green processes in use today. Hydrogen is a key component in upgrading oilsands bitumen into commercial products such as gasoline and diesel fuel. The use of microwaves greatly reduces the amount of electricity expended on the process, and the by-products, including solidified carbon, further reduce the greenhouse gas output. Aurora Hydrogen is now looking to scale-up their pilot project and bring this product to market.

Black History Month needs action, not just words

U of A scholar, Michael A. Bucknor, the Canada Research Chair in Black Studies in the University of Alberta's Department of English and Film Studies, says that to achieve real value, Black History Month must move beyond symbolic gesture to include action. Ongoing efforts around the U of A to learn about and support the needs of our Black students and faculty have included the signing of the Scarborough Charter and the Black academic excellence cohort hire. Events, resources and initiatives highlighted during Black History Month can be found online.

Partnership supports the health of refugees

Through a partnership between academics, government and local settlement and health-care organizations, refugees settling in the Edmonton area can now have most of their health-care needs serviced in one location. This centralized approach is critical to those refugees dealing with complex needs and medical histories. Several U of A faculty members and programs, including the Community-University Partnership work with the New Canadians Health Centre in its support of these newcomers to Canada.

EXPERIENCE

Free program helps shift small businesses online

The past two years of a global-pandemic have resulted in a greater than expected shift in digital commerce. Customer behaviours have changed so much that a small business will find it difficult to survive without a digital presence. With funding from the Government of Alberta, the student-led Digital Economy Program (DEP) will help set up e-commerce platforms, websites or social media strategies for qualifying small businesses, setting them up to succeed in the new retail landscape.

FURCA celebrates undergraduate achievements

Undergraduate research from across disciplines was celebrated March 8-11 during the Festival of Undergraduate Research and Creative Activities (FURCA). This year the annual festival saw many presenters share work along the theme of undergraduate research in a time of reconciliation, and included a keynote address from Situated Knowledges: Indigenous People and Place (SKIPP) director Dr. Kisha Supernaut.

EXCEL

U of A one of 2 Canadian universities awarded Sloan Fellowship

Peggy St Jacques has been named a 2022 Sloan Research Fellow. The psychology researcher in the University of Alberta's Faculty of Science is one of the 118 early-career researchers named to this year's class. Her research on memory, including the use of virtual reality and MRIs, is providing fascinating insight into memory-formation, with promise in advancing treatment of neurological diseases.

External Awards:

- Sloan Research Fellowship – Peggy St. Jacques
- United Way Outstanding Committee Member of the Year Award – Darlene Bryant

2021 Alumni Awards

University of Alberta alumni around the globe uphold the promise to use their education "for the public good" through their professional achievements, community service and innovation. Celebrated on March 16 in the Winspear Centre, the Alumni Awards recognize these contributions and tell the stories of our exceptional alumni.

A full listing of the 2021 Alumni Award recipients is available online, including these recipients of the highest award category:

DISTINGUISHED ALUMNI AWARD

- Janaki Alavalapati, '90 MSc, '95 PhD
- Brian William Corrigan, '89 BSc(Pharm), '96 PhD
- Liz Ingram, '76 MVA
- Richard W. Sherbaniuk, '48 BSc, '52 MD, '56 MSc

ENGAGE

Alumna helps reshape game culture from within

Shelby Carleton took an arts degree with one goal in mind: to design video game narratives. From a young age she questioned the roles of women in the games that she played, and was compelled to re-write the possibilities for female gaming characters. Carlton has advocated for increased female agency and criticized traditional gender power dynamics in video games, both within her industry and directly to the public. The progress toward gender-equality across all industries was celebrated with International Women's Day on March 8, 2022.

Early introduction to parasport is important for all

Every two years the parasport movement receives worldwide attention as the Paralympics take the global stage shortly after the Olympics. According to Danielle Peers, former Paralympian and associate professor in the Faculty of Kinesiology, Sport, and Recreation, there is a need to examine the barriers to participation in parasport long before para-athletes reach that elite stage. Ensuring that participation in sport is accessible to everyone is essential to individual and societal well-being and the impacts of accessibility in sport at a grassroots level cannot be overlooked.

SUSTAIN

Student government election results

Both the Graduate Students' Association (GSA) and the U of A Students' Union (SU) recently held elections for the upcoming academic year. Anas Fassih will be returning as the GSA President for a second term and Abner Monteiro will fill the role of SU President. Congratulations to all incoming student representatives, and thank you to those who have served over this past year.

Government of Alberta Budget 2022

In the Government of Alberta 2022 budget, the university's 2022-23 provincial grant was reduced by another 10.7%. This is significant–adding another $52 million to the cuts already experienced. However, we are prepared for this reduction and have been working to address it since the launch of U of A for Tomorrow in June 2020. While we still have more work to do, we have made huge progress over the past two years to make our operations more efficient and reduce our administrative costs. We will continue on this path and meet our target for a balanced budget in 2022-23.

Leadership Changes

- Dr. Jason Carey has been appointed as Dean of Faculté Saint-Jean and Executive Officer of Campus Saint-Jean for a five-year term, effective July 1, 2022.

- Dr. Robert Wood has been appointed as Dean of the Faculty of Arts for a five-year term, effective July 1, 2022.

Item No. 4

New Members of GFC

MOTION I: TO APPOINT:

The following undergraduate student representative to the Board of Governors to serve on GFC for a term commencing March 21, 2022 and ending April 30, 2022:

- Adrian Wattamaniuk

The following elected Postdoctoral representative to serve on GFC for a term commencing March 21, 2022 and ending June 30, 2022:

- Leyla Baghersad Renani

Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Termination of the ALES Specialization in the Master of Engineering

Motion

THAT General Faculties Council recommend the Board of Governors approve the termination of the ALES specialization in the Master of Engineering, for implementation upon final approval.

Item

Action Requested	☐ Approval X Recommendation
Proposed by	Leluo Guan, Associate Dean - Grad, ALES
Presenter(s)	Leluo Guan, Associate Dean - Grad, ALES Brooke Milne, Vice-Provost and Dean, FGSR

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 because the ALES specialization in the MEng has been suspended for the past five years; this is the formal request to terminate the program.
Executive Summary (*outline the specific item – and remember your audience*)	The program has been suspended for the past five years (with Ministerial approval of suspension); there are no students currently enrolled in the program. There are no operational risks or risks to students, as there are no students currently enrolled in the program. As noted in the attached documents, the Faculty of Engineering has expressed concerns over the offering of this program, as an MEng offered by another Faculty is confusing to students, the Association of Professional Engineers and Geoscientists of Alberta (APEGA), other accreditation bodies, and potential employers.
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	*Those who have been **consulted**:* ● The suspension (and ultimate termination) of the program is supported by the Faculty of Agricultural, Life and Environmental Sciences, the Faculty of Engineering, the Department of AFNS, and APEGA. The suspension was approved by the Ministry of Advanced Education on November 2, 2016. ● As the termination of the program was referred to in the suspension proposal, and this program has been in suspension,

[Resources section Student Participation Protocol](#)>	students are aware of the Department of AFNS not offering the program in the past five years. ● See below for the approval route for all formal consultations.
Approval Route (Governance) (including meeting dates)	● GPST - October 4, 2021 ● ALES Faculty Council - December 9, 2021 ● Approval from the Engineering Associate Dean (as suggested by uofA Governance, the termination truly rests with ALES) - Support noted by Tian Tang, Associate Dean - Grad, Engineering (December 14, 2021) ● PRC - January 12, 2021 ● FGSR Council - January 26, 2022 ● Programs Committee - February 10, 2022 ● GFC Academic Planning Committee ● General Faculties Council ● Board Learning, Research and Student Experience Committee ● Board of Governors

Strategic Alignment

Alignment with *For the Public Good*	21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. 22. OBJECTIVE Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. iii. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	X Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	X Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety X Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act UofA Calendar GFC Programs Committee General Faculties Council Faculty of Graduate Studies & Research ALES Faculty Council	

1. Program Termination_ALES MEng - Updated Oct. 4
2. Ministry Approval - MEng AFNS Suspension

Prepared by: Leluo Guan, Associate Dean - Grad, Faculty of ALES (lguan@ualberta.ca)

Alberta Advanced Education

Proposal Template: Program Termination

SECTION 1: PROPOSAL INFORMATION

1.1 *Fill in the table below*:

Institution	University of Alberta
Program/specialization name	Agricultural, Food, and Nutritional Science
Credential awarded	Master of Engineering
Proposed effective date of termination	July 1, 2022

1.2 *Confirm whether*:

1.2.1 ☒ *This termination proposal was preceded by a ministry-approved suspension period.*

☐ *This termination proposal was<u>not</u> preceded by a ministry-approved suspension period.*

1.2.1a *If this proposal was preceded by a suspension, attach approval letter.*

1.2.1b *If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.*

1.2.1c *If not preceded by suspension, indicate when students were last admitted into the program/specialization.*

1.2.2 ☒ *No active students remain in the program.*

☐ *Active program students remain in the program.*

SECTION 2: RATIONALE

2.1 *Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).*

The program has been suspended for the past five years and there are no students currently enrolled in the program. The Faculty of Engineering has expressed concerns over the offering of this program. Normally, graduate degrees in engineering satisfy the criteria for professional engineering licensing through APEGA. However, this is only true if the degree is from an Engineering Faculty with accredited programs. There is a great deal of concern that having an MEng offered by another Faculty is confusing to students, the Association of Professional Engineers and Geoscientists of Alberta (APEGA), other accreditation bodies, and potential employers.

2.2 *Provide specific information about which internal governance body approved the termination, and provide date of approval.*

The suspension (and ultimate termination) of the program is supported by the Faculty of Agricultural, Life and Environmental Sciences, the Faculty of Engineering, the Department of AFNS, and APEGA. The suspension was approved by the Ministry of Advanced Education on November 2, 2016.

The termination proposal will go through internal approval bodies at the University of Alberta:
- Graduate Program Support Team - October 4, 2021
- ALES Faculty Council - December 9, 2021
- FGSR Policy Review Committee - January 12, 2021 (Anticipated)
- FGSR Council - January 26, 2021 (Anticipated)
- GFC Programs Committee - February 10, 2022 (Anticipated)
- GFC Academic Planning Committee
- General Faculties Council
- Board Learning, Research and Student Experience Committee
- Board of Governors

SECTION 3: ACCESS

3.1 *Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).*

There is no risk that students previously enrolled will return expecting to finish their degree, and no expected impacts on graduates of the program.

3.2 *If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.*

As the MEng offered by the Department of AFNS is not accredited by APEGA, there will be no external impacts. In fact, it will ensure that employers and accreditation bodies are not confused by the credential.

3.3 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

As the termination of the program was referred to in the suspension proposal, and this program has been in suspension, students are aware of the Department of AFNS not offering the program in the past five years.

SECTION 4: IMPACT

4.1 *Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.*

As the MEng offered by the Department of AFNS is not accredited by APEGA, there will be no external impacts. In fact, it will ensure that employers and accreditation bodies are not confused by the credential. The suspension (and ultimate termination) of the program is supported by the Faculty of Engineering and APEGA.

4.2 *Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.*

The termination decision will be sent to the Faculty of Engineering and APEGA for their information. The Calendar will be updated to reflect the termination. As there is no external impact, no actions will be taken to communicate with other Campus Alberta institutions.

4.3 *Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.*

There are no anticipated impacts on institutional operations and resources.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

   N/A

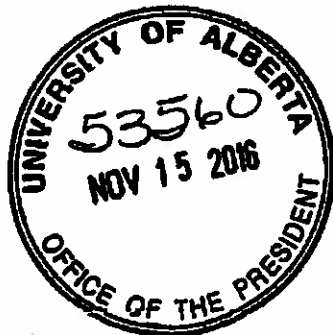## RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Alberta ■ Advanced Education

November 2, 2016

AR 51067

Dr. David Turpin
President and Vice-Chancellor
University of Alberta
2-24 South Academic Building
Edmonton AB T6G 2G7

Dear Dr. Turpin:

Advanced Education has completed its review of the University of Alberta's proposal to suspend the Agricultural, Food, and Nutritional Science specialization in the Master of Engineering program. The department approves suspending admissions for the July 1, 2016 to June 30, 2021 term.

The department approves the suspension on the understanding that the Board of Governors or delegated institutional authority proposed suspension due to low enrolment and lack of program accreditation. Six months prior to the suspension end date, please advise the department through the Provider and Program Registry System of the university's plan to reactivate or terminate the specialization.

Under the Programs of Study Regulation, proposed changes to this specialization require ministry approval. This includes alterations to the specialization name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

I appreciate the University of Alberta's commitment to high-quality programming, and your ongoing program review and renewal processes.

Sincerely,

Rod Skura
Deputy Minister

cc: Honourable Marlin Schmidt
      Minister of Advanced Education

      Michael Phair
      Chair, Board of Governors, University of Alberta

Item No. 6

Governance Executive Summary
Action Item

Agenda Title	**Proposed Core Graduate Student Academic Requirements, Faculty of Graduate Studies and Research**

Motion

THAT the General Faculties Council approve the proposed core graduate academic requirements for all graduate credentials offered at the University of Alberta, as recommended by the GFC Programs Committee and as set forth in attachments 1 and 2, for implementation upon approval.

Item

Action Requested	X Approval ☐ Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal outlines the core graduate academic requirements for each respective graduate credential awarded at the UofA, as approved by GFC and the Ministry of Advanced Education.
Executive Summary (*outline the specific item – and remember your audience*)	FGSR sets and maintains the approved minimum academic requirements for Graduate Programs at the U of A. The establishment of core graduate academic requirements is intended to clearly establish the minimum academic requirements that must be achieved to demonstrate that the essential knowledge and skills commensurate with the credential have been attained.
	These core graduate academic requirements cannot be waived, exempted, nor accommodated in any way that would alter their integrity and/or the standards, as approved, for the credential being sought. That said, reasonable accommodations may be provided in accordance with the University of Alberta's Duty to Accommodate Procedure up to the point of undue hardship.
	Departments and faculties may add to these core graduate academic requirements to address discipline specific requirements that exceed the FGSR institutional minimums.
	Context:
	Efforts to define core graduate academic requirements in graduate programs follows examples and best practices set by several other Canadian universities (e.g. UManitoba, UWO, CarletonU) in the spirit of inclusivity and accessibility in graduate education.
	As noted in a quote from a 2014 report published by CAGS that has motivated consideration of how Core Academic Requirements can be

defined and considered: *"The issues identified by graduate administrators and student services staff as critical in working with this group of students include the interfaces between a student's accommodations, the nature of the essential requirements of their academic discipline, and the legislative and policy framework within which the institution operates."*

U of M was a leader in Canadian graduate education when it instituted a similar initiative back in 2015. "*The University of Manitoba is one of the first universities in Canada to implement a Bonafide Academic Requirement (BFAR) process, and has been commended by the Province of Manitoba's Disabilities Issues Office for its strong action plan in support of barrier-free education."* BFARs are the minimum and essential knowledge, skills, abilities, attitudes, and experiences that a student must acquire in order to successfully graduate from a program.

Carleton University also instituted "Essential Requirements:" *Essential requirements is a specific term used in human rights legislation, referring to the bona fide requirements of a task or program that cannot be altered without compromising the fundamental nature of the task or program. Determining what is an essential requirement and what is not is critical in distinguishing requirements that cannot be accommodated from what can and should be altered."*

These proposed core graduate academic requirements are intended to work in concert with the U of A's Duty to Accommodate Procedure so as to provide clarity on what elements of our graduate requirements cannot be waived or exempted; reasonable accommodations may be granted up to the point of undue hardship. They define the minimum requirements that must be completed to earn the credential, enabling the university to apply flexible approaches to accommodate a student's needs while being cognizant of how these approaches can articulate with the core graduate academic requirements to ensure student success in their respective graduate programs.

These core graduate academic requirements do not alter, compromise, or restrict existing approved program requirements. In fact, they provide the foundation upon which those more discipline specific requirements build.

Departments and Faculties may add to these core graduate academic requirements to address discipline specific requirements that exceed the FGSR institutional minimums.

Academic units may choose not to develop additional requirements above those identified by FGSR for graduate programs; in these instances, the established institutional core graduate academic requirements would apply.

Students requiring accommodations must register with the U of A Academic Success Centre - Accessibility Resources.

Item No. 6

Supplementary Notes and context	*At the February 10, 2022 meeting of GFC Programs Committee, members had no concerns with this item and recommendation was unanimous.*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who have been **consulted**:* ● GEFAC - October 22, 2020 ● PRC - September 30, 2020, November 4, 2020 ● FGSR Council - October 14, 2020 ● Office of Safe Disclosure and Human Rights (Evelyn Hamdon) - October 19, 2020 ● Office of General Counsel (Jax Oltean) and Dean of Students Office (Wendy Doughty) - October 29, 2020 ● GEFAC - January 28, 2021 ● GPST - January 28, 2021 ● Policy Review Committee - February 3, 2021 ● Legal Council and Office of Accommodation ● Policy Review Committee - September 29, 2021 ● GPST - October 4, 2021 ● GEFAC - October 7, 2021 ● GPST - November 29, 2021 ● FGSR Council - October 13, 2021
Approval Route (Governance) (including meeting dates)	PRC - January 12, 2022 (Approved) FGSR Council - January 26, 2021 (Approved) GFC Programs Committee (recommendation) - February 10, 2022 General Faculties Council - March 21, 2022

Strategic Alignment

Alignment with *For the Public Good*	1. OBJECTIVE Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.
	
	5. OBJECTIVE Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.
	    ii. Celebrate and support diversity and inclusivity.
	
	14. OBJECTIVE Inspire, model, and support excellence in teaching and learning.
	    ii. Adopt a set of core graduate attributes, skills, and competencies at both the undergraduate and graduate level; develop strategies for implementing them in specific disciplines and programs; and monitor graduate outcomes to ensure continuous improvement.

Item No. 6

	19. OBJECTIVE Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives. iii. Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses. 21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff X Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change X Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* UofA Calendar Faculty of Graduate Studies & Research GFC Programs Committee UAPPOL Discrimination, Harassment and Duty to Accommodate Policy

1. Core Graduate Student Academic Requirements (January 7, 2022)
2. Calendar Language Change - Core Academic Requirements

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

Core Graduate Academic Requirements:

Date: January 7, 2022

The following is a list of _minimum_ core graduate academic requirements that must be successfully met for that graduate credential to be awarded to the candidate who is seeking it. The successful completion of each core graduate academic requirement specified demonstrates that the essential knowledge and skills commensurate with the credential being sought have been attained. Accordingly, these core graduate academic requirements cannot be waived nor exempted.

Reasonable accommodations may be provided in accordance with the University of Alberta's Duty to Accommodate Procedure; however, they cannot alter the integrity and/or the standard and/or the core graduate academic requirement as it is approved. While these core graduate academic requirements cannot be waived, the manner of achieving them may be accommodated, up to the point of undue hardship. In such instances, the Vice Provost and Dean of FGSR will be consulted prior to approving the accommodations being considered. Students requiring accommodations need to register with the U of A's Academic Success Centre - Accessibility Resources.

It is important to note that these are the minimum core graduate academic requirements for each graduate degree/certificate offered; academic units may wish to add, in addition to these minimums, their own disciplinary specific supplemental core academic requirements that must be met for their respective graduate programs. Any additional core graduate academic requirements would require approval through the University's established governance pathways, including FGSR Council.

Course-Based Master's Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must complete a capstone project or capping exercise as required by their program and commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710) as required by FGSR.
Thesis-Based Masters Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must successfully defend their thesis (where required) by the program in real time, as determined by the examining committee.
The student must produce a published/recorded thesis commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710) as required by FGSR.
Thesis-Based Doctoral Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must successfully complete a doctoral candidacy exam as required by their program.
The student must successfully defend their thesis in real time, as determined by the examining committee.
The student must produce a published/recorded thesis commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710 and INT D 720) as required by FGSR.
Certificates and Diplomas
The student must successfully complete all coursework required for the certificate or diploma as approved.

Item: Core Academic Requirements

Date: January 7, 2022

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

CURRENT text from the 2020-2021 draft calendar	PROPOSED
Regulations of the Faculty of Graduate Studies and Research **General Information** […] **Graduate Programs Offered** […]	**Regulations of the Faculty of Graduate Studies and Research** **General Information** […] **Graduate Programs Offered** […] **Minimum Core Graduate Academic Requirements** The following is a list of *minimum* core graduate academic requirements that must be successfully met for that graduate credential to be awarded to the candidate who is seeking it. The successful completion of each core graduate academic requirement specified demonstrates that the essential knowledge and skills commensurate with the credential being sought have been attained. Accordingly, these core graduate academic requirements cannot be waived nor exempted. Reasonable accommodations may be provided in accordance with the University of Alberta's Duty to Accommodate Procedure; however, they cannot alter the integrity and/or the standard and/or the requirement as it is approved. While these core graduate academic requirements cannot be waived, the manner of achieving them may be accommodated, up to the point of undue hardship. In such instances, the Vice Provost and Dean of FGSR will be consulted prior to approving the accommodations being considered. Students requiring accommodations need to register with the U of A's Academic Success Centre - Accessibility Resources. It is important to note that these are the minimum core graduate academic requirements for each graduate degree/certificate offered; academic units may wish to add, in addition to these minimums, their own disciplinary specific supplemental core graduate academic requirements that

must be met for their respective graduate programs. Any additional requirements would require approval through the University's established governance pathways, including FGSR Council.

Course-Based Master's Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must complete a capstone project or capping exercise as required by their program and commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710) as required by FGSR.
Thesis-Based Masters Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must successfully defend their thesis, (where required) by the program in real time, as determined by the examining committee.
The student must produce a published/recorded thesis commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710) as required by FGSR.
Thesis-Based Doctoral Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must successfully complete a doctoral candidacy exam as required by their program.
The student must successfully defend their thesis in real time, as determined by the examining committee.
The student must produce a published/recorded thesis commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710 and INT D 720) as required by FGSR.
Certificates and Diplomas
The student must successfully complete all coursework required for the certificate or diploma as approved.

[…]

[…]

Regulations of the Faculty of Graduate Studies and Research

[…]

Course-based Master's Programs

Course Requirements: In course-based programs, all coursework must be at the graduate level.

[…]

Thesis-Based Master's Programs

[…]

[…]

Doctoral Degrees

[…]

The Degree of PhD
[…]

Regulations of the Faculty of Graduate Studies and Research

[…]
Course-based Master's Programs

Course Requirements: In course-based programs, all coursework must be at the graduate level.

Core Graduate Academic Requirements: Please see the list <Link> of *minimum* core graduate academic requirements that must be met for each respective graduate credential at the University of Alberta, in order for the credential to be awarded. Achievement of the core graduate academic requirements demonstrates that the essential knowledge and skills commensurate with the credential have been attained. These requirements cannot be waived nor exempted.

Academic units may have additional approved disciplinary specific supplemental core graduate academic requirements that must be met for their respective graduate programs. Students are advised to consult, where applicable, these requirements in the calendar.

[…]

Thesis-Based Master's Programs

[…]
Core Graduate Academic Requirements: Please see the list <Link> of *minimum* core graduate academic requirements that must be met for each respective graduate credential at the University of Alberta, in order for the credential to be awarded. Achievement of the core graduate academic requirements demonstrates that the essential knowledge and skills commensurate with the credential have been attained. These requirements cannot be waived nor exempted.

Academic units may have additional approved disciplinary specific supplemental core graduate academic requirements that must be met for their respective graduate programs. Students are advised to consult, where applicable, these requirements in the calendar.

[…]

Doctoral Degrees

[…]

[…] **Diploma and Certificate Programs** […] […]	**The Degree of PhD** […] **Core Graduate Academic Requirements:** Please see the list <Link> of *minimum* core graduate academic requirements that must be met for each respective graduate credential at the University of Alberta, in order for the credential to be awarded. Achievement of the core graduate academic requirements demonstrates that the essential knowledge and skills commensurate with the credential have been attained. These requirements cannot be waived nor exempted. Academic units may have additional approved disciplinary specific supplemental core graduate academic requirements that must be met for their respective graduate programs. Students are advised to consult, where applicable, these requirements in the calendar. […] **Diploma and Certificate Programs** […] **Core Graduate Academic Requirements:** Please see the list <Link> of *minimum* core graduate academic requirements that must be met for each respective graduate credential at the University of Alberta, in order for the credential to be awarded. Achievement of the core graduate academic requirements demonstrates that the essential knowledge and skills commensurate with the credential have been attained. These requirements cannot be waived nor exempted. Academic units may have additional approved disciplinary specific supplemental core graduate academic requirements that must be met for their respective graduate programs. Students are advised to consult, where applicable, these requirements in the calendar. […]
Justification: Approved by:	

Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Graduate Student Residence Requirements, Faculty of Graduate Studies and Research

Motion

THAT General Faculties Council approve the proposed changes to the residence requirement for all graduate students, as recommended by the GFC Programs Committee and as noted in the included calendar change, for implementation upon approval.

Item

Action Requested	X Approval ☐ Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	FGSR is proposing to remove the institutional residence requirement for Master's and Doctoral graduate degree programs. The proposal will not affect those programs who have existing, approved residence requirements. Future program proposals are free to include such a requirement as desired.
Executive Summary (*outline the specific item – and remember your audience*)	With the onset of COVID-19, it has become clear that the minimum residence requirement for all graduate students is impractical and poses challenges for monitoring and enforcement. Further, the existing calendar regulation provides no direction on outcomes should a student not meet the minimum residence requirement.

Removing the institutional residence requirement will not affect those graduate programs who have existing residence requirements; unit-level monitoring and management will continue to be the responsibility of the department/faculty.

In instances where a program relied on the institutional residence requirement as a minimum and do not wish to implement their own, they will not be required to do so. |
| Supplementary Notes and context | *At the February 10, 2022 meeting of GFC Programs Committee, members had no concerns with this item and recommendation was unanimous.* |

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	*Those who have been **consulted**:* ● FGSR Council - October 14, 2020 (Early Discussion) ● GEFAC - November 4, 2021; December 2, 2021 ● PRC - January 12, 2022 ● GPST - January 24, 2022

Item No. 7

<For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	
Approval Route (Governance) (including meeting dates)	PRC - January 12, 2022 (Approved) FGSR Council - January 26, 2021 (Approved) GFC Programs Committee - February 10, 2022 General Faculties Council - March 21, 2022

Strategic Alignment

Alignment with *For the Public Good*	21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. iv. Facilitate easy access to and use of university services and systems, reduce duplication and complexity, and encourage cross-institutional administrative and operational collaboration. 19. OBJECTIVE Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	X Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure ☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety X Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* UofA Calendar General Faculties Council Faculty of Graduate Studies & Research GFC Programs Committee

1.   Calendar Language Change: Residence Requirement Changes

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

UNIVERSITY OF ALBERTA

Item: Residence Requirement Changes
Date: November 2, 2021

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

CURRENT	PROPOSED
Regulations of the Faculty of Graduate Studies and Research […] **Residence Requirement** **Master's Programs:** ~~Residence requirements for master's programs are established and monitored by the department.~~ Most course-based master's programs have no residence requirements. See Graduate Programs. **Doctoral Programs:** ~~Residence~~ supports two important objectives in these programs: 1. A doctoral program provides students with significant contact with the University of Alberta, through time spent on campus and through interactions with the faculty and graduate students at the University. 2. A doctoral program educates the student as an independent researcher and scholar in an academic discipline, through activities such as course work, participating in seminars, involvement in teaching, interactions with faculty members and other graduate students, and research under the direction of a faculty member. ~~The default residence requirement for the PhD and DMus programs is two academic years (where an academic year is defined as the eight-month period from September through April), and 12 continuous months for the EdD.~~ Specific residence requirements to support these objectives will be established by the department. Changes or exceptions to departmental residence requirement are to be submitted to the Dean of the department's Faculty for approval.	**Regulations of the Faculty of Graduate Studies and Research** […] **Residence Requirement** **Master's Programs:** FGSR does not have a minimum residency requirement for graduate programs. Most course-based master's programs have no residence requirements, however, students should consult their programs as the academic unit establishes and monitors student residency requirements. See Graduate Programs. **Doctoral Programs:** FGSR does not have a minimum residency requirement for graduate programs. However, students should consult their programs as the academic unit establishes and monitors student residency requirements. Where programs do have a residence requirement, it supports two important objectives in these programs: 3. A doctoral program provides students with significant contact with the University of Alberta, through time spent on campus and through interactions with the faculty and graduate students at the University. 4. A doctoral program educates the student as an independent researcher and scholar in an academic discipline, through activities such as coursework, participating in seminars, involvement in teaching, interactions with faculty members and other graduate students, and research under the direction of a faculty member. Specific residence requirements to support these objectives will be established by the department. Changes or exceptions to departmental residence requirement are to be submitted to the Dean of the department's Faculty for approval.

When a department changes a student's status in the middle of a program, the time spent as a master's candidate may count toward the residence requirement. Time spent as a qualifying graduate student does not count toward the residence requirement.

The University of Calgary and the University of Alberta have an agreement allowing, under certain conditions, PhD students at one institution to take up to one year of their two-year residence requirement at the other institution. Contact the Faculty of Graduate Studies and Research for further information.

Graduate diploma and graduate certificates: There is no Faculty of Graduate Studies and Research residence requirement for graduate diplomas or certificates

[…]

Course-based Master's Programs

[…]

Residence: ~~Residence requirements are established and monitored by the department.~~

[…]

Thesis-Based Master's Programs

Residence: ~~Residence requirements are established and monitored by the department.~~

[…]

The Degree of PhD

[…]

Residence Requirements: See Residence Requirement of the University Calendar.
[…]

For programs who have a Residence Requirement: When a department changes a student's status in the middle of a program, the time spent as a master's candidate may count toward the residence requirement. Time spent as a qualifying graduate student does not count toward the residence requirement.

The University of Calgary and the University of Alberta have an agreement allowing, under certain conditions, PhD students at one institution to take up to one year of their two-year residence requirement at the other institution. Contact the Faculty of Graduate Studies and Research for further information.

Graduate diploma and graduate certificates: There is no Faculty of Graduate Studies and Research residence requirement for graduate diplomas or certificates

[…]

Course-based Master's Programs

[…]

Residence: FGSR does not have a minimum residency requirement for graduate programs. However, students should consult their programs as the academic unit establishes and monitors student residency requirements. See <LINK: Residence Requirement> of the University Calendar.

[…]

Thesis-Based Master's Programs

Residence: FGSR does not have a minimum residency requirement for graduate programs. However, students should consult their programs as the academic unit establishes and monitors student residency requirements. See <LINK: Residence Requirement> of the University Calendar.

[…]

The Degree of PhD

[…]

Residence Requirements: FGSR does not have a minimum residency requirement for graduate programs. However, students should consult their programs as the academic unit establishes and monitors student residency requirements. See <LINK: Residence Requirement> of the University Calendar.

[…]

Justification:
Approved by:

Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Proposed Alternate Criteria for English Language Proficiency, Faculty of Graduate Studies and Research

Motion

THAT General Faculties Council approve the proposed alternate admissions criteria for the English Language Proficiency Requirement for those applicants with a previous credential or accreditation, as recommended by the GFC Programs Committee and as set forth in attachment 1, for implementation upon approval.

Item

Action Requested	X Approval ☐ Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	An exceptional alternate pathway to meet the institutional ELP Requirement is being proposed for prospective graduate student applicants who have attained a credential(s) from an international institution where the primary language of instruction is not English but who subsequently are able to demonstrate ELP through one or more of the proposed criteria.
Executive Summary (*outline the specific item – and remember your audience*)	The changes will provide an exceptional alternate pathway for prospective graduate student applicants who hold a degree(s) from an institution where English is not the primary language of instruction, but who have demonstrated ELP through one or more of the following methods: ● Successful completion of a subsequent certificate, diploma, or equivalent credential from an academic institution recognized by the University of Alberta, where the language of instruction is English. ● Attainment of a professional certification/designation from a recognized/accredited organization that requires its own demonstration of English language proficiency. ● Demonstrated applied professional experience of a minimum of five (5) years where English is the principal language for spoken, written, and oral communication. This will create greater accessibility to graduate education, particularly for working professionals, who are/were international students, permanent residents, or new Canadian citizens.
Supplementary Notes and context	*At the February 10, 2022 meeting of GFC Programs Committee, members had no concerns with this item and recommendation was unanimous.*

Engagement and Routing (Include meeting dates)

Item No. 8

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who have been **consulted**:* ● GEFAC - November 4, 2021 ● FGSR Council - November 24, 2021 ● GPST - November 29, 2021 ● GEFAC - December 2, 2021
Approval Route (Governance) (including meeting dates)	PRC - January 12, 2022 (Approved) FGSR Council - January 26, 2021 (Approved by subsequent evote) GFC Programs Committee - February 10, 2022 General Faculties Council - March 21, 2022

Strategic Alignment

Alignment with *For the Public Good*	1. OBJECTIVE Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.
	     i.Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.
	
	 21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
	
	     iv. Facilitate easy access to and use of university services and systems, reduce duplication and complexity, and encourage cross-institutional administrative and operational collaboration.

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	X Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure ☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety X Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act UofA Calendar GFC Programs Committee Faculty of Graduate Studies & Research

1. Calendar Language Change: ELP For Those With Previous Credential or Accreditation

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

UNIVERSITY OF ALBERTA

Item: ELP For Those With Previous Credential or Accredidation (DRAFT)

Date: January 7, 2022

<u>**2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:**</u>

CURRENT	PROPOSED
Regulations of the Faculty of Graduate Studies and Research **Graduate Program Entrance Requirements** […] **English Language Requirement** Since English is the primary language of instruction and communication at the University of Alberta (except for Faculté Saint-Jean), proficiency in English is a prerequisite for graduate admission. All applicants must demonstrate English language proficiency prior to admission either by: ● Possession of a degree or its academic equivalent from an academic institution recognized by the University of Alberta, ~~in which~~ the language of instruction is English; or ● A satisfactory score on an approved English language examination as described below. Notwithstanding the above, graduate programs reserve the right to require a further demonstration of English language proficiency. The Faculty of Graduate Studies and Research recognizes four English language examinations: ● ~~t~~he Test of English as a Foreign Language (TOEFL); ● ~~t~~he International English Language Testing System (Academic IELTS); ● ~~t~~he Canadian Academic English Language (CAEL) Assessment; ● ~~t~~he Pearson Test of English Academic (PTE Academic).	**Regulations of the Faculty of Graduate Studies and Research** **Graduate Program Entrance Requirements** […] **English Language Requirement** Since English is the primary language of instruction and communication at the University of Alberta (except for Faculté Saint-Jean), proficiency in English is a prerequisite for graduate admission. All applicants must demonstrate English language proficiency prior to admission either by: ● Possession of a degree or its academic equivalent from an academic institution recognized by the University of Alberta, **where** the language of instruction is English; or ● A satisfactory score on an approved English language examination as described below. Notwithstanding the above, graduate programs reserve the right to require a further demonstration of English language proficiency. The Faculty of Graduate Studies and Research recognizes four English language examinations: ● The Test of English as a Foreign Language (TOEFL); ● The International English Language Testing System (Academic IELTS); ● The Canadian Academic English Language (CAEL) Assessment; ● The Pearson Test of English Academic (PTE Academic).

The FGSR minimum acceptable scores are:

- TOEFL: total score of 90 with a score of at least 21 on each of the individual skill areas (internet-based) or equivalent;
- Academic IELTS: 6.5, with at least 6.0 on each test band;
- CAEL: overall 70 with at least 60 on each subtest;
- PTE Academic: 61 with a minimum band score of 60. Applicants who take the Pearson test must request that this University be given access to their score.

Individual graduate programs may require higher scores. Consult the appropriate departmental information in Graduate Programs.

[…]

The FGSR minimum acceptable scores are:

- TOEFL: total score of 90 with a score of at least 21 on each of the individual skill areas (internet-based) or equivalent;
- Academic IELTS: 6.5, with at least 6.0 on each test band;
- CAEL: overall 70 with at least 60 on each subtest;
- PTE Academic: 61 with a minimum band score of 60. Applicants who take the Pearson test must request that this University be given access to their score.

Individual graduate programs may require higher scores. Consult the appropriate departmental information in Graduate Programs.

In exceptional circumstances, and on the recommendation of an academic unit, the Dean of FGSR may consider an applicant who holds a degree(s) from an institution where English is not the primary language of instruction but who has demonstrated English language proficiency through one or more of the following:

- Successful completion of a subsequent certificate, diploma, or equivalent credential from an academic institution recognized by the University of Alberta, where the language of instruction is English.
- Attainment of a professional certification/designation from a recognized/accredited organization that requires its own demonstration of English language proficiency.
- Demonstrated applied professional experience of a *minimum* of five (5) years where English is the principal language for spoken, written, and oral communication.

Justification:

Approved by:

Item No. 9

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Indigenous Institutional Strategic Plan (IISP)

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic), Vice-Provost (Indigenous Programming and Research)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee for discussion of the final draft of the IISP goals and accountabilities and to solicit feedback on an affirmation document.
Executive Summary (*outline the specific item − and remember your audience*)	In support of the objectives articulated in *For the Public Good* (FPG) and other key priorities, the Vice-Provost, Indigenous Programming and Research Office (VPIPRO) has been tasked with the consultation, development and approval of an Indigenous Institutional Strategic Plan (IISP). The purpose of this consultation is to provide the final draft goals for the proposed five-year Indigenous Institutional Strategic Plan and the draft affirmation document. Of note, existing institutional commitments make up the majority of the IISP goals and objectives, illuminating that the work has already been approved via governance processes in existing strategic frameworks including *For the Public Good* and by proxy, the Truth and Reconciliation's (TRC's) Calls to Action, UofA for Tomorrow and the Strategic Plan for Equity, Diversity and Inclusivity.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Indigenous Advisory Council Office of the Provost and Vice-President (Academic) Vice-Provosts' Council GFC Committee on the Learning Environment Council on Student Affairs GFC Program's Committee GFC Academic Planning Committee General Faculties Council President's Executive Committee Senior Advisor, Equity and Human Rights

Item No. 9

	Unit EDI Leads Board of Governors College Deans Faculty Deans Deans' Council External communities

Strategic Alignment

Alignment with *For the Public Good*	**GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.** Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta will build a community of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We will foster an inclusive culture in which people excel through exchange and collaboration, enriched by the diversity of individuals, groups, disciplines, perspectives, approaches, and questions that comprise our community. We will sustain this culture and community through rich educational and life experiences in a supportive learning environment. We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history. We will celebrate the University of Alberta community and our achievements, enhancing our reputation in Alberta, across Canada, and around the world by defining, telling, and promoting our story.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.

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

Legislative Compliance and jurisdiction	Council on Student Affairs Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Indigenous Institutional Strategic Plan Goals and Accountabilities (Overview)
2. Draft Affirmation IISP
3. Interactive Indigenous Institutional Strategic Plan Document (available online)

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

Overarching goal	Group	Goals	Sub-goals	#	Accountabilities	Strategies	2022-23 JULY	2023-24 JULY	2024-25 JULY	2025-26 JULY	2026-27 JULY	2027-28 JULY
The first grouping of objectives focuses on the "remedial" actions mandated by the Calls to Action issued by the National Truth and Reconciliation (TRC) report and broader Indigenization efforts. This grouping aims to remediate the erasure and exclusion of Indigenous knowledges, histories and knowledge systems. The work recognizes the gaps in traditional Western higher education and also the harm that those gaps have had on the lived experiences of Indigenous peoples. Implicit in this work is the acknowledgement that the university participated, and participates, in aspects of colonialism that were, and are, deeply harmful to Indigenous peoples and that there is a wrong to right. The same power that was employed to disenfranchise Indigenous peoples can now be brought to bear on the education of the students we serve and those beyond the institution.	Past	Enhance Indigenous Leadership and Coordination	Centrally connect Indigenous-related teaching, learning, research and supports to: ensure adequate resourcing, better coordinate, ensure Indigenous iniaitives are Indigenous-led and that there is broad institutional accountability for this work	1	VPA	Hire an additional person in the Provost's Office to support the implementation of the Indigenous Instittutional Strategic Plan.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
				2	VPIPR	Map joint areas of responsibility with other partner portfolios.	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE
				3	VPIPR	Establish the Indigenous Advisory Council (IAC) as a space that can offer wisdom and guidance on actions taken by colleges, faculties, and units in relation to goals in the IISP and Indigenous engagement.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				4	President, VPIPR	Create an Indigenous Wisdom Council of external Indigenous knowledge holders to assist with high-level, Indigenous-focused advice and decision-making.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				5	VPA, VPER, College Deans, Deans, VPF&O, VPS&F, VPRI, VPIPR	Develop relationships and partnerships between units to support the project or committee-based delegation of Indigenous staff to Indigenous-focused Institutional work.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				6	College Deans, Deans, VPER, VPRI, VPS&F, VPA, VPF&O	Create structures within colleges, faculties and units, led or co-led by an Indigenous person, to develop college, faculty and unit actions to achieve the goals outlined in the Indigenous Institutional Strategic Plan.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
	Past	Develop Accountability, Reporting, Metric Mechanisms to Report on Achievement of Goals.	Track the progress of meeting goals outlined in the Indigenous Institutional Strategic Plan	1	VPIPR, VPER, College Deans, Deans, VPF&O, VPS&F, VPRI	Evaluate and measure the university's, faculties', and unit responses to the TRC's Calls to Action to ensure effectiveness on an ongoing basis by publishing a TRC Report to Community every two years.	FALSE	TRUE	FALSE	TRUE	FALSE	FALSE
				2	College Deans, Deans	College Deans and Deans report on their own IISP goals	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE
				3	President, VPA, VPER, VPF&O, VPRI, VPS&F	Ensure that leadership reviews across all leadership categories include reporting on activities related to the Indigenous Institutional Strategic Plan.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				4	VPIPR, VPDofS	Establish the Indigenous Advisory Council (IAC) as a space that offers	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				5	VPIPR, VPS&F, VPER	Gather, coordinate and communicate on data tracking IISP goals.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
	Past	Indigenous worldviews, histories, and perspectives are woven into all undergraduate, graduate, and continuing professional education programs.	Use all teaching opportunities to recognize the validity of Indigenous knowledge systems, experiences, and perspectives as a means to remediate the knowledge gap and to strengthen academic rigour across	1	College Deans, Deans, VPP, VPLI, VPIPR	Include Indigenous knowledge systems, experiences, and perspectives into all undergraduate, graduate, and continuing professional education programs via new course and new program approval and Quality Assurance processes.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				2	VPA, VPS&F, College Deans, Deans, VPIPR	Develop financial, administrative, leadership and mentorship processes to achieve the goal.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				3	VPA, VPLI, VPIPR	Create resources and workshops for faculty to illuminate the institutional spaces in which the Indigenous curricular gap/Indigenous Ways of Knowing might be integrated into course materials; promote existing field-specific literature to support this work	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE

			#	Lead	Action						
		disciplines.	4	VPIPR	Establish institutional relationships and partnerships with Indigenous-led organizations in support of Indigenous language revitalization, acknowledging the sovereignty of nations in language; and engaging with Indigenous worldvviews.	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			5	VPUAI, VPIPR, VPA	Develop relevant programming for international students.	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
Past	Make visible the University of Alberta's relationship with Indigenous lands and nations.	Utilize university infrastructure (physical, web and communications) to acknowledge the foundational nature of Canada's relationships with diverse Indigenous nations, the first occupants of the places that the University of Alberta currently manages, to create safe and welcoming spaces for all.	1	VPF&O, VPIPR, VPER	Incorporate the visibility of Indigenous territory, including Indigenous peoples in consultation for land use, space design and considering what it would mean to regard land as a relation. Acknowledge the long history of our campuses as sites of Indigenous habitation, gathering, and sacred significance and not as Terra Nullius	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			2	VPA, VPIPR, VPM&L, VPF&O	Remediate problematic on campus representations of Indigenous peoples, histories, and places, utilizing these opportunities to teach on the subject	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			3	VPF&O , VPIPR	Develop the necessary policies to support the use of university infrastructure for internal and external users' community building and gathering purposes and ceremony.	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			4	VPER	Increase the digital and communications-based visibility of Indigenous presence at the UofA	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			5	VPER	Incorporate Territorial Acknowledgements on the UofA main page, in all public addresses and written statements	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
Past	Indigenous-centred protocols are included across University of Alberta policies.	Examine and revise university policy to support Indigenous inclusion.	1	VPIPR, VPA, VPRI, VPER, VPF&O, VPS&F	Create and revise existing university policy to support and celebrate Indigenous identity, respectfully facilitate connections between the university and the Indigenous community and to bridge university practices with Indigenous-centered protocols	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			2	VPIPR	Document and share appropriate cultural protocols for connecting with Elders, Knowledge Keepers and other Indigenous community members	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			3	VPIPR, VPS&F, VPRI	Identify and remediate challenges with appropriate remuneration (honoraria) and culturally appropriate gifts within the university context	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE
			4	VPA,	Align this work with revisions of the Equity, Diversity and Inclusivity (EDI) plan and implementation.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
Past	Advance, fund and showcase reconciliation research and scholarship.	Work with relevant partners to advance, fund and showcase reconciliation, indigenization, and decolonization research and scholarship .	1	VPRI, VPER	Work with government entities to create a National Research Program with multi-year funding to advance an understanding of reconciliation	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			2	VPRI, VPER, VPIPR	Showcase the scholarship of UofA faculty engaged in examining reconciliation or advancing aspects that increase historical and contemporary understandings of Indigenous peoples, nations, communities, and lands.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			3	VPRI, VPER, VPIPR	Pursue funding mechanisms to fund reconciliation research.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			4	VPRI, VPER, VPIPR	Create a TRC-focused endowed chair.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
	All University of Alberta students, staff, faculty, and alumni participate in	Foster learning opportunities that enable all student, staff, and faculty	1	VPER, VPIPR, VPA, VPS&F	Promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course (MOOC/Mini-MOOC), including offering work time to complete the course to faculty and staff; utilize emerging professional development courses.	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE

			#	Responsible	Action						
	Past	reconciliation.	participation in reconciliation.	2	VPIPR, VPRI, VPA, VPER	Create a primer on the Indigenous peoples of Alberta including the different nations, cultural and linguistic differences, governance structures, geographical territories, treaty relationships and non-treaty relationships to address the institutional knowledge gap	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				3	VPIPR, VPA, VPS&F, VPER	Create and offer free, during work hours, courses, workshops and events and other resources to tackle the knowledge gap around racism, historical and contemporary Indigenous experiences and the foundational agreements for students, staff, faculty and alumni	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				4	VPER, VPIPR	Partner with external entities, such as libraries, municipalities and public schools, to build partnerships to build capacity for TRC teachings within a larger collaborative system so that opportunities for learning can be taken up	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				5	VPER, VPM&L, VPIPR	Create programs that showcase the university's Indigenous cultural, archeological and artistic objects	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				6	VPRI, VPER	Showcase the scholarship of UofA faculty engaged in examining reconciliation or advancing aspects that increase historical and contemporary understandings of Indigenous peoples, communities and knowledge systems	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				7	VPIPR, VPA	Strengthen the partnership with the National Centre for Truth and Reconciliation to permanently preserve the memory of Canada's Residential School system	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				8	VPA, Chancellor, President	Support activities and events to acknowledge and commemorate the victims of the residential school system.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
The second grouping of objectives focuses on actions that support the recruitment and retention of a diverse group of students, faculty and staff. This work acknowledges the urgent need to address the systemic barriers that limit full Indigenous participation in the offerings of the university—barriers that have artificially prevented Indigenous peoples from greater individual and collective sovereignty	**Present**	Indigenous graduation rates exceed the provincial proportion of Indigenous peoples.	Identify and implement recruitment practices, programmatic pathways, and retention strategies that make the University of Alberta a destination of choice for Indigenous students	1	VPReg, VPDOS, VPFGSR, VPIPR, VPA	Convene a group to review, update, track and report on existing undergraduate and graduate student recruitment and retention practices and to develop and implement a recruitment and retention strategy to attract Indigenous students from across Alberta and Canada	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				2	VPReg	Inventory and audit reserved seats and differential entry processes to improve access and outcomes and to educate faculties on possible changes that support this goal	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
				3	VPReg, VPDOS, VPFGSR, VPIPR, VPA	Pursue innovative methods of supporting the entry of under-represented Indigenous students, including innovative early and community-specific recruitment, pre-entrance supports,transitional programming and graduate student recruitment	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				4	VPA	Identify programs where Indigenous participation is less than the provicinal proportion and develop strategies to increasee Indigenous student participation in those programs.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				5	VPReg, VPDOS, VPFGSR, VPIPR, VPA	Renew and utilize data from the Indigenous Student Success Survey (ISSS) to support recruitment and retention	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
				6	VPA	Develop strategies to support students from remote Indigenous communities, acknowledging that those students may require differing types and levels of support systems to achieve success.	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE
				7	VPA	Expand the online delivery of programs and courses for Indigenous learners, considering its possible reach to connect with mature and underserved learners	FALSE	FALSE	FALSE	TRUE	FALSE	FALSE

Present	Remove financial and other barriers to full Indigenous student participation in the offerings of the university.	Develop strategies to remove financial and other barriers to full Indigenous student participation in the offerings of the university	1	VER	Identify and advocate for new funding opportunities for Indigenous students with government funders, corporate sponsors and individual donors, partnering with relevant university units	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			2	VPReg, VPDoS, VPFGSR	Promote awareness of existing financial supports and provide assistance in the funding application process	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			3	VER	Pursue innovative partnerships to create pathways (such as a Youth-in-Care Bursary) and to reduce other critical barriers, ensuring that Indigenous students have access to important tools such as internet and computers; family housing options	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
Present	The University of Alberta is recognized as an employer of choice for Indigenous faculty and staff.	Review, improve, and implement equity processes and procedures for recruiting and retaining Indigenous faculty and staff.	1	VPS&F, VPA	Convene a group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty and staff, identifying challenges and opportunities	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			2	VPS&F, VPA	Identify and implement mechanisms to support equity processes and procedures for hiring and retention of Indigenous faculty and staff	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			3	VPS&F, VPA	Create a dedicated Indigenous advisor Human Resources position and a network of individuals to provide expertise in Indigenous hiring practices to advise and support on these hiring processes and to provide advice to Deans, Associate Deans and Department Chairs regarding recruiting and retaining Indigenous faculty and staff	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			4	VPS&F, VPA	Engage with AASUA and NASA to build policies that support Indigenous-focused hiring and retention equity processes.	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			5	VPS&F, VPA	Link Indigenous recruitment to EDI goals and reporting - track and report on Indigenous faculty and staff hiring, utilizing the institutional census as a possible tracking mechanism.	FALSE	FALSE	FALSE	TRUE	FALSE	FALSE
			6	VPS&F, VPIPR, VPA	Establish an Indigenous mentorship leadership program for Indigenous faculty and staff to increase institutional capacity.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			7	VPS&F	Ensure the availability of Indigenous counsellors via the Employee and Family Assistance Program (EFAP)	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
Present	Ensure safe and welcoming physical and virtual spaces for the diversity of First Nations, Inuit, and Métis students, faculty and staff.	Safe and welcoming spaces for Indigenous students, faculty and staff exist.	1	VPA, Provost's Office	Create and offer anti-racism and cultural sensitivity training in partnership with relevant units for all UofA faculty, staff and students	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			2	VPA, VPS&F	Review University of Alberta policies, practices and governance mechanisms for addressing institutional and individual racism	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			3	VPER, VPS&F, VPA	Promote the Indigenous Canada Massive Open Online Course (MOOC/Mini-MOOC), including offering work time to complete the course to faculty and staff; utilize other developed courses, such as the anti-Indigenous racism module to support this work	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			4	VPIPR	Build Indigenous virtual and in-person networks as a community-building exercise and in acknowledgement of the fact that, due to colonial trauma, universities are often the first safe place some Indigenous individuals are able to explore identity and reconnect with community.	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE
			6	VPDOS, VPER, VPIPR	Support the First Peoples' House Round Dance, also promoting participation by the wider community (internal and external); coordinate the participation of multiple units in this event	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE

			#	Responsibility	Action						
Pre			7	VPER, VPIPR	Develop an Indigenous Initiatives Communications Strategy that increases the visibility of Indigenous peoples and appropriate representations of Indigenous presence.	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE
			8	VPS&F, VPDoS, VPReg, VPFGSR	Ensure Indigenous Initiatives Initiativesare included as part of a faculty, staff and student orientations.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			9	VPF&O, VPIPR	Advocate for and develop strategies to support the construction of Maskwa House as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students, faculty, staff and external community together celebrate the unique and proud histories of Indigenous peoples, and where Indigenous peoples can access social, cultural, and spiritual supports that enable teaching, learning and research success.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			10	VPF&O	Create policies that allow for the sharing of UofA infrastructure for external Indigenous community building, spiritual and other purposes.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			11	VPF&O, VPER	Pursue innovative partnerships to fund the creation of Indigenous community spaces.	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
The third grouping of objectives focuses on those actions that have emerged as critical in support of Indigenous-focused institutional objectives but that are largely at their inception, requiring greater work to establish processes and policy for this work	Ensure all University of Alberta researchers are aware of their positionality and responsibility for engaging in research conducted at, and through, the U of A, a university situated on territory whose first occupants were diverse Indigenous nations and peoples.	Support ethical research with Indigenous communities, lands, and nations.	1	VPRI, VPIPR	Create a research ethics framework based in Indigenous knowledge and worldviews, in extensive collaboration with Indigenous community to examine, in collaboration with community, ways in which work at the U of A in relation to research ethics, services and field research can be supportive of Indigenous communities and researchers engaged with Indigenous research, in alignment with emerging practices in ethical research and requirements set by national funding agencies	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			2	VPRI, VPIPR	Ground research relationships with Indigenous communities in reciprocity and shared authority, working to create community-institution research problems, solutions and measures of success, recognizing, respecting and valuing the knowledge, perspectives and resources of Indigenous community partners in defining community-centered research interests and agenda setting	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			3	VPRI, VPIPR	Develop an Indigenous Research Advisory Council - to examine how to involve Indigenous Communities in all aspects of research—from data collection to interpretation to research results and possible implementation	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
Possible			4	VPRI, VPIPR	Create and staff an Indigenous Research Services Office in the Vice-President, Research and Innovation (VPRI) Office to facilitate connections between community and UofA researchers, facilitate funding opportunities, develop and advise on wise, community-specific practices and advise on cultural protocol and create student learning opportunities in the field; ensure this serves as an access point to Indigenous community members and organizations	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
			5	VPRI, VPIPR	Establish Research Chairs in Indigenous Ways of Knowing/Knowledge Systems	FALSE	FALSE	FALSE	TRUE	FALSE	FALSE
			6	VPRI, VPIPR	Operationalize federal research policy, supporting Indigenous: data sovereignty, research priorities, leadership, self-determination and capacity in research	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE

			#	Responsible	Action						
			7	VPRI, VPIPR	Work with relevant university entities, including the Research Ethics Office, Research Ethics Board Oversight Committee (REBOC) and University Research Policy Committee (URPC) to improve processes and policies related to this work	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			8	VPRI, VPL&M, VPIPR	Promote UofA Libraries Indigenous Research guide	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE
			9	VPRI, VPIPR	Educate on OCAP (ownership, control, access and possession of data) and CARE (Collective benefit, Authority to Control, Responsibility and Ethics), to co-create research protocols	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			10	VPRI, VPIPR	Appropriately compensate Indigenous Elders and Knowledge Keepers for their participation in research (see University Policy)	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE
			11	VPRI, VPIPR	Develop a senior leadership role in Indigenous-engaged research and innovation.	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE
			12	VPRI, VPIPR	Implement culturally appropriate intellectual property and copyright processes for engaging with Indigenous knowledge keepers via research	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			13	VPRI, VPIPR	Develop innovative programming that highlights the research practices of community-recognized Indigenous knowledge keepers	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE
	Possible	Maximize capacity to lead change by nurturing dynamic, innovative, creative multi- and inter-disciplinary teams that are able to take multi-faceted approaches to research and teaching related to Indigenous Peoples and Places.	Strengthen the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area	1	VPRI, VPIPR	Establish a sustainable financial plan for the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area to continue to support a strong community of Indigenous and non-Indigenous scholars, that promote Indigenous-engaged scholarship and Indigenous community-led scholarship and innovation	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
	Possible	Establish an Indigenous engagement unit to support research and initiatives led Indigenous Nations, Communities, organizations.	Strengthen engagement with Indigenous Nations, Communities and Organizations	1	VPER, VPRI, VPIPR	Develop meaningful relationships to respond to FNMI communities' and organizations' interests and needs.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
				2	VPER, VPIPR	Create a community engagement framework that based in Indigenous knowledge and worldviews, in extensive collaboration with the Indigenous community.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
				3	VPER, VPIPR	Develop a public engagement strategy on Indigenous initiatives, building on existing partnerships with the City of Edmonton and the Province of Alberta in addressing the Calls to Action of the TRC and the United Nations Declaration on the Rights of Indigenous Peoples	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
				4	VPER, VPIPR	Map relationships with FNMI Nations, Communities and Organizations to establish respectful protocols for engagement and to educate those institutional partners that may engage with these entities	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
		Develop institutional means for promoting Indigenous community-engaged	Acknowledge, resource and reward researchers, instructors, and units	1	Deans	Identify and implement mechanisms that acknowledge, resource and reward the researchers that engage in the relationship-building that is required for reciprocal, Indigenous-centered research.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE

Possible	research, and engagement with Indigenous communities in teaching.	that participate in Indigenous community-engaged research and Indigenous community-led research and	2	VPA, Deans	Create and promote a category in the Faculty and Instructor Evaluation Committees that acknowledges and encourages work that is pursued in partnership with Indigenous communities.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
Possible	Increase the presence of Indigenous peoples, the visibility of Indigenous Initiatives in community and to engage community leaders in Indigenous Initiatives through activities of the University of Alberta Senate	Increase the presence of Indigenous peoples in University of Alberta Senate initiatives	1	Chancellor & President	Increase the representation of Indigenous peoples and initiatives in the activities of the University of Alberta Senate	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			2	Chancellor & President	Award at least one Indigenous person an honorary doctorate in each Academic Year	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
Possible	Develop mechanisms and strategies to build relationships with Indigenous graduates of the University of Alberta.	Connect with, link into and celebrate Indigenous graduates of the University of Alberta by creating an Indigenous Alumni Chapter and an Indigenous Alumni Council	1	VPER	Increase the profile of Indigenous Alumni	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			2	VPER	Encourage the nomination of Indigenous alumni for alumni awards; examine internal nomination practices to ensure Indigenous alumni are nominated	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			3	VPER	Establish an Indigenous Alumni Council	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			4	VPER	Develop programming priorities that involve and engage Indigenous alumni to increase profile and assist with employment transitions.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			5	VPER	Create an Indigenous alumni engagement position, addressing the gap in Indigenous Alumni engagement	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
Possible	Develop and imagine innovative ways to partner with diverse funders on Indigenous Initiatives.	Develop and imagine innovative ways to partner with diverse funders to support Indigenous students, Initiatives, reseearch and scholarship.	1	VPER, VPRI, VPIPR	Identify priorities for fundraising in support of Indigenous Initiatives related to Indigenous-engaged research and scholarship activities.	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
			2	VPDoS, VPFGSR, VPER, VPIPR	Pursue innovative methods of supporting the entry of under-represented Indigenous students, including innovative early and community-specific recruitment, pre-entrance supports,transitional programming and graduate student recruitment	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE

The Affirmation for Action on Indigenous Initiatives at the University of Alberta

Following the lengthy stakeholder consultations informing *For the Public Good* in 2016 and the *Strategic Plan for Equity, Diversity and Inclusivity* in 2019, the University of Alberta made broad and powerful commitments to Indigenous post-secondary education, research and engagement, and to ensuring a response to the Calls to Action issued by the National Truth and Reconciliation Commission (TRC) of Canada.

This affirmation aims to serve as the university's visible commitment to respond to the TRC's Calls to Action and to broader Indigenization efforts—work which remains urgent.

The calls are the heart of the work to address the systemic barriers that limit full Indigenous participation in the offerings of the university–historic and contemporary barriers that have artificially prevented Indigenous peoples from achieving greater individual and collective sovereignty.

In recognizing the great power of education, the TRC noted that universities have a particular *responsibility, ability and opportunity* to support the reconciliation process through enacting curricular changes that correct the historic record, incorporating reconciliation learning, increasing Indigenous representation in professions, and eliminating educational and employment gaps for Indigenous peoples. This document also reaffirms the university's commitment to engage with Indigenous Ways of Knowing in order to acknowledge the deliberate erasure and exclusion of Indigenous knowledge systems. The same power that was employed to disenfranchise Indigenous peoples can now be brought to bear on the education of the students we serve and those beyond the institution.

The U of A acknowledges that Indigenization is an institutional journey that will likely take generations to address–and that only intentional, conscientious, systemic changes can move the institution closer to these critical goals.

In the spirit of these understandings–and with an acknowledgement that the work to Indigenize the institution touches on every academic, administrative and operational aspect of the university–we, as signatories, affirm our commitment as individuals, as educators, as researchers, as administrators and as leaders to acting on Indigenous Initiatives within our units and across the institution.

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Governance Executive Summary
Action Item

Agenda Title	Exploration Credits Policy and Changes to the Academic Schedule

Motion I

THAT General Faculties Council approve, as recommended by GFC Programs Committee, the proposed Exploration Credits policy, as set forth in the attached documents, for implementation in Fall Term 2022.

Item

Action Requested	☑ Approval ☐ Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter(s)	Melissa Padfield, Vice-Provost and University Registrar Rowan Ley, President, University of Alberta Students' Union

Details

Office of Administrative Responsibility	Office of the Provost and VP Academic
The Purpose of the Proposal is (*please be specific*)	The proposal is to adopt an Exploration Credits policy at the University of Alberta.
Executive Summary (*outline the specific item – and remember your audience*)	Facilitating opportunities for interdisciplinary studies is one of the objectives of the University of Alberta's strategic plan and is a topic of great interest to the Office of the Provost, the Office of the Registrar and the University of Alberta Students' Union. We have been working collaboratively to create concrete action that will support interdisciplinarity and have found that one of the main challenges to interdisciplinarity is that many students hesitate to explore elective classes outside of their field of study for fear of risking their GPA. One way to encourage students to explore new fields of study is to eliminate that risk to their GPA by allowing them to request certain open elective courses be approved as exploration credits. Similar programs have been adopted to varying degrees across other U15 institutions in Canada. When a course has been approved as an exploration credit, the letter grade that the student receives at the end of the course would be converted into a corresponding credit (CR) or no-credit (NC) notation on their transcript. This CR/NC notation for exploration credits would follow the regulations already in place for CR/NC notation at the U of A, most notably that it will not be included as part of the student's GPA calculation. These exploration credits have several eligibility requirements and/or restrictions including: 1. Applicable to undergraduate students only

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2. Applicable to courses that are open electives within a student's program
3. A maximum of 12 credits within a four- or five-year degree program (e.g. after degrees would be excluded)
4. A maximum of 3 credits per term and a maximum of 6 credits per academic year (Fall, Winter, Spring, Summer terms)
5. Faculties may request that certain program requirements that are not open electives be made eligible for exploration credits.
6. Faculties may request that certain programs or courses be made ineligible for exploration credits
7. Once a letter-grade has been converted to CR/NC notation on the transcript, it can not be changed back.

A comprehensive communication strategy will be developed upon approval to ensure that students, staff and faculty are aware that this optional grading policy exists, and the benefits and risks that could come with it.

The planned implementation date for this Exploration Credits policy is Fall Term 2022.

As this policy will include new deadlines, a separate motion to add these deadlines to the Academic Schedule will also be presented to GFC when this proposal is sent for final approval. The proposed changes to the Academic Schedule have been included here for information.

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<td>Supplementary Notes and context</td>
<td>*<This section is for use by University Governance only to outline governance process.>*</td>
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Engagement and Routing (Include meeting dates)

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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>

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*Those who are actively **participating**:*
- University of Alberta Students' Union – Rowan Ley, Abner Monteiro
- Office of the Registrar – Melissa Padfield, Norma Rodenburg, Carlo Dimailig
- Office of the Provost – Janice Causgrove Dunn, Kathleen Brough

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*Those who have been **consulted**:*
- University Governance – Kate Peters, Heather Richolt
- Office of the Registrar – Records, Registration, and Fees; Information Systems and Business Development
- Student Service Centre
- Information Services and Technology
- Committee on the Learning Environment (CLE) - Oct. 27, 2021; Jan. 26, 2022
- RO Student Advisory Committee - Nov. 2, 2021
- Council on Student Affairs - Nov. 4, 2021

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	*Those who have been **informed**:* ● Deans Council
Approval Route (Governance) (including meeting dates)	For **discussion**: ● Program Support Team - Undergraduate and Non-Credit - Oct. 28, 2021 ● Programs Committee (for discussion) - Nov. 18, 2021 ● GFC (for electronic feedback) - Nov. 29, 2021 ● Programs Committee (for discussion) - Jan. 13, 2022 ● Program Support Team - Undergraduate and Non-Credit - Jan. 20, 2022 ● GFC (for discussion) - Jan. 31, 2021 For **action**: ● GFC Programs Committee (for recommendation) - Feb. 10, 2022 ● GFC Executive Committee (for approval of the deadlines in the Academic Schedule) - Mar. 14, 2022 ● GFC (for approval of the policy) - Mar. 21, 2022

Strategic Alignment

Alignment with *For the Public Good*	**17. Objective:** Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.
	  I. **Strategy:** Identify and remove systemic barriers to interdisciplinarity, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.
	  II. **Strategy:** Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates.

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

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

Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].

Attachments (each to be numbered 1 - <>)

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1. Calendar Proposal for Exploration Credits - Academic Regulations

Prepared by:
Norma Rodenburg, Deputy Registrar, norma.rodenburg@ualberta.ca
Carlo Dimailig, University Calendar Editor, carlo@ualberta.ca

Exploration Credits - Academic Regulations

Current	Proposed
https://calendar.ualberta.ca/content.php?catoid=36&navoid=11176#evaluation-procedures-and-grading-system	

Academic Regulations … **Evaluation Procedures and Grading System** …	**Academic Regulations** … **Evaluation Procedures and Grading System** …
	Exploration Credits
	In order to explore interdisciplinarity without risking potential negative impact to their GPA, undergraduate students may request to receive exploration credits for a limited number of open elective courses.
	When a student requests and is approved for an exploration credit, the letter grade they receive in the approved course will be replaced with a credit/no-credit (CR/NC) notation on their transcript.
	Regulations and procedures specific to exploration credits do not apply to other courses that are normally graded as credit/no-credit or pass/fail. For more information on grades, see Evaluation Procedures and Grading System.
	For more information, including frequently asked questions, see Exploration Credits on the Office of the Registrar web page.
	Eligibility Undergraduate students in a 4-year degree program or a 5-year combined degree program may receive a maximum of 12 units of exploration credits. This 12-unit maximum is per student and does not reset if a student transfers to a different degree program.
	Students may take a maximum of 3 units of exploration credits per term, and a maximum

of 6 units of exploration credits per <u>academic year</u>.

For the purpose of eligibility for exploration credits, an open elective is defined as a course that a student must take to complete program requirements where a course designator or a specific subject area is not listed (e.g., free electives, open electives, courses from a specific faculty, courses at a 100-level, etc.).

Normally, exploration credits can not be used for program requirements where a course designator or a specific subject area is listed. In some cases, a faculty may designate program requirements that are not open electives to be eligible for exploration credits.

The following categories of students are not eligible for exploration credits:
- Students on academic probation
- Students registered in an Open Studies program
- Graduate students

Additional restrictions on which programs or courses are eligible for exploration credits may also be approved by faculties.

For more information on course and program eligibility, see <u>Exploration Credits</u> on the Office of the Registrar web page.

Procedures for Exploration Credits
Students can submit their request for exploration credits in <u>Bear Tracks</u>. The deadlines to apply for exploration credits can be found in the <u>Academic Schedule</u>.

During the course, instructors will not be informed as to which type of grading notation each student will receive. Students who have requested to receive exploration credits will be required to complete the same course components and assessments as students who are being assessed a letter grade.

The conversion of letter grades to CR/NC notation will happen after the letter grades are

assigned. Grades of D or higher will receive the Credit (CR) notation on the student's transcript. Grades of F will receive the No-Credit (NC) notation.

Courses with CR notation will count towards total units completed. Courses with NC notation will count as units failed. CR/NC notations do not have a GPA and are not included in any GPA calculation. Additional information regarding CR/NC grades can be found in Evaluation Procedures and Grading System.

Once letter grades have been converted, only the CR/NC notation will appear on the student's transcript. **An open elective that has been approved as an exploration credit and assigned CR/NC notation on the student's transcript cannot be changed back to a letter grade in the future.**

Students who have passed a course (whether graded or CR/NC) may not repeat it. Students who have failed a course once (whether graded or CR/NC), may request CR/NC notation for their second attempt. Exceptions to the above and additional information can be found in the University's Regulations on Reregistration in Courses.

Requesting or receiving approval for exploration credits will not change the tuition or fees associated with the course.

Student Responsibility and Future Impact
When requesting exploration credits, it is the student's responsibility to ensure the following conditions are met:
- Their program is eligible for exploration credits
- The course is eligible for exploration credits
- The course is an open elective for their program. Alternatively, if it is not an open elective, it has been approved for exploration credits by the faculty.

	- The current request will not put them above any of the term, year, or program maximums.
	
	If the above conditions are not met, it may result in the request for exploration credits being denied or course requirements being deemed incomplete when they are being reviewed for convocation.
	
	Switching from letter grades to CR/NC notation may also have potentially negative impact on:
	   - Transferring to other programs or institutions that do not accept CR/NC grades
	   - Admission to professional programs or graduate school
	   - Scholarship or financial aid eligibility
	
	As potential negative impacts are unique to each student and cannot be foreseen by the University of Alberta, it is the student's responsibility to consider all factors when making the decision to switch from letter grade to CR/NC notation.
	
	Students are encouraged to review the <u>Exploration Credits webpage</u> for more information and/or consult with an academic or financial advisor before submitting their request.

Examinations (Exams) **...**	**Examinations (Exams)** **...**

Item No. 11

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Review of the GFC Guiding Documents

Motion I

THAT General Faculties Council approve the proposed changes to the Principles for GFC Standing Committee Composition as set out in tracked changes in Attachment 1 to take effect upon approval.

Motion II

THAT General Faculties Council approve the Principles for GFC Delegation of Authority as originally approved on April 21, 2017 and as set out in Attachment 2.

Motion III

THAT General Faculties Council approve the proposed changes to the Roles and Responsibilities of Members as set out in tracked changes in Attachment 3 to take effect upon approval.

Motion IV

THAT General Faculties Council approve the proposed changes to the Meeting Procedural Rules as set out in tracked changes in Attachment 4 and the concurrent rescission of the GFC Question Period Procedures as set out in attachment 5 to take effect upon approval.

Item

Proposed by	University Governance
Presenter	Brad Hamdon, University Secretary
	Anastasia Elias, Elected Faculty Member, Engineering, Vice-Chair, GFC Executive Committee

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	To approve proposed changes to the GFC Principles for committee composition, the GFC Meeting Procedural Rules, and the GFC Roles and Responsibilities Document. In addition, GFC is asked to approve the Principles for GFC Delegation of Authority and to delete the GFC Question Period Procedure.

Item No. 11

Executive Summary (*outline the specific item – and remember your audience*)	GFC Executive Committee holds delegated authority from GFC to make recommendations on changes to procedures. With the support of *ad hoc* Governance Procedural Review Committee, GFC Executive Committee conducted a review of the GFC Guiding Documents in Spring, 2021 and recommended approval of proposed changes on October 4, 2022. Upon receipt of substantive proposed amendments from members of GFC, the Executive Committee reviewed their proposal at their January 10 and February 14, 2022 meetings. In addition, GFC discussed the proposal and the amendments submitted at the January 31, 2022 meeting. GFC Executive Committee is now asked to rescind their October 4, 2021 decision and recommend that GFC approve an amended proposal that includes additional changes to: - the Question Period Rules (in section 5.2 & 6.5) - the rules on debate (10.2) The proposed changes have been highlighted in the revised package.
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	*Those who are actively **participating**:* ● The GFC Executive Committee ad hoc Governance and Procedural Review Committee (Disbanded with thanks June 15, 2021) ● GFC Executive Committee (February 10, March 8, April 12, May 10, June 14, September 13, October 4, November 15, January 10, February 14.)
	*Those who have been **consulted**:* ● Members of General Faculties Council (April 28, September 20, October 25, 2021 and January 31, 2022) ● Members of GFC Standing Committees (April 28 2021) ● Chiefs of Staff for the Offices of the Vice-President, Vice-Provost (Indigenous Programs and Research), Special Advisor, Equity and Human Rights (Summer, 2021)
	*Those who have been **informed**:* ● Members of General Faculties Council (March 22, April 26, June 7, November 29 & December 6, 2021, February 28, 2022) ● Members of GFC Standing Committees (orientation sessions for all standing committees Fall, 2021)

Strategic Alignment

Alignment with *For the Public Good*	Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management	☒ Relationship with Stakeholders
	☐ Faculty and Staff	☐ Reputation

Item No. 11

	☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	GFC Executive Committee Terms of Reference GFC Terms of Reference	

Attachments (each to be numbered 1 - 6)

Attachment 1 (pages 1-1) Principles for General Faculties Council Standing Committee Composition
Attachment 2 (pages 1-2) Principles for General Faculties Council Delegation of Authority
Attachment 3 (pages 1-3) Roles and Responsibilities of Members
Attachment 4 (pages 1-7) Meeting Procedural Rules
Attachment 5 (pages 1-2) Question Period Procedure
Attachment 6 (pages 1-14) Comprehensive Feedback and Responses document

Prepared by: Kate Peters, Secretary to General Faculties Council, peters3@ualberta.ca

Principles for General Faculties Council Standing Committee Composition

Introduction

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

Principles

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

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

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

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

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

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

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

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

Principles for General Faculties Council Delegation of Authority

Introduction

Governance is understood as the process through which an organization defines and achieves its mandate, which includes making decisions with regard to the structures, policies, and practices of decision-making; the exercise of authority; and the mechanisms of accountability. General Faculties Council (GFC) has employed a structure that relies upon the delegation of its provincially-mandated authorities to its standing committees, individuals on campus and other campus bodies. Delegation is essential to ensure timely and efficient decision-making in smaller forums with access to appropriate resource people, while allowing GFC to focus on substantive and strategic issues of broad relevance to the university community. The following offers guidance to this delegation structure and helps maintain accountability, transparency, and collegiality in the academic governance system at the University of Alberta.

Retained Authority

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

Principles

1. Delegations of authority must be reasonable in scope and appropriate to the character and capacity of the body (e.g. council or committee) or officer receiving the delegated authority.

2. An officer or body acting with delegated authority is accountable to the body which delegated the authority and must report to that body in a timely and sufficiently detailed fashion on actions taken under the delegated authority.

3. An officer or body is responsible to be alert to situations where, for example, there is uncertainty as to whether an item falls within the intended delegation or the significance of an issue and the division of opinion on the issue suggest it is prudent to refer the issue or decision to the delegating body for consideration. When there is uncertainty as to whether an item falls within the intended delegated authority, or if there is clear division of opinion, the officer or body with delegated authority will refer the item to the body that delegated the authority along with a recommendation.

4. Delegations should be recorded in written form and curated in a transparent manner.

5. A body delegating authority may impose restrictions on that authority -- including restrictions on the authority to sub-delegate -- so long as the restrictions allow sufficient authority for the delegation to be meaningful.

6. All delegations of authority should be reviewed at regular intervals (ideally once every three years) to ensure they remain appropriate.

7. Withdrawal of delegated authority should be considered judiciously based on the best interest of the institution and cannot be done retroactively.

8. An officer or body is not compelled to exercise delegations. The fact that a delegation is held does not oblige the officer or body to exercise the delegation if, in the opinion of the delegate, some special or unusual circumstances are involved which make it sensible that the issue should receive consideration at a more senior level.

Approved by General Faculties Council: April 21, 2017

Roles and Responsibilities of Members

Introduction

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

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

GFC operates under the principle of collegial academic governance including:

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

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

Roles and Responsibilities of Members

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

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

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

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

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

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

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

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

3. Participate in GFC Business

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

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

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

4. Manage Conflict of Interest and Act Ethically

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

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

5. Ask Questions

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

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

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

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

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

6. Communicate Information to Constituents

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

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

7. Participation in Renewal of GFC

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

Approved at General Faculties Council: April 21, 2017

Meeting Procedural Rules

Introduction

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

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

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

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

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

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

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

   2.2 Cancellation - GFC Executive Committee may cancel a meeting of GFC if it determines that the number and nature of the agenda items make it reasonable to defer consideration, and provided that notice of such cancellation is given to members

at least one week prior to the date of the meeting. The Chair of a GFC standing committee may cancel a meeting if the agenda items make it reasonable to defer consideration, and provided that notice of such cancellation is given to members as early as possible.

2.3   From time to time, the Chair of GFC may call special meetings of GFC, provided that notice of such meetings is given to members at least one month in advance. If required, an electronic vote may be used to approve the waiver of the one-month notice. A two-thirds majority of votes cast is required for approval via electronic voting.

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 votes cast.

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

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

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

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

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

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

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

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

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

6. Agendas

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

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

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

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

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

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

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

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

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

7. Quorum

7.1 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 GFC standing 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 of votes cast, except for the following: (1) motions to add an item to the agenda and to close debate/call the question require a two-thirds majority of votes cast; (2) motions to rescind a motion require a two-thirds majority of total members if no Notice of Motion was given.

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 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.

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

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

10. Debate

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

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

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

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

11. Debates without Motions

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

12. ~~Attendance~~ Delegates

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

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

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

13. Voting

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

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

13.~~3~~2 An abstention is not considered to be a vote cast.

13.~~4~~3 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~~4 All members may participate in discussions; only voting members may move, second and vote on motions.

13.~~6~~5 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, <u>quorum must be met,</u> and all normal procedures will be followed in conducting the e-mail ballot. However, upon receiving the item of business and ballot, any committee member may request that the matter be debated at the next meeting or at a special meeting and the vote delayed until after that debate, with the Chair determining the appropriate course of action.

13.~~7~~6 Electronic Votes by GFC – In cases where GFC is the electing body to populate certain selection committees and other bodies, the election process may use e-vote mechanisms.

13.~~8~~7 Electronic Approval of Committee Reports by GFC – Reports <u>of recommendations</u> from the Nominating ~~and Replenishment~~ Committee~~s~~ may be distributed electronically to GFC members and are considered approved <u>if no additional nominations are received</u> by the deadlines indicated on the report ~~subject to receipt of additional nominations~~.

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

14. Records of Proceedings

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

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

15. Amendment of these Rules and Procedures

~~Rules and procedures governing meetings of~~ General Faculties Council's Meeting Procedural Rules may be amended by a majority of votes 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

GENERAL FACULTIES COUNCIL TERMS OF REFERENCE [EXCERPT]

4. General Faculties Council Procedures
[…]
Question Period Procedure

General Faculties Council has approved the practice of a Question Period of one half hour in length, which is a regular standing item on the Agenda of each regular meeting of General Faculties Council.

Written questions may be submitted to the Secretary at any time before a GFC meeting. If a written response is required, then written questions must be received at least SIX working days before a GFC meeting. The questions should contain no argument or opinion or facts other than those necessary for explanation.

The administration will make every attempt to submit written responses to University Governance in time for mailing to GFC members (normally by the Thursday before a Monday GFC meeting).

Supplementary questions may be asked during the Question Period providing they relate to the subject matter of the question under discussion.

The answer should contain no argument or opinion or fact other than those necessary for explanation. The answer is not debatable.

After written questions and replies have been received by Council, questions from the floor will be permitted. The total time for Question Period is 30 minutes, unless Council, at the end of that time, votes to extend. If GFC members want to have an issue debated, they are asked to submit the issue to the Executive Committee.

Questions may be submitted in writing in advance of GFC meetings. In such cases, the Secretary will direct it to the appropriate officer(s) of the University for a reply. Questions must be factual in nature and contain no argument. (GFC 24 FEB 2003)

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.(GFC 24 FEB 2003)

In cases of dispute between the recipient and questioner, or where no agreement can be reached, the recipient or questioner may refer the question to the GFC Executive Committee for a ruling on whether the question is proper. If the Executive Committee deems that the question is not proper, the question will not be answered – the Executive Committee's decision is final and binding. (GFC 24 FEB 2003)

Where a question is submitted from the floor during the Question Period, the Chair will rule on whether or not it can be answered expeditiously from the floor. If it cannot, the question will then be referred to the appropriate officer as if it were a written question. (GFC 24 FEB 2003)

In order to provide more time for Administration to submit an answer, the Secretary to GFC will:

1. Mail the answer to GFC members if the Secretary to GFC receives it in time for the mailing.

2. If the Secretary to GFC receives the answer after the mailing but before the GFC meeting, the Secretary will set the answer out on the tables at the meeting and e-mail it to members prior to the meeting.

[…]

Comprehensive Feedback and Responses Document

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

Meeting Procedural Rules

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

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

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

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

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

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

8.3	A two-thirds majority of total members for rescinding a motion is anti-democratic. With notice, a motion can be rescinded with a simple majority of those voting; on-the-spot would require two-thirds, but of those voting, not of total members. And one can of course reconsider a motion with a simple majority, but the reconsideration needs to be moved (I believe) by someone who voted for the motion in the first instance. Note that the material here is not consistent with the material under 9.4.	A two-thirds majority of votes cast is required to add a substantive motion to the agenda, because there has been no notice of motion. Normally, a notice of motion for any substantive decision making will be made well in advance of an item coming to GFC. And often substantive items will come to GFC for discussion before they come forward for a decision. At minimum, notice of motion should be included with the meeting materials to give members several working days to engage with the materials, consult with their colleagues and constituents, and ensure that they are present at the meeting and prepared to make a decision. When no notice has been given, a two-thirds majority vote or super majority, ensures that the body is overwhelmingly in favour of proceeding with the motion. It is important to note that if a two-thirds majority was achieved, the motion would be added and then decided by a simple majority vote. A two-thirds majority of votes cast is also required to rescind a motion - if there has been no notice of motion, and to close debate - recognizing that closing or limiting debate is a significant decision for a body to make.
8.4/8. 6/10.4	The term "two-thirds majority" is used without reference to the denominator	
8.4/9.4	What is the historical reason for the two thirds requirement for a motion to add items to the agenda/ motion to rescind a motion?	
8.4	I think simple majority is fine, we should not try making complicated in a body of 150 people and raise the caps while claiming we want equal participation.	
8.4	(1) The interpolated sentence needs to be deleted not only because it should be a simple majority, not a two-thirds majority but also because the specification does not belong in this location. (2) "speak first and last" In other words, the mover has one last opportunity to speak to concerns that have been raised and/or offer any final point before the vote is held.	
9	I suggest that the committee prepare additions that include 'motion to adjourn to another date and time'	This is covered in *Robert's Rule of Order* but is in conflict with GFC process to publish the meeting shedule in advance as set forth in 2.1. which requires that GFC members be informed about the meeting schedule at least one month in advance of the beginning of the academic year. Motions to adjourn to another date and time will lead to meetings being scheduled when members haven't been able to plan for them, which can lead to equity issues for some of our members.
10	There should be a new rule in this section between 10.3 and 10.4. The new rule should note that where more than one speaker in a row speaks on the same side of a question the chair will invite speakers on the other side of the question.	The Rules provide guidance in the form of principles in the preamble that could be used by the Chair to make decisions on debate in ways that encourage participation and engagement of members. These principles include a commitment to inclusive and participatory decision-making, and a commitment to openness, transparency and respectful communication.
10.1	Can the list of speakers be shared with GFC members, to ensure transparency?	The speakers list in zoom is visible in the list of attendees. As we will be working in different scenarios once we are able to hold in person meetings, we may want to reassess at a later date how detailed we are in how the list is created. This was raised by other members and the principles of transparency and openness would need to be adhered to whatever the context.
10.1	The new rule here in regard to the list needs to be fleshed out. The rule needs to specify how the list is constructed and should specify the difference between how the list is constructed for in-person meeting versus a virtual meeting.	
10.2	The guideline of "three minutes" looks arbitrary and capricious to me; why not "five" minutes; why not "ten minutes". I'd suggest picking a time that is obviously long, e.g., "ten minutes" OR reword the entire clause to indicate simply that speakers are "encouraged" to keep their comments to within ten minutes, and that they may be reminded of this time if deemed to be speaking excessively. Also, I don't know what the legal meaning of "the Chair may raise the speaker's attention" would be; this could be misused to discourage further commentary. The spirit of my own comment here, by the way, is that THREE minutes is WAY too short for anything of substance, and it will rush people; it could also be used to "silence" people who are making valid points but when those points are not "popular" or in accord, e.g., with administrators' wishes, and this could happen even without any malintent from anyone but simply because of human nature. So, overall, I'd reword this to encourage people to keep their points concise and within reasonable timeframes and leave it at that. If you need a time, I'll throw out ten minutes.	The ad hoc discussed this at length and settled on three minutes as a reasonable amount of time considering the desire for equal opportunity for participation and the large number of members.
10.2	Who will ensure that speakers' floor time is accurately monitored?	

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

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

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

Roles and Responsibilities of Members

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

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

General Feedback Received

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

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

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

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

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

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

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

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

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

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

Carolyn Sale
GFC 25 October 2021
Proposed Agenda Item 7: Revisions to Guiding Documents

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

Seconder: Chanpreet Singh
New rule as subset of 2.3

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

5.2

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

6.5

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

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

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

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

8.4

Current rule	*Ad Hoc's* Proposed Revision	Proposed amendment
To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). The person making a motion will be invited by the Chair to speak first in any ensuing debate.	To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). A two-thirds majority of votes cast will be required to add a motion concerning substantive matters to the agenda as per 8.1 and 8.3. The person making a motion will be invited by the Chair to speak first in any ensuing debate.	To make a motion, a member must be recognized by the Chair. (In the interest of clarity and to expedite business, it is advisable to provide a written motion to the GFC Secretary). Consistent with *Robert's Rules*, a simple majority of votes cast will be required to add a motion to the agenda.* The person making a motion will be invited by the Chair to speak first in any ensuing debate. ** This amendment if passed is also an automatic amendment of 6.3 and 8.3.*

To be added under section 9:

Motion to Postpone

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

10.2

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

Seconder: Kathleen Lowrey
To be added under section 10:

Alternation in debate

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

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

GFC 25 October 2021: Proposed revisions to Guiding Documents

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

Dear Kate,

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

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

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

- Accountability for protecting the academic integrity of the University

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

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

Sincerely,
Carolyn

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

UNIVERSITY OF ALBERTA

Kate Peters <peters3@ualberta.ca>

GFC 25 October 2021: Proposed revisions to Guiding Documents

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

Dear Kate,

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

2.4

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

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

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

Updates to GFC Guiding Documents

Mani Vaidyanathan <maniv@ualberta.ca>   18 February 2022 at 09:57
To: Kate Peters <peters3@ualberta.ca>
Cc: Brad Hamdon <bhamdon@ualberta.ca>, Anastasia Elias <aelias@ualberta.ca>, J Nelson Amaral
<jamaral@ualberta.ca>, Heather Coleman <hcoleman@ualberta.ca>

Hi Kate,

You can share all this with the committee if you wish, but if you do so, please emphasize that I do not claim to have "the answers" and all of this is being done in a friendly way --- I am just providing feedback as requested by the presenters at GFC, and can only offer suggestions based on the information I have. The rest is up to the committee to discuss, refine, and present again at GFC.

Suggestion 1

My first suggestion is simply to omit two of the statements in question, for reasons I already explained earlier in this thread:

~~* A commitment to supporting Indigenous Initiatives and the University of Alberta's response to the Truth and Reconciliation Commission's Calls to Action~~
~~* A commitment to advancing equity, diversity and inclusion through dedicated resources, strong leadership and by ensuring the work is resourced and distributed fairly~~

The above two bullets, in any case, would appear to be covered by the more general third bullet, and a newly inserted final bullet, both of which are below:

* A commitment to equitable, inclusive and participatory governance decision-making
* A commitment to listening to, and being respectful of, a multiplicity of perspectives, lived experiences and the overall complexity of diversity within the University

Similarly, for item 7.1, my suggestion is to omit it on the basis that the election itself is not run by the member --- it is the responsibility of those running the election in the constituency (e.g., a nominating committee or similar) to seek candidates as that constituency best sees fit.

~~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.~~

Suggestion 2

If there is a reluctance to delete the items, then I'd suggest the committee examine WHY they feel these items must remain *in this particular document* (i.e., why these types of statements belong in a GFC "Roles and Responsibilities of Members" document vs. other places within the university documents and/or websites), and, if the statements are to remain, then what wording is suitable so that they stay "neutral" in terms of roles and responsibilities of elected members and not in contradiction with Meeting Procedural Rule 13.1 (which I already quoted earlier).

For the first two items that I suggested being deleted, two decisions need to be made: (a) exact wording; (b) where in the list the bullets are to appear --- presently, they are front and centre at the top of the list. Leaving aside (b), for (a), I tried a few alternative choices of words --- this is the best I could do for a version that was non-committal and what I might call "neutral"; they allow for *recognition* (and hence implied *consideration*) as opposed to *required endorsement;* in that regard, in the second bullet, notice "equity," "diversity," and "inclusion" are NOT capitalized (and hence do not refer to any specific policy or movement), which I believe is important because I would guess that no one would argue these as general concepts (i.e., with the dictionary definitions of the words), even if they may not endorse a specific policy or movement or similar related to these words.   However, *this is just a start if rewording is a consideration, and it requires further careful thought* --- so, the committee can consider these, compare them to the original and what they feel is a justifiable intended outcome of the statements, and then refine them or discard them:

* An acknowledgement of the University of Alberta's Indigenous Initiatives and response to the Truth and Reconciliation Commission's Calls to Action
* An acknowledgement of the importance of equity, diversity and inclusion

If 7.1 is to remain, one neutral consideration is the following:

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.

A form closer to the original would be the following, but it still leaves "equity-deserving" unspecified, as I explained earlier --- which may hence require further tuning.

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 are encouraged to reach out to members of Indigenous and other equity-deserving groups.

That's as much feedback as I think I've got, at least for now, with my opinion being that **Suggestion 1** is the simplest. I'll leave the rest to the committee and wait to see what appears at GFC.

Thank you for the opportunity to provide this feedback.

Kindest Regards and Best Wishes,
Mani

--
Mani Vaidyanathan
maniv@ualberta.ca
[Quoted text hidden]
--
Mani Vaidyanathan
maniv@ualberta.ca

📄 **Pages from 2022-01-31-gfc-meeting-materials.pdf**
771K

Question from GFC Elected Faculty Member Anastasia Elias on Procurement

On April 1 new purchasing rules will take place under SET. These rules dictate that, whenever possible, purchases must be made either (1) through preferred suppliers, or if (1) is not possible, (2) through purchase orders. Purchasing from non-standard suppliers is only allowed in exceptional circumstances. This may include restricting the use of P-Cards for people who purchase from other suppliers. While this will certainly streamline the procurement process, it may have serious unintended consequences for research at the University of Alberta. As research is an exploratory process and sometimes unpredictable process, the needs of those purchasing supplies, materials, and equipment can differ greatly from general business purchasing. For example, while it may be possible to predict and plan for the general business related needs of the university (office supplies, cleaning supplies, etc). it is much harder to make similar plans for research supplies, which can vary greatly.

Questions:
(1) What steps have the procurement team taken to understand the needs of research procurement? What consultation has taken place? How has this feedback been accounted for in the process?

(2) Has the procurement team looked into how many purchases are made per month from non-standard suppliers, and taken steps to understand why?

(3) Researchers have an obligation to spend grant funds responsibly. This includes obtaining the best prices, and ensuring that the progress of research is not delayed to due availability and/or lead times. Has the tri-council been consulted in the development of these restrictive processes that may incur additional costs and or lead-times?

(4) I understand that procurement may be willing to make exceptions when researchers can justify the need. Has procurement considered the costs (time and by extension financial) associated with the standard as well as work around procurement procedures for the many non-standard purchases made by researchers? How much extra work are we willing to download to researchers, research administrators, and department managers?

Response from [Todd Gilchrist](#), Vice-President (University Services and Finance)

1) KPMG was retained in 2020 to complete a thorough review of all non-labor spend at the University. This included interviewing 50 employees from across campus to gain a clear understanding of the current purchasing environment and cost savings opportunities to reduce spend related to purchasing. A final report was provided by KPMG in November, 2020 to the Senior Administration.

   Procurement and Contract Management (PCM) established a University wide Foundational Procurement task force that met bi-weekly from July 5, 2021 to October 27, 2021. In total, 33 members from multiple faculties, departments and units attended

the meetings and were given the opportunity to provide feedback and input into the procurement redesign currently being implemented.

The taskforce feedback was used to determine direction, thresholds, process gaps and cost savings opportunities. All proposed changes were first brought to the task force for feedback prior to developing the initiative. The Senior Administrators Community of Practice has been updated monthly on the progress of these initiatives.

During our process review, PCM reviewed and aligned activities with the University of Toronto (UofT) and University of British Columbia (UBC). Both UofT and UBC have extensive listings of Preferred Suppliers and a multiple quote process currently in place.

2) With the assistance of the KPMG report, PCM reviewed all University spend to determine cost savings opportunities.

KPMG developed a spend cube that outlined the total spend base at the University; addressable spend vs non- addressable spend, spend related to research vs operational, contract vs non contract spend, spend on specific categories by user groups and spending by channels.

Cost savings opportunities were broken down into 7 categories; this included Lab Supplies & Chemicals, IT & Telecommunications, Business Travel & Entertainment, Facility Maintenance & Construction, Professional Services, Education Material & Training Services and Marketing & Advertising.

Non-standard suppliers are used by the campus community (non-preferred suppliers). PCM has reviewed this spend to determine savings opportunities and recognizes all spend cannot be completed through our preferred supplier agreements. The use of non-standard suppliers will continue however PCM will continue to monitor this spend and other spend to ensure best value is obtained. Through these reviews, PCM will determine spend categories that should be expanded to include additional preferred supplier agreements that will reduce cost and streamline processes.

3) The changes being implemented April 1 include the following:
● Use of the Preferred Supplier Agreements (PSA) for goods and services
● Multiple quotes for goods and services between $20,000 to $75,000
● Contract for Services process redesign
● Expense Reimbursement compliance

In all four instances, cost reduction and deliverability are the main focus of the change.

PSA's provide cost savings and also include delivery to the UofA campus, warranties, alignment with University purchasing standards, enable hassle free returns & credits and expedite invoicing & payment.

Multiple quotes ensure and demonstrate best value for purchases between the identified thresholds. In addition the process expands our competitive bid requirements as well as ensuring transparency to the supplier base. The university is bound to competitive bid trade agreement; multiple quotes reduce overall spend and demonstrate our commitment to providing opportunities to all vendors.

The redesign of our Contract for Services (CFS) process will expedite the procurement lifecycle. This includes purchasing, receipt and payment of services. Currently, many units begin work without an agreement in place with the vendor. This adds additional risk to the University. A contract that includes the UofA terms and conditions signed by Procurement and Contract Management is required to ensure liability is minimized and deliverables are clearly defined. Failure to follow the CFS process increases our risk and cost.

Expense Reimbursement is not a purchasing method supported by the University and should only be used in limited situations. This includes reimbursement for parking, mileage, registration, activities being completed in remote locations, cash economies and emergency situations. When goods and services are purchased by an individual on personal resources, the University reduces visibility to this spend and its competitive advantage by pooling all spend together to gain additional value. In addition, the Expense Reimbursement process is highly administrative; it should only be used in the rare instances outlined above.

These changes have not been reviewed with Tri-Council. In all four instances cost will be reduced and lead times were considered. These processes will enable the research community to spend more time on research and teaching while ensuring best value is gained with their research dollars.

4) The process changes outlined above will reduce the current work effort currently completed by this group.

Preferred Supplier Agreements and the use of the SupplyNet purchasing platform expedite purchasing activities.

PCM is standardizing these processes to reduce time spent on procuring goods & services and to ensure best value is gained.

The use of the University's two primary purchasing methods; SupplyNet & the University issued Purchasing Card (PCard) ensures our negotiated pricing is readily available in the SupplyNet system, eliminates the requirement to shop multiple websites for pricing, includes delivery to your campus location and includes our Purchase Order Terms and Conditions. In addition, the PCard expedites purchases for goods below $5,000 and that are non-standard (non-PSA vendors).

Value to the institution is gained by reducing cost and streamlining processes. The process related to non-standard purchases has not changed and will continue to be available to the community.

Additional comments:

Whenever possible, purchases should be made either through preferred suppliers, or when it is not possible, through purchase orders in SupplyNet or P-Cards. Purchasing from other suppliers is acceptable when the item is not available from a preferred supplier or the researcher's lead time cannot be met.

We encourage the use of P-Cards and SupplyNet Orders for these transactions and understand that scenarios exist where items cannot be purchased from a Preferred Supplier. This includes specialty items and where urgent timelines exist.

UNIVERSITY OF ALBERTA

Item No. 13

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Report of the GFC Ad Hoc Committee for the Formal Review of Academic Restructuring**

Item

Proposed by	Heather Coleman, Elected Faculty Member GFC, Arts, and Professor, Department of History, Classics, and Religion; Sue-Ann Mok, Assistant Professor, Biochemistry, Medicine & Dentistry
Presenter	Heather Coleman & Sue- Ann Mok

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	To discuss the Report of the GFC Ad Hoc Committee for the Formal Review of Academic Restructuring
Executive Summary (*outline the specific item – and remember your audience*)	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:
	"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."
	On June 10, GFC approved the Terms of Reference for the GFC *ad hoc* Review Committee and the committee was convened in October, 2021 and the chair has been reporting to GFC Executive Committee and GFC regularly.
	The final report of the GFC Ad Hoc Committee for the Formal Review of Academic Restructuring includes an overview of the work of the committee and a summary of what committee members learned including the issues they identified. The report concludes with recommendations for planning of future consultation, and regarding GFC and its role.
Supplementary Notes and context	*During their conversation on this item, members of Executive Committee expressed a desire to ensure that the recommendations were operationalized in a way that is tangible. They specifically discussed the need for the Executive Sub-committee on Governance and Procedural Oversight (GPO) to review the report and to report back to Executive Committee on a plan to move forward on the recommendations. That plan could then be presented back to GFC.*

Engagement and Routing (Include proposed plan)

Item No. 13

Consultation and Stakeholder Participation	*Those who are actively **participating***: • Heather Coleman (Chair), Professor, Department of History, Classics, and Religion, Arts • Sue-Ann Mok (Vice Chair), Assistant Professor, Biochemistry, Medicine & Dentistry • Marsha Boyd, NASA Representative to GFC • Kyle Foster, NASA Representative to GFC • Kathy Haddadkar, Graduate Student Representative to GFC, Department of Music, Arts • Adrian Wattamaniuk, Undergraduate Student Representative to GFC, Engineering *Those who have been **consulted***: - Secretary to General Faculties Council - Chief of Staff, Office of the Provost and Vice-President (Academic) - University of Alberta experts in consultation and institutional change management - Members of the Academic Restructuring Working Group - Selected Faculty Deans - Selected Chairs *Those who have been **informed***: - Members of the GFC Executive Committee (October 4, November 15, 2021, January 10, February 14, 2022) - Members of General Faculties Council (December 6, 2021, January 31, February 28, 2022)

Strategic Alignment

Alignment with *For the Public Good*	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.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	GFC Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Report of the GFC Ad Hoc Committee for the Formal Review of Academic Restructuring (Pages 1-12)
2. Terms of Reference GFC Ad Hoc Committee for the Formal Review of Academic Restructuring

Prepared by: Kate Peters, peters3@ualberta.ca

Report of the GFC *Ad Hoc* Committee for the Formal Review of Academic Restructuring

March 2, 2022

Executive Summary

The Committee reviewed materials related to consultations on Academic Restructuring on the University of Alberta for Tomorrow website, the minutes and materials of GFC, GFC Executive Committee, and APC, as well as Academic Restructuring Working Group meeting materials. It also interviewed members of the university community involved with the process and experts in consultation and change management.

Consultation activities in summer and fall 2020 were extensive, reaching an unprecedented number of community members. They shaped the resulting proposals in several ways, including the ARWG's shift away from amalgamating faculties to grouping them, incorporating the idea of a College of Arts and Science in proposals, and fine-tuning the final college model recommendation.

Our review revealed, however, the following weaknesses in the consultation, which affected the university community's experience and GFC's perception of its ability to play a meaningful role in decision-making:

- the purpose and scope of the consultation was poorly defined
- roles and authority in decision-making were unclear
- separating SET from the Academic Restructuring process hampered GFC's ability to see the full picture when making its final recommendations
- the priority of academic motivations in the academic restructuring project was unclear
- GFC was underutilized as a site for consultation and thus was unable to fully perform its decision-making role

The experience of Fall 2020 demonstrated that GFC cannot be a decision-making body without also maintaining a central role in the development of proposals for major academic change. Therefore, the Committee recommends a number of steps for better consultation conceptualization and planning, and linking these to decision-making processes. It further proposes measures to clarify and reassert GFC's decision-making role in bicameral collegial governance and to ensure that the voice of GFC is heard by the Board of Governors. To ensure GFC's ability to act as a deliberative body for future major decisions, the Committee recommends:

1) that GFC members elect a working group to represent them within consultation and decision-making processes even when GFC is not meeting
2) that GFC membership be a criterion for selecting members of future advisory/steering groups
3) that GFC hold special meetings organized in a way which will allow members to purposefully interact and deliberate, thereby contributing to the elaboration of solutions;
4) that GFC be provided with all information that it deems necessary for effective decision making, eschewing any rigid categorization of academic and administrative matters

Our Mandate

On June 7, 2021, General Faculties Council formed the GFC *Ad Hoc* Committee for the Formal Review of Academic Restructuring. The Committee's mandate, as set out in the Report of the Committee of the Whole of February 8, 2021, is as follows:

"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."

Composition of the Committee

Following a call from the GFC Nominating Committee, the following members were appointed:

Heather Coleman (Chair), Professor, Department of History, Classics, and Religion, Arts
Sue-Ann Mok (Vice Chair), Assistant Professor, Biochemistry, Medicine & Dentistry
Marsha Boyd, NASA Representative to GFC
Kyle Foster, NASA Representative to GFC
Kathy Haddadkar, Graduate Student Representative to GFC, Department of Music, Arts
Adrian Wattamaniuk, Undergraduate Student Representative to GFC, Engineering

What We Did

In accordance with our terms of reference, the Committee initially undertook a review of the following documentary materials:

- the University of Alberta for Tomorrow website, focusing on the Consultation tab (including Town Halls, Pulse Surveys, Thought Exchange Reports and UAT summaries of Thought Exchange).
- Minutes and materials of GFC, GFC Executive Committee, and Academic Programs Committee for January 2020 - January 2021
- Academic Restructuring Working Group meeting materials, April 22 to December 18, 2020, including timelines, communication plan, student consultation summary

In order to better contextualize these materials, to understand the consultation and decision-making processes, and to gather advice while considering our recommendations, the Committee also conducted 16 interviews with members of the University community at large, as well as those involved in the Academic Restructuring process – including faculty members and administrators – of whom 10 were members of the ARWG. We notified all interviewees that their comments would remain confidential and would not be quoted directly in the report. Committee members took detailed notes of the conversations, for the exclusive use of the committee.

GFC Secretary Kate Peters provided additional advice and materials, as did the Provost's Chief of Staff, Kathleen Brough throughout this process.

To facilitate our assessment of the alignment of our institution's restructuring and consultation process with established standards in the field, we also interviewed 4 University of Alberta experts in consultation and institutional change management. These experts also provided counsel for the proposed recommendations included in this report.

Although our mandate was to review consultation and action processes in the Fall term 2020, we quickly discovered that these interactions could not be understood apart from the longer process of Academic Restructuring, which was launched in Winter 2020. Therefore, the committee sought to gather and examine evidence relating to 2020 as a whole.

Several key questions which our committee posed include:
- how was the consultation planned, what were its stated goals, and what was the plan for using the information it revealed?

- what was the role of the ARWG in the process of AR?
- how did consultation lead to the proposed models presented in September 2020?
- how did consultation serve to revise the models proposed in September and presented to GFC in November 2020?
- how was the role of GFC understood by the various participants?

The Committee as a whole met 12 times between October 22, 2021 and March 1, 2022; furthermore, teams of 2-3 members conducted the aforementioned interviews.

Committee Chair Heather Coleman provided regular updates on the work of the Committee to GFC and the GFC Executive Committee between October 2021 and March 2022.

What We Learned

The General Faculties Council's involvement with academic restructuring began at GFC's March 30, 2020 meeting. President David Turpin informed the community that, following the announcement of stringent cuts to the Campus Alberta grant in the February provincial budget, "fundamental restructuring will be required and we must be prepared to consider all options." The first meeting of the Academic Restructuring Working Group occurred shortly after on April 22, 2020.

Documentation from the first ARWG meeting revealed that senior administration had already formed a clear opinion that Australian universities were exemplary models for restructuring initiatives that enhanced efficiencies without causing a detrimental impact on global rankings. Based on these models, an argument was presented that favoured a consolidation of faculties and departments to achieve savings through economies of scale. Committee members considered a document dated January 2020 that presented preliminary comparisons of academic structures at Canadian and Australian institutions. The working group was also presented with a comparative financial analysis of the faculties within the UofA dated April 20, 2020. The April 22 ARWG meeting materials also included an official proposal from the management consulting firm, NOUS, to analyze a series of comparator institutions dated April 14, 2020. (The Provost's office confirmed that the university had engaged NOUS earlier in the 2019-20 academic year for the SET project, which was already underway; it then hired NOUS for this further smaller project of identifying comparisons for Academic Restructuring). We did not find documentation that ARWG or GFC were consulted regarding the initial selection of NOUS. The proposal recommended comparisons of Canadian universities (UBC, Univ.

of Toronto, UofC) as well as US, UK and Australian institutions. At the following meeting on May 14, 2022, the agenda included discussion of proposed organization models, working principles for the ARWG, and an initial paper prepared by NOUS. The NOUS paper provided an overview of the faculty structures of model institutions (including Canadian universities). At the end of the NOUS paper, next steps were detailed with a requirement that the working group agree on the design criteria for restructuring, as well as the selection of institutions for analysis as case studies. A total of eight case studies were presented to ARWG at their June 10, 2020 meeting. These cases did not include any Canadian institutions. All NOUS reports presented to ARWG were later made public to the University community in various configurations through presentations in town halls, GFC meetings, or the ARWG interim report (September 2020).

Our analysis of the NOUS reports found that all case studies presented by NOUS involved the reduction or reorganization of faculties. Notably, none of the cases included the addition of a further layer of academic administration on top of the faculty structure which characterized the "College Model" later approved by the Board of Governors. In addition, our committee did not find any evidence that NOUS advised the ARWG beyond the June 14, 2022 report. There was no indication that NOUS was consulted on the potential efficiencies or cost savings of the three initial restructuring models/scenarios presented to the GFC in September 2020.

The short timeline for undertaking such a massive restructuring had an important impact on the consultation and decision-making processes. The initial timeline presented to the ARWG in May 2020 envisioned a March 2021 approval date by the board, including a more extended period of consultation on the final model in November and December, with a final proposal to be presented to GFC in January 2021, and approval at GFC's February meeting. The deadline for a GFC decision was not indicated in the Provost's June report to GFC nor was a deadline listed in a July 15 ARWG document titled "Decision Steps." By September 2020, however, the Board of Governors' approval date had been moved to early December, thereby further compressing the process. Ordinarily, a transformation such as this would take five years and the consultation and preparation process would be much longer.

Our investigation revealed that this ever-tightening timeline and the lack of clarity about GFC's role in this process and the date at which it would make its recommendation to the Board had a significant impact on both the consultation process and how it was experienced by the University of Alberta community. Much of the really significant thinking about principles and models was accomplished over the summer when the university community's attention lulls and GFC does not meet. Well-attended town halls

were held on July 8 and 15, and consultation was carried out with the Dean's Council, the Students' Union, and the Graduate Students' Association over the summer.

Due to forceful arguments over the summer from various faculties regarding the importance of having distinct identities for accreditation purposes or due to significant community commitments (for example strong arguments in favour of preserving the integrity of the Faculty of Native Studies, the Campus St. Jean, and Augustana Campus), what had been a suggestion to consolidate faculties in June became a proposal to group faculties in various ways – including a new "college" model – by September. However, the speed of the process and the full scope of discussions by the ARWG were not presented to GFC until September, leading to a lack in preparedness for the interim report dated September 2020. This led to GFC members being taken aback when they were told at their first meeting in September by Board Chair Kate Chisholm that if GFC did not swiftly approve a plan, the Board would do so for them. The ARWG had travelled far over the summer, but the broader university community had not. Our conversations with members of the Provost's and President's offices revealed that this lag presented a serious communications challenge – to "catch up" the university community at large on both the evolution of thinking about academic restructuring over the summer, as well as the emotional coming-to-terms with the challenges before the U of A community.

The term "consultation" means different things to different people and those understandings vary according to cultural expectations and across sectors (business, education, government). We learned that there are also different types of consultation: one focuses largely on information sharing and building support; another aims to solicit feedback on a plan and to allow for adjustments; finally, a full participatory consultation involves stakeholders in the decision-making process and takes place at all phases of the process, beginning with the initial definition of the problem(s) to be addressed, then continuing through the development of policy, implementation, evaluation, and review. Our experts on organizational change (as well as best-practices documents from public organizations such as the Treasury Board of Canada) thus emphasized how crucial it is at the outset of a consultation to define its objectives and parameters (for instance: identifying problems, offering new ideas, or fine-tuning a proposal), to explain how the information gathered will be used and to clearly lay out the decision-making pathway so that expectations are clear on all sides.

The consultation of Fall 2020 was truly extensive and in terms of the participation of the university community, unprecedented in scope. Between June and November the following forms of consultation took place:

- ***Town Halls*** - 7 held between June and November 2020 (viewed over 41,000 times)[1]
  - Use of ***ThoughtExchange*** to generate questions and feedback during town halls
- ***Pulse surveys*** - sent out to 700 people at random per month - from August 2020 to May 2021, reaching over 5600 employees with a response rate of 35%. Of 2000 responses, 1400 individual comments were collected.
- ***Roundtables*** – held with each faculty and various administrative groupings
- Numerous other ***one on one consultations*** including feedback sent via the online form and email address available on the UofA for Tomorrow website
- ***Student Consultations*** - ARWG met with the SU and GSA Executive at least four times each and the presidents of each student organization were part of the ARWG
- ***Other Stakeholder Consultations*** – ARWG regularly (largely through the Provost's attendance and presentation at meetings) consulted with numerous stakeholders including Dean's Council, APC, GFC, the Board of Governors, and the Senior Leader's Retreat, in addition to the student unions mentioned above.
- ***Key Governance Bodies*** – GFC and its Executive Committee and Academic Programs Committee were regularly consulted and updated throughout the process.

The results of much of this consultation were publicly available on the University of Alberta for Tomorrow website. Traffic to this site was and continues to be high.

The context of the Covid-19 pandemic was an important factor in shaping the form and effectiveness of the consultation process. Those involved in its planning emphasized the challenges of finding new methods to consult the community in a completely online environment. They described trying various formats and techniques, each of which provided different types of information and attracted different levels of engagement. The Zoom format elicited far more participation than in any previous experience; for example, an average of 1600 individuals tuned in to each town hall. Yet at the same time, only a small number of those faces were visible to those doing the consultation and there was little ability to read the room – which for instance, would assist in gauging the level of support for a particular speaker's question or comment.

Evidence from the ARWG's files (including a consultation planning document dated May 2020) and interviews reveals that consultation was primarily envisioned as a series of

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[1] A further series of SET town halls occurred starting in December 2020, after the model for Academic Restructuring had been approved.

meetings with stakeholders in three phases: "principles", "preliminary options", and "final proposal." Some ARWG members also mentioned reaching out to their constituents and being encouraged to attend consultation events (e.g. town halls), but consultation *per se* was not one of their functions on the committee.

At each of its meetings, the ARWG was provided with the full range of the data collected, including all of the e-mails sent by community members and summaries developed by staff in the Provost's office. Members were expected to review the material in advance and did so to the extent that their schedules permitted; however, with several ARWG members holding high-level leadership positions, the extent of this review was limited in some cases.

ARWG members offered several examples of how consultation affected the evolution of its proposals. Particularly important was early feedback in the summer about maintaining the integrity of the community faculties separate from the college groupings (and, more generally, about preserving faculty identity rather than wholesale amalgamations of faculties), and the placing of the idea of a College of Arts and Science on the table. The college model essentially emerged at the ARWG over the summer in response to resistance to the idea of faculty amalgamations.

GFC was explicitly informed of its decision-making role and deadline in September. Its members took that role very seriously, raising numerous questions and offering suggestions based on members' experience "on the ground", asking for further information including data on financial impact and SET, and seeking to contribute constructively to Academic Restructuring by making amendments to the ARWG's final proposal, which were passed with a substantial majority.

Issues We Identified:

Despite the impressive extent of consultation activities in Fall 2020, our review of materials, conversations with both ARWG members and other colleagues involved in a range of capacities, and discussion with experts in consultation and change management revealed weaknesses in the conceptualization of both the role of consultation in decision-making and of the goals of this particular consultation. These deficiencies had an important impact on the resulting process – on both the university community's experience of the consultation and on GFC's perception of its ability to play a meaningful role in decision-making. These weaknesses can be summarized as follows:
- the purpose and scope of the consultation was poorly defined

- roles and authority in decision-making were unclear for both the ARWG and GFC (and the Board of Governors)
- the role of academic motivations in Academic Restructuring was unclear
- GFC was underutilized as a site for consultation and thus for decision-making

Purpose and scope: there was no clear definition of the objectives of the consultation and its parameters, and thus no clear communication of what sort of feedback was being sought, and about what aspects of the academic restructuring proposals were and were not negotiable. Major decisions about principles had in fact been made by the time the ARWG first met – most importantly, that academic restructuring would be the solution to the financial challenges the university faced and that academic restructuring would be discussed separately from the accompanying Service Excellence Transformation process. It was not clear initially to the members of the ARWG (let alone the broader university community), that alternatives to the "academic restructuring" approach to responding to the budget cuts would not be considered. Our interviews revealed that there was no preliminary discussion at the ARWG of the questions driving the consultations or of the way in which the evidence gleaned would be used.

The consultation plan found in ARWG's materials was primarily a communications plan. This communication-focused approach played out in how most of the public consultations – town halls, roundtables, meetings of GFC and so on – were managed. Generally, they featured long presentations with relatively little time for discussion and, in some cases, responses to pre-selected questions with no opportunity for a conversation to develop. This format, together with a lack of clarity about what could and could not be changed, also contributed to a widespread sense that the consultations were largely performative.

Roles and authority in decision-making: key groups involved in the process of decision-making were unclear about their mandate and their authority. Several members of the ARWG noted that they were unsure initially – or even throughout the process – of their mandate. Some described a sense of having 'carte blanche' to think creatively about the academic organization of our institution in the future, whereas others felt that the budget cuts were the prime driver of the process and that it became increasingly clear that the Board and administration had strongly preferred options.

As the senior body for academic affairs in the University's system of collegial governance, GFC was told that it was responsible for making the final recommendation to the Board of Governors, and ARWG members all remembered that an important criterion in discussing potential models was whether they would be acceptable to GFC. However, in the consultation plans and in practice, GFC was treated as just one of

many bodies to be consulted for feedback rather than as a deliberative body and a site for creative input into proposals. The Board of Governors emerges in the documents and people's recollections as impatient with the processes of consultation and collegial decision-making at GFC and as having a solution in mind that it would impose if GFC did not produce an acceptable recommendation in time. In the end, this is what happened: GFC believed that its deliberations had produced a compromise that would be acceptable to the university community, but GFC ended up being bypassed.

Role of academic motivations: there was a lack of clarity about what academic problems Academic Restructuring had set out to address or what academic benefits it would bring. The decision to completely separate the SET and AR processes made it difficult for members of the ARWG and of GFC to properly assess the impact of decisions about academic structures that seemed to be driven by cost-savings criteria and thus clearly had profound administrative implications. This had an impact on information-sharing: GFC felt that it was not given the tools to make the decision it was supposed to make. The net effect, one that several ARWG members noted regretfully in retrospect, was that the human impact of the proposed academic restructuring was not clear. Finally, the fact that principles and goals were unclear meant that metrics, too, were vague. No consultation was done or information provided about implementation plans.

GFC underutilized: GFC is the governing body responsible for academic affairs. In the face of such a major decision, GFC members were highly engaged. However, the structure of consultation and decision-making meant that GFC felt treated as a hoop to jump through rather than a partner in the process of Academic Restructuring. As we have already established, the timeline for decision-making was not clear to the GFC in June. Given that even with the originally planned timeline the plan was to propose models for discussion early in the fall term, GFC should have been involved in the consultation over the summer.

The events of Fall 2020 demonstrated the need to reinvigorate bicameral governance at the University of Alberta and to take seriously the role of GFC as the body responsible for the academic affairs of the university. The process of consultation and decision-making on academic restructuring revealed that GFC cannot be a decision-making body without also having a central deliberative role in the development of proposals.

Recommendations

Recommendations for planning of future consultations:

1) Clarify objectives from the outset: good consultation begins very early, in order to clarify the issues to be addressed and thereby distinguish symptoms from the problems themselves. Once the nature of the problem is identified, it becomes easier to establish the goals of further consultation: what type of feedback is needed to solve the problem? Metrics should be developed based on these objectives.
2) For all major consultations, a detailed plan should be worked out regarding what information is sought and how that information will be used in decision-making. This plan should be shared with stakeholders from the outset.
3) Establish a clear and publicly available roadmap for decision-making
4) Zoom should be retained as a tool, but should be used primarily to share information rather than gathering feedback. Zoom cannot replace in-person town halls and especially focus-group roundtables (which could have been held via Zoom but were not), which are critical to interactive and thus productive conversation.
5) Presentations at roundtables should be kept brief (no more than 15% of the allotted time) and questions should be spontaneous, not gathered in advance. Discussion and resistance should be embraced as opportunities for effective learning and to generate positive engagement.
6) GFC should be involved from the outset in consultations on major academic matters where GFC will take a decision (see below).
7) There needs to be a detailed consultation plan for the post-decision implementation period. This plan should be created early during the decision-making process to ensure objectives are and will be met and to permit learning and necessary adjustments as policy is implemented. There should be continuity of working groups/steering committees pre and post-decision to evaluate progress.

Recommendations regarding GFC and its role:

1) There should be a review of GFC's terms of reference and responsibilities to clarify its decision-making role and its authority.
2) Both GFC members and members of the Board of Governors should receive systematic education and regular reminders about the purpose, nature, and best practices of collegial governance.

3) We reiterate the importance of establishing a formal agreement between GFC and the Board of Governors on procedures for transmitting the will of GFC to the Board in the event that the chair of GFC disagrees with a recommendation of GFC.

4) GFC should elect a working group whenever major academic decisions are to be taken by GFC.
    a) This working group should report directly and regularly to GFC and GFC Executive.
    b) The group represents GFC within the consultation and decision-making process even if it occurs outside of regular GFC working periods.
    c) The group is responsible for ensuring that any information essential for GFC to make an informed recommendation is provided.
    d) Members elected to the working group must not already have a formal role in the process (for example, they must not be members of any steering committees or advisory groups).

5) GFC membership (or recent experience of GFC membership) should be a criterion in selecting members for advisory/steering groups such as the ARWG.

6) In the future, when major issues present themselves, GFC should expect to hold extra meetings or retreats. These meetings should be structured to allow for considerable interaction between members. For example, breakout groups followed by a "committee of the whole" would ensure that a wide range of voices are heard and the collective wisdom of GFC brought to bear on defining problems and shaping solutions. This will contribute to the elaboration of solutions that will enjoy buy-in from the university community's highest decision-making body.

7) If GFC is truly the highest academic decision-making body at the university, it needs access to the full range of data to understand the impact of its decisions. A rigid categorization of academic and administrative matters does not represent reality and thus undermines effective decision-making. If GFC believes it needs information in order to make a decision within its jurisdiction, that information should be provided.

Approved document

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 eight (8) 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.

Item No. 14

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Proposed Changes to the Terms of Reference for the GFC Academic Planning Committee and the Committee on the Learning Environment and the Proposed Disbanding of the Facilities Development Committee

Item

Proposed by	University Governance
Presenter	Kate Peters, Secretary to General Faculties Council\ Jason Acker, Elected Faculty Member, Medicine, and Chair Executive Sub-Committee on Governance and Procedural Oversight

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	To discuss the addition of delegated authority from the Board of Governors to the Academic Planning Committee and the Committee on the Learning Environment to enable the proposed disbanding of the GFC Facilities Development Committee (FDC).
Executive Summary (*outline the specific item – and remember your audience*)	The Facilities Development Committee has been a standing committee of the General Faculties Council in one form or another since 1961. However, in light of frequently cancelled meetings and evolution in the need for decision making on facilities development at GFC, the General Faculties Council is asked to consider moving the authority of the committee to the Academic Planning Committee (APC) and the Committee on the Learning Environment (CLE) and that FDC be disbanded. **Authority of FDC** FDC holds delegated authority from GFC and the Board to recommend on policy matters with respect to: • comprehensive facilities development plan; • planning and use of physical facilities including parking and transportation; • use of land leased or owned by the University; • standards, systems and procedures for planning and designing physical facilities. In addition, FDC holds delegated authority from the Board of Governors to approve: • General Space Programs for academic units; • proposals concerning the design and use of all new facilities and repurposing of existing facilities. **Limitations to FDC Authority** The Board delegation of authority to approve General Space Programs for academic units does not include: • choice of site location for buildings, which remain an operational issue delegated to the Vice-President (Facilities and Operations)

- approval of capital expenditures authorized by the Board under the Capital Expenditure Authorization Request Policy

Most policies related to planning and use of physical facilities are under the authority of the Board or the Vice-President (Facilities and Operations).

Alignment with the Mandates of CLE and APC
The proposed changes would move the delegated authority to approve space plans for academic units to APC and the design and use of new and repurposed academic spaces to CLE. APC already has the responsibility to recommend to the Board of Governors on facilities policy matters. In effect this changes means that only one standing committee of GFC will recommend on changes to university policy on facilities.
The move of delegated authority to approve proposals for design or repurposing of space aligns with that CLE's responsibilities to provide feedback on new and revised learning spaces impacts on instructor and student educational experiences (5.4) and to provide advice on the vision and strategy for learning spaces (5.5).

Meetings and Decision Making of FDC
Almost half or 11 of the 24 scheduled meetings of FDC have been cancelled due to a lack of business since the 2016-2017 academic year. In that time, FDC has approved General Space Programs for less than ten academic units and approved 5 proposals concerning the design of new or the repurposing of existing buildings. General Space Programs for Academic Units are costly to develop and may not be a priority in the coming years as units grapple with academic and administrative restructuring.

Proposals for design or repurposing of space have come as little as once a year. Some examples include RCRF (2016), Myer Horowitz Theatre (2017), South Campus Community Ice Arena (2018), Dent/Pharm (2019), I.F. Morrison Structural Engineering Lab Renovation (2020).

Decisions on policy matters are rare (the LRDP was revised twice, once in 2020 and once in 2021). The committee also receives an update on projects at each meeting on behalf of GFC. That information is also provided to CLE and is also publicly available on the Facilities and Operations website.

Next Steps
The proposed changes to the Terms of References for CLE and APC represent a move of the delegated authority held by FDC without any proposed revision to the content or language. As a part of the planned three-year review of the APC and CLE terms of reference, the language should be reviewed to ensure alignment with these committee's mandates and to update as required.

	-
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	**Facilities Development Committee (FDC)**
	September, 2020
	   - Committee members questioned the authority of the committee and whether it was still relevant
	February, 2021
	   - During the approval of Dentistry-Pharmacy Building Programming Committee members asked what value FDC could add to the Dent/Pharm project approval and whether it made sense for FDC to exist given its lack of authority regarding operational decisions;
	September, 2021
	   - During the discussion on the committee authority plans for moving the delegated authority to other standing committees was explained to members. There was no discussion.
	Office of the Vice-President (Facilities and Operations)
	January, May, 2021
	   - Discussion on FDC authority and potential changes
	GFC Executive Committee
	November, 2021
	   - Informed of the need to review the FDC Terms of Reference
	January , 2022
	   - Exec GPO discussed and was supportive of disbanding and moving the delegated authority to CLE and APC.
	February, 2022
	   - Executive Committee to discuss the proposed changes.

Strategic Alignment

Alignment with *For the Public Good*	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.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☒ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success

Legislative Compliance and jurisdiction	*Post-Secondary Learning Act (PSLA)* gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors (BoG), over "academic affairs (section 26(1)), and provides that GFC may make recommendations to the BoG on a "building program" (26(1)(o)). The *PSLA* (19)also requires the Board "consider the recommendations of the GFC, if any, on matters of academic importa prior to providing for
	   • (a) the support and maintenance of the university,
	   • (b) the betterment of existing buildings,	

	• (c) the construction of any new buildings the board considers necessary to the purposes of the university, • (d) the furnishing and equipping of the existing and newly erected buildings." GFC Terms of Reference GFC Executive Committee Terms of Reference GFC CLE Terms of Reference GFC APC Terms of Reference GFC FDC Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Terms of Reference – GFC Facilities Development Committee (FDC)
2. Proposed Changes to the GFC APC and GFC CLE Terms of Reference

Prepared by: Kate Peters, peters3@ualberta.ca

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

1. **Mandate and Role of the Committee**
   The GFC Facilities Development Committee (FDC) is a standing committee of GFC with delegated authority to make recommendations to General Faculties Council and the Board of Governors. The committee reviews and recommends on general space and functional programs, the design and use of facilities, and policies related to facilities and planning.

   In addition, the President, Provost and Vice-President (Academic), and the Vice-President (Facilities and Operations) may refer matters to FDC for consideration or advice.

2. **Areas of Responsibility**
   a. Policy with respect to planning and facilities
   b. General Space Programs for Academic Units
   c. Design and use of all new facilities and repurposing of existing facilities
   d. Other matters within the purview of the committee

3. **Composition**
   Voting Members (13)
   Ex Officio (5)
   - Provost and Vice-President (Academic), Chair
   - Vice-President (Facilities and Operations)
   - Vice-President (Academic), Students' Union
   - Vice-President (Academic), Graduate Students' Association
   - Vice-Provost and University Registrar

   Elected by GFC (7)
   - 5 academic staff (A1.0), of which 3 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 Vice-Chair for a one year term
   - 1 non-academic staff (S1.0, S2.0)
   - 1 undergraduate student member of GFC

   Cross Appointed (1)
   - 1 academic staff member of the GFC Academic Planning Committee (APC) elected by APC to serve a one year term

   Non-voting Members
   - University Architect
   - Associate Vice-President (Facilities and Operations)
   - University Secretary
   - GFC Secretary

4. **Delegated Authority from General Faculties Council and/or the Board of Governors**
   Should be reviewed at least every three years and reported to GFC.

   4.1 To approve proposed General Space Programs for academic units
   4.2 To approve proposals concerning the design and use of all new facilities and the repurposing of existing facilities and to routinely report these decisions for information to the Board of Governors. In considering such proposals, FDC may provide advice, upon request, to the Provost and Vice-

President (Academic), Vice-President (Facilities and Operations), and/or the University Architect on the siting of such facilities.

5. Responsibilities Additional to delegated Authority
FDC is responsible for making recommendations to APC concerning policy matters with respect to the following:

5.1 Planning
a. Comprehensive facilities development plan
b. Long Range Development Plan (LRDP)

5.2 Facilities
a. Planning and use of physical facilities including parking facilities and transportation
b. Use of land owned or leased by the University
c. Standards, systems and procedures for planning and designing physical facilities

5.3 Other
a. Any other matter deemed by FDC to be within the purview of its general responsibility.

To initiate studies and make reports and recommendations on matters within the purview of FDC

6. Sub-Delegations from GFC Facilities Development 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 FDC:

None.

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

9. Definitions

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

General Space Program: A general space program describes the current state of an academic, research and/or administrative unit's activities in terms of their space needs, including student, staffing and support requirements. A space program includes a space budget that outlines how much space the unit has currently, how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period. (as per UAPPOL)

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

Space/Systems Renewal: Upgrades and improvements to space that involve renewed surface finishes and systems improvements. Renewal projects would apply to areas in which there is no change in use and would be used to upgrade large base building system deferred maintenance issues

in order to support current usage and operation. Examples of renewal include the following: repairs as repainting, replacement of flooring, replacing of piping, replacement of air systems, rebuilding of sidewalks, or upgrading a building envelope. (as per UAPPOL)

Renovation or Alteration: Any physical change to space that relates to more than renewed surface finishes. (as per UAPPOL)

Major Maintenance: Unplanned repairs and replacement that must be accomplished, but that is not funded by normal maintenance resources received in the annual operating budget cycle, and includes significant repairs and building system/component replacement in-kind. Examples include replacement of skylights, fire alarm systems, complete replacement of flooring for a department. (as per UAPPOL)

Repairs: Work to restore damaged or worn-out facilities (e.g., large-scale roof replacement after a wind storm) to normal operating condition. (as per UAPPOL)

Academic Staff: As defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues in UAPPOL

Non-Academic Staff: As defined by the Recruitment Policy (Appendix B) Definition and Categories of Support Staff in UAPPOL

10. Links
Planning and Renovation of Existing Facilities Policy
Long Range Development Plan (LRDP)
Sector Plans
Current Construction Projects

Approved by General Faculties Council: October 30, 2017

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
   a.b.   Approve proposed General Space Programs for academic units

 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.a. Informed by advice from FDC, rRecommend to the Board of Governors on policy matters regarding the planning and use of physical facilities
   c.b. Informed by advice from FDC, rRecommend to the Board of Governors on policy matters regarding the use of land owned or leased by the University
   d.c. Informed by advice from FDC, rRecommend to the Board of Governors on policy matters regarding standards, systems and procedures for planning and designing physical facilities
   e.d. Informed by advice from FDC, rRecommend 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
June 7, 2021
Updated approval date

1. **Mandate and Role of the Committee**
   The Committee on the Learning Environment (CLE) is a standing committee of GFC charged with advising GFC on policy directions that promote excellence in teaching and learning institutionally. CLE serves as GFC's primary advisory group on teaching and learning, including such aspects as learning environments, assessment and evaluation, teaching innovations, teaching resources and support, and students' educational experience. CLE also serves GFC by approving proposals concerning the design and use of new facilities and the repurposing of existing facilities from the perspective of the technological and physical infrastructure required to achieve academic priorities and plans.

2. **Areas of Responsibility**
   a. Physical and virtual learning and teaching environment
   b. Teaching and learning policy
   c. Institutional policy on the assessment of teaching
   d. Institutional policy on the evaluation of student learning
   e. Vision and, strategy, and proposals for learning spaces and learning technologies
   f. Fostering excellence in the scholarship and practice of teaching and learning

3. **Composition**
   Voting Members (19)
   Ex-officio (6)
   - Provost and Vice-President (Academic), Chair
   - Vice-President (Academic), Students' Union
   - Vice-President (Academic), Graduate Students' Association
   - Vice-Provost and Chief Librarian
   - Vice-Provost and University Registrar
   - Vice-Provost and Dean, Faculty of Graduate Studies and Research

   Appointed (1)
   - 1 academic staff (A1.0) who holds a major teaching award (internal or external award, eg Rutherford, Vargo Chair, 3M, etc.), appointed by the Chair in consultation with the Chair of Nominating Committee

   Elected by GFC (12)
   - 4 academic staff (A1.0) from GFC – one of whom will be elected by the committee to serve as Vice Chair
   - 1 non-academic staff at-large (S1.0, S2.0)
   - 1 librarian from GFC
   - 1 undergraduate student from GFC
   - 1 graduate student from GFC
   - 1 Chair
   - 1 Dean
   - 1 Associate Dean or Associate Chair, Teaching and Learning (or equivalent)
   - 1 academic teaching staff (A2.1, A2.2) at-large

   Non-voting Members
   - Vice-Provost and Associate Vice-President (Information Technology)
   - Director, Centre for Teaching and Learning
   - Director, Space Management, Facilities and Operations
   - 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 Approve revisions to teaching assessment and evaluation procedures
4.2 Approve proposals related to teaching and learning that emerge from central administrative units and determine whether to forward to GFC for discussion or information
4.3 Receive and discuss reports on student engagement and the student educational experience and determine whether to forward to GFC for discussion or information
4.4 To approve proposals concerning the design and use of new facilities and the repurposing of existing facilities and to routinely report these decisions for information to the Board of Governors. In considering such proposals, CLE may provide advice, upon request, to the Provost and Vice-President (Academic), Vice-President (Facilities and Operations), and/or the University Architect on the siting of such facilities.

5. Responsibilities Additional to Delegated Authority
5.1 Review and recommend to GFC on policies related to teaching and learning
5.2 Review and recommend to GFC on policies related to assessment of teaching
5.3 Review and provide feedback on learning technologies
5.4 Receive, discuss and provide feedback on new and revised learning spaces, formal and informal, that impact instructor and student educational experiences
5.5 Advise on the vision and strategy for learning spaces and learning technologies
5.6 Receive, discuss and provide feedback on new and innovative teaching pedagogy and delivery initiatives
5.7 Review and recommend to GFC on policy and regulations related to student evaluation that apply to a substantial group of students
5.8 Make recommendations to GFC on student engagement, student educational experience, and support for teaching
5.9 Members may be asked to serve on adjudication bodies related to awards within the CLE mandate

6. Sub-delegations from the Committee on the Learning Environment
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 CLE:

The Board of Governors holds authority to approve the capital expenditure for new and repurposed facilities development under the Capital Expenditure Authorization Request (CEAR) Policy. The Board also holds the authority to approve, revise, or amend the University's Long Range Development Plan. CLE shall only approve proposals for development or redevelopment of land holdings or physical assets that are in accordance with the approved LRDP.

The Vice-President (Facilities and Operations) holds delegated authority from the Board of Governors over the siting for buildings as set out in the Space Management Policy

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

9. **Definitions**

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 staff - as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues in UAPPOL

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

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

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

10. **Links**

Teaching Policy
Teaching Assessment and Evaluation Policy and Procedures
Assessment and Grading Policy and Procedures
Academic Regulations – University of Alberta Calendar
Examination Regulations
Course Requirements, Evaluation Procedures and Grading
Centre for Teaching and Learning
Office of the Student Ombuds

Approved by General Faculties Council:
November 25, 2019
Updated approval date

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the GFC Executive Committee met on March 8 and 14, 2022.

2. Items Approved on Behalf of GFC
   - Proposed Changes to the Collective Agreement: appointment, promotion and dismissal Procedures

3. Items Approved With Delegated Authority
   – Exploration Credits - Changes to the Academic Schedule
   – Proposal to add BUEC 311 – Business Economics, Organizations and Management to the List of Courses with Consolidated Exams
   – Draft Agenda for the March 21, 2022 Meeting of General Faculties Council

4. Items Recommended to GFC
   – Proposed Changes to the General Faculties Council Guiding Documents

5. Items Discussed
   – Report of the General Faculties Council ad hoc Committee for the Formal Review of the Consultations and Action Processes for Academic Restructuring in the Fall of 2020

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

Submitted by:
W Flanagan, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the GFC Academic Planning Committee met on March 9, 2022.

2. Items Recommended to the Board of Governors
   - Termination of the ALES Specialization in the Master of Engineering
   - 2022-2023 Mandatory Non-Instructional Fees (MNIF) Proposal
   - 2022-2023 Tuition Fee Proposal
   - University of Alberta 2022-2023 Budget

3. Items Discussed
   - Investment Management Agreement (IMA)

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:
S Dew, Chair
GFC Executive Committee

The following Motions and Documents were considered by the GFCExecutive Committee at its Tuesday, March 08, 2022 meeting:

Agenda Title: **Proposed Changes to the Collective Agreement: appointment, promotion and dismissal procedures**

CARRIED MOTION:
THAT the GFC Executive Committee, acting on behalf of General Faculties Council, recommend that the Board of Governors approve the procedures in the Collective Agreement relating to appointment, promotion, and dismissal as set forth in Attachment 1, pending ratification by the AASUA.

FINAL Item 2

FINAL Item No. 2

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to the Collective Agreement between the Governors of the University of Alberta and the Association of Academic Staff University of Alberta (AASUA)

Motion

THAT the GFC Executive Committee, acting on behalf of the General Faculties Council, recommend that the Board of Governors approve changes to the procedures in the Collective Agreement relating to the appointment, promotion, and dismissal of academic staff as set forth in Attachment 1, pending ratification by the AASUA.

Item

Action Requested	☐Approval ☒ Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) Wendy Rodgers, Deputy Provost Michelle Strong, Director, Faculty Relations

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to act on behalf of GFC to recommend to the Board the approval of revisions to articles of the proposed collective agreement related to procedures for the appointment, promotion and dismissal of academic staff.
Executive Summary (*outline the specific item – and remember your audience*)	The University of Alberta and the AASUA exchanged opening proposals for the negotiation of a renewal collective agreement on November 12, 2020. The parties met approximately 32 times and engaged in three days of mediation. The mediator issued a report on March 2, 2022, outlining recommended terms of settlement. The mediator's report refers to items previously agreed by both parties in bargaining, including the language items here relating to appointment, promotion, and dismissal that are under the authority of GFC. The recommended terms must be ratified by both parties and confirmation of ratification must be communicated to the mediator by 1:00 pm on March 9, 2022.

The Post-Secondary Learning Act (section 22(2)) provides for GFC to approve procedures relating to the appointment, promotion and dismissal of academic staff members. As the Mediator's report refers to changes to these procedures within the collective agreement agreed by the parties in bargaining, approval is being sought from GFC.

Section 4.1 of GFC Executive's Terms of Reference gives them the authority to act on behalf of General Faculties Council on matters that must be decided before the next regularly scheduled GFC meeting and where it is not feasible to call a special meeting of GFC. GFC Executive |

FINAL Item No. 2

	Committee is asked to act on behalf of GFC in this instance in order to have the agreement ratified by the Board, ideally concurrently with the conclusion of AASUA's ratification process on March 8, 2022, but in any event no later than the mediator's deadline of 1:00 pm on March 9, 2022. Per Section 7.1 of Executive's Terms of Reference, decisions made on behalf of GFC must be reported at the next meeting of GFC. Attachment 1 tracks all of the changes that are being proposed to the collective agreement for ease of reference and contains explanatory notes in the margin. .
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

	*Those who are actively **participating**:* ● University's Bargaining Team 　● Geoff Tierney, Lead Negotiator 　● Wendy Rodgers, Deputy Provost 　● Joseph Doucet, College Dean, College of Social Sciences and Humanities 　● Matina Kalcounis-Rueppel, College Dean, College of Natural and Applied Sciences 　● Kathleen De Long, Executive Director (Library and Museums) and Deputy Chief Librarian 　● Brian Pearson, Senior Faculty Relations Officer 　● Michelle Strong, Director, Faculty Relations
	*Those who have been **consulted**:* ● President, Provost and Senior Executive Team ● Board Human Resources and Compensation Committee
	*Those who have been **informed**:* ● Board of Governors
Approval Route (Governance) (including meeting dates)	GFC Executive, on behalf of General Faculties Council – March 8, 2022 BHRCC – March 8, 2022 Board of Governors, March 8, 2022 General Faculties Council – March 21, 2022 (reporting for information only)

FINAL Item No. 2

Strategic Alignment

Alignment with *For the Public Good*	GOAL: **Build** a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.
	OBJECTIVE 2: Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy.
	OBJECTIVE 3. Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment.
	*GOAL: **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.*
	OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote and facilitate the university's core mission and strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☐Enrolment Management ☒ Faculty and Staff ☒ Funding and Resource Management ☐IT Services, Software and Hardware ☐Leadership and Change ☐Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐Research Enterprise ☐Safety ☐Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Executive Committee Terms of Reference

Attachment

1. Attachment 1 (page(s) 1 - 21) Proposed changes to procedures relating to the appointment, promotion, and dismissal of academic staff.

Prepared by: Michelle Strong, Director, Faculty Relations (michelle.strong@ualberta.ca), with assistance from General Counsel and University Governance

Proposed changes to procedures relating to the appointment, promotion, and dismissal of academic staff.

Notes:

Proposed amendments to the current collective agreement are denoted as follows:

- new language that has been agreed is in green bold text; e.g. **new agreed language**
- language that the parties have agreed to delete is in green bold strikethrough text; e.g. **agreed to delete**
- additional unchanged articles included for context where necessary

COMMON SCHEDULE

<div style="text-align:center">Article 7: Discipline</div>

> **Commented [MS1]:** Modifies procedures that could result in the dismissal of academic staff.

7.01   Initiation of actions under this Article 7 shall ~~by~~ **be** guided **by** the principles set out in Appendix F.

Written complaints

7.02.1   Any person may make a written complaint to the Provost about alleged misconduct. The complainant shall provide a description of the act or omission.

7.02.2   The Provost may exercise discretion not to authorize an investigation if the complaint is deemed to be vexatious or frivolous. **The Provost shall provide in writing to the complainant the rationale for the decision.**

7.02.3   The use of this Article 7 is inappropriate where there are other existing dispute resolution mechanisms in this Agreement.

7.02.4   If the written complaint is not received by the Provost within 6 months of the date that the alleged misconduct became known to the complainant, the complaint shall be considered abandoned. Notwithstanding Article 7.10, where circumstances reasonably warrant, the Provost has the discretion to extend the timeline.

Preliminary Assessment

7.03.1   Once the Provost is aware of the alleged misconduct referenced in Article 7.02.1, the Provost shall preliminarily assess the severity of the alleged misconduct as either Level 1 or Level 2, as those terms are defined in Article 7.03.2(a) and (b), **and such assessment shall be completed within 10 days.**

7.03.2   (a)   Level 1 shall mean misconduct attracting possible disciplinary action in the form of a written letter of reprimand. (It is understood that a written letter of expectation or warning are not disciplinary action.)

(b)   Level 2 shall mean misconduct attracting possible disciplinary action in the form set out in 7.11.2.

7.03.3   If the alleged misconduct is assessed by the Provost as Level 1, the Provost may delegate to the Deputy Provost, a Vice-Provost, Dean or other appropriate administrative officer (the "designee"), **but shall not delegate to a Staff Member, including Department Chairs**. Hereinafter, for purposes of Level 1, Provost shall mean Provost or designee and for purposes of Level 2, Provost shall mean Provost or Deputy Provost.

Level 1 Misconduct

7.04.1   In the case of the alleged Level 1 misconduct the Provost may conduct an inquiry into the allegations of misconduct. The respondent shall, at a minimum, be provided an opportunity to know and respond **in writing and/or in person** to the allegations. The respondent, should they choose to be represented, shall only be represented by the Association. If the inquiry is not commenced within ~~two weeks~~ **15 days** of the date that the Provost is aware of the alleged misconduct, the complaint shall be considered abandoned.

7.04.2   If the Provost has delegated Level 1 misconduct to a designee, and if the designee reassesses the severity of the alleged misconduct as Level 2 misconduct, the matter shall be referred back to the Provost.

7.04.3   Following the inquiry described in Article 7.04.1, if the Provost reasonably believes that ~~discipline of the kind referenced in Article 7.03.2 (a)~~ **a letter of reprimand** is warranted, ~~discipline of that kind may be issued.~~ **it shall be issued as soon as reasonably possible.**

7.04.4   Discipline issued in accordance with Article 7.04.3 shall be expunged from all of the respondent's personnel files 6 months following its effective date, determined in accordance with Articles 7.16.1 and 7.16.2, provided there are no further incidents of similar misconduct within that period. Once expunged, the letter of reprimand shall never be used in any subsequent disciplinary matter nor in any grievance process.

7.04.5   The decision to issue discipline in accordance with Article 7.04.3 shall be subject to ~~the grievance process~~ **Arbitration pursuant to Article 7.15.1 .**

Level 2 Misconduct

7.05.1   ~~On acceptance of a complaint wherein the Provost~~ **Once the Provost has completed their preliminary assessment required in Article 7.03.1, and the assessment is Level 2,** ~~assesses the severity of the alleged misconduct as Level 2,~~ the Provost shall prepare a Notice of Complaint and send it together with a copy of the complaint to the respondent and the Association **within 10 days.** ~~At the same time, the Provost shall advise the respondent of the availability of advice from the Association. In this Notice of Complaint, the Provost shall advise the respondent of their right to meet directly with the Provost to discuss the complaint.~~

7.05.2   The respondent, should they choose to be represented, shall only be represented by the Association at any meeting under this Article 7.

Duties of the Provost following Acceptance of the Complaint

7.06.1   The Provost shall, within 10 days following the meeting with the respondent, make one of the following decisions, and so advise, in writing, the respondent, complainant and the Association.

    a)   to authorize an investigation of the complaint; or
    b)   to dismiss the complaint; or
    c)   to recommend the complainant and the respondent to follow alternative dispute resolution pursuant to Articles 7.13.1 - 7.13.3.

7.06.2   Should the Provost dismiss the complaint, the decision of the Provost shall be binding on the parties, the respondent, and the complainant.

The Investigation

7.07.1   Should the Provost authorize an investigation of the complaint, the Provost shall within 10 days appoint an investigator to carry out an investigation to be completed within a reasonable time period. The investigator appointed to carry out the investigation shall be selected by mutual agreement of the parties.

7.07.2   The investigator shall meet with the respondent and the complainant, and shall provide the respondent and complainant the opportunity to make written submissions.

7.07.3   The investigator may meet with any persons that could provide information relevant to the complaint. The investigator may receive materials submitted, whether at the investigator's request or unsolicited, and shall not be bound only by the initial letter of complaint.

7.07.4   Should the complainant or the respondent reside outside of the Edmonton area, the investigator may make electronic / telecommunication arrangements to obtain a reasonably complete account of all particulars relevant and in response to the complaint.

7.07.5   The investigator may arrange to meet together with the respondent and the complainant to clarify information. Such a meeting is subject to mutual agreement of the respondent and the complainant.

7.07.6   Upon completion of the investigation, the investigator shall submit a written report to the Provost with a copy to the Association. The provost shall provide a copy to the respondent and the complainant within 10 days. At the same time, the provost shall advise the respondent and complainant of their rights in Articles 7.08.1 - 7.09.2.

Response to the investigation report

7.08.1   The respondent and the complainant may each submit a written response to the investigator's report to the Provost, within 10 days of receipt of the report; the Provost shall send a copy of such response to the other party within 10 days of receipt.

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7.08.2   Within 10 days, the respondent and the complainant may submit written rebuttals to the responses made pursuant to Article 7.08.1. The rebuttal statements under this Article 7.08.2 shall be the last submissions made unless requested otherwise by the Provost.

Meeting to discuss the report and responses

7.09.1   Prior to making a decision, the Provost shall offer to meet with the respondent and the complainant.

7.09.2   The Provost may require further investigation. If a supplementary report is submitted, a copy will be sent to the respondent, the complainant and the Association. The procedures pursuant to Articles 7.08.1, 7.08.2 and 7.09.1 (responses, rebuttals and meetings) shall apply.

Extension of deadlines

7.10   Subject to the approval of the Association, which shall not be unreasonably withheld, the Provost may extend any deadline under this Article 7, and advise the parties, complainant, and respondent in writing.

Decision of the Provost

7.11.1   **Within 20 days following the last meeting with either the respondent or complainant in accordance with Article 7.09.1 or 7.09.2, the** ~~The~~ Provost shall, in writing:

   a)   dismiss the complaint; or
   b)   discipline the respondent in accordance with Article 7.11.2 stating the effective date in which the discipline will be imposed. Such decision shall be binding subject to ~~grievance~~ **Arbitration** pursuant to Article ~~7.15.2~~ **7.15.1**; or
   c)   issue such other decision as may be agreed between the parties.

7.11.2   The discipline, subject to Article ~~7.15.2~~ **7.15.1**, may include one or more of the following:

   a)   a suspension with pay;
   b)   a suspension without pay; or
   c)   dismissal.

   7.11.2.1   Where discipline is warranted but not at the level of suspension or dismissal, a lesser form of discipline may be implemented, which shall be either a letter of reprimand that will be expunged from the member's file after 6 months or shall be an alternative form of discipline in accordance with 7.11.1(c).

7.11.3   The discipline issued in accordance with Articles 7.11.2(a) and 7.11.2(b) shall be expunged from all of the respondent's personnel files 24 months following its effective date, provided there are no further incidents of similar misconduct within that period.

7.11.4   The Provost shall advise the complainant, respondent and the Association of the decision, in writing.

Effect of Procedures in Alternative Forums

7.12   The Provost may suspend or terminate an investigation when the alleged misconduct in the written complaint becomes the subject of an investigation beyond the authority of the Board and shall provide written reasons for this action to the respondent, the complainant and the Association.

Mediation

7.13.1   Should the Provost decide that the written complaint shows a breakdown in interpersonal relations, the Provost may recommend that the individuals concerned participate in mediation.

7.13.2   Should mediation be successful, the complainant shall notify the Provost, in writing, and no further action on the complaint shall be taken. If such a procedure is not successful, the Provost shall be so advised by the mediator. In such a case, the complaint shall revert to Article 7.06.1.

7.13.3   Proceedings under the mediation process are confidential and without prejudice and cannot, subject to Article 7.17, be used in any other proceedings.

Communications to the Respondent

7.14   All communications under this Article 7 to the respondent shall be marked as confidential and sent to the respondent's University of Alberta email address.

Association's Options

7.15.1   Within ~~30 days~~ **three (3) months** of receipt of the Provost's decision under **Articles 7.04.5 and ~~Article~~** 7.11.4, ~~the respondent may request the Association to refer the matter to *Step 3 of the grievance process, and*~~ the Association may:

a)   take no action ~~on the request~~; or
b)   **by notice in writing to the Provost,** refer ~~to the grievance process,~~ the decision or discipline, or both, **to Arbitration***.*

7.15.2   ~~Within 30 days of receiving a request by the respondent to do so, the Association shall inform the Provost in writing whether or not it wishes to refer the decision or discipline or both to the grievance process.~~

7.15.3   ~~The Article 14 (Grievance) process applies to the decision or discipline referred to grievance under this Article 7.~~

7.15.4   It is understood that Article 7.15.1 does not preclude the parties from engaging in settlement discussions.

Effective date of discipline

7.16.1   **Subject to Article 7.16.2,** the effective date of the discipline shall be determined by the Provost ~~unless the Association has decided to submit the matter to the grievance process~~ **except as may be amended by an Arbitrator.**

7.16.2 **If the Association does not file for Arbitration with respect to a suspension, the suspension shall be effective no earlier than the first day following the applicable timeline for doing so under Article 14.** Should the Association decide to ~~submit~~ **refer a suspension** ~~the matter~~ to ~~grievance~~ **Arbitration**, the effective date **of the suspension shall be deferred pending, and subject to, the decision of the Arbitrator.** ~~shall be determined pursuant to the findings of the grievance process or the decision of the arbitrator as the case may be. The Provost may impose an earlier date, which the Provost is empowered to do:~~

~~a) in cases involving suspension or dismissal, where health, safety or welfare of the University campus community is involved or the actions under review involve an immediate threat to the functioning of the University or;~~
~~b) in cases involving abandonment of employment.~~

~~Publicity resulting from discipline case~~ Confidentiality

7.17 **Notwithstanding Articles 7.16.2, 14, and 15, the Provost shall, in writing, advise all persons who are involved in proceedings** ~~Proceedings~~ under this Article 7 **of the requirement to maintain confidentiality.** ~~shall be restricted and private to persons involved.~~ When discipline is imposed, **details of such** ~~publicity~~ shall be restricted to those persons who have a need to know about the case, including, where applicable, **the Supervisor or** the Department Chair and the Dean **or Vice-President)**~~,~~. When discipline is not imposed **and it becomes,** ~~publicity shall be restricted to that which is~~ necessary to correct information which may have become known*,* **upon request by the respondent and subsequent consultation with.** ~~When a resolution is reached in accordance with the procedures of this Article 7, both parties must agree before any publicity that refers to information provided in the process can be authorized. Prior to releasing any information beyond administrative officers of the University, the Provost shall consult with~~ the Executive Director of the Association*,* **the Provost shall issue a correction notice in writing.** ~~In the cases where discipline is not imposed, the Provost shall also consult with the respondent.~~

Non-disciplinary suspension

7.18 The Employer may impose on a Staff Member a non-disciplinary suspension in accordance with the Memorandum of Understanding re Non-Disciplinary Suspensions.

Article 19: Severance

19.02 The calculation for severance payments shall be based on complete years of service, prorated for partial years of service based on completed months; **and for probationary periods, shall be an all-in maximum of 12 months' salary**.

> **Commented [MS2]:** Related to dismissal process for unsuccessful probation.

Elimination of Promotion Transition Zones in the Academic Faculty and FSO Salary Scales

Eliminate the *Promotion Transition Zones* in the FSO 2, 3, and 4, and Associate Professor and Professor salary scales that was created in the so-called "transitional" MoA entitled "Transitional and Consequent Matters Arising from the May 26, 2008 MoA on Compensation" as follows:

- **Effective July 1, 2022 the Promotion Transition Zone in the Associate Professor salary scale will be eliminated.**

- **The four one-half-steps in the Promotion Transition Zone in the Professor salary scale will be eliminated over a two-year period as follows:**
  - **On July 1, 2022, the existing lowest two one-half-steps in the Promotion Transition Zone in the Professor salary scale will be eliminated.**
  - **On July 1, 2023 the remaining two one-half-steps in the Promotion Transition Zone in the Professor salary scale will be eliminated.**
  - **Thus, effective July 1, 2023, there will no longer be any Promotion Transition Zone in the Professor salary scale.**

- **The four one-half-steps in the Promotion Transition Zones in the FSO 2, 3 and 4 salary scales will be eliminated over a two-year period as follows:**
  - **On July 1, 2022, the existing lowest two one-half-steps in the Promotion Transition Zones in the FSO 2, 3 and 4 salary scales will be eliminated.**
  - **On July 1, 2023 the remaining two lowest one-half-steps in the Promotion Transition Zones in the FSO 2, 3 and 4 salary scales will be eliminated.**
  - **Thus, effective July 1, 2023, there will no longer be any Promotion Transition Zones in the FSO 2, 3 and 4 salary scales, respectively.**

- **Effective July 1, 2022 and continuing thereafter, faculty that are Associate Professor or Professor whose *base* salary (salary not including any sort of supplement) is less than Step 1.0 in the Associate Professor or Professor salary scale, respectively, will have their base salary raised to Step 1.0 in the Associate Professor or Professor salary scale, respectively.**

- **Effective July 1, 2022 and continuing thereafter, FSO that are FSO 2, 3 or 4 whose *base* salary (salary not including any sort of supplement) is less than Step 1.0 in the FSO 2, 3 or 4 salary scales, respectively, will have their base salary raised to Step 1.0 in the FSO 2, 3 or 4 salary scale, respectively.**

> **Commented [MS3]:** Elimination of the promotion transition zone affects eligibility to apply for promotion of Academic Faculty and FSOs.

SCHEDULE A - ACADEMIC FACULTY

Article A5: Probation and Tenure

Decision at the end of the first probationary period

A5.03.4 FEC shall consider a recommendation under Articles A5.03.2 (b) – (d) and A5.03.3 and shall make one of the following decisions:

a)   that a second probationary period be offered to the Academic Faculty member;
b)   that an appointment with tenure be offered to the Academic Faculty member; or
c)   that no further appointment be offered to the Academic Faculty member.

Decisions at the end of the second probationary period

A5.04.1 In the last year of an Academic Faculty member's second probationary period, the Department Chair shall recommend to FEC in writing, with a copy to Academic Faculty member, that one of the following decisions be made:

   a) that an appointment with tenure be offered to the Academic Faculty member;
   b) that no further appointment be offered to the Academic Faculty member; or
   c) that the second probationary period be extended by one year (but only if such an extension had not been approved for an earlier year by FEC or GAC).

A5.04.2 After considering the Department Chair's recommendations, FEC shall make one of the following decisions:

   a) that an appointment with tenure be offered to the Academic Faculty member;
   b) that no further appointment be offered to the Academic Faculty member; or
   c) that the second probationary period be extended by one year (but only if such an extension had not been approved for an earlier year by FEC or GAC).

Special recommendations for tenure

A5.05.1 In extraordinary cases, in years other than the last year of a probationary period, a Department Chair may recommend to FEC in writing, with a copy to the Academic Faculty member, that an Academic Faculty member be offered an appointment with tenure. In such a case, FEC shall make one of the following decisions:

   a) that the present probationary period continue; or
   b) that the Academic Faculty member be offered an appointment with tenure; and, in either case, the decision shall be final and binding.

Severance

A5.06 An Academic Faculty member whose appointment is terminated under Articles A5.03.4(c) or A5.04.1 (b) shall be entitled to **receive** a severance ~~salary~~ **payment** equal to one month's salary for each year of service as **a Staff Member** ~~an Academic Faculty member,~~ **to an all-in maximum of 12 months' salary.**

> **Commented [MS4]:** Clarifies severance payable when appointment is terminated due to unsuccessful probation.

Article A6: Faculty Evaluation

A6.03.3 Faculty members shall be evaluated annually against the following standards of performance.

   a) The evaluation of performance shall ensure that, except where an Academic Faculty member has a reduced teaching assignment, performance as a teacher shall be of a major importance in the review;
   b) Performance expectations shall increase as an Academic Faculty member moves through the ranks;
   c) For the award of tenure, the Academic Faculty member must demonstrate a strong record of achievement in teaching and research, and must demonstrate on the basis of performance while on probation that ~~he/she is~~ **they are** capable of contributing effectively as an Academic Faculty member in all areas of responsibility; and

d) For promotion to the rank of Professor, the Academic Faculty member must demonstrate a strong record of achievement in teaching, research, and service, including excellence in teaching and/or research, and/or~~, in rare circumstances, a record of~~ exceptional service.

Commented [MS5]: Relates to promotion criteria.

A6.03.4 **Evaluation of teaching shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation.** The standards for evaluation of teaching performance shall be broadly based, including course content, course design and performance in the classroom. Such evaluation may take into account information such as ~~statistical summaries of responses to student questionnaires, comprehensive reviews of student commentary; reviews by peers, reviews by administrative officials and~~ reviews of teaching dossiers and other materials provided by the Academic Faculty member; **reviews by peers and administrative officials; comprehensive reviews of student commentary; and the frequency distribution of responses to student questionnaires.**

A6.03.4.1 **The frequency distribution of student responses will be reported only in relation to the non-numerical responses selected on questionnaires (e.g. Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) and the frequency distribution of responses will not be restricted to any single item; rather, all questions specific to the instructor will be reported.**

A6.03.4.2 **In evaluating the teaching performance of Academic Faculty members, Department Chairs and FEC shall consider that:**

i. **Students' questionnaire ratings of instruction are influenced by numerous factors, including race, gender, accent, age, physical attractiveness, and course characteristics; and**
ii. **Since there is no requirement for students to complete online questionnaires, the responses may not validly reflect the opinion(s) of an entire class, but only the opinion(s) of those motivated to respond;**

and therefore,

iii. **student questionnaires are insufficient in measuring teaching performance, necessitating a multi-faceted approach to evaluation.**

Commented [MS6]: Provisions related to evaluation that could impact promotion or ultimately lead to dismissal for unsatisfactory performance.

Promotion and awarding tenure

A6.12.1 The promotion of an Academic Faculty member and the award of tenure shall be decided by FEC following review of the Academic Faculty member's performance over the complete career.

A6.12.2 A recommendation for tenure, received by FEC in accordance with the procedures of Article A5, shall automatically include recommendation for designation as Associate Professor for those appointed as Assistant Professor.

A6.12.3 Eligibility to apply for promotion or the award of tenure is determined as follows:

a) An Academic Faculty member appointed as an Associate Professor on probation leading to consideration for tenure as described in Article A5.01.1 and whose current salary is within one Increment of, or is higher than, the salary minimum of Professor is eligible to make a joint application for tenure and promotion to

Professor. In that event, FEC may decide not to consider an application for promotion, as the FEC deems appropriate. In that case, the FEC decision not to consider a promotion application is final and not appealable under Article A8. All other provisions of this Agreement shall continue to apply.

b)   A tenured Academic Faculty member shall be eligible to apply for promotion to the rank of Professor when their current salary is within one Increment of, or is higher than, the salary minimum of Professor.

A6.12.3.1 Prior to submitting an application for promotion or the award of tenure, the Academic Faculty member is encouraged to consult with their Department Chair on the merits of their application.

A6.12.4 An Associate Professor with tenure may apply to FEC to be considered for promotion to the rank of Professor. Such application shall be sent to the FEC Chair with a copy to the Department Chair prior to the specified date for submission of materials to FEC. (See Article A6.12.6).

A6.12.5 Notwithstanding Article A6.12.3, an Academic Faculty member who is otherwise ineligible may apply for promotion if the Department Chair informs the Academic Faculty member of intention to recommend a multiple Increment or a special Increment sufficient to bring the salary of the Academic Faculty member to the salary minimum of Professor or higher and that the Department Chair will support promotion; consideration of such application by FEC shall be conditional on the award of the multiple Increment or the special Increment.

A6.12.6 FEC shall determine procedures governing applications for promotion and for the award of tenure. Such procedures shall provide for the following:

a)   the documentation required to support the application;
b)   the requirements for references to support the application;
c)   the role of the Department Chair, the Academic Faculty member and the FEC Chair in obtaining the letters from referees and in obtaining any other independent documentation;
d)   the deadlines and timing for the submission of materials and for notification of decisions;
e)   the process by which materials submitted to FEC by the Academic Faculty member are provided to the Department Chair and vice versa;
f)   the process by which confidential materials are to be considered and the preparation of summaries thereof for the applicant;
g)   the provision of information about procedures to potential applicants and the responsibilities of the Department Chair or Dean;
h)   any other procedures FEC considers necessary.

A6.12.7 Upon receipt of the application for promotion and documentation under Article A6.12.4, the Department Chair shall decide either to support the application for promotion **and to recommend merit Incrementation consistent with A6.12.8** or to oppose the application for promotion at the FEC **meeting** ~~hearing~~ and shall so advise the Academic Faculty member through the Department Chair's submission to FEC under Article A6.14.1.

Incrementation for Promotion

A6.12.8 ~~The salary of an~~ An Academic Faculty member who is promoted shall be ~~awarded not less than a single Increment in conjunction with such promotion~~ increased by the greater of:

    i.)   Incrementation concurrently awarded to the Member, which shall not be less than an Increment; or

    ii.)   the amount necessary, which is greater than 3.0, to increase the salary to at least the salary minimum of the applicable rank.

A6.12.9 ~~An Assistant Professor who is awarded tenure and who is promoted to the rank of Associate Professor shall be placed on the salary schedule at the salary minimum of Associate Professor unless the salary plus the Increment awarded in conjunction with the award already exceeds that amount.~~

A6.12.10 ~~An Associate Professor who is promoted to the rank of Professor shall be placed on the salary scale at the salary minimum of Professor unless the salary plus the Increment awarded in conjunction with the award already exceeds that amount.~~

Commented [MS8]: Relates to promotion procedures

Recommendation of the Department Chair

A6.14.1 Upon completion of the review under Article A6.13, and at least 15 days prior to the meetings of FEC, the Department Chair shall make a written submission **with sufficient rationale that allows the Academic Faculty member to understand the basis for the recommendation** to FEC with a copy to the Academic Faculty member concerning one of the following, depending on the case:

    a)   a recommendation for ~~merit~~ Incrementation under Article A6.09;

    b)   a statement as to whether or not the Department Chair supports an application for promotion to the rank of Professor;

    c)   a recommendation under Articles A5.03.1, A5.03.2, A5.04.1 or A5.05.1

At the same time, the Department Chair shall advise the Academic Faculty member of the date of the FEC **meeting** ~~hearing~~.

Commented [MS9]: Relates to promotion procedures

<div align="center">

Article A8: Appeals

</div>

Hearing procedures

A8.05.10 **Subject to Article A8.05.10.1,** the order of presentation at the hearing shall be as follows:

    a)   the Respondent~~'s case~~ **presents their case, followed by any questions from the GAC and Appellant, in that order;**

    b)   ~~the Appellant's case;~~ **if applicable, the Respondent's witness(es) present their statement, followed by any questions from the GAC and Appellant, in that order;**

    c)   ~~rebuttal by the Respondent;~~ **the Appellant presents their case, followed by any questions from the GAC and Respondent, in that order;**

    d)   ~~material and/or witnesses of GAC under Article A8.05.7, if any;~~ **if applicable, the Appellant's witness(es) makes their statement, followed by any questions from the GAC and Respondent, in that order;**

e) ~~closing argument by the Respondent;~~ rebuttal by the Respondent;
f) ~~closing argument by the Appellant.~~ rebuttal by the Appellant;
g) closing argument by the Respondent; and
h) closing argument by the Appellant.

A8.05.10.1 With the consent of the Appellant, the Respondent and the Chair, the GAC may modify the order of presentation as may be necessary to ensure a fair and/or efficient hearing.

Jurisdiction of GAC

A8.07.1 GAC shall:

a) allow the appeal if it finds the decision to have been inappropriate based on the evidence before it; or
b) dismiss the appeal.

A8.07.2   If GAC finds that there has been non-compliance with the procedures of this Agreement in the proceedings before FEC or in proceedings before GAC, it may, nevertheless, dismiss the appeal if it finds the decision of FEC to be appropriate.

A8.07.3 Where GAC allows the appeal, it has the power:

a) in the case of an appeal of a decision by FEC not to offer a second probationary appointment, to award such an appointment;
b) in the case of an appeal of a decision by FEC not to offer: an appointment with tenure upon the termination of a second probationary period; to award such an appointment or to extend the probationary period by one year (but only if such an extension has not been approved for an earlier year by FEC or GAC);
c) in the case of an appeal of a decision by FEC to award less than ~~a single~~ an Increment ~~or no Increment~~, to replace FEC's decision with one which is more favourable to the Staff Member but such decision shall be restricted to: ~~a single~~ an Increment; a half Increment; **a three quarter Increment;** a partial Increment; or an alternative citation of ~~no~~ **Zero** Increment**,** (under Article A6.10);
d) in the case of an appeal of a decision by FEC to award ~~no~~ **Zero** Increment, to uphold the decision to award ~~no~~ **Zero** Increment but GAC may change any identification as to meaning in the decision made under Article A6.10 to any other identification more favorable to the Appellant; and
e) in the case of an appeal of a decision by FEC not to promote, to promote. ~~If FEC had awarded the Appellant less than a single Increment at the same time, the decision of GAC shall include the award of a single Increment.~~ **In conjunction with promotion, the Academic Faculty member's salary shall be increased in accordance with Article A6.12.8.**

Notice and Severance

A10.34 The period of notice to individual Academic Faculty members may vary depending on the need to complete teaching commitments in the Program.

a) Notice of layoff shall be not less than 9 months **from the date on which the Academic Faculty member is advised, in writing, of the decision to lay-off the Academic Faculty member.**
b) An Academic Faculty member who resigns before the end of a notice period shall receive not less than 9 months' salary.

c) An Academic Faculty member who is given notice shall normally continue to perform regular responsibilities during that period. By mutual agreement, salary may be paid in lieu of notice.

d) The salary paid during a period of notice plus the severance shall not exceed the regular salary payable between the date of notice and normal retirement.

A10.35 An Academic Faculty member who is laid off shall receive a severance payment (in months of salary) of 18.67 - N, where N is the number of months of notice as follows:

a) **the** minimum severance payment shall be 9 months' salary

b) The maximum severance payment shall be 15 months' salary.

SCHEDULE B - FACULTY SERVICE OFFICERS

Article B5: Probation and Continuing Appointment

Severance

B5.04   If an FSO Member is not offered a Continuing Appointment (after appeal procedures, if any) the FSO Member shall receive a severance payment equal to one month's salary for each year of service as **a Staff Member** ~~an FSO member,~~ **to an all-in maximum of 12 months' salary.**

Article B6: Evaluation

Promotion and awarding Continuing Appointment

B6.12.1.1   Prior to submitting an application for promotion, the FSO Member is encouraged to consult with their Department Chair on the merits of their application.

Recommendation of the Department Chair

B6.14.1 Upon completion of the review under Article B6.13, and at least 15 days prior to the meetings of FEC, the Department Chair shall make a written submission **with sufficient rationale that allows the FSO Member to understand the basis for the recommendation** to FEC with a copy to the FSO Member concerning one of the following, depending on the case:

a) a recommendation for ~~merit incrementation~~ **Incrementation** under Article B6.09.1; or

b) a statement as to whether or not the Department Chair supports an application for promotion;

At the same time, the Department Chair shall advise the FSO of the date of the FEC **meeting** ~~hearing~~.

Article B8: Appeals

GAC membership

B8.02.1   Appeals under this Article B8 shall be heard by a committee to be known as GAC, the membership of which shall be:

   a)   the Provost, or designate as Chair;
   b)   three ~~tenured Academic Faculty~~ **Continuing Appointment FSO Members** selected by the Provost from the list established in accordance with Article B8.02.2, none of whom shall be from the same Faculty as the Appellant; and
   c)   subject to Article B8.02.3, two FSO **M**embers selected jointly by the President and the President of the Association, for the particular case at hand and who shall be from the same Faculty as the Appellant, **if possible (and if not possible, from a different Faculty).**

B8.02.2   The list referenced in Article B8.02.1 (b), shall consist of at least 12 ~~tenured Academic Faculty members~~ **Continuing Appointment FSO Members** who shall be appointed jointly by the President and the President of the Association. Membership on the list shall be for a term of 3 years, staggered, and a member may be reappointed. Selection of the 3 ~~Academic Faculty members~~ **Continuing Appointment FSO Members** to serve on a GAC shall be on a rotation basis, provided that if a Staff Member selected by rotation is unable to serve, the Provost shall select the next person in the rotation.

> **Commented [MS16]:** Appeals to GAC could be in relation to denials of promotion and cases where dismissal could ultimately ensue for unsatisfactory performance

Hearing procedures

B8.05.10   **Subject to Article A8.05.10.1,** the order of presentation at the hearing shall be as follows**:**

   a)   the Respondent~~'s~~ ~~case~~ **presents their case, followed by any questions from the GAC and Appellant, in that order;**
   b)   ~~the Appellant's case;~~ **if applicable, the Respondent's witness(es) present their statement, followed by any questions from the GAC and Appellant, in that order;**
   c)   ~~rebuttal by the Respondent;~~ **the Appellant presents their case, followed by any questions from the GAC and Respondent, in that order;**
   d)   ~~material and/or witnesses of GAC under Article A8.05.7, if any;~~ **if applicable, the Appellant's witness(es) makes their statement, followed by any questions from the GAC and Respondent, in that order;**
   e)   ~~closing argument by the Respondent;~~ **rebuttal by the Respondent;**
   f)   ~~closing argument by the Appellant.~~ **rebuttal by the Appellant;**
   g)   **closing argument by the Respondent; and**
   h)   **closing argument by the Appellant.**

B8.05.10.1 With the consent of the Appellant, the Respondent and the Chair, the GAC may modify the order of presentation as may be necessary to ensure a fair and/or efficient hearing.

> **Commented [MS17]:** Appeals to GAC could be in relation to denials of promotion and cases where dismissal could ultimately ensue for unsatisfactory performance.

Article B10: Academic Reorganization

Notice and Severance

B10.34   The period of notice to individual FSO Members may vary depending on the need to complete teaching commitments in the Program.

a) Notice of layoff shall be not less than 9 months **from the date on which the FSO Member is advised, in writing, of the decision to lay-off the FSO Member.**
b) An FSO Member who resigns before the end of a notice period shall receive not less than 9 months' salary.
c) An FSO Member who is given notice shall normally continue to perform regular responsibilities during that period. By mutual agreement, salary may be paid in lieu of notice.
d) ~~The salary paid during a period of notice plus the severance shall not exceed the regular salary payable between the date of notice and normal retirement.~~

> **Commented [MS18]:** Related to process of layoff resulting from academic reorganization.

SCHEDULE C - LIBRARIANS

Article C5: Probation and Tenure

C5.04.2 After considering the Supervisor's recommendations, the LEC shall make one of the following decisions:

a) that an appointment with tenure be offered to the Librarian; or
b) that the probationary period be extended by a period not exceeding one year, but only if such a decision has not been made before; or
c) that no further appointment be offered to the Librarian.

C5.04.3 LEC decisions shall be made in accordance with the procedures of Article C6.

Termination during probation

C5.05.1 A Supervisor may recommend to the Chief Librarian, and the Chief Librarian may recommend to the Provost that the probationary appointment of a Librarian be terminated by giving one month's notice of such termination. The Provost shall provide the Librarian an opportunity to respond to the recommendation. The effective date of the termination shall be one month from the date of notice, but the assignment of responsibilities may cease as of the date of notice.

C5.05.2 A Librarian whose appointment is terminated under Articles C5.04.2 or C5.05.1 shall be entitled to **receive** a severance payment equal to one month's salary for each year of service as a ~~Librarian~~ **Staff Member, to an all-in maximum of 12 months' salary**.

> **Commented [MS19]:** Clarifies severance payable when appointment is terminated due to unsuccessful probation.

Article C8: Appeals

GAC membership

C8.02.1 Appeals under this Article C8 shall be heard by a committee to be known as GAC, the membership of which shall be:
a) the Provost, or designate as Chair;
b) ~~two tenured Academic Faculty members selected by the Provost from the list established in accordance with Article C8.02.2; and~~
c) ~~subject to Article C8.02.3, 3~~ **five** tenured Librarians selected jointly by the President and the President of the Association, for the particular case at hand.

~~C8.02.2 The list referenced in Article C8.02.1(b), shall consist of at least 12 tenured Academic Faculty members who shall be appointed jointly by the President and the President of the Association. Membership on the list shall be for a term of 3 years, staggered, and a member may be reappointed. Selection of the two Academic Faculty members from the list to serve on a GAC shall be on a rotation basis, provided that if an Academic Faculty member selected by rotation is unable to serve, the Provost shall select the next person in the rotation.~~

Hearing procedures

C8.05.10 **Subject to Article C8.05.10.1,** the order of presentation at the hearing shall be as follows*:*

a) the Respondent~~'s case~~ **presents their case, followed by any questions from the GAC and Appellant, in that order;**

b) ~~the Appellant's case;~~ **if applicable, the Respondent's witness(es) present their statement, followed by any questions from the GAC and Appellant, in that order;**

c) ~~rebuttal by the Respondent;~~ **the Appellant presents their case, followed by any questions from the GAC and Respondent, in that order;**

d) ~~material and/or witnesses of GAC under Article C8.05.7, if any;~~ **if applicable, the Appellant's witness(es) makes their statement, followed by any questions from the GAC and Respondent, in that order;**

e) ~~closing argument by the Respondent;~~ **rebuttal by the Respondent;**

f) ~~closing argument by the Appellant.~~ **rebuttal by the Appellant;**

g) **closing argument by the Respondent; and**

h) **closing argument by the Appellant.**

C8.05.10.1 With the consent of the Appellant, the Respondent and the Chair, the GAC may modify the order of presentation as may be necessary to ensure a fair and/or efficient hearing.

Article C11: Financial Emergency

C11.33.3 If the Librarians opt under Articles C11.33.1.(b) or C11.33.1.(c) (with layoffs) in the vote under Article C11.34, the Provost shall determine the specific Librarians to be laid-off.

C11.33.4 The Provost shall advise the Librarians affected, in writing, with a copy to the Association.

C11.33.5 Severance and notice for Librarians who are laid-off under Articles C11.33.3 and C11.33.4 shall be 3 months' notice and one month salary for each year of service with a minimum of 3 months and a maximum of 12 months. The termination date ~~shall not be earlier than 3 months after the deadline for application under Article C11.17 (which shall be the equivalent of the notice period) but the specific date shall be determined by the Provost~~ **shall not be less than 3 months from the date on which the Librarian is advised, in writing, of the decision to lay-off the Librarian.**

SCHEDULE D - ACADEMIC TEACHING STAFF

Article D1: Appointments

Conversion of Contract Status

D1.07.3 Subject to Article D1.07.4, an ATS Member who has been appointed to a minimum of two consecutive appointments at the contract status of T12 will have the contract status of a third appointment to T12 converted to a Career Status appointment, provided:

    a)   the two original appointments cover a continuous appointment period of at least 9 years in the aggregate; and

    b)   all 3 appointments are/were functionally of the same profile and made within the same Department; and

    c)   upon acceptance of the third appointment, the ATS Member **shall have this appointment converted** ~~makes a request for the conversion in writing to the Department Chair, accompanied~~ by **providing the Department Chair appropriate** supporting material evidencing eligibility as defined by Articles D1.07.3(a) and (b).

> **Commented [MS23]:** Clarification of effective date of termination resulting from a financial emergency.

Article D7: Unsatisfactory and Unacceptable Performance

Unsatisfactory Performance ~~for Fixed-Term Status~~

~~D7.02.1 The appointment contract of an ATS Member with Fixed-Term Status who has received a designation of unsatisfactory performance may be terminated.~~

D7.02.2 An ATS Member with Fixed-Term Status with unsatisfactory performance shall have recourse as follows:

    a)   where evaluated by the Department Chair; to the Dean, whose decision shall be final and binding; or

    b)   where evaluated by ATSEC; to the Provost, whose decision shall be final and binding.

Termination of Fixed-Term Status Appointments for Unsatisfactory Performance

D7.02.2.1 The appointment contract of an ATS Member with Fixed-Term Status who has received a designation of unsatisfactory performance may be terminated.

D7.02.3 In the case of unsatisfactory performance for an ATS Member **with Fixed-Term Status,** where the decision is termination, the appointment contract shall terminate on the:

    a)   date stipulated in the Letter of Appointment for Term status;

    b)   full-time workload end-date for TR status (e.g. appointment period of July 1 to June 30 and full-time workload occurs September 1 to April 30, the contract shall terminate on April 30); or

    c)   next end-date within the annual appointment period for T12 status (e.g., appointment period of July 1 to June 30, the contract shall terminate on June 30).

D7.02.4 Before making the determination under Article D7.02.3 to terminate the appointment of an ATS Member with unsatisfactory performance, the Department Chair or the ATSEC

Chair shall consult with an Administration Advisor. The Administration Advisor shall advise the Association of the decision to terminate the appointment.

D7.02.5 **In the event of a termination in accordance with Article D7.02.3(b),** the ATS Member shall be provided with written notice from the Department Chair or the ATSEC Chair to terminate the appointment. The Association shall be present when the ATS Member receives the written notice.

Commented [MS24]: Deals with termination for unsatisfactory performance.

SCHEDULE E - TRUST RESEARCH ACADEMIC STAFF (TRAS)

Article E5: Probation

E5.01.1 Initial appointments of more than one year shall include a probationary period of 6 to 12 months. The length of the probationary term will be clearly stated in the Letter of Appointment.

E5.01.2 The inclusion of a probationary period in the Letter of Appointment indicates an obligation on the part of the Trustholder to properly manage the TRAS Member's progress during a probationary period. In this regard, the Trustholder and the TRAS Member shall ensure they each have a clear understanding of the position expectations and standards of performance, in accordance with the Position Description. **The Position Description shall not be changed during the probationary period.**

E5.01.3 During the probationary period the Trustholder will provide the TRAS Member with periodic assessments of the TRAS Member's performance, **normally occurring at 3-month intervals.** If termination during the probationary period is contemplated, the Trustholder will provide written documentation regarding the assessment provided.

Commented [MS25]: Deals with possible termination resulting from unsuccessful probation period.

Article E10: Lay-Off

Notice and Pay-in-lieu of Notice

E10.03.1 A ~~full-time~~ TRAS Member with a Fixed-Term Appointment laid-off during the term of their Appointment (i.e.: not at the normal end date) will receive at least one month's formal notice of layoff and will be entitled to pay-in-lieu of notice in the amount of two months' salary.

E10.03.2 A ~~full-time~~ TRAS Member with a Renewable Term Appointment who will be laid-off will receive 3 months' notice of layoff and will receive an additional one month's pay-in-lieu of notice for each year of ~~employment~~ service at the University of Alberta, to a maximum payment of 9 months' salary. **Pay-in-lieu of notice shall be pro-rated for partial years of service based on completed months.**

E10.03.3 A ~~full-time~~ TRAS Member with multiple Fixed-Term Appointments which cumulatively exceed 6 continuous years with no breaks in service and who will be laid-off during the term of their Appointment (i.e. not at the normal end date) will receive 3 months' notice of layoff and will receive an additional one month's pay-in-lieu of notice for each year of ~~employment~~ service at the University of Alberta, to a maximum payment of 9 months' salary. **Pay-in-lieu of notice shall be pro-rated for partial years of service based on completed months.**

E10.03.4 A TRAS Member with a Career Appointment is subject to termination, with one year's notice. If the funding source allows it, instead of the one year's notice, the TRAS Member and the Trustholder may mutually agree that the TRAS Member who will be laid off will receive 3 months' notice of layoff and will receive an additional one month's pay-in-lieu of notice for each year of ~~employment~~ **service** at the University of Alberta, to a maximum payment of 9 months' salary. **Pay-in-lieu of notice shall be pro-rated for partial years of service based on completed months.**

E10.03.5 ~~Part-time TRAS Members who are laid-off will be dealt with fairly on a case by case basis.~~

<comment>Commented [MS26]: Changes related to layoff process.</comment>

SCHEDULE F - ADMINISTRATIVE AND PROFESSIONAL OFFICER (APO)

Article F5: Probation and Continuing Appointment

F5.01.1 In exercising the responsibility under Article F1.01.2, the Vice-President shall make appointments in accordance with this Article F5.

F5.01.2 An APO Member shall be appointed to a probationary appointment unless the Vice-President approves a Continuing Appointment.

F5.01.3 The inclusion of a probationary period in the Letter of Appointment indicates an obligation on the part of the Supervisor to properly manage the APO Member's progress during a probationary period. In this regard, the Supervisor and the APO Member shall ensure they each have a clear understanding of the position expectations in accordance with the job description.

F5.01.4 The probationary appointment for an APO Member who is appointed for the first time under this ~~Agreement~~ **Schedule F** shall normally be for a period of ~~two years~~ **up to one year. For any subsequent appointment under this Schedule F, an APO Member who has either successfully completed a probationary period or who was not required to serve a probationary period shall not serve another probationary period.** ~~An APO Member shall be appointed to a two-year probationary period only once during their continuous employment under this Agreement.~~

F5.01.5 ~~An APO Member with a Continuing Appointment who is appointed to another position under this Agreement shall serve a reduced probationary period, as follows:~~
~~a) Up to and including 7 years of service under this Agreement, a probationary period of up to 12 continuous months;~~
~~b) Longer than 7 years of service under this Agreement, a probationary period of up to 6 continuous months.~~

<comment>Commented [MS27]: Modifies probation period upon initial appointment and subsequent appointments.

Article F10: Reorganization

Notice and Severance

F10.04.1 The effective date of the lay-off shall not be less than 3 months from the date on which the APO Member is advised, in writing, of the decision to lay-off the APO Member.

F10.04.2 The APO Member shall receive a severance payment of one month's salary for each year of ~~employment~~ **service** ~~at the University~~, with a minimum payment of 3 months'

salary and a maximum payment of 12 months' salary. The effective date of the lay-off and the date for determining length of service and rate of salary shall be the last day of the notice period under Article F10.04.1.

Appendix F.6: ~~Interpretation of~~ Guideline for Article ~~10~~ F:10 Reorganization

The following is a ~~formal interpretation of~~ guideline for Article F10*: Reorganization* with respect to its application where two or more Departments merge, where there are APOs in the Departments being merged and where it is intended to create at least one APO position in the new merged Department. ~~This interpretation has been approved under the provisions of Article 28 of the 1995 APO Agreement.~~

~~Interpretation~~

1. Each APO position in the Departments merged shall be eliminated under Article F10.01(a) ("that the position is no longer required").

2. The procedures of Article*s* ~~*F10.02*~~ *F10.02.1 - F10.02.5* shall apply **and all laid off APO members shall be entitled to notice and severance pay and any other entitlements in F10.04.1 – F10.05.**

3. If a new APO position is to be established in the newly merged Department, the incumbent APO Members in the Departments merged shall ~~automatically~~ **be invited to apply as** candidates for appointment to the new position ~~and the appropriate Vice-President shall so advise them~~, in writing.

4. The competition for the new position will initially be restricted to APO Members from the Departments merged.

5. If there are no qualified candidates from the group under paragraph 4, above, the competition will be opened to other APO Members on campus and to outsiders.

6. Selection of the candidate will be in accordance with normal selection procedures.

7. **APO Members who decline the invitation to apply or who are** unsuccessful candidates who were from the Departments merged will be granted **notice and** severance pay and **other entitlements** under Article ~~F10.04~~ **F10.04.1 – F10.05.**

8. ~~Notwithstanding the foregoing, an APO from the Departments merged may not wish to be considered in the application of these procedures and, rather, be granted the severance associated with termination. In such an event, the APO may so apply to the appropriate Vice- President. The Vice-President shall consult with the Association and with appropriate administrative officers and may either~~

    a) ~~approve the request, thereby authorizing the payment of a severance allowance whether or not other APO Members are eligible for the competition (which will be the normal case) or~~

    b) ~~deny the request where the needs of the University can best be met, in the opinion of the Vice-President, by having the APO Member remain as a~~

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candidate.

SCHEDULE G - TEMPORARY LIBRARIAN, ADMINISTRATIVE AND PROFESSIONAL STAFF OFFICER (TLAPS) (TLAPO)

Conversion

G2.03.1 A ~~TLAPS~~ **TLAPO** Member who has served 6 continuous years of full-time employment whether in a rolling term or in successive term appointments **shall have their current appointment converted** ~~be considered by their Supervisor for conversion of their current appointment~~ to a (continuing) APO appointment, performing the same duties. ~~A decision of the Supervisor may be appealed to the appropriate Vice President whose decision shall be final and binding~~.

G2.03.2 The application of Article G2.03.1 shall not require the ~~TLAPS~~ **TLAPO** Member to serve any probationary period ~~if~~ **when** their ~~TLAPS~~ **TLAPO** Member appointment is converted to a continuing APO appointment.

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
1.	March 13, 2020	President and Vice Chancellor	S. 62 - Post-Secondary Learning Act (PSLA)	• Yes • Executive Position Description (Approved by the Board)	• As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended. • 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	• 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	• Yes • 4.1 of Terms of Reference	• See Agenda Item 5 Motions		• Faculty • Students • Staff	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	• Yes • 4.1 of Terms of Reference	• See Agenda Item 3 Motions	March 20, 2020	• Faculty • Students • Staff	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide	April 6, 2020	• Faculty • Students • Employees	By Email - Discussed by email with Chair of BFPC and Board Chair on April 2 duo
5.	April 6, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	• Yes • 4.1 of Terms of Reference	• See Agenda Item 4 Motions	April 6, 2020	• 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	• No	• See Agenda Item 6 C **Motions from the Floor**	April 22, 2020	• GFC Members/ GFC Members' Assistants.	

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
7.	May 14, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Presidential Announcement on the Fall 2020 Term	May 14, 2020	• University Community through The Quad on the U of A's initial plans for welcoming incoming and current students to the new academic year in September.	Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the Covid-19 Fall 2020 Planning Website)].
8.	May 25, 2020	General Faculties Council	S. 26 - PSLA	• No	• See Agenda Item 11 C **Motions from the Floor**	May 26, 2020	• GFC Members/GFC Members' Assistants	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term.		• Faculty • Students • Employees	Consultations: • Joint University Student MNIF Oversight Committee • Representatives of Athletics and Recreation
10.	July 30, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Mandatory use of masks on University Campuses.	July 30 and 31, 2020	• 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	• Yes • Executive Position Description (Approved by the Board)	• The Winter 2021 semester will be a combination of in-person, remote and online instruction.	September 24, 2020	• University Community through The Quad. • Email FYI: Announcement on the Winter 2021 Semester	Subject to evolving public health guidelines
12.	November 19, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description	• The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA COVID-19 related policies, directives, orders and guidelines which are required to comply with the	December 7, 2020	• General Faculties Council, link to Tracker	Subject to evolving public health guidelines

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)	Government of Alberta Public Health Orders, Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders.		document on Agenda	
13.	November 26, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Delayed start of Winter 2021 term.	November 26 and 27, 2020	• University Community through The Quad • COVID-19 Information	
14.	November 26, 2020	Public Health Response Team	S. 62 - PSLA	• Yes • Delegated per I.D. 12	• Safety Measures General Directives Enforcement Procedure	November 27, 2020	• COVID-19 Information	
15.	January 22, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of Program Delivery Framework for the university's Spring/Summer 2021 terms.	January 28, 2021	• COVID-19 Information	Subject to evolving public health guidelines
16.	February 11, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of the Faculty of Extension's Fall 2021 communication of course delivery plans.	mid-February	• Extension's Continuing and Professional Education (CPE) learners	
17.	February 18, 2021	President and Vice-Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Fall Planning Update including delay of Fall 2021/Winter 2022 registration to mid-May.	February 23, 2021	• University Community through The Quad	
18.	March 11, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Approval of the recommendations of the COVID-19 Vaccination Working Group Report	March 15, 2021	• COVID-19 Information	Subject to evolving public health guidelines
19.	May 4, 2021	Public Health Response Team	S. 62 - PSLA	• Yes • Delegated per I.D. 12	• Most on-campus activities paused for 24 hrs, effective midnight, May 4	May 4, 2021	• COVID-19 Information	In response to Government of Alberta Public Health Orders, Directives or Guidelines
20.	August 25, 2021	Public Health Response Team	S. 62 - PSLA	• Yes • Delegated per I.D. 12	• Establishment of a vaccination self-declaration process and a rapid testing program to support safety across our campuses this fall	August 25, 2021	• COVID-19 Information	
21.	September 13, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description	• Changes to the University vaccination mandate, required vaccination proof, and changes to rapid testing programs. The below protocols will come into effect at the U of A on November 1.	September 13, 2021	• COVID-19 Information	In response to Government of Alberta Public Health Orders, Directives or Guidelines

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)				
22.	September 15, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Changes to the academic schedule to extend the add/drop deadline to September 20, 2021	September 15, 2021	COVID-19 Information	In response to Government of Alberta Public Health Orders, Directives or Guidelines
23.	September 16, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Changes to the academic schedule to reflect cancelled classes September 16, 2021 and changes to consolidated exams scheduled for December 9, 2021.	September 16, 2021	COVID-19 Information	In response to Government of Alberta Public Health Orders, Directives or Guidelines
24.	September 27, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• University Vaccination Directive	September 28, 2021	COVID-19 Information	
25.	October 21, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Winter 2022 Semester Planning Academic Programming Framework	November 4, 2021	• From the President's Desk - Quad	Subject to evolving public health guidelines
26.	December 22, 2021	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Winter 2022 will start online and with enhanced campus safety measures.	December 22, 2021	• Email from the Office of the President, and • From the President's Desk - Quad	Subject to evolving public health guidelines
27.	January 13, 2022	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Changes to the academic schedule to extend the add/drop deadline to January 21, 2022	January 14, 2022	COVID-19 Information From the President's Desk - Quad	
28.	January 21, 2022	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Changes to the University of Alberta University of Alberta COVID-19 Vaccination Directive	January 21, 2022	COVID-19 Information	January 21, 2022
29.	February 17, 2022	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description	• Suspending the University of Alberta University of Alberta COVID-19 Vaccination Directive	February 17, 2022	COVID-19 Information Email from the Office of the President	

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)			From the President's Desk - Quad	
30.	March 14, 2022	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Move to a Level 2 emergency (an emergency with effects on the operations of the university that requires coordination between university departments to be managed)	Effective March 16, 2022		