



Monday, November 21, 2016  
Council Chambers  
2:00 PM - 4:00 PM

**OPENING SESSION**

- |    |   |              |
|----|---|--------------|
| 1. | Approval of the Agenda                        | David Turpin |
| 2. | Approval of the Minutes of September 26, 2016 | David Turpin |
| 3. | Report from the President                     | David Turpin |

**ACTION ITEMS**

- |    |   |              |
|----|---|--------------|
| 4. | New Members of GFC<br><i>[Note: A motion to appoint may be proposed only by a statutory member of GFC. A motion to receive may be proposed by any member of GFC.]</i> | David Turpin |
|----|---|--------------|

*Motion 1: To Receive New Members*

**DISCUSSION ITEMS**

- |    |   |  |
|----|---|--|
| 5. | Report from the GFC Facility Development Committee <ul style="list-style-type: none"><li>Devonian Botanic Garden Sector Plan</li></ul>                | Wendy Rodgers<br>Lee Foote                     |
| 6. | For the Public Good: Preliminary Recommendations for Performance Measures   | Mary Persson<br>Logan Mardhani-Bayne           |
| 7. | Undergraduate National Recruitment Strategy (no documents) <ul style="list-style-type: none"><li>Report on Undergraduate Financial Supports</li></ul> | Lisa Collins                                   |
| 8. | Sustainability Plan 2016-2020   | Andrew Sharman<br>Trina Innes<br>Naomi Krogman |

**ACTION ITEMS**

- |    |   |                             |
|----|---|-----------------------------|
| 9. | GFC <i>ad hoc</i> Committee on Academic Governance including Delegated Authority - Guiding Principles | Mark Loewen<br>Steve Patten |
|----|---|-----------------------------|

*Motion: To Endorse*

- |     |  |                            |
|-----|--|----------------------------|
| 10. | Proposed Changes to the Statement on Equity in Student Affairs | Steven Dew<br>Lisa Collins |
|-----|--|----------------------------|
- Motion: To Approve*

- |     |   |                               |
|-----|---|-------------------------------|
| 11. | Proposed Changes to the University Equity Statement in the Academic Staff Posting and Advertising Procedure and the Support Staff Posting and Advertising Procedure | Steven Dew<br>Wayne Patterson |
|-----|---|-------------------------------|

*Motion: To Recommend Board of Governors Approval*

## **DISCUSSION ITEMS**

### 12. Question Period

David Turpin

*[Question Period Policy provides that Question Period is one half-hour in length and comprises both oral and written questions. Question Period can be extended if there is a motion to do so (General Faculties Council Terms of Reference)]*

12.1 Q Question from GFC member Jeremy Richards, Regarding Professional Development requirement for Graduate Students  
and

12.1 R Response from the Provost and Vice-President (Academic)

12.2 Q Question from GFC member Jeremy Richards, Regarding access to USRI comments  
and

12.2 R Response from the Provost and Vice-President (Academic)

12.3 Q Question from GFC member Dilini Vethanayagam, Regarding changes in the financial management of faculty members' General Research Accounts  
and

12.3 R Response from the Research Services Office

12.4 Q. Question from GFC member Carolyn Sale, Regarding floor stand poster between HUB Mall and the Tory atrium  
and

12.4 R Response from Vice-President (Facilities and Operations) (to be distributed)

## **INFORMATION REPORTS**

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

13. Report of the GFC Executive Committee (October 17, October 31, 2016)

14. Report of the GFC Academic Planning Committee (September 28, October 12, October 26, November 16, 2016)

15. Report of the GFC Academic Standards Committee (October 20, November 17, 2016)

16. Report of the GFC Nominating Committee  
(The current list of membership vacancies may be viewed at:  
<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/NominatingCommittee.aspx>)

17. Report of the Board of Governors (October 21, 2016)

18. Information Forwarded to GFC Members Between Meetings (no items to date)
19. Reports
  - Annual Report of the Residence Discipline Statistics: 2015-2016
  - General Appeals Committee (GAC) Annual Report to GFC

### **CLOSING SESSION**

20. Next meeting date: January 30, 2017

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Andrea Patrick, Assistant GFC Secretary, <a href="mailto:apatrick@ualberta.ca">apatrick@ualberta.ca</a> , 780-492-1937
Prepared by:	Meg Brolley, GFC Secretary and Manager of GFC Services, 780-492-4733, <a href="mailto:meg.brolley@ualberta.ca">meg.brolley@ualberta.ca</a>
University Governance	<a href="http://www.governance.ualberta.ca">www.governance.ualberta.ca</a>

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Dear Members of the General Faculties Council:

Shortly after our last meeting, I officially launched *For the Public Good* at the [2016 State of the University address](#). One of my goals over the next several months is to introduce *For the Public Good* to the wider community and to share with them the vision and aspirations of the university for the next five years. As part of that awareness building, I will also be highlighting some of the initiatives now underway.

We will continue to develop and add to the [For the Public Good website](#) as the primary online platform for communicating about the plan. The site will provide updates about the specific objectives, initiatives, and strategic planning processes being undertaken across the university and within faculties and units. As we finalize the metrics and measures of our success, the site will also house reports on our progress.

## **Recent Initiatives**

The following initiatives point to key areas of progress and development within *For the Public Good*.

## **Signature Areas**

In *For the Public Good*, the University of Alberta community committed to developing a portfolio of signature research and teaching areas where the university is or will be recognized as a global leader. To launch this objective, Provost Steve Dew, Vice-president (Research) Lorne Babiuk and I will host a campus forum on November 17. We will outline and initiate a cross-institution, interdisciplinary signature areas development process. We hope that all members of the university will participate in this key discussion. As is indicated in *For the Public Good*, the signature areas will be based on the following criteria:

- national and international stature for excellence, relevance, and impact
- critical mass—opportunity for broad, interdisciplinary engagement
- grassroots leadership, participation, and support from within our university community
- stakeholder partnerships
- research partners (international, community, government, industry)
- capacity to shape and align with federal and provincial research funding priorities
- student demand
- physical and operational capacity
- geographic or situational relevance

I encourage everyone to [register for the forum](#) and join us on November 17.

## ***Indigenous Relations and Reconciliation:***

At the end of September, we hosted the [2nd annual Building Reconciliation Forum](#). Building Reconciliation brought together Canadian university presidents and their leadership teams, First Nations, Métis and Inuit leaders, student leaders, Indigenous scholars, and scholars dedicated to research that is conducted in partnership with—and is meaningful to—Indigenous peoples. The U of A was proud to host this important event, and I was honoured to be a part of the proceedings. I found it a remarkable opportunity to listen and learn from diverse and compelling perspectives on the role of post-secondary education in reconciliation.

I'm heartened by the many reconciliation initiatives originating from all corners of our university. They indicate that the University of Alberta will continue work towards thoughtful, respectful, and meaningful reconciliation with Indigenous peoples.

## **Universities Canada**

I recently accepted an invitation to join the Universities Canada board of directors, effective immediately. Universities Canada is made up of 97 member institutions from across the country, and focuses on building collaboration amongst universities and governments, the private sector, communities and international partners. I look forward to my membership on the board of directors as an opportunity to cultivate our relationship with the federal government, and advance the U of A's strengths and interests at the national level.

## **International Travel**

This October, I witnessed first hand the breadth, depth and reach of the University of Alberta's relationships and partnerships in China. During our tour of China, we signed memoranda of understanding with three different institutions: Tsinghua University (Joint Energy Systems Research Centre), East China Normal University (advanced scientific research centre), and China Electric Technology Group Corporation (research service agreement).

China's vice-minister of education commended the University of Alberta's high level of engagement in China. In addition to opening the door to many partnerships, that engagement recently put us into position to lead the creation of the Canadian Learning Initiative in China (CLIC), which enables two-way, study-abroad opportunities for both Canadian and Chinese students.

I have provided a more detailed reflection about the tour on [The Quad](#).

I depart for India near the end of November, and I'm looking forward to another productive and engaging trip. I have several government and industry meetings scheduled, and I will be participating in a panel discussion on alternative energy solutions at the 2016 PetroTech Conference. I will provide updates following the trip.

## Academic Excellence

At the end of October, 20 graduate students, post-doctoral fellows, and professors were recognized at the [annual Killam celebration](#) for their outstanding academic achievement, leadership, and mentorship. The Killam awards are a tradition that stretches back nearly half a century at the University of Alberta.

The U of A was recently [named one of Canada's top five universities](#) as part of the *Maclean's* annual university rankings. The *Maclean's* ranking is based on five broad areas: quality of students, faculty, resources, student support, and reputation. The ranking is a reflection of the high-quality, supportive learning environment that we've created at the University of Alberta. I want to thank each of you for the contributions that you make to this great university.

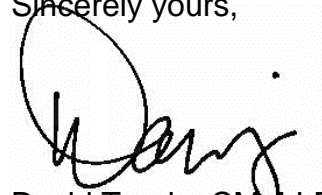
## Senior Leadership Transitions

As many of you know, [Richard Fedorak](#) has been appointed dean of the Faculty of Medicine & Dentistry for the period November 1, 2016 to June 30, 2021. He has served as interim dean of the faculty since February of 2015.

I also want to welcome [Gitta Kulczycki](#), who started her term as vice-president (finance and administration) on November 1.

Lastly, I want to thank the 1200 faculty, staff, and students who volunteered during the Fort McMurray crisis earlier this summer, and who were recognized at an appreciation event on November 9. As [the story of the university's response](#) came together, I was reminded of how proud I am to be a member of this supportive, thoughtful, and engaged community.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'David Turpin', is written over a light gray rectangular background.

David Turpin, CM, LLD, FRSC  
President and Vice-Chancellor



ITEM 4 - New Members of GFC

**MOTION II: TO RECEIVE** *[This motion may be proposed by any member of GFC]:*

The following statutory faculty member who has been elected/re-elected by their Faculty, to serve on GFC for term of office beginning immediately and ending June 30, 2019:

Alice Nakamura

Business, Alberta School of

The following undergraduate student representatives, to serve on GFC for terms beginning immediately and ending on April 30, 2017:

John Hampson

Faculty of Arts

Adina Ilisecu

Faculty of Arts

John Evjen

Faculty of Education

Saige Godberson-Parlin

Faculty of Nursing

Andrew Steele

Faculty of Physical Education and Recreation

General Faculties Council Standing Committee Report

**Facilities Development Committee**

1. Since the last Report was issued, the Facilities Development Committee has met twice, on June 23, 2016 and September 22, 2016.
2. Actions Taken with Delegated Authority from GFC:

September 22, 2016 ***Approved*** the Design Development Report of the Maskwa House of Learning

Detailed Motion and Final Document Summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/FacilitiesDevelopmentCommittee.aspx>

3. Items that the Committee Discussed or Advised on:

June 23, 2016            Lister 5 Design Development Report  
                              East Campus Village 9 Design Development Report

September 22, 2016   Devonian Botanic Garden Sector Plan  
                              Campus Wayfinding on North Campus  
                              University of Alberta Sustainability Plan

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

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/FacilitiesDevelopmentCommittee.aspx>

Submitted by:

Wendy Rodgers, Chair

GFC Facilities Development Committee



**OUTLINE OF ISSUE**  
**Advice, Discussion, Information Item**

Agenda Title: ***For the Public Good: Preliminary Recommendations for Performance Indicators***

**Item**

Proposed by	President Provost and Vice-President (Academic)
Presenter	Mary Persson (AVP, Audit and Analysis) and Logan Mardhani-Bayne (Initiatives Manager, Audit and Analysis)

**Details**

Responsibility	Office of the President
The Purpose of the item is (please be specific)	In July 2016, the University established an advisory group to recommend a framework for reporting on performance against <i>For the Public Good</i> . This document presents preliminary recommendations for input by General Faculties Council on November 21.
Timeline/Implementation Date	
Supplementary Notes and context	The attachments provide additional details on the preliminary recommendations and membership of the advisory group.

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<b><u>Those who have been informed:</u></b> <ul style="list-style-type: none"> <li>Chairs' Council – September 20, 2016</li> <li>Deans' Council – September 21, 2016</li> </ul>
	<b><u>Those who have been consulted:</u></b> <ul style="list-style-type: none"> <li>Office of the President (review and comment)</li> <li>Office of the Provost (review and comment)</li> <li>University Research Planning Committee – September 29, 2016</li> <li>President's Executive Committee – Strategic – Sept. 30, 2016</li> <li>Deans' Council – October 5, 2016</li> <li>GFC Academic Planning Committee – October 12, 2016</li> <li>Provosts' Advisory Council of Chairs – October 17, 2016</li> <li>GFC Executive Committee – October 17, 2016</li> <li>Board of Governors – October 21, 2016</li> <li>Vice-Provosts' Council – October 24, 2016</li> </ul>
	<b><u>Those who are actively participating:</u></b> <ul style="list-style-type: none"> <li>See attachment for advisory group membership</li> </ul>

**Alignment/Compliance**

Alignment with Guiding Documents	<b><i>For the Public Good</i></b> (item presents recommended performance indicators)
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<b>1. Post-Secondary Learning Act (PSLA)</b> "26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university"  "60(1) The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance with its mandate, (b) develop, manage and operate, alone or in co-operation with any

	<p>person or organization, programs, services and facilities for the economic prosperity of Alberta and for the educational or cultural advancement of the people of Alberta”</p> <p><b>2. General Faculties Council Terms of Reference (3. Mandate of the Committee)</b> “The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following:</p> <ul style="list-style-type: none"> <li>• high level strategic and stewardship policy issues or matters of significant risk to the University”</li> </ul> <p><b>3. GFC Executive Committee Terms of Reference (3. Mandate of the Committee)</b> “GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.”</p> <p><b>4. GFC Academic Planning Committee Terms of Reference (3. Mandate of the Committee)</b> “In like manner, the President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC.”</p> <p>“ APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following:</p> <ol style="list-style-type: none"> <li>1. Planning and Priorities To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University’s longer term academic, financial, and facilities development.”</li> </ol>
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Attachments (each to be numbered 1 - <>)

1. *For the Public Good (FPG)* – Preliminary Recommendations for Performance Indicators (page(s) 1 - 10)
2. FPG Performance Indicators Advisory Group – membership (1 page)

*Prepared by:* Logan Mardhani-Bayne (Initiatives Manager, Audit and Analysis)

## ***For the Public Good (FPG):*** **Preliminary Recommendations for Performance Indicators**

<https://www.ualberta.ca/strategic-plan>

***DRAFT presented for consultation***

### **Introduction**

In July 2016, the university established an advisory group to recommend a framework for reporting on performance against For the Public Good (FPG). This document presents preliminary recommendations, updated following initial consultation with the university community.

### **Principles for performance indicators:**

In June 2016, the President's Executive Committee – Strategic (PEC-S) endorsed the following principles:

- a focused, manageable framework that blends quantitative and qualitative indicators
- indicators reflecting outcomes rather than simply activities, where possible
- integrity and efficiency of data collection
- relevance of indicators to FPG objectives
- selection of relevant comparators
- timely modification of indicators to reflect institutional evolution (NOTE: indicators will be adjusted to reflect priorities identified through implementation already underway, e.g. defining signature areas)

### **Reporting contexts:**

The U of A has two primary reporting contexts, each of which warrants distinct indicators:

- **Government (public) reporting:** Comprehensive Institutional Plan (CIP), Annual Report (AR).
  - The CIP and Annual Report are based on provincial guidelines, which recommend that institutions develop approximately 15 performance measures. These tend to be outcome-based, and should present a comprehensive view of the institution's core functions.
- **Internal indicators:** administrative and other Board of Governors reports.
  - These tend to be activity-based indicators, indicators for trend identification, and/or faculty-level information not suitable for overall institutional reporting.

The table on page two provides an overview of recommended indicators for each FPG Goal. **Indicators may be relevant to multiple FPG Goals, but each is listed only under the area of most direct relevance.** Faculty-level breakdowns can be made available for use by individual units where sufficient data exists.

The remainder of this document presents detailed descriptions of these indicators and existing targets. **The examples provided are drawn from existing reports and may not yet reflect the full scope of each indicator.**

### **Acronyms:**

NSSE	National Survey on Student Engagement - standardized survey administered by over 500 institutions in Canada and the U.S.
GOS	Graduate Outcomes Survey – biennial survey of Alberta post-secondary graduates, conducted two years post-graduation (includes undergraduate and graduate levels)
CGPSS	Canadian Graduate and Professional Student Survey – national survey of student satisfaction
CAST	Contract Academic Staff – Teaching
TRC	Truth and Reconciliation Commission of Canada
STARS	Sustainability Tracking, Assessment and Rating System

## Overview of Performance Indicators

FPG Alignment	Government (public) reporting	Internal indicators
<b>BUILD</b> 1. Diverse, inclusive community 2. Faculty renewal 3. Recruit and retain non-academic and admin staff 4. TRC response 6. Story and brand platform	<ul style="list-style-type: none"> <li>Composition of faculty and staff (gender, indigenous, visible minority, disability status)</li> <li>Composition of student body (indigenous, international, out of province)</li> <li>Proportion of professoriate at rank of Assistant Professor</li> <li>Report on responses to the TRC (qualitative)</li> <li>Media impact metrics (mentions, reach)</li> </ul>	<ul style="list-style-type: none"> <li>Student composition by faculty</li> <li>Professoriate rank composition and progression by faculty (including CAST)</li> <li>Faculty compensation (gender differential)</li> <li>International student distribution by source country</li> <li>Student-faculty and graduate-professor ratio</li> <li>Average financial support by degree level – graduate (scholarship, grants)</li> <li>Yield rates (% of applicants admitted and % of admitted students enrolled)</li> <li>National Recruitment Strategy reporting (out-of-province 1st-yr enrolment)</li> </ul>
<b>EXPERIENCE</b> 7. Experiential learning 8. Extracurricular learning	<ul style="list-style-type: none"> <li>Completion rates by degree level</li> <li>Student satisfaction (NSSE and CGPSS)</li> <li>Employment outcomes two years after graduation (Alberta Graduate Outcomes Survey - GOS)</li> <li>Experiential learning opportunities and High-Impact Practices (NSSE)</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate first-year retention</li> <li>Time to completion by degree level and faculty</li> <li>Residence bed availability per incoming undergraduate student</li> <li>Completion rate by faculty</li> <li>Job relatedness to subject-area knowledge acquired; skills and abilities acquired (GOS)</li> </ul>
<b>EXCEL</b> 11. Reputation for research excellence 13, 14. Support research and teaching 15. Professional development	<ul style="list-style-type: none"> <li>Sponsored research (total and U15 rank, overall and Tri-Council)</li> <li>Citation impact</li> <li>Research impact (qualitative)</li> <li>Student-reported experience with faculty (NSSE)</li> </ul>	<ul style="list-style-type: none"> <li>Rankings (THE, QS – overall and subject)</li> <li>Research and teaching awards</li> <li>Faculty and staff training opportunities available (Gold College and others as developed)</li> <li>Funding profile of post-doctoral fellows (under development)</li> <li>Research income, breakdown by source</li> <li>Tri-Council grants (number received per faculty) and success rate by agency (compared to competition average)</li> </ul>
<b>ENGAGE</b> 16. Community relations; engaged research 18. Institutional partnerships	<ul style="list-style-type: none"> <li>Student-reported citizenship development (NSSE)</li> <li>Community engagement (qualitative summary)</li> </ul>	<ul style="list-style-type: none"> <li>Spin-offs and patents</li> <li>Non-governmental research income or research partner-mix (international, community, government, industry)</li> <li>Extension registrations</li> <li>Alumni engaged</li> </ul>
<b>SUSTAIN</b> 19. Health and wellness 20. Sustainability 22. Financial stewardship 23. Infrastructure	<ul style="list-style-type: none"> <li>Faculty and staff engagement</li> <li>STARS rating</li> <li>Debt ratio</li> </ul>	<ul style="list-style-type: none"> <li>Endowment and donations (comparative)</li> <li>Voluntary turnover of staff/faculty</li> <li>Operating expense and revenue per student</li> <li>Deferred maintenance liability</li> <li>Debt rating</li> <li>Greenhouse gas emissions</li> <li>Health and Safety Indicator report (existing)</li> </ul>

# BUILD

Primary indicators for this goal reflect the overall diversity of the campus community and commitments to reconciliation with indigenous communities.

## Primary indicators

- **Composition of U of A student body**

*Objective 1: Diverse, inclusive community*

This indicator will reflect the community's, geographic profile (out-of-province, international) and proportion identifying as indigenous and visible minority. Targets are not available for all categories. Geographical targets are established through the institutional Recruitment Strategy.

**Sample (2015-16 Annual Report)**

Proportion of Indigenous undergraduate students	Prior Year's Results			Last Actual	Target
	2012-13	2013-14	2014-15	2015-16	2024-25
	3.5%	3.4%	3.6%	3.6%	6.0%

Source: Institutional Data Warehouse as of Feb. 2, 2016

Notes: Includes students who have self-identified as Indigenous. Includes students who have an original hometown province of Alberta. Data are as of Dec. 1 of the reported year. Post-graduate medical education students are excluded.

- **Composition of U of A faculty and staff**

*Objective 2: Faculty renewal; Objective 3: Recruit and retain non-academic and administrative staff*

This indicator will reflect the community's gender profile, proportion identifying as indigenous and visible minority, and proportion reporting disability status). At present, most data is available only for continuing, operating-funded staff. Targets for staff have not been set.

**Sample (2015-16 Annual Report)**

Proportion of faculty members from visible minority groups	Prior Year's Results			Last Actual	Target
	2011-12	2012-13	2013-14	2014-15	2025
	15%	15%	16%	17%	20%

Source: Employment Equity Census Questionnaire, University of Alberta

Notes: Data are as of Dec. 31 of the reported year. Excludes contingent faculty.

- **Proportion of the professoriate at the rank of Assistant Professor**

*Objective 2: Faculty renewal*

**Sample (2015-16 Annual Report)**

Proportion of faculty holding the rank of assistant professor	Prior Year's Results			Last Actual
	2012-13	2013-14	2014-15	2015-16
	23%	19%	17%	17%

- **Report on responses to the Truth and Reconciliation Commission (TRC)**

*Objective 4: TRC response*

A reporting approach for the university's response to the TRC will be developed through ongoing community engagement and activities across the institution.

- **Media impact**

*Objective 6: Story and brand platform; Objective 16: Community engagement and engaged research*

University Relations tracks media mentions and total potential reach for media mentions. Geographic breakdowns are available.

**Internal indicators:**

<ul style="list-style-type: none"> <li>• Student composition by faculty</li> <li>• Professoriate rank composition by faculty (including CAST-to-full-time ratio)</li> <li>• Faculty compensation (gender differential)</li> </ul>	<ul style="list-style-type: none"> <li>• International student distribution by source country</li> <li>• Student-faculty and graduate-professor ratio</li> <li>• Average financial support by degree level</li> <li>• Yield rate</li> <li>• National Recruitment Strategy reporting</li> </ul>
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## EXPERIENCE

The proposed indicators address high-level student outcomes and overall student satisfaction with the U of A experience, as well as delivery on specific FPG objectives relating to experiential learning.

### Primary indicators

- **Completion rates by degree level**

*FPG Goal for Experience: "diverse and rewarding learning opportunities that ... enable our success"*

Completion targets are not defined in the 2016 CIP. Target-setting may require comparative analysis and will require validation through the Office of the Provost.

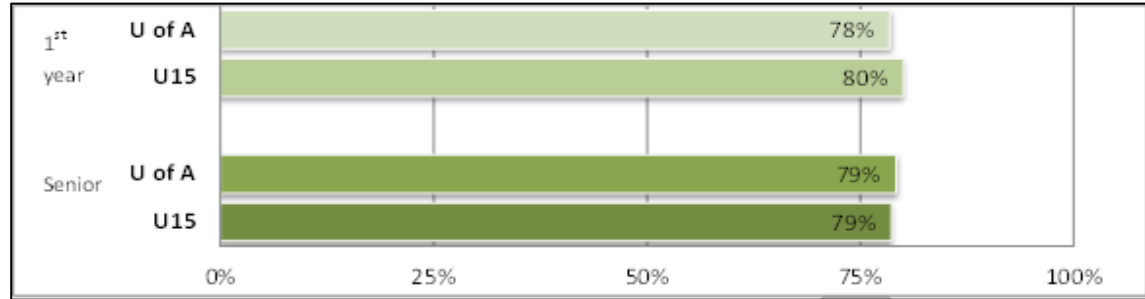
- **Student satisfaction**

*FPG Goal for Experience: "diverse and rewarding learning opportunities that ... enable our success"*

Student satisfaction is surveyed by the National Survey of Student Engagement (NSSE) for undergraduates and the Canadian Graduate and Professional Student Survey (CGPSS) for those groups. Target setting for this indicator should recognize that satisfaction results are not highly responsive in the short term, and respond to variables that are beyond institutional control.

### Sample (2014 NSSE)

Percentage rating overall experience as “Excellent” or “Good,” U of A and U15 peers



### Sample (2016 CGPSS)

Percentage reporting they would select the same university again if starting over	Definitely	Probably	Maybe	Probably not	Definitely not
	33.4%	39.3%	16.2%	7.1%	4.1%

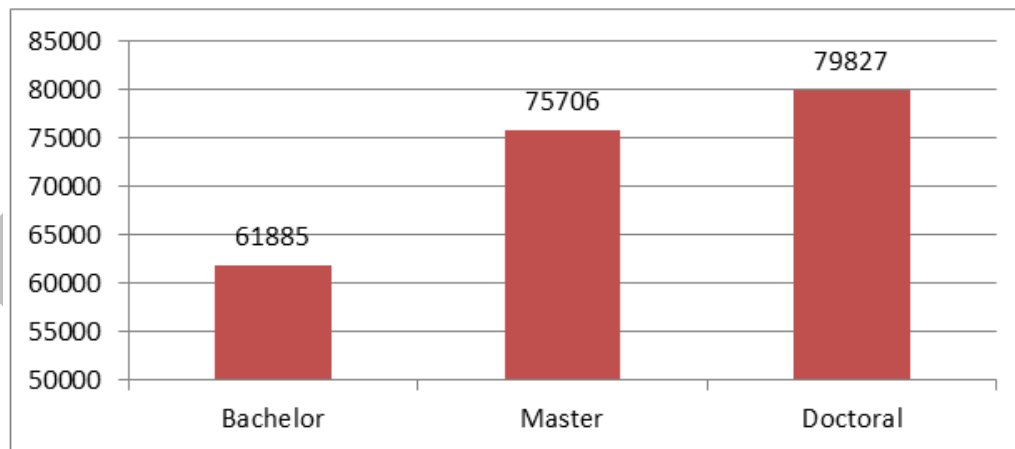
- **Employment outcomes two years after graduation**

*FPG Goal for Experience: “diverse and rewarding learning opportunities that ... enable our success”*

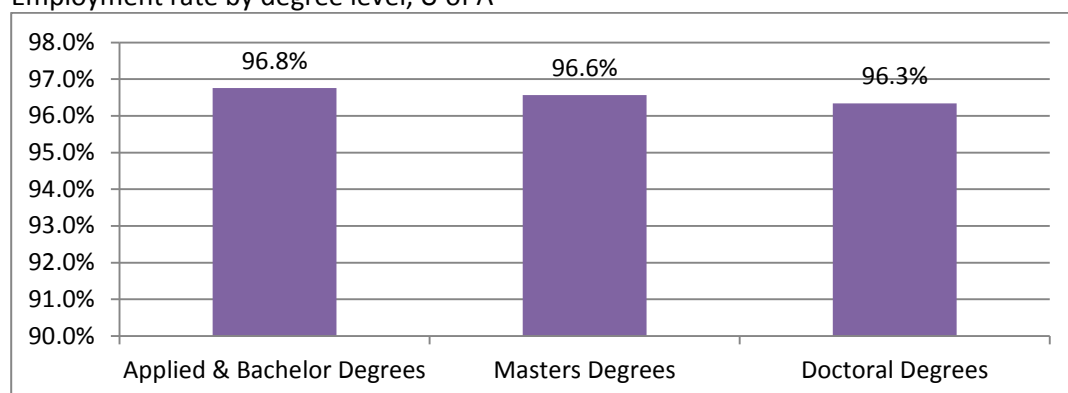
The Graduate Outcomes Survey (GOS) is administered biannually, and surveys students two years post-graduation on satisfaction, financing and employment outcomes. Targets may not be appropriate for this indicator, as incomes reflect both environmental and institutional factors.

### Sample (2014 survey of 2012 graduates)

Average income by degree level, U of A



Employment rate by degree level, U of A



Note: excludes respondents not in labour force.

## • Experiential learning opportunities and High-Impact Practices

*Objective 7: Experiential learning; Objective 8: Extracurricular learning*

The NSSE surveys students on their participation in High-Impact Practices (HIPs) which facilitate learning outside the classroom. Units also track participation in some experiential activities. The following will likely be supplemented with qualitative summaries of other experiential learning opportunities (from faculty reports).

### Sample (NSSE 2014)

Overall High-Impact Practice participation		First-year	Senior
	U of A	46%	84% (59% more than one)
	U15	42%	80% (53% more than one)

Sources: NSSE 2014. Note: Seniors are surveyed on their cumulative experience with: learning communities; service-learning; research with faculty internships/field experience; study abroad; culminating senior experience.

### Sample (2015-16 Annual Report)

Public interaction		Prior Year's Results			Last Actual
		2012-13	2013-14	2014-15	2015-16
	Co-op participation	7%	7%	8%	8%
	CSL Course Placements	940	1,131	1,506	N/A

Sources: Institutional Data Warehouse, Community Service-Learning, Office of Alumni Relations

Notes: Co-op participation is number of students registered in co-op programs. Co-op and CSL data are for the academic year. Last actual co-op participation represents students registered in co-op programs in fall 2015 (excluding post-graduate medical education students) partial-year data, not year-end totals.

### Internal indicators:

<ul style="list-style-type: none"> <li>Undergraduate first-year retention rate</li> <li>Time to completion by degree level and faculty</li> <li>Residence bed availability per incoming undergraduate student</li> </ul>	<ul style="list-style-type: none"> <li>Completion rate by faculty, by degree level</li> <li>Job relatedness to subject-area knowledge acquired; general skills and abilities acquired (GOS)</li> </ul>
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# EXCEL

High-level indicators for research and teaching excellence focus on student-reported experiences and the value and impact of research, supplemented by a qualitative report on research activities (framework under development).

## Primary indicators

Note: indicators for signature areas (*Objective 12: Build a portfolio of signature research and teaching areas*) are to be developed based on the outcomes of the process for defining and selecting such areas.

- Sponsored research (total, source and U15 rank)**

*Objective 11: Reputation for research excellence; Objective 13: Support excellence in research*

This indicator will report sponsored research income in dollars, by source and by relative position within the U15. Current institutional targets refer only to relative U15 position.

**Sample (2015-16 Annual Report)**

Sponsored research funding, U15 relative position	Prior Year's Results			Last Actual	Target
	2010-11	2011-12	2012-13	2013-14	2015-16
	3	5	5	5	Top 5

Source: Canadian Association of University Business Officers (CAUBO), *Financial Information of Universities and Colleges*, Report 3.1. Data are the most recent available.

- Citation impact**

*Objective 11: Reputation for research excellence; Objective 13: Support excellence in research*

The research activity of U of A faculty is not fully captured by citation data, and the university will continue to explore alternatives to reporting research impact. Citation impact is an important indicator of research impact, but no existing citation indicator is comprehensive or equally relevant across disciplines. Reporting will combine multiple indicators (Leiden rankings on number and proportion of publications among the 10% most cited in field; normalized citation impact in InCites and SciVal).

**Sample (Leiden Rankings)**

Citation impact rankings	Number of publications in top 10% most cited in field		Proportion of publications in top 10% most cited in field	
	Can. rank	World rank	Can. rank	World rank
	4	48	14	330

Source: CWTS Leiden Rankings

- Student-reported experience with faculty (seniors)**

*Objective 14: Support excellence in teaching and learning*

NSSE surveys students on two Experiences with Faculty indicators. Mean scores reflect the frequency with which students reported positive items in each indicator category. If this indicator is retained, an appropriate visualization will be developed.

### Sample (2014 NSSE)

		Mean score
Student-faculty interaction	U of A	17.7
	U15	17.2
Effective teaching practices	U of A	36.6
	U15	34.8

Source: NSSE 2014

Note: Each indicator is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item, while a score of 60 indicates responses at the top of the scale on every item.

Student-faculty interaction includes: discussing career plans; working with faculty on activities other than coursework; discussing course concepts outside of class; discussing academic performance.

Effective teaching practices includes: clear course goals and requirements; organized course sessions; use of examples/illustrations; providing feedback on work in progress; providing feedback on completed work.

### Internal indicators:

<ul style="list-style-type: none"><li>• Rankings (THE and QS – overall and subject-area)</li><li>• Research and teaching awards (key external awards)</li></ul>	<ul style="list-style-type: none"><li>• Faculty and staff training opportunities available (Gold College, Chairs' school and other programs as developed)</li><li>• Funding profile of post-doctoral fellows (under development)</li><li>• Tri-Council grants (number received per faculty and success rate compared to competition average), by agency)</li></ul>
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## ENGAGE

Primary indicators attempt to capture the impact of engagement on student development, communities and institutional reputation. Qualitative reports in this area are critical and need to be developed.

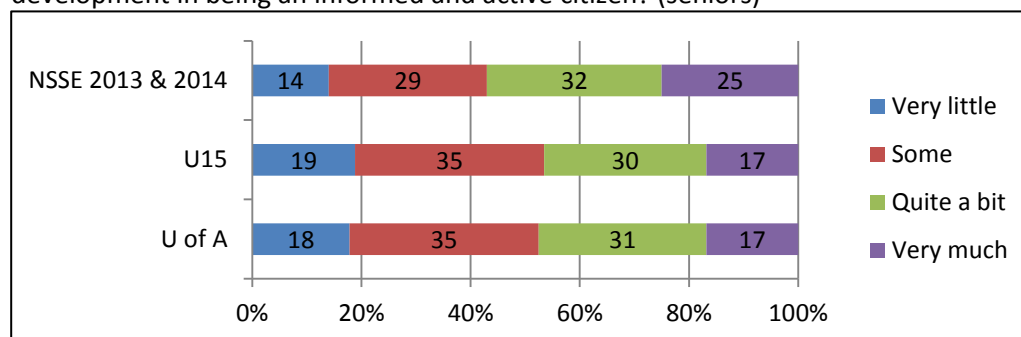
NOTE: Media impact metrics developed under Build are relevant to Engage *Objective 16: Community engagement and engaged research*

- **Student-reported citizenship development (seniors)**

*Objective 16: Community engagement and engaged research*

### Sample (NSSE 2014)

How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen? (seniors)



- **Community engagement (qualitative summary)**

*Objective 16: Community engagement and engaged research*

Development of an appropriate reporting framework and template is pending. It is suggested that this qualitative information be pulled from faculty reports.

#### Internal indicators:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Spin-offs</li><li>• Non-governmental research income or research partner-mix (international, community, government, industry)</li></ul> | <ul style="list-style-type: none"><li>• Extension registrations</li><li>• Alumni engaged</li></ul> |
|---|--|

## SUSTAIN

Primary indicators reflect FPG's holistic perspective on sustainability.

- **Faculty and staff engagement**

*Objective 19: Community wellness; Objective 21: Continuous improvement in administration*

This indicator is pending the development of an employee engagement survey instrument.

- **STARS rating**

*Objective 20: Integrated approach to sustainability*

The Sustainability Tracking, Assessment & Rating System (STARS) is an integrated assessment of institutional sustainability. The university achieved a Gold rating in 2014, up from Silver in 2012.

- **Debt ratio**

*Objective 22: Financial stewardship*

Debt ratio is a ratio of total debt to total assets. The university's audited financial statements present its net assets. This is a core indicator of financial sustainability. For the purpose of reporting against FPG, debt ratio will be presented exclusive of endowments, which are funds held in trust by the university and unavailable to discharge general debt obligations.

**Internal indicators:**

<ul style="list-style-type: none"><li>• Endowment and donations received</li><li>• Voluntary turnover of staff/faculty (comparison to standard rates will be considered)</li></ul>	<ul style="list-style-type: none"><li>• Operating revenue and expense per student</li><li>• Deferred maintenance liability</li><li>• Debt rating</li><li>• Greenhouse gas emissions</li><li>• Health and Safety Indicator report (existing)</li></ul>
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***For the Public Good (FPG): Performance Indicators Advisory Group***  
**Membership List**

<b>Name</b>	<b>Title/Office</b>
Mary Persson (Chair)	AVP, Audit and Analysis
Amy Dambrowitz	Strategic Development Manager, Office of the Provost
Anita Molzahn	Dean, Faculty of Nursing
David Evans	Vice-Dean – Research, Faculty of Medicine and Dentistry
Harvey Krahn	Professor, Sociology
Leah Vanderjagt	Digital Repository Services Librarian, Libraries
Susan Hamilton	AVP, Research
Llars Hallstrom	Professor and Director, Alberta Centre for Sustainable Rural Communities
Colin More	Doctoral Candidate, Physics
Deborah Williams (Resource)	Director, Strategic Analysis and Data Warehousing
Logan Mardhani-Bayne (Resource)	Initiatives Manager, Audit and Analysis

**OUTLINE OF ISSUE**  
**Advice, Discussion, Information Item**

Agenda Title: **University of Alberta Sustainability Plan 2016-2020**

**Item**

Proposed by	Provost and Vice-President (Academic); Vice-President (Facilities and Operations)
Presenter	Andrew Sharman, Vice-President (Facilities and Operations); Trina Innes, Chief Sustainability Officer, Office of Sustainability; Naomi Krogman, Director of Sustainability Scholarship and Education, Office of the Provost and Vice-President (Academic)

**Details**

Responsibility	Provost and Vice-President (Academic); Vice-President (Facilities and Operations)
The Purpose of the item is (please be specific)	<p>This presentation will provide background on the sustainability plan and the academic companion document. It will seek your support and advice for making progress on the aspirational goals and strategies that will guide the campus sustainability initiative to the year 2020.</p> <p>To place this document on the GFC agenda for November 21.</p>
Timeline/Implementation Date	2016-2020
Supplementary Notes and context	<p><b>Background:</b> Sustainability is increasingly at the forefront of agendas for local, provincial and national governments, as well as higher education. In 2008, the Board of Governors endorsed the institution's sustainability commitment and guiding principles, the creation of the campus sustainability initiative and the launch of the Office of Sustainability.</p> <p>The University of Alberta has recently reaffirmed its commitment to advance sustainability through <i>For the Public Good</i>. A new sustainability plan has been developed for 2016-2020 as well as a companion document to inform academic planning. The new sustainability plan outlines areas for improving our institution's sustainability performance and educational programming. It will be used to help guide strategic decisions across the institution, program decisions regarding outreach initiatives, operational improvements and enhancements to academic programs.</p> <p>The University of Alberta has a growing positive reputation for being a leader enabling the sustainability transformation in higher education in Canada and beyond. As a result of the goals and strategies outlined in the 2012 – 2016 Sustainability Plan, the University of Alberta moved to a Gold Rating (2014) from a Silver Rating (2012) in the Sustainability Tracking, Assessment &amp; Rating System. We have also been recognized as one of Canada's Greenest Employers for 8 consecutive years.</p>

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><b>Those who have been informed:</b></u></p> <ul style="list-style-type: none"> <li>• The President's Executive Committee – Operations (PEC-O) was informed about the process on December 11, 2014.</li> <li>• Advisory committees were engaged in a review of the consultation process in the spring of 2015.</li> <li>• The draft document was developed using an iterative consultation and document review process involving those identified as being “consulted”.</li> <li>• Reviews were coordinated through senior administration prior to the final document being brought forward for approval at PEC-O but the VP F&amp;O and Deputy Provost</li> <li>• GFC Facilities Development Committee – September 22, 2016</li> <li>• GFC Academic Planning Committee – September 28, 2016</li> <li>• GFC Committee on the Learning Environment – October 5, 2016</li> <li>• GFC Executive Committee – October 17, 2016</li> <li>• General Faculties Council – November 21, 2016</li> <li>• Board Learning and Discovery Committee</li> </ul>
	<p><u><b>Those who have been consulted:</b></u></p> <p><b>Facilitated Workshops, March – April 2015</b></p> <ul style="list-style-type: none"> <li>• Waste Management Systems (Feb. 6; Mar. 12)</li> <li>• Energy &amp; Climate Change (Feb. 11; Mar. 23)</li> <li>• Food Systems (Feb.13; Mar. 24)</li> <li>• Campus Spaces (Feb. 2; Mar. 13)</li> <li>• Teaching &amp; Research (Feb. 6; Apr. 8)</li> <li>• Augustana Campus (Feb.17; Mar. 25)</li> <li>• Campus Saint-Jean (Feb.19; Apr. 10)</li> <li>• Diversity &amp; Affordability (Feb.19; Mar. 31)</li> <li>• Engagement (Feb.13; Mar. 23)</li> <li>• Student Health &amp; Wellness (Feb.10; Mar. 16)</li> <li>• Sustainable Investments (Feb 9; Mar. 23)</li> <li>• Staff/Faculty Health &amp; Wellness (Feb. 12; Mar. 26)</li> <li>• Sustainable Purchasing (Feb.17; Mar. 26)</li> <li>• Residences (Feb.11; Mar. 20)</li> <li>• Coordination Planning &amp; Governance (Feb. 24; Apr. 7)</li> </ul> <p><b>Working Groups &amp; Advisory Committees</b></p> <ul style="list-style-type: none"> <li>• Sustainability Advisory Committee, Office of Sustainability</li> <li>• Sustainable Operations Advisory Committee, Facilities &amp; Operations</li> <li>• Provost's Academic Advisory Council on Sustainability</li> <li>• Sustainable Purchasing Working Group</li> <li>• Waste Diversion Working Group</li> <li>• F&amp;O Executive Committee</li> </ul> <p><b>All Units in Facilities &amp; Operations, Summer 2015</b>  <b>Deans, Associate Deans, sustainability focused degree programs, Spring/Summer 2015</b>  <b>STARS™ Gap Analysis, Sustainability Plan Planning Team, Summer 2015</b>  <b>Offices of Vice-President and Senior Administrative Officers, All Portfolios</b></p>

Item No. 8

	<p><b>Supply Management Services</b> <b>Human Resources</b> <b>~ 90 Individual Contributors or Responsible Parties</b></p> <p><u>Those who are actively <b>participating</b>:</u></p> <ul style="list-style-type: none"> <li>• Vice-President (Facilities &amp; Operations)</li> <li>• Deputy Provost</li> <li>• Office of Sustainability</li> <li>• Energy Management &amp; Sustainable Operations, F&amp;O</li> <li>• Advisory Committees and Working Groups: <ul style="list-style-type: none"> <li>• Sustainable Operations Advisory Committee, F&amp;O</li> <li>• Provost's Academic Advisory Council on Sustainability</li> <li>• Sustainable Purchasing Working Group</li> <li>• Waste Diversion Working Group</li> <li>• Sustainable Food Working Group</li> </ul> </li> </ul>
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**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><b>Comprehensive Institutional Plan</b></p> <p><b>For the Public Good</b></p> <p>The Sustainability Plan presents opportunities to make progress on a range of goals and objectives in the ISP including, but not limited to:</p> <p>GOAL: <b>BUILD</b> a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p> <p>Objective 5: Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.</p> <p>GOAL: <b>EXPERIENCE</b> diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>GOAL: <b>EXCEL</b> as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.</p> <p>Objective 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.</p> <p>Objective 15: Foster a culture of excellence by enriching, learning and professional development opportunities for staff, faculty and post-doctoral fellows.</p>
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Item No. 8

	<p>GOAL: <b>ENGAGE</b> communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <p>Objective 18: Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.</p> <p>GOAL: <b>SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 20: Continue to build and support an integrated approach to social, economic, and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building, and the operations that support them.</p> <p>Strategy ii: Embed social, economic, and environmental sustainability into the development and care of the university's natural and built environments.</p> <p>Strategy iii: Enhance awareness of, and engagement with, the university's environmental sustainability features, practices, and resources across the University of Alberta campuses and external communities.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>1. Post-secondary Learning Act (PSLA)</b></p> <p><b>"26(1)</b> Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university"</p> <p><b>"60(1)</b> The Board of a public post-secondary institution shall</p> <p style="padding-left: 40px;">(a) manage and operate the public post-secondary institution in accordance with its mandate."</p> <p><b>2. GFC Academic Planning Committee Terms of Reference (3. Mandate)</b></p> <p>"The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...] may also ask to consider or recommend to GFC on any academic issue, including 1) those issues under the purview of other GFC committees, 2) any academic issue related to restructuring, 3) any research-related issue, or 4) issues linked to academic service units where those issues have significant academic impact. [...] APC is also responsible to GFC for promoting an optimal learning environment for students and excellence</p>

	<p>in teaching, research, and graduate studies.”</p> <p><b>3. GFC Committee on the Learning Environment</b> Terms of Reference (3 Mandate)</p> <p>“The Committee on the Learning Environment is a standing committee of the General Faculties Council that promotes an optimal learning environment in alignment with guiding documents of the University of Alberta.</p> <p>The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect to the following: [...]</p> <ul style="list-style-type: none"> <li>e) To nurture the development of innovative and creative teaching practices.</li> <li>f) To encourage the sharing and discussion of evidence about effective teaching and learning.</li> <li>g) To promote critical reflection on the impact of broad societal changes in teaching, learning, and the learning environment.</li> <li>h) To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.”</li> </ul> <p><b>4. GFC Executive Committee</b> Terms of Reference (3. Mandate)</p> <p>“To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council. (GFC 08 SEP 1966) (GFC 12 FEB 1996)”</p> <p>“5. Agendas of General Faculties Council GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.”</p> <p><b>5. General Faculties Council</b> Terms of Reference (3. Mandate)</p> <p>“The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following:</p> <ul style="list-style-type: none"> <li>• high level strategic and stewardship policy issues or matters of significant risk to the University; [...]</li> <li>• those things which a Standing Committee considers to be of major strategic significance to or long-term impact on the University;”</li> </ul>
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Attachments

1. Briefing Note (2 pages)
2. Sustainability Plan 2016-2020 (29 pages)
3. A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta (34 pages)
4. Campus Initiatives Report 2012 – 2015 (12 pages)

*Prepared by:* Trina Innes, Chief Sustainability Officer, [tinnes@ualberta.ca](mailto:tinnes@ualberta.ca); Naomi Krogman, Director of Sustainability Scholarship and Education, Office of the Provost, [Naomi.krogman@ualberta.ca](mailto:Naomi.krogman@ualberta.ca)

## 2016-2020 Sustainability Plan

### 1 Background

#### Government

Sustainability is increasingly at the forefront of agendas for local, provincial, national and international governments.

*City of Edmonton.* The city's strategic plan contains six 10-year strategic goals supported by directional plans. The plans are collectively known as "[The Way Ahead](#)". These plans have a major connection to sustainability addressing topics like: infrastructure, transit, environmental sustainability, resilience, energy transition, and healthy living. The City of Edmonton recently advertised to fill the role of Corporate Sustainability Officer to lead their efforts.

*Government of Alberta.* The [2016-2019 Strategic Plan](#) has five priorities including demonstrating leadership on climate change through initiatives like waste diversion, environmental stewardship, sustainable agriculture practices, and more. They are planning progress on social sustainability – building safe and inclusive communities. The Alberta Climate Change Office has been established to implement the [Climate Leadership Plan](#).

*Government of Canada.* The 2016-2019 [Federal Sustainable Development Strategy](#) sets the federal government's vision for a more sustainable Canada. The draft strategy highlights 5 sustainability goals with a strong emphasis on taking action on climate change, clean technology, connecting Canadians to nature, and protecting and restoring ecosystems. Recently the [Strategic Innovation Fund](#) was released, providing up to \$2 billion to improve scale or quality of facilities used for research and innovation and their environmental sustainability. It also acknowledges that this strategy can help support the role of the 2030 Agenda's Sustainable Development Goals.

*International Initiatives.* The [UN Sustainable Development Goals](#) (officially known as [Transforming our world: the 2030 Agenda for Sustainable Development](#)) are an intergovernmental set of 17 aspiration Goals with 169 targets. This plan of action for people, planet and prosperity was adopted by the General Assembly (including Canada) on September 25, 2015. This was followed by Agenda 21 which developed the concept of Education for Sustainable Development (ESD) – promoting sustainability educational policy and practice. These two initiatives emphasized the growing need for sustainability awareness in higher education. UAlberta has not been involved international initiatives.

#### Sustainability in Higher Education

In 1990, the [Talloires Declaration](#) is the first official statement from higher education. Over 350 university and college presidents/chancellors in over forty countries have committed their institutions to sustainability (39 Canadian institutions have signed). UAlberta is not a signatory.

In the past decade, sustainability efforts in higher education have become more prevalent in Canada and around the world. UAlberta was a signatory to the following initiatives which seek to advance sustainability in post-secondary institutions globally:

**2010. Statement of Action. G8 University Summit, Vancouver, Canada | [Link](#)**

**2009. Turin Declaration. G8 University Summit, Torino, Italy | [Link](#)**

**2008. Sapporo Sustainability Declaration, G8 University Summit, Sapporo. Japan | [Link](#)**

Within North America the [Association for the Advancement of Sustainability in Higher Education](#) leads the sustainability transformation in higher education. UAlberta has been a member of AASHE since 2008. Our Chief Sustainability Officer is the first Canadian to serve on their board. There are several other international organizations helping integrate sustainability into higher education of which UAlberta is not a member:

- Association of University Leaders for a Sustainable Future ([ULSF](#))
- International Sustainable Campus Network ([ISCN](#))
- Higher Education Sustainability Initiative ([HESI](#))

## Sustainability at UAlberta

In 2008, the Board of Governors endorsed the university's sustainability commitment and guiding principles and the creation of the Office of Sustainability. The Office of Sustainability, under the direction of the chief sustainability officer, is the hub of the university's campus sustainability initiative. It facilitates a campus-wide network and helps inspire innovations that enhance our institution's sustainability performance.

Since 2009, there have been three faculty members appointed to lead academic initiatives. The longest-serving director, appointed in 2012, championed the Certificate in Sustainability, the Sustainability Scholars program, and the sustainability plan's companion document, "A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta: 2016-2020". In the fall of 2016, a team of faculty members will pilot a co-leadership approach.

In 2011, the office facilitated development of UAlberta's first sustainability plan. Significant progress was made under the guidance of the first 2012-2016 Sustainability Plan. Since August 2010, UAlberta has been a charter member of the Sustainability Tracking, Assessment & Rating System™ (STARS™; [stars.aashe.org](http://stars.aashe.org)). In the fall of 2014, UAlberta earned a STARS Gold rating up from a STARS Silver rating in 2012. The university was recognized with an Emerald Award for our waste in residence outreach initiatives, and has been recognized as one of Canada's Greenest Employers every year since 2009. Our Lister Conference Centre and Guest Suites has earned 4 Green Keys under the Green Key Eco-Rating Program for hotels.

Sustainability is identified as a major goal in UAlberta's institutional strategic plan which was informed by the results of the consultation framing the new 2016-2020 Sustainability Plan and its companion document "A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta". All plans summarize an array of aspirational goals, as well as strategies for attaining these goals, to deepen and broaden sustainability operations, campus engagement and education at UAlberta. The expertise, leadership, collective good will, program and course offerings, research and operations at UAlberta point to an enormous opportunity to inform sustainable thinking and practices of the future.

## 2 Issues

Given the strong profile of sustainability within society, the related emphasis in local, provincial, national, international governments, and the growth in expectations of higher education's involvement in the movement, UAlberta has an opportunity to be recognized as a leader/change agent for sustainability. Work on sustainability will also help make progress on the university's institutional strategic plan, assisting in our recruitment of employees and students, enhancing our reputation, building goodwill with a range of stakeholders, and improving our ability to attract new forms of funding.

Some of the challenges associated with continuing to advance the campus sustainability initiative at UAlberta include:

- Lack of an institution-wide committee with senior representation to inspire innovation
- Inconsistent engagement of unit leaders in strategic planning and implementation
- Infusion of sustainability into academic and operational business plans
- Limited inclusion of sustainability in internal and external corporate communications and high-profile events
- Leadership turnover

To transition towards sustainability our institution would benefit from treating innovation for sustainability as something to be valued. We need to give leaders permission to invest time to sense what's emerging in sustainability, to collaborate and pilot new ideas, to resolve risks and perfect ideas so they can be scaled into practice.

## 3 Recommendations

The following are recommendations to advance sustainability at UAlberta:

- Encourage UAlberta's senior leaders to participate in executive education for sustainability. Opportunities include: Executive Education for Sustainability Leadership- Harvard (4 days), Conference Board of Canada webinars, The Natural Step, International Society of Sustainability Professionals, etc. Various certificate programs are also available.
- Establish a campus-wide sustainability committee with senior leaders members from across the institution.
- Consider joining International Sustainable Campus Network ([ISCN](http://iscn.org)) and/or Higher Education Sustainability Initiative ([HESI](http://hesi.org)).
- Explore President's interest in joining the Association of University Leaders for a Sustainable Future ([ULSF](http://ulsf.org)).
- Advocate for sustainability in higher education with provincial government and pursue inclusion of sustainability in pan-Canadian organizations connected to higher education (e.g., U15, AUCC, CMEC, CAUBO, CAUT, etc.).
- Encourage development of unit-level sustainability plans.



The University of Alberta respectfully acknowledges that it is located on Treaty 6 territory.<sup>1</sup>

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<sup>1</sup> Footnote: Please note that this is placeholder text to be updated when the University of Alberta's institutional territorial statement is finalized by the community

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# Foreword

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## Note from the President

### UNDER REVIEW

Dear students and colleagues,

I am delighted to introduce the University of Alberta's Sustainability Plan for the years 2016 to 2020.

Building on "For the Public Good", our institutional strategic plan, this sustainability plan affirms our commitment to integrating sustainability into all aspects of our operations, academics and campus life. More than that, it sets ambitious goals that demonstrate the highest level of dedication and leadership on this subject, both nationally and internationally.

Climate change, social and environmental pressures present us with very real, ever more complex problems that affect every aspect of our lives. We have a responsibility to ourselves, to our neighbours, and to the next generation, to set our brightest minds on finding solutions today.

We have an opportunity within this plan to display our hard work and ingenuity to the world. Our path leads to clean energy, sustainable food systems, richer thinking and interdisciplinary learning, and inclusive communities. This is a path we can take. It is a path we must take.

As we build upon the work and expertise from within this organization, I would like to thank the planning team, facilitators, collaborators and all parties responsible for enacting the strategies in this plan. I have great confidence in the ability of the faculty, staff and students of this great institution to make the rapid progress we need to see.

I look forward to working with you in the years ahead in support of accomplishing these goals.

Yours sincerely,

David H. Turpin, CM, PhD, LLD, FRSC  
President and Vice-Chancellor



## Note from the Chief Sustainability Officer

Inspired: this is how I feel about the future of sustainability at the University of Alberta.

I joined the University of Alberta in 2009 as the inaugural director of the Office of Sustainability. Since then, I have had the opportunity to work with many leaders championing the campus sustainability initiative across the university. Together, we have accomplished a lot.

The university has made major progress on sustainability, including: introducing an embedded sustainability certificate for undergraduate students, accelerating the implementation of the energy management program, recognizing spaces for their sustainability actions, launching our greenhouse gas management plan, and growing engagement of students, faculty and staff in sustainability initiatives. Together we have achieved a Gold Rating in the Sustainability Tracking, Assessment and Rating System™—an accomplishment to be very proud of.

As we move beyond thinking solely about organizational efficiencies, people are recognizing the interconnections of sustainability. We are thinking about the environment and the economy, and expanding our thinking to include aspects of justice, health, well-being and other values. More and more people are embracing their role as change agents and working together to integrate sustainability into the culture of our institution.

Throughout the development of this plan, we have listened to the campus community, improved our understanding of the challenges and opportunities before us, and sought out ways to collaborate and improve our institution's position as a national model for sustainability.

Whether you're interested in taking courses, getting involved in hands-on learning experiences, piloting new ideas, or conducting research using our campus as a living lab, there are many ways for you to participate in this plan and develop innovative solutions that better the planet. Together our students, faculty and staff have the talents needed to advance our sustainability ambitions and to develop tomorrow's sustainability leaders.

I am looking forward to working with you as we gain fresh momentum towards building a sustainable future!

Trina Innes, MF, MBA, ICD.D  
Chief Sustainability Officer

# Introduction

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We are living in a world that is changing rapidly. Patterns of development and consumption are degrading the global resource base and reducing the quality of physical and social environments. Governments, business, organizations and academic institutions are all recognizing that the imperative of taking actions to develop a sustainable society.

Sustainability is about meeting the needs of the world without compromising the ability of future generations to meet their needs. It requires holistic approaches that strive to achieve balance between ecological, social and economic environments in perpetuity. There is no single blueprint for sustainability. Every nation, city, organization and individual needs to understand and respond to the unique pressures they face from climate change, resource scarcity, pollution, and other issues related to local capacity, economics, social justice, health and well-being. Sustainability moves towards a global society founded on respect for nature, human rights, economic justice and peace.

There is growing international consensus that higher education has a responsibility to drive processes that make the world a better place. Universities are uniquely positioned to catalyze innovations for sustainability through our operations, and the traditional missions of education, research and service. Universities are increasingly recognizing the need for graduating students with the attitudes, skills, perspectives and knowledge needed to make informed decisions and create solutions to address global challenges.

The University of Alberta embraces the opportunity to shape and strengthen sustainability and will continue to build upon our past accomplishments and support the university's goal of integrating sustainability into our academic, research and engagement activities.

This sustainability plan takes a multi-pronged approach to formalizing how the University of Alberta will take action for sustainability. It provides members of our community with a sense of purpose, direction and energy in the form of aspirational and strategic goals that guide our progress to 2020 as resources come available. Although much is being done within all facets of the university, this plan draws attention to selected strategies that are currently under way or planned to help transform our institution. Some strategies involve quick wins and incremental changes to existing practices. Other strategies may require longer-term financial and intellectual investments leading to changes in policies and practices.

Making progress will demand consideration of a diverse range of initiatives and continuous innovation while maintaining the flexibility to recalibrate in response to other pressures, complexities and risks facing post-secondary education. It is considered a living document to be reviewed, questioned and adjusted periodically and in response to opportunities.

Our success will draw upon the collective and collaborative efforts of the over 55,000 faculty, staff, and students in our campus community, working together to advance our institution's mission of "uplifting the whole people".

## Sustainability at the University of Alberta

Since 1975, there have been significant achievements towards building a sustainable future at the University of Alberta. A university-wide sustainability initiative was launched in 2008, the university's centenary year. The Office of Sustainability was opened in 2009 to serve as the hub of the initiative, which seeks to inform, inspire and enable students, faculty and staff to adopt sustainable practices. The focus areas of the initiative are: outreach & engagement, teaching & research, and facilities & operations. These areas largely mirror the categories used by the Sustainability Tracking, Assessment and Rating System™ (STARS®), which is used to measure and report on our institution's sustainability performance.

In 2011, the university developed its first Sustainability Plan (it was released in 2012). The plan included broad input from the campus community, including the voices of students, staff and faculty. Contributors included administrative units and committees, as well as the award-winning Deliberation on Campus Sustainability Project.<sup>2</sup> Since the release of the first Sustainability Plan, the university has made progress on sustainability by:

- Developing a [Greenhouse Gas Emissions Reduction Plan](#)
- Launching the *Envision* energy management program
- Certifying new and existing buildings for sustainability features and performance
- Increasing the amount of waste diverted from landfills
- Launching the [Certificate in Sustainability](#) for undergraduate students
- Initiating the [Green Spaces Certification Program](#) for residences, labs, food vendors, offices and events
- Creating working groups for waste diversion & sustainable purchasing

### UAlberta's Sustainability Accomplishments

To learn more about accomplishments between 2012 and 2015, read the [Campus Sustainability Initiatives Report 2012-15](#).

The university has been recognized as one of Canada's Greenest Employer every year since 2009 and was recognized with an Emerald Award in 2014 for waste outreach programs.

Sustainability is an important component of the University of Alberta's Institutional Strategic Plan. The Sustainability Plan provides more information about our institution's ambitions and invites the campus community to collaborate and coordinate their efforts to build upon the innovations and solutions of faculties, administrative units and students' associations.

Sustainability is an approach that requires consideration of our current and ever-changing social and environmental needs. This plan provides goalposts to measure progress in the right direction and shows consideration for economic, social and environmental performance (also known as the triple-bottom-line).

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<sup>2</sup> 2012 Case Study Award, Association for the Advancement of Sustainability in Higher Education



## Planning for Sustainability

In 2016, the University of Alberta unveiled the institutional strategic plan, “For The Public Good”. At the highest level, “For the Public Good” empowers and enables each member of the University of Alberta to build, experience, excel, engage, and sustain:

**BUILD** a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

**EXPERIENCE** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

**EXCEL** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

**ENGAGE** communities across campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

**SUSTAIN** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

The successful implementation of the strategic plan will depend on all of us, individually and collectively, taking action. The 2016-2020 Sustainability Plan builds on the institutional strategic plan and the University of Alberta’s commitment to a continuous effort to instill sustainability into the many aspects of university life, on our campuses, in our institutions, and in our larger community..

In addition to a university-wide consultation process (See Appendix 1), this plan is informed by:

- *For the Public Good*, University of Alberta’s Institutional Strategic Plan (2016)
- *A Plan for Deepening Sustainability Education and Scholarship*. Companion document to the Sustainability Plan 2016-2020 (2016)
- Sustainability Tracking, Assessment and Rating System™ Version 2.1 Technical Manual (2016)
- Transportation Demand Management Plan Update - Draft Report (2015)
- Greenhouse Gas Emissions Reduction Plan (2014)
- University of Alberta Sustainable Food System Opportunity Assessment (2014)
- Sustainability Tracking, Assessment and Rating System™ Report (2014)
- Long Range Development Plan (2013 and 2014)
- Sustainability Plan 2012-2016 (2012)
- Next Generation Energy Management Program (2012)
- *The Way We Green*: The City of Edmonton’s Environmental Strategic Plan (2011)
- Statement of Action, G8 University Summit (2010)
- Torin Declaration on Education and Research for Sustainable and Responsible Development, G8 University Summit (2009)
- Sustainability Commitment and Guiding Principles (2008)
- Sapporo Sustainability Declaration, G8 University Summit (2008)
- Changing Our Travel Habits (2007)

# The Plan

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In 2015, over 600 university and community members participated in a series of facilitated conversations and online engagement which inspired us to strive forward in five areas:

- Leadership
- Education & Research
- Operations & Infrastructure
- Community & Culture
- Health & Well-being

For each area, the plan presents a vision, goals and strategies to guide and motivate us on our sustainability journey. The vision, goals and strategies for sustainability at the University of Alberta are guided by the overarching direction established in *For the Public Good*, the institutional strategic plan.

This sustainability plan captures previously adopted goals, initiatives that are under way and new opportunities to enhance our institution's performance. We acknowledge that budget holders retain responsibility for making decisions about their unit's priorities, and that they need to be flexible when responding to changes in economic, social, environmental and political situations that may affect business plans and budgets.

Staff and funding are assigned to champion the campus sustainability initiative and assist the campus community in finding creative ways to collaborate, complement and support campus sustainability.

# 1. Leadership

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## Vision

**Our university leaders demonstrate progress on our commitment by incorporating sustainability into our institution's vision, mission, academic plans and business plans.**

Creating a more sustainable campus strengthens our institutional vision and mission to build one of the world's great universities for the public good. We envision sustainability as a core value to be considered in administration, governance, planning and stewardship systems, procedures, and policies. Our leaders and students are visible champions of sustainability to internal and external audiences. The university is transparent and accountable to our community, publicly committing to continuous improvement and cross-unit engagement and cooperation when it comes to improving and reporting on our sustainability performance.

## Goals and Strategies

**Goal 1.1 Pioneer innovations in policy, practice, knowledge and leadership that advance sustainability at our institution.**

- a. **Strategy:** Ensure the university's strategic guiding documents, policies and procedures are informed by a sustainability plan that recognizes sustainability as a key value at our institution.
- b. **Strategy:** Encourage academic and operational units to incorporate sustainability into their strategic plans, decision-making, and reporting.
- c. **Strategy:** Seek synergies between the university's sustainability planning and other regional and provincial plans.
- d. **Strategy:** Contribute service to national and international sustainability-related organizations, dialogues, agreements and initiatives that advocate and transform sustainability in higher education.
- e. **Strategy:** Senior leaders and governing bodies visibly support and communicate the importance of sustainability to our institution.
- f. **Strategy:** Collaborate with Campus Alberta members on joint initiatives to improve their sustainability performance.

## **Goal 1.2 Report, recognize, reward and profile sustainability solutions and accomplishments of students, staff, faculty, administrators and alumni.**

- a. **Strategy:** Elevate awareness and profile of the university's sustainability innovations and success stories.
- b. **Strategy:** Report annually to the campus community on sustainability performance.
- c. **Strategy:** Participate in a select number of reputable, third-party sustainability performance measurement systems, recognition programs and rankings that show progress towards sustainability.
- d. **Strategy:** Recognize and reward sustainability innovation and leadership within the institution.

## **Goal 1.3 Foster growth of sustainability initiatives and problem-solving on all campuses.**

- a. **Strategy:** Continue to allocate funding where possible to sustainability initiatives.
- b. **Strategy:** Create and increase participation in working groups that foster collaboration and address sustainability challenges with particular attention to waste diversion, sustainable purchasing and sustainable food.
- c. **Strategy:** Identify and support a sustainability champion for each faculty, central unit and strategic committee to review and implement initiatives.
- d. **Strategy:** Mitigate environmental impact of the university's major events and communicate these measures to participants.

## **Goal 1.4 Explore opportunities for incorporating sustainability-related approaches into the university's investments.**

- a. **Strategy:** Explore opportunities and implications of incorporating environmental, social and governance concerns into the university's investment policy.
- b. **Strategy:** Explore providing donors with a segregated but diversified sustainability-focused endowment/investment stream.
- c. **Strategy:** Evaluate investing in renewable energy and other sustainability-related infrastructure as an inflation hedging strategy.
- d. **Strategy:** Elevate awareness of the university's investments within the campus community, and of sustainable investing methods within the investments management team.



## 2. Education & Research

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### Background

Sustainability is central to the University of Alberta's education and research activities and to the institution's overarching campus sustainability initiative. The expertise, leadership, collective goodwill, program and course offerings, research, and operations at the University of Alberta point to an enormous opportunity to inform sustainable thinking and practices of the future.

An array of ideas to deepen and broaden sustainability education and scholarship at the University of Alberta were brought forward by professors, administrative leaders, students, student leaders, alumni and staff during an extensive 12-month consultation ending in October 2015. These ideas were captured in a companion document to the sustainability plan, titled "A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta 2016-2020".

The high level goals and strategies in the companion document are associated with modeling and advancing teaching and learning for sustainability and are paralleled in this sustainability plan.

### Vision

**Our university's teaching and research efforts incorporate sustainability and advance our institution's mission.**

We envision students having opportunities to learn, research and apply sustainability using interdisciplinary approaches. Through outreach and partnerships, the university brings research and new knowledge to the community, enabling individuals, communities, organizations and industries to achieve sustainability. The university is recognized as a leader for taking significant action on climate change and for capitalizing on the knowledge and strengths of our academic and research communities.

### Goals and Strategies

#### **Goal 2.1 Encourage the campus community and the public to learn about sustainability.**

- a. **Strategy:** Create awareness of resources, research findings, demonstration projects and expertise.
- b. **Strategy:** Promote sustainability-related programs.
- c. **Strategy:** Encourage diverse educational approaches for teaching about sustainability across the disciplines.

#### **Goal 2.2 Encourage exposure to interdisciplinary and transdisciplinary teaching and research connected to sustainability.**

- a. **Strategy:** Build the capacity to include aspects of diversity and inclusivity within research, and honour diverse research methods.
- b. **Strategy:** Celebrate professors with a stated commitment to and/or expertise in sustainability.

- c. **Strategy:** Create opportunities to connect colleagues with a stated commitment to and/or expertise in sustainability.
- d. **Strategy:** Promote opportunities for students and faculty to participate in sustainability initiatives.
- e. **Strategy:** Encourage departments and faculties to develop long-range sustainability plans encompassing operational practices, teaching, research and degree programs.

**Goal 2.3 Support faculty members to integrate sustainability into their teaching.**

- a. **Strategy:** Develop initiatives to integrate sustainability into curriculum and academic programming.
- b. **Strategy:** Build on existing community-based teaching and research partnerships and internships.
- c. **Strategy:** Explore opportunities to regularly assess and report on sustainability literacy.

### 3. Operations & Infrastructure

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#### Vision

**Our university's operations and infrastructure embody sustainability principles.**

We envision a transformed institution where business planning and projects are developed, piloted and implemented to conserve energy, reduce waste, build accessible and inclusive spaces and foster a sustainable food system. We see the university taking proactive action to reduce our greenhouse gas emissions at practicable rates through innovative solutions focused on energy efficiency, energy management, renewable and alternative energy.

The university's natural and built environments are planned, designed and operated for long-term ecological and human health and are inclusive, safe and productive for all. Universal design principles and sustainable transportation options are well-integrated into campus planning.

The university pursues opportunities for waste reduction, reuse, recycling and composting through a robust waste management system. Faculties, departments and vendors demonstrate responsible purchasing for goods and services, giving consideration to their whole life cycle and to sustainability principles.

#### Goals and Strategies

**Goal 3.1 Embed social, economic and environmental sustainability into the development and care of the university's indoor and outdoor spaces.**

- a. **Strategy:** Maintain space stewardship principles for capital planning and space utilization.
- b. **Strategy:** Maximize preservation of green space on campus, pilot projects with native species and use university campuses as living labs.
- c. **Strategy:** Expand number of existing buildings certified using BOMA BEST green building rating system.
- d. **Strategy:** Explore opportunities to certify new construction and major renovation projects using third-party systems.
- e. **Strategy:** Explore and implement low-impact methods for grounds management.
- f. **Strategy:** Continue water use reduction plan informed by water audits that outlines baseline water use, and set reduction targets to be reached by the year 2025.
- g. **Strategy:** Catalogue and manage information related to sustainability features and management practices for all university buildings.
- h. **Strategy:** Elevate awareness and increase number of accessible and all-gender washrooms on university-owned properties.
- i. **Strategy:** Develop programs to reduce energy use, increase waste diversion and decrease water use in lab environments.

**Goal 3.2 Establish the university as an innovative leader in addressing climate change and make progress on reducing the university's greenhouse gas emissions to 17% below 2005 levels by 2020.**

- a. **Strategy:** Pursue viable strategies outlined in the Greenhouse Gas Emissions Reduction Plan.
- b. **Strategy:** Work towards minimizing fossil fuel use by university-owned vehicles by converting portions of our fleet to alternative fuels and power sources and reporting fuel consumption on an annual basis.
- c. **Strategy:** Implement innovations, upgrades, preventative maintenance and best practices in energy management, climate change mitigation and environmental protection.
- d. **Strategy:** Improve understanding about how the greenhouse gas inventory can be more comprehensive and include more emissions, such as those generated by air travel, commuting, and the embodied energy of goods and services.
- e. **Strategy:** Create an energy use reduction plan informed by the *Envision* program that outlines baseline energy use and sets reduction targets to be reached by the year 2025.
- f. **Strategy:** Explore the opportunity to create a climate change working group focused on facilitating initiatives for climate change mitigation and adaptation.
- g. **Strategy:** Commit to being a leader in climate change mitigation by connecting with institutions in northern communities to research best practices in energy management and climate change mitigation.

**Goal 3.3 Sustainable and accessible transportation options are encouraged and well-integrated into campus planning.**

- a. **Strategy:** Work in alignment with institutional plans such as the Long Range Development Plan and smart growth sustainable principles to reduce the number of people driving to a bike-friendly and walkable campus.
- b. **Strategy:** Continue to encourage the use of carpooling and car sharing and investigate solutions to campus parking that encourage other alternatives to single-occupant vehicle travel.
- c. **Strategy:** Explore opportunities to make public transit more accessible to people working, living and studying on UAlberta campuses.

**Goal 3.4 Advance a sustainable food system that provides fresh and healthy food in collaboration with the university community.**

- a. **Strategy:** Establish the Sustainable Food Working Group to advance sustainable food initiatives.
- b. **Strategy:** Work with local authorities to develop a safe system for recovering and donating leftover food from dining and catering operations to increase recovery of usable food and reduce food waste
- c. **Strategy:** Explore opportunities to grow food in underutilized spaces, and to create new community gardens accessible to members of the university and broader community.

- d. **Strategy:** Encourage food providers to increase, where feasible, access to healthy food, including options for specialty diets.
- e. **Strategy:** Explore the use of edible landscapes as an inherent part of the university's sustainable food system.

**Goal 3.5 Encourage vendors and primary dining contractor to increase the purchase of food produced in Alberta and/or food with recognized sustainability certifications.**

- a. **Strategy:** Collaborate with existing on-campus gardens to explore opportunities to supply produce to food vendors, campus and local community.
- b. **Strategy:** Continue to work with external partners to find Alberta food producers to supply food vendors.

**Goal 3.6 Build capacity within the purchasing system to assess and make sustainability-informed decisions.**

- a. **Strategy:** Build awareness about the university's stated preference for products registered with the Electronic Product Environmental Assessment Tool (EPEAT).
- b. **Strategy:** Embed lifecycle cost analysis and EPEAT registration into the requests for proposal process for computer supplies, computer equipment and multi-function printers.
- c. **Strategy:** Identify 3-5 major purchases that impact the entire university community, perform life cycle analyses, and make recommendations to address impact based on findings.

**Goal 3.7 Build capacity for departments and faculties to engage in sustainable purchasing.**

- a. **Strategy:** Explore the development of a Code of Conduct for university vendors and suppliers.
- b. **Strategy:** Elevate awareness of the environmental benefits of multi-function printers.
- c. **Strategy:** Create a system that increases the use of the surplus by departments and faculties.
- d. **Strategy:** Encourage units making high-volume purchases of promotional items to assess opportunities to reduce their impact through sustainable purchasing practices.

**Goal 3.8 By 2020, divert 90% of waste from landfill and continue to reduce waste per campus user.**

- a. **Strategy:** Increase source-separation and collection of organics to 1,500 tonnes per year by 2017.
- b. **Strategy:** Introduce "Zero Waste" collection of mixed paper, other recyclables, organics and landfill waste across university facilities.
- c. **Strategy:** Elevate awareness of the university's waste diversion goal and engage campus community in ambition to become a "Zero Waste" campus.

- d. **Strategy:** Assess high-impact opportunities for reducing packaging waste for lab supplies and equipment.
- e. **Strategy:** Assess high-impact opportunities for reducing paper consumption and increasing the purchase of recycled-content paper.
- f. **Strategy:** Explore opportunities to reduce the chemical waste footprint of teaching and research activities.
- g. **Strategy:** Increase diversion of construction, demolition, and renovation waste.
- h. **Strategy:** Expand Reusable Dish Program to include more food vendors across North Campus.
- i. **Strategy:** Work with food vendors to eliminate polystyrene food service ware and replace it with recyclable or compostable alternatives.
- j. **Strategy:** Explore opportunities to reduce paper towel waste by installing hygienic, energy-efficient hand dryers.

## 4. Community & Culture

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### Vision

**Our university builds connections across the campus community and pursues opportunities to advance sustainability in our day-to-day activities.**

We envision all members of the university community sharing responsibility for our future. Through orientation, community and campus partnerships, outreach and community-building initiatives, the university provides resources for individuals to be ambassadors for sustainability and global citizenship. Individuals understand how their daily activities contribute towards the university's sustainability goals. Developing sustainability leadership is a priority for all. To this end, the university offers financial support, programming, coaching, tools and opportunities to pilot and implement projects across the institution.

*Social sustainability combines design of the physical environment with a focus on how the people who live in and use a space relate to each other and function as a community.*

*It is enhanced by development which provides the right infrastructure to support a strong social and cultural life, opportunities for people to get involved, and scope for the place and the community to evolve.*

– The Berkeley Group

### Goals and Strategies

**Goal 4.1 Demonstrate that diversity and equity are institutional values by strengthening a culture of inclusion within the campus community.**

- a. **Strategy:** Work to embed principles of equity, diversity, and inclusion in the university's strategic guiding documents, policies and practices.

**Goal 4.2 Enhance awareness of the university's sustainability features, practices and resources to the campus community and to the public.**

- a. **Strategy:** Communicate sustainability features of campus to the public.
- b. **Strategy:** Feature sustainability messages, resources and tools in student and staff orientation.
- c. **Strategy:** Purchase the university's branded clothing from producers registered with the Fair Labor Association.

**Goal 4.3 Improve accessibility and opportunities for success in post-secondary education.**

- a. **Strategy:** Develop strategies to provide improved services from application through to graduation.
- b. **Strategy:** Increase number of students and faculty from traditionally underrepresented groups, including Aboriginal peoples, persons with disabilities and visible minorities.

**Goal 4.4 Seek opportunities to ensure the university is an inclusive place for work and learning with full participation from diverse, historically underrepresented communities.**

- a. **Strategy:** Provide support and opportunities for building community and social justice to individuals and groups who experience discrimination, exclusion and/or oppression.
- b. **Strategy:** Develop and communicate respectful engagement principles for work and study spaces.
- c. **Strategy:** Improve the campus community's understanding of diversity and inclusion.
- d. **Strategy:** Encourage inclusion of underrepresented groups in advisory and planning committees at the institutional, faculty and unit level.
- e. **Strategy:** Explore opportunities to gather information and report on attitudes, perceptions and experiences of campus stakeholders as they relate to diversity.

**Goal 4.5 Deliver activities that improve understanding and engagement in actions for climate change and healthy eating, including research, interactive programs and strategic planning. ..**

- a. **Strategy:** Educate the campus community about participating in a sustainable food system.
- b. **Strategy:** Explore opportunities to enhance collaboration between campus community gardens.
- c. **Strategy:** Participate in and host conversations on climate change mitigation and adaptation on campus and across Alberta.

**Goal 4.6 Provide frequent, diverse and motivational opportunities for students, staff and faculty to engage in change-making for sustainability.**

- a. **Strategy:** Continue to increase opportunities for students living in residence to engage in sustainability initiatives.
- b. **Strategy:** Tailor sustainability programming and communications to reach diverse audiences.
- c. **Strategy:** Encourage development of and participation in professional development opportunities that enable staff and faculty to be effective sustainability champions.



## 5. Health & Well-Being

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### Vision

**Our university is a safe, inclusive, diverse, and respectful environment that meets the needs of the whole person.**

We envision that all members of the university feel welcomed, safe and connected. We see health, equity and well-being integrated into all aspects of the university experience. The university's policies, practices and services foster a safe, inclusive, diverse and respectful community. Individuals are encouraged to prioritize self-care and given an opportunity to make contributions to sustainability. Services are offered by many providers across the university to meet the needs of the whole person, paying attention to individuals' unique abilities, identities and experiences.

### Goals and Strategies

**Goal 5.1 Support health, wellness and safety by delivering relevant, responsive and accessible services and initiatives.**

- a. **Strategy:** Encourage strong and visible commitments and supports for mental health.
- b. **Strategy:** Support development of integrated, institution-wide health and wellness strategy and increasing awareness, understanding and participation in related services.
- c. **Strategy:** Recognize and reward leadership in advancing health and well-being.
- d. **Strategy:** Adopt standardized indicators for measuring student health and well-being.
- e. **Strategy:** Explore opportunities to deliver a faculty and staff engagement strategy.
- f. **Strategy:** Maintain safe work and study environments.

**Goal 5.2 Foster opportunities for learning about health and well-being.**

- a. **Strategy:** Empower student groups to improve their capacity to deliver health and wellness programs.
- b. **Strategy:** Incorporate health and well-being information into orientation programming for new staff and students.
- c. **Strategy:** Implement communications and outreach activities to improve student, staff and faculty awareness, understanding and use of health and wellness services.

# Accountability & Reporting

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## Strategic Accountability

This plan is championed by the Vice-President (Facilities and Operations) and the Deputy Provost, on behalf of the President, the university's senior leadership team and campus community. The Office of Sustainability operates under their leadership, serving as the hub of the university's campus sustainability initiative.

## Operational Accountability

The Office of Sustainability coordinates the collection and promotion of sustainability initiatives, offers facilitation and support to assist with implementation of sustainability initiatives, and coordinates reporting on progress of the Sustainability Plan.

Working in collaboration with the Office of Sustainability, the following trio of leaders will facilitate the implementation and coordination of sustainability strategies in this plan:

- Chief Sustainability Officer, Office of Sustainability
- Manager, Energy Management & Sustainable Operations, Facilities & Operations
- Director for Sustainability Scholarship and Education, Office of the Provost

They will engage with unit leads, organizations and established working groups, identify potential collaborators on strategies and provide logistical support for action planning and reporting. Together they will identify potential collaborators for each strategy/goal and capture this information in an internal implementation framework.

The implementation framework will help build connections between potential collaborators, identify the need for resources or funding, establish performance indicators, and collect the information needed to inform a progress report on this plan. The progress report will be shared with high-level committees and executive champions.

## Progress Report

An internal report will be provided to executive champions of the Sustainability Plan after the first two years. The report will be shared with other senior leaders to both celebrate progress and inspire further action.

Facilitated by the Office of Sustainability, the report will include:

- A description of the work that has been completed in the past year to mark progress on each goal or strategy.
- Identification of any issues or challenges faced in advancing each goal or strategy to help understand what is needed to make progress.

- An indication of progress toward achieving each goal or strategy, using the following scale:
  - **Not Started** – Work has not started.
  - **On Track** – Work has started and is proceeding on schedule. Wherever possible, an approximate indication of what percentage of each goal or strategy is complete.
  - **At Risk** – Implementation issues may be limiting or prohibiting the strategy from being achieved. Barriers and challenges should be identified for strategies with this progress indicator.
  - **Delayed** – Implementation is significantly delayed or placed on hold. Barriers and challenges should be identified for strategies with this progress indicator.
  - **Achieved** – The strategy has been completed.

## Measuring Sustainability Performance

The Sustainability Tracking, Assessment and Rating System™ (STARS®) is the world's most widely recognized framework for reporting on sustainability in higher education. It is developed by the Association for the Advancement of Sustainability in Higher Education (AASHE®). It is fully transparent and enables meaningful comparison of our performance over time, and benchmarking of our institution against others through a common set of measurements.

Using STARS® is an appropriate, standard way to track our progress on the sustainability plan and our journey towards sustainability. Reporting is comprehensive, covering Academics, Engagement, Operations and Planning & Administration. STARS® is updated frequently, challenging even the highest-performing institutions to strive for continuous improvement.

The Office of Sustainability collaborates with representatives from across the university to prepare an updated STARS® submission every two to three years. Regular reporting keeps stakeholders across the institution engaged with new strategies that fill gaps in our performance.

In October 2014, the University of Alberta received a STARS Gold rating.

Eighteen Canadian schools hold a rating in the 1.X versions of STARS®. Of these, the University of Alberta achieved the highest score under Education & Research as well as Planning, Administration and Engagement. Only four other Canadian institutions have received Gold ratings in these versions. At the time of our last submission, the University of Alberta achieved the second-highest rating in Canada.

The university previously received a STARS® Silver rating in 2012.

Sustainability performance will be assessed in 2016/17 and once again before this plan expires, using STARS® and feedback collected from a range of responsible parties.

Read the University of Alberta's [2014 STARS submission](#) and the [Campus Sustainability Initiatives Report 2012-15](#) for more.

## Next Steps

Moving forward, the Office of Sustainability will provide services to help change agents achieve our institution's sustainability goals and strategies. These include:

**Funding programs** that help improve sustainability on campus will be profiled, including the Sustainability Enhancement Fund and Green Grants.

**Capacity-building opportunities** will be offered to build sustainability leadership competencies for students, staff and faculty, including the Leading Sustainability at Work course and the Student Sustainability Summit.

**Workshops for action planning and a companion workbook** will be developed to help with program design and delivery.

**Facilitation expertise** will be offered to unit/strategy teams upon request to clarify project ideas, operational improvements and other pilot projects.

**Periodic progress reports** will be published to help connect collaborators and inspire action.

### Stay Connected

Please join the movement to make UAlberta sustainable. There are many ways to get involved.

Visit the [Office of Sustainability's website](#) for more information, and [sign up for our newsletter](#) to learn about the many ways to get involved throughout the year.

# Appendix A - Community Effort

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Launched in spring 2015, the sustainability plan consultation process recognized the importance of capturing ideas from our community of students, staff, faculty, alumni, community members and key decision-makers. The process sought to foster the connections required to build a strong plan and enable its implementation.

The process included in-person outreach, face-to-face interviews, facilitated workshops, an online conversation kit, an open house and a review period. Together, these processes provided the whole campus community an opportunity to contribute toward sustainability planning at the University of Alberta. All of the activities and information collected were archived to capture participants' contributions and their commitment to the process.

## ***Engagement Principles***

Throughout the journey, the planning team was guided by the following principles:

- Creating opportunities for the whole university community to participate in
- Building on current activities, knowledge and expertise
- Recognizing the value of collaboration and growing interconnections in our community
- Maintaining the flexibility to adapt our approach as we learn our way forward
- Assuring transparency in the plan's development process

## ***Consultation Process***

The consultation process was implemented in four phases:

1. **Vision** (January/February 2015): The exploratory phase sought to understand our shared vision for campus sustainability in the year 2020. Participants were asked "*What does sustainability at the University of Alberta look like in 2020?*"
2. **Obstacles and Strategies** (March/April 2015): The focused dialogue asked participants to suggest ways of overcoming obstacles and developing strategies to help realize our shared vision in the next five years. Participants were asked "*What can we do to address our obstacles and achieve our vision for 2020?*"
3. **Campus-Wide Review** (Fall 2015): The draft plan, including accountability measures and reporting methodology, was shared for university-wide review and feedback.
4. **Action Planning** (Spring 2016 onward): For each strategy, key individuals responsible for the university's sustainability performance are offered the opportunity to use action planning tools to develop tactical plans.

## ***Participation***

The University of Alberta community answered the call to play a direct role in the planning process through a variety of mechanisms. In addition to invitations targeting individuals with key responsibilities, open invitations to participate were shared with 1,534 people during 6 outreach events.

Over 600 undergraduate and graduate students, non-academic staff, faculty, professional staff, senior administrators, alumni and community members were actively engaged in the process, including:

- ~400 individuals participated in 33 facilitated workshops
- ~100 individual or group interviews
- ~90 people completed the online community conversation kit
- ~ 70 group consultations/committees
- ~70 departments, faculties, units and organizations

During the process we promoted transparency by communicating regularly, access to the process and feedback through:

- sustainability plan website
- face-to-face meetings
- 17 background/progress documents
- 64 workshop reports
- open house

The results of this consultation process were used to help inform development of the University of Alberta's institutional strategic plan and led to the inclusion of sustainability as an institution-wide strategic goal.

The successful implementation of this plan will build upon the relationships established with individuals and groups engaged in this planning process.

### ***Obstacles and Challenges***

To develop the most effective sustainability plan, we must consider our place and our context. The following obstacles and opportunities for sustainability were derived during the consultation process, and were given consideration while framing the goals and strategies in this plan.

**Lack of Resources:** Concerned that the availability of resources (including labour, finances and time) may inhibit the progress of sustainability-related programs, initiatives and action.

**Uncertainty:** Changes to the political climate, economy and the involvement of external stakeholders create competing interests for limited resources.

**Culture:** Competition in society is seen as something that drives excellence and can inhibit collaboration and progress towards community well-being and sustainability. Collaboration is required to achieve collective impact. Many people have a regimented perspective on educational outcomes, which hinders the progress on non-traditional learning outcomes such as global citizenship and training of students as social change agents.

**Change Management:** The university is large and complex. The approaches required to advance our sustainability performance cannot be homogeneous; they will need to be adjusted for each group and initiative.

### ***Opportunities & Keys to Success***

Participants identified the following points as worthy of note for improving the university's sustainability performance. These keys to success are to be considered by everyone when implementing the goals and strategies outlined in this plan:

**Leadership Support:** In order to achieve our sustainability goals, support and direction from senior leadership is critical. Leaders are essential in establishing sustainability as a priority for our institution and ensuring that sustainability is integrated into our business planning.

**Accountability:** Every individual should be responsible for the University of Alberta's sustainability progress. We all play a role in our resource use, programming and our work as advocates. There are potential collaborators identified for every goal and strategy outlined in this plan.

**Collaboration:** Partnerships and effective collaboration are important to achieve sustainability goals. There should be strong collaboration across faculties and central units for the identification of shared priorities, communication, programming and engagement of students in curriculum and research, whenever possible.

**Communication:** Open and frequent communication among those active in achieving our sustainability goals is required. This includes effective internal strategic communication and outreach to our target audiences. Accessible and clear messaging, based on reliable research, should be used for all sustainability-related programming.

**Monitoring & Measurement:** It is important to treat strategic plans as living documents that are revisited frequently by all responsible parties in order for us to measure our performance and use this information to guide future efforts. Being transparent and public about this process provides legitimacy and enables improved sustainability performance.

## Appendix B - Acknowledgements

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### ***Executive Champions***

The executive champions for the sustainability planning process were Don Hickey, Vice President (Facilities & Operations) and Dr. Wendy Rodgers, Deputy Provost. We also acknowledge the support of past Deputy Provost Dr. Roger Epp.

### ***Planning Team***

The following staff connected to the campus sustainability initiative participated in the planning, coordination and facilitation of all workshops, conducted interviews with stakeholders, reviewed supporting documents and synthesized what they heard and learned into the finished plan.

Trina Innes	Chief Sustainability Officer, Office of Sustainability
Dr. Naomi Krogman	Director of Sustainability Scholarship and Education, Office of the Provost and Vice-President (Academic)
Mike Versteegen	Manager, Energy Management & Sustainable Operations, Facilities & Operations
Lisa Dockman	Program Lead, Outreach & Engagement, Office of Sustainability
Emily Dietrich	Program Lead, Outreach & Engagement, Office of Sustainability
Trevor Chow-Fraser	Program Lead, Marketing and Communications, Office of Sustainability
Shannon Leblanc	Sustainability Coordinator, Energy Management and Sustainable Operations, Facilities & Operations
Lauren Hall	Sustainability Coordinator, Energy Management and Sustainable Operations, Facilities & Operations
Apryl Bergstrom	Academic Assistant, Sustainability Scholarship and Education, Office of the Provost and Vice-President (Academic)



## ***Consultation and Facilitation Support***

Volunteers helped the planning team implement the consultation process for the Sustainability Plan. Staff from central units, campus sustainability volunteers and student interns were involved in the promotion of the consultation process and in the delivery of the workshops.

## ***Process Participants***

This Sustainability Plan would not have been successfully developed without the dedicated time and participation of many, many on- and off-campus community members. Their rich contributions, enthusiasm and passion for sustainability were inspiring and were an invaluable contribution to the planning process.

Individuals from over dozens of faculties, units, working groups, advisory committees and organizations engaged in the consultation process, writing and/or review of this plan.

Aboriginal Student Services Centre

Alberta Centre for Active Living

Alberta School of Business

Alumni Relations:

Ancillary Services

- Hospitality Services
- Real estate Services
- Residence Operations

Aramark

Augustana Campus

- Learning, Advising and beyond
- Student and Residence Services
- Sustainability Committee

CAPS

Campus Food Bank

Campus Saint-Jean

City of Edmonton

Facilities & Operations:

- Buildings and Grounds Services
- Energy Management and Sustainable Operations
- Landscape Services
- Office of the University Architect
- Utility Services
- Vehicle Pool

Faculty of Agricultural, Life and Environmental Sciences

Faculty of Arts

Faculty of Education

Faculty of Engineering

Faculty of Extension

Faculty of Graduate Studies and research

Faculty of Law  
Faculty of Medicine & Dentistry  
Faculty of Native Studies  
Faculty of Nursing  
Faculty of Physical Education and Recreation  
Faculty of Rehabilitation Medicine  
Faculty of Science  
Financial Services, Investments and Treasury  
Graduate Students Association  
Healthy Campus Unit  
Human Resource Services  
Information Services & Technology  
Institute for Sexual Minority Studies & Services  
Office of the Dean of Students  
Office of the Provost and Vice-president (Academic)  
Office of the Registrar  
Office of Sustainability  
Office of the Vice-President (Finance and Administration)  
Parking Services  
Project Management Office  
Recreation Services  
School of Public Health  
Student Accessibility Services  
St. Joseph's College  
Strategic Analysis  
Students' Council  
Supply Management Services  
Support Contract Services  
Sustainable Food Initiative  
Undergraduate Research Initiative (URI)  
University of Alberta Athletics  
University of Alberta Bookstore  
University of Alberta Libraries  
University of Alberta Students' Union

- Executive
- Sustain SU

University Relations / Digital Strategy  
University Wellness Centre

# **A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta 2016-2020**

Developed by:

Naomi Krogman, PhD

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*"Sustainability is the process of living within the limits of available physical, natural and social resources in ways that allow the living systems in which humans are embedded to thrive in perpetuity."*

*--Academic Advisory Committee Working Definition, Office of Sustainability, 2010*

**AUGUST 2016**

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# Introduction

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*“Whatever we do now is going to influence the future, and probably more the future of our students than our own futures. We are going to make an impact that we may never actually see and that we may never hear about. That’s why doing this matters. That’s what teaching is: you stand in front of a classroom or in front of a computer, and you are influencing people who may never come back and tell you that you’ve made a difference. You trust that it sometimes happens, because we know that it does. It’s appropriate that we do this at the University.”*

- Christie Schultz, Assistant Dean, Academic, Faculty of Extension

Universities have a responsibility to make the world a better place. They generate and share inspiration, ideas, knowledge, and visions of pathways for change, all of which are needed to create a more sustainable world. The University of Alberta is in a particularly strong place to address the challenges of sustainability, or a stronger shift in societies across the world for long-term change that supports the health, vitality and resilience in the social-ecological system. The expertise, leadership, collective good will, program and course offerings, and research at the University of Alberta point to an enormous opportunity to inform multi-faceted ways of thinking and doing that shape sustainability.

There is no discipline, no professor, no student who is not touched by the constraints and opportunities that exist in a world with more clearly recognized limits in resources, needs for human capital and creativity, and ways to cooperate and organize to meet collective goals. This report summarizes an array of ideas to deepen and broaden sustainability education and scholarship at the University of Alberta that were brought forward by University of Alberta professors, administrative leaders, students, student leaders and alumni. There is energy and commitment to pursue these ideas, and the time is ripe to strengthen our role as a higher educational institution that helps build a better future for all.

# Background

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This is an academic companion document to the University of Alberta's Sustainability Plan (2016-2020). It provides information about the goals and strategies that were suggested to guide sustainability in education and research at the University of Alberta and that will connect to the overall campus sustainability initiative.

The University of Alberta's Board of Governor's endorsed the University's sustainability commitment and guiding principles in 2008. Subsequently, sustainability was featured as a companion element to the last academic plan and a key component of the last sustainability plan. In 2015, the University of Alberta began the thinking that will lay the foundation for the next 5 to 10 years under our new president David Turpin. This report compliments the University of Alberta's Comprehensive Institutional Plan (2016) which calls for a sustainability commitment in planning documents and building projects. It is hoped and anticipated that this report will help inform the University of Alberta's commitment to sustainability education and scholarship.

The goals and strategies in this document originated from several consultations and workshops held between October 2014 and February 2016:

- Workshop on October 17, 2014 on "Sustainability, Environment and Social Justice in the Social Sciences and Humanities at the University of Alberta" with 22 professors in the social sciences, arts and humanities. This workshop was part of the Provost's Initiatives and it was supported by the Kule Institute of Advanced Studies and the Office of Sustainability.
- Sustainability Plan workshops on education and research with two groups: 1) the Office of Sustainability Academic Advisory Committee (OSAAC)<sup>1</sup>, and 2) a group composed of undergraduate and graduate students, non-academic staff, faculty, professional staff, alumni and community members. Each group attended a Vision workshop that sought to understand our shared vision for sustainability in education and research at the University of Alberta in 2020. Participants subsequently attended an Obstacles and Strategies workshop to look for ways to overcome obstacles and develop strategies to help the University of Alberta realize our shared vision in the next five years.
- Several individual consultations with faculty Deans, Associate Deans, representatives, program chairs, centre directors, and graduate and undergraduate student groups to obtain additional suggestions on how to deepen and broaden sustainability education and scholarship at the University of Alberta.<sup>2</sup>
- Luncheon Discussion on February 29, 2016 on Academic Initiatives in Sustainability at the University of Alberta

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<sup>1</sup> In spring 2015, the Office of Sustainability Academic Advisory Committee (OSAAC) was renamed the Provost's Academic Advisory Council on Sustainability (PAACS).

<sup>2</sup> Appendix A provides additional details about these workshops and consultations. Appendix B lists the participants who were involved in the consultation process.

One of the key challenges that came out of these consultations is the need to change the perception held by some of the faculty, students and staff that sustainability is only about improving the environment. A broad definition of sustainability is applied to the goals and strategies in this plan:

“Sustainability is the process of living within the limits of available physical, natural and social resources in ways that allow the living systems in which humans are embedded to thrive in perpetuity.”

- Academic Advisory Committee Working Definition, Office of Sustainability, 2010

This definition addresses the ability for individual, social, ecological, economic, health and cultural systems to *thrive* and exist within the limits of the *ecosystem sustenance base* upon which all life depends. Professors and students in professional programs with stringent accreditation requirements, such as Law, Rehabilitative Medicine, Pharmacy, and Medicine and Dentistry, appear to recognize themselves less in the concept of teaching and researching in sustainability, yet they play a critical role in the health, design, and social justice systems of society. Students in particular may not readily recognize that sustainability is the healthy functioning of society and an economic system that supports the well-being of all.

The following two sections outline a vision for education and research at the University of Alberta that came out of the Sustainability Plan consultations, along with suggested goals and strategies to help attain that vision. The Goals and Strategies section uses the same numbering system as the Education & Research section in the University of Alberta's draft Sustainability Plan (2016-2020). The main headings are the key goals (Goals 2.1 to 2.3), and the strategies associated with each of these goals are included in bold text beneath them. Additional background information from workshops and individual consultations is provided below each strategy. This information provides context useful for guiding the implementation of the strategies and for strengthening connections across the University. After Goals and Strategies, Next Steps discusses the process for sharing content in “A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta 2016-2020”. This is followed by a final note about the future of sustainability in education and research at the University of Alberta.

## Visions for Education & Research<sup>3</sup>

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We envision students having opportunities to learn, research and apply sustainability using interdisciplinary approaches. Through outreach and partnerships, the university brings research and new knowledge to the community, enabling individuals, communities, organizations and industries to achieve sustainability. The university is recognized as a leader for taking significant action on climate change and for capitalizing on the knowledge and strengths of our academic and research communities.

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<sup>3</sup> The draft Sustainability Plan (2016-2020) describes the process used to create this vision statement.



# Goals and Strategies

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The goals and strategies provided below are identified with numbers that match with goals and strategies identified in the University of Alberta's 2016-2020 Sustainability Plan, Section 2, Education & Research.

## Goal 2.1 Encourage the campus community and the public to learn about sustainability

### a. Strategy: Create awareness of resources, research findings, demonstration projects and expertise.

One approach is to prompt broader learning about sustainability through the offering of the University of Alberta's varied embedded undergraduate certificates. There are several embedded certificates at the University of Alberta that are either current or in development. The new Certificate in Sustainability is available to undergraduate students in nine faculties, including the Augustana campus. Augustana also offers a Certificate in Sustainability as part of five one-day courses through their Extended Education program. Other options with connections to sustainability at the University of Alberta include the undergraduate Certificate in International Learning, the Certificate in Community Engagement and Service-Learning, and the Certificate in Global Citizenship. The Faculty of Science is developing a Certificate in Leadership with the Faculty of Arts, as well as a Certificate in Interdisciplinary Science Studies and a Research Certificate in Science. There has also been discussion on moving forward with Adapted Fitness Provider Certification (embedded and free-standing) in the Faculty of Physical Education and Recreation that would serve to support students, new graduates and exercise professionals in the community to learn ways to adapt physical activity and exercise for individuals experiencing disability. There is potential and public interest in a professional certificate, offered by the Faculty of Extension, in Sustainability or a more focused area (e.g. Climate Change Policy and Practice) for post-graduates.

Graduate students (incoming and outgoing elected members of the Graduate Student Association) suggested developing a Sustainability Certificate for graduate students that is practicum- and research-based, rather than course-based. They suggested creating more professional development opportunities tied to sustainability and offering online, for-credit professional development courses. An example of such a course could be a credit course on green building certification (the Faculty of Extension currently offers this as a non-credit course). They would also like to see sustainability-related events and learning opportunities across the disciplines. This could include team-based graduate student research opportunities to work on wicked problems (i.e., hard-to-solve problems that are interconnected with other problems).

Massive open online courses (MOOCs) could make sustainability curriculum more accessible to students limited by mobility, work schedules, and living in remote areas. Examples of forthcoming MOOCs at the University of Alberta include: Indigenous Studies 101 (Faculty of Native Studies), Introduction to the Arctic: Climate (Faculty of Science), Mountains 101 (an interdisciplinary course in the Faculty of Physical Education and Recreation), and other Arctic courses that will focus on People and Cultures, Economics and Natural Resources (Faculty of Science). Potential future MOOCs, such as "Transitions to Sustainability" and "Climate Change Policy, Practice and Programs", could offer more

direct sustainability learning. The Faculty of Nursing would like to offer a future MOOC on nutrition and exercise, which are also key subjects for sustainable social systems.

Greater access to sustainability education through the University of Alberta could also include more online courses, as well as course-based Master's degrees (both online and on campus) in related areas of sustainability, to broaden and deepen sustainability learning. The Faculty of Nursing is particularly interested in online sustainability courses that could be offered to their nursing students as electives. There are several Master's programs that are currently being developed at the University of Alberta. For example, the Faculty of Science is developing a professional Master's degree in Environmental Monitoring or Environmental Innovation. The Faculty of Science is also waiting for approval of a course-based Master's in Planning. The Faculty of Agricultural, Life and Environmental Sciences is developing an interdisciplinary, course-based, distance learning (online) Master's program in Forestry, and Ecological Restoration and Reclamation. The Faculty of Native Studies is working on an online, course-based Master's in Native Studies.

**b. Strategy: Promote sustainability-related programs.**

The University of Alberta could train those who regularly interact with current and prospective students about the curricular and co-curricular opportunities to learn about sustainability at the University of Alberta. For example, campus recruiters, internship coordinators and career advisors could more strongly promote our sustainability-related academic, co-curricular and engagement programs.

Those who we consulted with often held that making out-of-the-classroom opportunities for learning about sustainability should be accessible and affordable to all students. Promotion of these opportunities may include reaching out through the Students' Union and targeting student clubs and organizations on campus where uptake is likely to be strong. Graduate students asked for better communication among departments, graduate coordinators who advise students on courses, and the Graduate Student Association on new course offerings in sustainability.

**c. Strategy: Encourage diverse educational approaches to teach about sustainability across the disciplines.**

Many people recommended that the leaders of the University of Alberta encourage the development of new courses in sustainability and the integration of sustainability concepts and applications into existing courses. The development of sustainability content and courses could be encouraged by offering course releases to build new courses or to substantially revise existing courses. Funding could be provided for pilot projects, course field trips, or special learning and training opportunities for faculty. For example, faculty could receive funds to attend the annual conference of the Association for the Advancement of Sustainability in Higher Education, which provides rich learning opportunities on sustainability course content and delivery. An example of an interdisciplinary course being developed by the Faculties of Arts and Science is a global issues course to address the connections between science and society.

Some professors argued for more flexibility in pedagogical structure. Blended learning would reduce utility use, because roughly half of the learning is done outside the classroom. Flipped classrooms are classes that physically meet less frequently to focus on exercises, projects or discussions. Massive open online courses (MOOCs) are courses that people can take remotely, thus eliminating travel to and

from class. Finally, alterations to class duration and frequency can better enable students to take courses outside of their disciplines and enable instructors to involve outside experts.

Strong interest exists in topics such as sustainable businesses, technological advances in energy savings and renewable energy, and science citizenship, yet the courses that are available are generally limited to students who are in those majors (e.g. Engineering, Business and Science). There is an opportunity to deepen and broaden sustainability learning by developing courses for non-majors. Graduate students in particular asked for more opportunities to take sustainability-focused courses.

Project challenges and competitions that are hosted by faculties or broader units and posed to student-led groups could create a greater sense of efficacy and hope among students interested in sustainability. For example, the Heroes for Health challenge previously held by the by the University of Alberta's Health and Wellness team could be repeated in a Heroes for Sustainability competition.

Many participants in our consultations suggested having a long-range goal that all programs provide experiential learning opportunities involving systems and long-term thinking. For example, there is broad academic support for a new initiative called Learning Experiences in Applied Projects (LEAP), led by the Office of Sustainability. LEAP creates opportunities for problem-based teaching, research and hands-on experiences. These "living lab" projects use the natural, social and built environment of the campus as a testing ground to develop solutions to address sustainability goals on campus and beyond.

Several professors and leaders recommended that we teach sustainability through university programming in outdoor education, health, play, cultural events, storytelling, and the arts. When students come to know the University's campuses not only as places for classroom learning, but also as places with natural features that are aesthetically pleasing (e.g. Edmonton's River Valley), places for outside unstructured learning, and places for creative expression, there is greater opportunity to tap into local capacity to see the value in nature and in place-based knowledge and talent. It was recommended that we should continue to invest in the natural beauty and ecosystem functioning of our university grounds and use this management knowledge as a teaching tool for students.

Many faculty members suggested that promoting our Education Abroad program, which offers exchange, internship and summer programs, can further enhance experiential learning tied to sustainability. Other international spring, reading week or semester-long courses at the University can broaden students' international learning of sustainability, particularly around cultural sustainability.

The widespread adoption of a healthy lifestyle is an important component of social sustainability. The Faculty of Physical Education and Recreation (PER) has extensive programming for university and community members that promotes health and wellness. This includes activities and courses with an outdoor component (such as INT D 284: Mountain Backcountry Field Skills). The Faculty of PER also provides opportunities for numerous activities in the facilities that they manage. This faculty is also building a new major in Adaptive Physical Activity within their Bachelor of Kinesiology that addresses providing greater opportunity and access to physical activity and sport to those with disabilities. The Physical Education and Recreation faculty could also highlight better their teaching contributions in the area of sustainability around behavioural medicine, recreation and health education, which promotes healthy behaviours among diverse populations.

## **Goal 2.2 Encourage exposure to interdisciplinary and transdisciplinary teaching and research connected to sustainability.**

Interdisciplinary and transdisciplinary teaching and research require building bridges within and outside of the university. Several people who were consulted asserted that greater dialogue about the role of higher education in advancing teaching, research, demonstration projects, interventions, and outreach on sustainability is needed to build shared understanding among faculty and students about the meaning and importance of sustainability. Departments, faculties, and academic program chairs are encouraged to engage in University and community dialogues about where academic needs are likely to change, in terms of important topics, methodologies, technologies, and changing socio-political contexts that will shift local, national and global conditions for sustainability. We could place further emphasis on professors' engagement with the broader community of government, industry, faith-based organizations, non-governmental organizations, indigenous organizations, and other civic and community organizations on the perceived needs for sustainability research. The consultations for this plan indicated an abiding interest in sustainable food systems, climate change mitigation and adaptation, energy conservation, cultural sustainability, and sustainable consumption.

To meet Goal 2.2, the number of instructors, students and researchers involved with or exposed to interdisciplinary or transdisciplinary teaching and research connected to sustainability would also likely increase. Some universities have chosen to require a 100-level course in sustainability for all students. While this would be challenging in some programs that have less room for non-required courses in their accreditation standards, a required sustainability course could create common ground across disciplines and showcase a distinct commitment to sustainability education at the University of Alberta. Such a course could be delivered online or through a MOOC.

Augustana has a core requirement for environmental sustainability. The Faculty of Science is developing a first-year course on critical thinking and weighing evidence for all incoming science students. This will foster common knowledge among science students and help them understand potential applications of science.

There was a common recommendation for more place- and project-based teaching, which may be more easily taught across the University of Alberta's campuses, field stations, research facilities, and demonstration projects. We have an opportunity to use our university as a sandbox, providing opportunities for creative and collaborative exploration. Greater linkages between the Prairie Urban Farm at South Campus and the Devonian Botanic Garden, for example, could complement a growing interest and concern in sustainable food systems. This could also include strengthening their connections to the University's operational activities (e.g. Dining Services). More use could be made of Augustana's Miquelon Lake Research Station, which aspires to demonstrate sustainable operations and carry out teaching and research in sustainability. Greater flexibility for students to take sustainability courses outside of their degrees or to pursue a minor in sustainability in their respective programs would broaden exposure to sustainability topics across the majors. Graduate students would like the concepts of sustainability to be more widely incorporated into their courses, research training, and professional development opportunities.

- a. Strategy: Build the capacity to include aspects of diversity and inclusivity within research, and honour diverse research methods.**

Those consulted for this report often called for greater integration of Aboriginal content into courses across the University of Alberta to improve general knowledge about the recommendations of the Truth and Reconciliation Commission of Canada<sup>4</sup>, the current threats to sustainability across Canada, and the ways in which indigenous peoples of Canada have maintained or sought sustainability in their communities. University of Alberta North, a new initiative to coordinate northern research initiatives, can facilitate this capacity, especially in terms of building northern research capacity. Augustana has shown commitment in this area with the recent hire of a new professor who links sustainability to History and Native Studies. Others in the Faculty of Native Studies recommended exposing students, faculty and staff to the relationship between sustainability and traditional knowledge in native communities in Canada and elsewhere. In particular, the Faculty of Native Studies suggested offering more courses related to collaborative research skills to build land-based knowledge, and indigenous rights and benefits with respect to resource development.

The Faculty of Physical Education and Research suggested that they are in a good position to teach how to design spaces and be sensitive to diversity and inclusivity in various work and play settings. The Faculty of Physical Education and Recreation is also considering purchasing a property that would allow on-the-land training related to mountain studies, outdoor recreation, physical adaptations, sports training and performance, and other learning modules related to natural areas. Greater connections between the Faculty of Physical Education and Recreation and Human Resource Services or the Employment Equity Advisory Committee (EEAC) could foster greater in-house collaborations on sustainability.

Finally, University leaders can influence the funding of sustainability research by advocating for appropriate reviewers for research grants, as there is a sense that most internal grant applications are reviewed by those in strict disciplines who may not appreciate the interdisciplinary nature of sustainability research.

**b. Strategy: Celebrate professors with a stated commitment to and/or expertise in sustainability.**

Many of our participants recommended that the University of Alberta showcase faculty, alumni and research teams that demonstrate excellence in advancing sustainability knowledge, practices, policies or projects. For example, the Office of Sustainability periodically showcases a professor who carries out sustainability research and/or teaching under the banner “Faces of Sustainability.” The University home page could also showcase professors, graduate students and professional staff members who make outstanding contributions to sustainability scholarship, education, programming or operations.

It is striking how many professors in the social sciences, arts and humanities are shifting their research focus to sustainable food systems, investigating areas like food justice, food sovereignty, food security and sustainable agriculture. Other strong areas of interest include: rural community development (especially at Augustana), sustainable energy systems, cold climate and resource-based economy

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<sup>4</sup> The Truth and Reconciliation Commission of Canada (TRC) was constituted and created by the *Indian Residential Schools Settlement Agreement*. The Commission travelled throughout Canada over a period of six years to hear from Aboriginal people who had been taken from their families as children and placed in residential schools. In 2015, the Commission submitted its final report, which can be downloaded from <http://nctr.ca/reports.php>.

sustainable design (especially in circumpolar regions), health and wellness, and governance and planning of cities and landscapes (including cumulative impact assessment and biodiversity protection).

Many of those we consulted also recommended that the University of Alberta increase the numbers of professors with expertise in sustainability and strategically hire new professors with a demonstrated interest in areas like climate change and corporate social sustainability. Faculties and departments could also create awards and scholarships for sustainability and promote creative engagement between faculty and students on sustainability topics suitable for that faculty, as the Alberta School of Business has done with its student group, Net Impact.

**c. Strategy: Create opportunities to connect colleagues with a stated commitment to and/or expertise in sustainability.**

One common suggestion to foster greater opportunities for colleagues with a stated commitment to sustainability is to create a sustainability centre or related public policy institute focused on curriculum and research initiatives. Such a centre could provide programming for public policy, for specific professional programs, or for a summer immersive experience in sustainability. This centre or institute could carry out a number of integrative programs to build capacity in sustainability education and scholarship at the University of Alberta. Representatives from the Faculty of Arts and the Faculty of Law, in particular, asserted the need for a place in which academics across faculties who are interested in sustainability could more easily collaborate with one other and coordinate sustainability-related projects. Efforts to promote such a centre should build on the lessons to be learned from the Alberta Centre for Sustainable Rural Communities at Augustana, and liaise with this Institute as appropriate.

The institute could host University of Alberta professors who are seconded to be part of the institute for one to three years to lead academic sustainability initiatives. It could also host think tanks or sustainability scholars from other universities. This institute could hold events such as “interdisciplinary speed dating” or “design and policy charrettes” on sustainability topics with students across the disciplines. There could also be panel discussions that link sustainability researchers (professors, undergraduate students and graduate students) and encourage them to share their research on common topics of interest and to develop research clusters in areas such as climate change. This institute would bring people together and build bridges across the disciplines to encourage scholarship that informs global integrative efforts, such as the United Nations-endorsed Sustainable Development Goals. It could host reading groups and provide special courses that are not offered by the departments on innovative methodologies in sustainability sciences and scholarship.

Such an institute could also offer focused faculty and graduate student workshops and hold an annual conference on research and teaching in sustainability, potentially in collaboration with the Association for the Advancement of Sustainability in Higher Education and other institutions with successful academic sustainability initiatives. It could host a sustainability leadership summit for faculty and research associates, building off the Student Sustainability Summit (hosted each year by Sustain SU and the Office of Sustainability), as well as the Alberta Student Leadership Summit (hosted by the Student Group Services, the University of Alberta, and the Students’ Union). At these three events,

professors could learn how to incorporate more of the sustainability learning opportunities being offered by the Office of Sustainability and the Global Education Program<sup>5</sup> into their course syllabi.

Graduate students in particular suggested an institute that could act as a “sustainability hub”, a space for graduate students to meet and work together on sustainability initiatives. The institute could be a clearinghouse of information for professors and graduate students about interdisciplinary journal publishing opportunities and networking possibilities across campus and across Canada on prescient sustainability research topics (e.g. integrated watershed management).

Professors frequently held that their research could have more impact if there was greater interaction between researchers and the media and government. The University could better facilitate this interaction by providing training in knowledge translation. The Faculty of Extension is offering a new “Strategic Reframing Course” that focuses on communication methods to create change in common understanding, tools to help build general understanding of complex issues, and approaches to transform views on cultural and societal issues. This course would be a strong benefit to many university faculty members to increase the impact of their research. Of particular interest are the processes around how university expertise can be more effectively applied to government decision-making and planning. Such training might be offered through the Centre for Teaching and Learning, the Faculty of Graduate and Research Studies, or the Research Services Office.

**d. Strategy: Promote opportunities for students and faculty to participate in sustainability initiatives.**

A centralized online information and networking system, in particular, was commonly suggested in our consultations as a way to promote opportunities for students and faculty to participate in sustainability initiatives. A centralized online system would help researchers with common interests connect with one other. Many faculty and graduate students spoke of the need for an easier, faster way to find others across campus and across disciplines who are studying similar topics (e.g. water scarcity or disaster preparedness). The University should continue to support the Undergraduate Research Initiative, which has a portal system that effectively advertises research opportunities for undergraduates, and more recently offers research internships that focus on sustainability (funded by the Office of Sustainability).

An online system containing up-to-date information on sustainability-focused and -related courses would also help faculty and academic advisors suggest options to students for electives, especially “free electives,” that complement the student’s general interest in sustainability. The online system

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<sup>5</sup> For the Office of Sustainability, these learning opportunities are led by the Campus Sustainability Initiative which provides institutional leadership and campus-wide communications and programs to integrate sustainability values into all aspects of the University of Alberta. The Office of Sustainability engages and encourages students, staff and faculty to engage in sustainability practices. A number of speakers, workshops, grants and volunteer opportunities exist for students to learn more about sustainability and lead sustainability efforts.

The Global Education program inspires and cultivates students as the next generation of leaders prepared to tackle critical issues facing the globe. Their signature event, International Week, is the University’s largest annual extra-curricular educational event and is the most extensive event of its kind on a Canadian campus, and offers workshops, exhibits and cultural performances. Other learning opportunities are fostered by International House, grants for international education, and themed programs that bridge students with internal and external partners.

would help instructors articulate and advertise what students can learn from sustainability courses that they do not tend to learn from other courses. The University of Alberta's standard online course catalog could also provide an indicator for courses that are sustainability focused.

**e. Strategy: Encourage departments and faculties to develop long-range sustainability plans encompassing operational practices, teaching, research, and degree programs.**

Faculties and departments are encouraged, through an inclusive process, to identify programs they wish to add, enrich or discontinue, as part of their own long-range relevance to society. Part of this would be to conduct long-range planning on new hires in emerging sustainability areas or in areas for which the University of Alberta lacks expertise. A delegated faculty leader, or sustainability committee, could be assigned responsibility to inform the process; by summarizing what has been done elsewhere and suggesting updates to programs and curriculum in regards to sustainability. This faculty leader or committee could report on the department's or unit's progress, such as facilitating the opportunity for students to take sustainability courses outside their faculties, fostering cooperation for co-teaching or course cross-listing, using the University for place-based learning, and facilitating collaborative program development with other faculties. The faculty leader or committee could also assist in finding instructors and resources to offer new courses that are currently needed but not yet offered.

For example, the Faculty of Agricultural, Life and Environmental Sciences expressed interest in developing a new interdisciplinary degree in sustainable systems. Building programs such as this requires cross-departmental conceptualization of the program, its purpose, its learning outcomes, and its capacity to provide excellent sustainability education across multiple disciplines, all of which require leadership and a plan. Faculty of Arts representatives held that such long-range plans would help prompt the review and reinvigoration of programs such as the Bachelor of Arts in Environmental Studies, which is offered by the Faculty of Arts and the Faculty of Agricultural, Life and Environmental Sciences.

The long-range plans could also prompt departments and program leaders to evaluate existing programs and courses to identify gaps in sustainability content, remove outdated material, avoid unnecessary repetition, and share learning materials (such as curricular repositories). Faculty often recommended the need to find easier ways to develop courses in specific areas, such as sustainable food systems, climate change mitigation and adaption, cultural sustainability and so on. A repository for existing syllabi in emerging areas of interest would therefore be useful. Faculty members also discussed the rigidity of too many programs that require most or even all of students' courses to be taken in the same faculty. This directly discourages interdisciplinary learning. Program reform could allow and encourage more electives in sustainability courses and cross-listed courses between faculties. The long-range plans could routinize succession planning for hiring and retention. Professors and senior leaders we consulted called for a democratic process that fosters prioritization, smooth teaching transitions, and long-term investment in senior academic leaders and academic staff, instructors and contract employees.

One key element of such long-range plans would be for departments to define the topics and interventions in their scholarship that relate to and promote sustainability. Some faculties, such as the Faculty of Rehabilitative Medicine, did not recognize their role in sustainability until a directed discussion on sustainability and their programs highlighted linkages between health and wellness, health care resources, disability studies, and social justice in the broader meaning of sustainability. It



was advised that professors and program leaders set aside time to explore what sustainability means for them and their programs. An inclusive, engaging planning process would foster greater long-term investments in program improvements.

Some particular suggestions came from Native Studies faculty, who identified the need for better interdisciplinary course offerings on indigenous orientations to environmental protection and business, such as co-taught courses on cooperative approaches to resource development and Aboriginal business development. Native Studies faculty identified gaps in the curriculum for Environmental Conservation Science and Native Studies students. There is no course offering in these programs on the philosophy and epistemology of science. This further reproduces students' lack of awareness about how traditional knowledge and science can be used together to address sustainability challenges (e.g. habitat protection or water sanitation) in indigenous communities and in other non-Western cultures.

Many people in our consultation process encouraged stronger priority given to sustainability through its recognition by faculty evaluation committees. For example, annual reports for faculties could ask professors and faculty service officers (FSOs) to indicate which of their research projects and papers address sustainability on or off campus and indicate which are interdisciplinary. This would have several benefits. First, it would signal to faculty and FSOs that this kind of research is encouraged and recognized as important. Second, it would allow the University of Alberta to encourage using our campus as a “small city” for sustainability learning and to report on this kind of research more readily in the Sustainability Tracking, Assessment & Rating System™ (STARS). STARS is the tool used by the University of Alberta to benchmark our institution's sustainability performance.

Many faculty members who were consulted saw FEC evaluation processes as disincentives to community-engaged sustainability research and faculty communities of practice in sustainability teaching and research. Community-based research requires time to develop mutual understanding and trusting partnerships both within and outside the university. Therefore, FECs could more fully recognize the value of building partnerships within and outside the university, as well as the time investments required for faculty to do this well.

Assistant professors could be encouraged to engage in sustainability teaching and research, and they could be rewarded by FECs when they do so. In some faculties, professors reported undue pressure to obtain grants that fund narrow questions, at the expense of pursuing partnerships and funding to address sustainability issues that are inherently interdisciplinary or transdisciplinary.

Many faculty also recommended that FECs show greater recognition and value of “slow scholarship” or the provision of sufficient time for higher order thinking and writing that is important to address wicked problems, often resulting in books that take one to three years to write. Additionally, giving equal credit for publishing in interdisciplinary journals as in disciplinary journals would signal to professors that there is support for sustainability scholarship. Professors who co-write sustainability articles in collaboration with staff in professional journals could also be rewarded for making important contributions to sustainability scholarship and practice.

Graduate students and the Kule Institute of Advanced Studies recommended the development of guidelines for “sustainable research”, which would address practical and ideal guidelines to spur positive change for people and the planet. To promote sustainable research, researchers could share and conserve research materials and equipment, share research funding with other university partners and community partners (currently deemed to be very bureaucratically onerous or impossible), reduce

carbon footprints due to travel, and assure consistent three- to four-year funding of research assistants who have developed knowledge and skills in a particular area. Professors could be rewarded for addressing policy, practice and public knowledge sustainability challenges, as this strengthens the university's long-term relationships with local people and places. There are also enormous needs to preserve and maintain access to data, which some respondents referred to as "data sustainability."

### **Goal 2.3 Support faculty members to integrate sustainability into their teaching.**

#### **a. Strategy: Develop initiatives to integrate sustainability into curriculum and academic programming.**

A common suggestion was to prepare faculty to integrate sustainability into their teaching via faculty development workshops, new faculty orientation and by developing a community of practice. Faculty expressed the desire for more opportunities to interact with each other on the topic of teaching. By discussing course content among themselves, faculty can learn from each other about how to foster greater critical thinking about sustainability within their degree programs, as well as how to use emerging language (e.g. resilience, anthropocene, transitions and life-cycle analysis) that allows greater common understanding of sustainability subjects. Nursing and Science faculty in particular emphasize the role of critical thinking as part of teaching sustainability. Nursing faculty also emphasize leadership training, which they assert could be oriented more directly to sustainability issues.

New faculty are in a good position to invest in their teaching, which can yield long-term benefits for themselves, their students, and the University's ability to offer up-to-date academic programs and courses. Efforts to engage new professors in sustainability-related workshops and other sharing and training opportunities could be expanded.

Many of our contacts for this report held that interdisciplinary teaching is a challenge, because most professors were trained within a specific discipline and their programs are built on past disciplinary fundamental content. Greater opportunity for faculty members to co-teach on a sustainability topic can enhance their knowledge and interdisciplinary offerings. Interdisciplinary teaching, and moreover program development, take vision and time to develop, so creating space for faculty to do so through special assignments, teaching relief or other incentives may better facilitate these developments. Many faculty members held that departments and faculties can be too inward looking and territorial, which inhibits interdisciplinary teaching and scholarship.

Further, many faculty members would also like to see a reduction in administrative tasks, especially where the delegation of these tasks could be more appropriately assigned. This would provide more time for thoughtful and creative teaching and research and to develop new sustainability initiatives. Greater exchange between Augustana Campus, Campus Saint-Jean, and the University of Alberta north campus for sustainability speakers, workshops, Sustainability Awareness Week events, and so on, could foster greater interdisciplinary faculty and student exchange.

The Faculty of Business participants called for more faculty members to teach students about a growing business emphasis on sustainability. The Alberta School of Business has a suite of courses on corporate sustainability, social responsibility, and communications. It also has the Canadian Centre for Corporate Social Responsibility, which supports creativity and innovation in business practices that support the quality of life experienced by the communities in which they operate.

Another example of an initiative that integrates sustainability into research is the “After Oil” project, which is a large, international academic and public research project based at the University of Alberta that operates under the rubric of the Petrocultures Research Group (PRG). More recently, the Parkland Institute at the University of Alberta was awarded a large Social Science and Humanities Research Council grant that partners with other organizations across three provinces on “Mapping the Power of the Carbon-Extractive Corporate Resource Sector.”

Other initiatives could provide greater support at the University of Alberta in regards to providing start-up funds or small grants for larger grant applications from the Research Services Office, the Faculty of Graduate Studies and Research, and the Faculties would be useful. Given that more sustainability research is in the “impact sciences” (which address the social, economic and ecological consequences of human activities) than the “production sciences” (which address the ways to create and expand the use of natural resources, efficient processes for making things, and useful consumer products), obtaining research funding for sustainability projects is more challenging. Thus, in-house funding to build up sustainability research capacity would be particularly useful. The application requirements for small amounts of money should not be so onerous that they discourage participation.

At a sustainability workshop for the social sciences and humanities in October 2014, professors identified numerous sources of potential funding<sup>6</sup> for sustainability-related research. Many of these require matching funding that could be provided by the University of Alberta. The Office of Advancement at the University of Alberta could target donors, especially in the resource sector, to donate to an “endorsement fund” that would provide start-up funds for sustainability research related to that sector.

The Kule Institute of Advanced Studies at the University of Alberta funds transformational interdisciplinary and comparative research at the highest standards nationally and internationally, and has recently funded a number of sustainability focused and related grant proposals.

The University of Alberta and City of Edmonton Sustainability Scholars program offers applied research and professional development experience to graduate students through an innovative summer internship program that sponsors graduate students to work on sustainability-related applied research projects. This program, which partners the Office of the Provost, Office of Sustainability, Faculty of Graduate Studies and Research, and City of Edmonton, has expanded from six to 18 scholarship positions. This expansion also serves UAlberta’s goals to expand opportunities for graduate students in sustainability-applied research and in professional development training.

**b. Strategy: Build on existing community-based teaching and research partnerships and internships.**

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<sup>6</sup> Current on-campus funding opportunities exist through the Sustainability Enhancement Fund and Green Grants out of the Office of Sustainability, the Undergraduate Research Initiative, the Teaching and Learning Enhancement Fund, and the Kule Institute of Advanced Studies. Examples of industry funding could include Mountain Equipment Cooperative, Suncor, Syncrude, Save-On Foods, Ag-Funding Consortium, and the Northlands Park Edmonton. Examples of government funding could include the City of Edmonton, Tri-Council federal funding, Networks for Centres of Excellence, the Campus Alberta Innovation Chairs (CAIP). Foundation examples include the Real Estate Fund of Alberta, the Gates Foundation, and the Catherine Donnelly Foundation.

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The Director of Sustainability Scholarship and Education, out of the Office of the Provost, could work closely with the University of Alberta's Centre for Teaching and Learning (CTL) to develop a suite of cross-disciplinary case studies/examples that demonstrate how partnered groups (among community members, university staff, faculty and students, non-governmental and civic organizations) have furthered sustainability.

The Community Service-Learning (CSL) office at the University of Alberta offers important opportunities for students to work with community partners on sustainability-related challenges (e.g. watershed management or poverty reduction). CSL also offers interdisciplinary spring courses that engage students with on-the-ground sustainability challenges. For example, a series has been offered on oil development and social and health issues. More CSL courses that explore what sustainability means to different organizations could deepen sustainability education. Graduate students in particular requested more graduate-level interdisciplinary CSL courses on sustainability-related topics.

The Undergraduate Research Initiative (URI), in partnership with the Office of Sustainability and Facilities & Operations, also offers dedicated sustainability research internships on topics of sustainability and all of the URI research internships support interdisciplinary research undergraduate training.

Graduate students have requested more professional development courses related to sustainability. The Faculty of Extension, in particular, is well poised to readily offer specific courses that address sustainability practice and that target continuing professionals. For example, they offer a course for professionals called "Understanding LEED [Leadership in Energy and Environmental Design] for Building Works". Greater communication and collaboration between the Faculty of Extension and other faculties could expand relevant and timely non-credit course offerings in the Faculty of Extension that could be turned into credit-based undergraduate and graduate courses.

The Office of Sustainability offers several student intern positions each year. Members of the Students' Union requested more undergraduate internship opportunities in sustainability, similar to the Sustainability Scholars program offered at the graduate level.

### **c. Strategy: Explore opportunities to regularly assess and report on sustainability literacy.**

One way to know if our students' knowledge, attitudes and interests around sustainability is shifting is to create a longitudinal data base on sustainability literacy. Ideally, it would be a very short survey that is comparable to other universities and deemed legitimate and relevant to the University of Alberta. It could be administered annually to a representative sample of University of Alberta students. Survey results may reveal areas where students have greater or less knowledge, which could help inform academic programs and the Office of Sustainability's engagement programs.

## **Next Steps**

The Office of Sustainability is building an implementation plan for the overall University of Alberta Sustainability Plan (2016-2020). Academic initiatives will be added to this plan as they emerge in the coming months and years, and the appointed leaders of academic initiatives for sustainability, out of the Office of the Provost, will develop avenues for faculty and students to be engaged in initiatives that emerge and grow from "A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta 2016-2020".

## Final Note

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The University of Alberta can become a stronger leader in sustainability, regionally, nationally and internationally, by fostering greater cross-fertilization across the disciplines, connecting to on- and off-campus sustainability professionals, supporting start-up research in emerging areas of importance and areas of strength, and facilitating partnerships for sustainability tests and interventions. Greater University dialogue and consequent common understanding around the complementarity of social goals, such as greater health and wellness, equity, fairness and justice, with inclusive economies and robust and resilient environments can “raise the bar” in the University’s collective ability to convey the importance of sustainability scholarship and education.

This requires assessing our sustainability content and delivery strengths and deciding where we want to build our strengths and impact. It is a challenge to plan across 400 academic programs – this will require more knowledge brokers and bridge builders in the future. A great deal of progress can be made if departments and program leaders evaluate existing programs and courses to identify gaps in sustainability content, remove outdated material, avoid unnecessary repetition, share learning materials (such as curricular repositories), and co-teach across faculties and departments. This plan offers a suite of suggestions and ideas for academic sustainability initiatives, and a roadmap to better planning for the future for the University of Alberta to have a more positive impact on the world.

# Appendix A: Summary of Workshops and Consultations

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A total of 78 individuals, representing 17 Faculties and 24 Departments were engaged in range of conversations and dialogues. Details about these activities are outlined below.

## 1. October 2014 Vision Workshop

22 Social Sciences, Arts and Humanities professors gathered at Campus Saint-Jean on October 17, 2014 for a workshop on “Sustainability, Environment and Social Justice in the Social Sciences and Humanities at the University of Alberta”. The workshop was organized by Naomi Krogman, Director of Sustainability Scholarship and Education, Office of the Provost and Professor in the Department of Resource Economics and Environmental Sociology. Workshop assistants were Monica Gruezmacher, Adjunct Faculty in the Faculty of Extension, and Apryl Bergstrom, Research Assistant, Office of the Provost.

### Workshop goals:

- Identify strengths and gaps in our theme areas; sustainability, environment and social justice
- Discuss university and faculty-led support that contributes to effective collaboration between Social Sciences, Humanities, and Arts professors in regards to academic programming, course development, supporting a community of practice and identifying funds available for interdisciplinary research.
- Inform the academic portion of the Sustainability Plan for University of Alberta that is to start in 2017 (the current plan is in effect through 2016).
- Encourage the submission of a Cluster Grant letter of intent to the Kule Institute of Advanced Studies.

### Workshop Organization

The workshop consisted of three work sessions: 1) Sustainability research, teaching and practice; 2) the University of Alberta’s future in sustainability and interdisciplinary scholarship; and 3) Goals and Strategies for curriculum and research components in the University of Alberta’s Sustainability Plan. The topics and questions discussed during these sessions are outlined in more detail below:

#### ***Topics in work session 1: Sustainability research, teaching and practice***

- Funding opportunities and challenges
- Content and development of academic programs and courses
- Challenges in creating a community of practice
- Challenges of interdisciplinary research

#### ***Interview questions in work session 2: UAlberta’s future in sustainability and interdisciplinary scholarship***

- What are sustainability related themes that the U of A should have given the size, rank and sister campuses of our institution?
- What are the strengths in sustainability scholarship for the faculties of Social Sciences, Arts and Humanities? Other faculties?
- What are the gaps in sustainability scholarship for the faculties of Social Sciences, Arts and Humanities? Other faculties?
- What theme areas for academic programs would be ideal for the U of A to offer or in which to invest?

### ***Work session 3: Goals and strategies for curriculum and research components in UAlberta's Sustainability Plan***

- Participants individually wrote and then discussed their goals, modifications, additions and strategies regarding curriculum and research in the University of Alberta's new Sustainability Plan (2016-2020).

## **2. Sustainability Plan Workshops**

Sustainability Plan workshops from January to April 2015 with two groups:

1. The Office of Sustainability Academic Advisory Committee (OSAAC)<sup>7</sup>
2. A group composed of undergraduate and graduate students, non-academic staff, faculty, professional staff, alumni and community members. Participants were recruited through promotions by the Office of Sustainability. They signed up through an online survey. Additional people were identified as responsible parties in education and research, and they were also invited to attend the workshops.

Each group attended two workshops between January and April 2015. First, a Vision workshop was held to try to come up with a shared vision for sustainability in 2020 at the University of Alberta, with respect to education and research. This was later followed by an Obstacles and Strategies workshop, where participants suggested ways of overcoming obstacles and developing strategies to help realize our shared vision about sustainability in education and research within the next five years.

## **3. Individual Consultations**

### **Consultations with Deans, Associate Deans**

The Dean, Associate Dean, Research and Associate Dean, Academic (or their equivalents) were sent the questions below. They were invited to meet with Naomi Krogman to discuss what they would like to see in education and research when it comes to sustainability, both within their faculties and throughout

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<sup>7</sup> In spring 2015, the Office of Sustainability Academic Advisory Committee (OSAAC) was renamed the Provost's Academic Advisory Council on Sustainability (PAACS).

the university. Detailed notes were taken at each of the consultations and sent back to the Deans and Associate Deans for review. Those who were interested in sharing their ideas but were unable to meet were invited to submit written answers instead.

### **Questions sent to Deans and Associate Deans:**

- 1) What academic areas would you like to enhance in your faculty that relate to sustainability?
- 2) What sustainability area(s), if any, do you wish to build up in your faculty, in terms of curriculum or strengthened programming, in your faculty? Are there specific program names or course titles you can suggest?
- 3) What are the key threats, if any, to the current sustainability-related courses and academic programs you have in your faculty?
- 4) What are key opportunities and barriers for faculty interested in sustainability-related research?
- 5) When it comes to sustainability at the University of Alberta, what do you want to see in curriculum or research in five years?
  - a. What obstacles might stand in the way of achieving this vision?
  - b. What strategies can be used to address these obstacles and achieve our goals?
  - c. What resources or support might be needed to achieve our goals?
- 6) How could we expand opportunities for undergraduate and graduate students to research and learn about sustainability initiatives on campus, as a living lab? To learn about sustainability more broadly?
- 7) What are some of the core issues in sustainability in which you would like to see more partnership with other faculties (if any)? With other organizations or institutions?
- 8) To what extent are faculty members or student (groups) already engaged in teaching or research related to sustainability?
- 9) Can you identify faculty and students in subjects close to sustainability issues, not yet engaged in sustainability?
- 10) What can be done to better facilitate collaborations across faculty boundaries on sustainability topics in teaching and research?
- 11) Are there one or two major sustainability projects that your faculty might wish to pursue?

### **Consultations with Chairs or Coordinators of sustainability-related programs**

The Chairs or Coordinators of programs that were identified as being sustainability-related<sup>8</sup> were sent the questions below. They were invited to either meet with Naomi Krogman to discuss sustainability in education and research with respect to their programs, or to submit written responses to the questions.

### **Questions sent to Chairs or Coordinators:**

- 1) What academic areas would you like to enhance in this program that relate to sustainability?

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<sup>8</sup> See Appendix B for a list of academic programs that were identified as being sustainability-related.



- 2) What sustainability area(s), if any, do you wish to build up in your faculty, in terms of curriculum or strengthened programming? Are there specific program names or course titles you can suggest?
- 3) What are the key threats, if any, to this program?
- 4) When it comes to sustainability at the University of Alberta, what do you want to see in curriculum or research in five years (your suggestions can cross programs, faculties)?
  - a. What obstacles might stand in the way of achieving this vision?
  - b. What strategies can be used to address these obstacles and achieve our goals?
  - c. What resources or support might be needed to achieve our goals?
- 5) What are some of the core issues in sustainability in which you would like to see more partnership with other programs, faculties, organizations or institutions?

Detailed notes were taken during each of these consultations.

#### **4. Luncheon Discussion on Academic Initiatives in Sustainability at the University of Alberta**

On February 29, 2016, 21 faculty members, staff and students attended a workshop over lunch to discuss academic initiatives in sustainability at the University of Alberta.

Participants gathered in separate groups to discuss the following four topics:

- 1) The potential for a sustainability/climate change/public policy institute at the University of Alberta and the kinds of activities it would promote
- 2) Ways to inform new initiative, “Indigenous issues, cultivating citizenship and sustainability: Transformative learning opportunities”
- 3) Creating a system to foster better coordination and information sharing across instructors and researchers on sustainability issues
- 4) How to encourage greater planning for program and curriculum change in light of important sustainability topics, student interest, U of A and branch campus strengths, and other post-secondary institutes in the Province

Detailed notes were taken at each of these discussions and were used to inform the draft document, “A Plan for Deepening Sustainability Education and Scholarship at the University of Alberta”.

## Appendix B: People consulted

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The goals and strategies in this document originated from several consultations and workshops focused on education and research held between October 2014 and April 2015. The people who participated in these consultations and workshops are listed in the tables below.

### 1. People consulted during October 2014 Vision Workshop

These were the people who participated in the Vision Workshop on “Sustainability, Environment and Social Justice in the Social Sciences and Humanities at the University of Alberta” on October 17, 2014:

Name	Title	Faculty	Department
Rhonda Breitzkreuz	Associate Professor	Agricultural, Life and Environmental Sciences	Human Ecology
Debra Davidson	Professor	Agricultural, Life and Environmental Sciences	Resource Economics & Environmental Sociology
John Parkins	Professor	Agricultural, Life and Environmental Sciences	Resource Economics & Environmental Sociology
Helen Vallianatos	Associate Professor and Associate Dean of Students	Arts	Anthropology
Jennifer Welchman	Professor	Arts	Philosophy
Ken Caine	Assistant Professor	Arts	Sociology
Janet Wesselius	Associate Professor	Augustana Campus	
Lars Hallstrom	Professor, Director of Alberta Centre for Sustainable Rural Communities	Augustana Campus and ALES	Resource Economics & Environmental Sociology
Sheena Wilson	Assistant Professor	Campus Saint-Jean	
Makere Stewart-Harawira	Professor	Education	Educational Policy Studies
Kristof Van Assche	Associate Professor	Extension	
Mary Beckie	Associate Professor	Extension	
Cameron Jefferies	Assistant Professor and Borden Ladner Gervais Fellow	Law	
Sean Robertson	Assistant Professor	Native Studies	

Name	Title	Faculty	Department
Lisa Dockman	Program Lead, Outreach & Engagement	Office of Sustainability	
Howie Harshaw	Assistant Professor	Physical Education & Recreation	
Elizabeth Halpenny	Associate Professor	Physical Education & Recreation	
Tom Hinch	Associate Dean, Community and International Engagement	Physical Education and Recreation	
Jane Springett	Professor and Director, Centre for Health Promotion Studies	School of Public Health	
Leith Deacon	Professor	Science	Earth & Atmospheric Sciences
Sandeep Agrawal	Professor and Inaugural Director of Planning Program	Science	Earth & Atmospheric Sciences
Richard Kover	Sessional Instructor	St. Joseph's College	

## 2. People consulted in Sustainability Plan workshops

Sustainability Plan workshops on education and research were held with two different groups: the Office of Sustainability Academic Advisory Committee (OSAAC) and a group composed of undergraduate and graduate students, non-academic staff, faculty, professional staff, alumni and community members.

### Office of Sustainability Academic Advisory Committee (OSAAC) Workshops

Eight OSAAC members attended a Vision Workshop on January 30, 2015. Nine OSAAC members attended an Obstacles and Strategies Workshop on March 18, 2015. Participants included:

Name	Position	Faculty or Group	Department
Mary Beckie	Associate Professor	Extension	
Evan Davies	Assistant Professor	Engineering	Civil and Environmental Engineering
Leith Deacon	Assistant Professor	Science	Earth & Atmospheric Sciences

Lars Hallstrom	Associate Professor	Augustana Campus & Agricultural, Life and Environmental Sciences	Resource Economics and Environmental Sociology
Howie Harshaw	Assistant Professor	Physical Education and Recreation	
Trina Innes	Chief Sustainability Officer	Office of Sustainability	
Jasmine Lamarre	Graduate Student	Agricultural, Life and Environmental Sciences	Renewable Resources
Kerstyn Lane	Program Manager, Sustain SU	Sustain SU	
Sandra Shores	Associate University Librarian	Bibliographic and Information Technology Services	
Sheena Wilson	Assistant Professor	Campus Saint-Jean	
Jiaxin (Sylvia) Xiong	Undergraduate Student		

### Workshops with non-OSAAC faculty, students, staff and alumni

Two workshops were held with faculty, students, staff and alumni. These workshops were open to everyone. Thirteen participants attended the Vision Workshop on February 6, 2015 and three participants attended the Obstacles and Strategies Workshop on April 8, 2015.

### Participants:

Name	Position	Faculty or Organization	Department
Nathan Binnema	Undergraduate student	Faculty of Science	
Lisa Claypool	Associate Professor	Faculty of Arts	Art & Design
Mark Karstad	Manager, Academic Technology	Faculty of Medicine & Dentistry, Office of Education, Academic Technology	
Robert Luth	Vice-Provost (Academic Programs and Instruction)	Provost's Office	
César Montilla	Graduate student	Faculty of Engineering	
Kim Peacock	Educational Developer (APO)	Faculty of Education	

Saeidreza Radpour	Graduate student	Faculty of Engineering	
PearlAnn Reichwein	Professor	Faculty of Physical Education and Recreation	
Crystal Snyder	Undergraduate Research Coordinator	Undergraduate Research Initiative (URI)	
Lisa Stein	Associate Professor	Faculty of Science	
Brendan Trayner	Alumni		
Neill Walker	Contract Academic Staff	Faculty of Arts	East Asian Studies
Jack Zupko	Professor	Faculty of Arts	Philosophy

### 3. People consulted in individual consultations

#### Consultations with Faculty Deans, Assistant Deans or other faculty representatives

From February to April, 2015, Naomi Krogman consulted with the Deans and Assistant Deans of 11 different faculties about teaching and research in the Sustainability Plan.

Name	Position	Faculty
Stan Blade	Dean	Agricultural, Life and Environmental Sciences
Nat Kav	Associate Dean (Academic)	Agricultural, Life and Environmental Sciences
Anne Naeth	Associate Dean (Research & Graduate Studies)	Agricultural, Life and Environmental Sciences
Mikael Adolphson	Associate Dean / Teaching & Learning	Arts
Michael O'Driscoll	Associate Dean (Research)	Arts
Allen Berger	Dean & Executive Officer	Augustana Campus
Steven Dew	Associate Dean (Research & Planning)	Engineering
Amy Dambrowitz	Research Development Officer	Engineering
Bill Connor	Acting Dean	Extension

Christie Schultz	Assistant Dean, Academic	Extension
Michael Splinter	Assistant Dean, Finance & Operations	Extension
Brendan Hokowhitu	Dean	Native Studies
Nathalie Kermoal	Associate Dean (Academic)	Native Studies
Frank Tough	Associate Dean (Research)	Native Studies
Anita Molzahn	Dean	Nursing
Pauline Paul	Associate Dean, Graduate Studies	Nursing
Carolyn Ross	Associate Dean, Undergraduate Programs	Nursing
Joanne Profetto-McGrath	Professor	Nursing
Sylvia Barton	Associate Professor and Associate Dean, Global Health	Nursing
Derek Sellman	Associate Professor	Nursing
Katherine Trepanier	Director, Undergraduate Programs	Nursing
Linda Youell	Director, Undergraduate Services	Nursing
Sue Crackston	Executive Assistant to the Dean & Vice Dean	Nursing
Janice Causgrove Dunn	Associate Dean/Undergraduate	Physical Education and Recreation
Wendy Rodgers	Vice-Dean	Physical Education and Recreation
Christine Ma	Assistant Dean International Programs	Physical Education and Recreation
Donna Goodwin	Associate Dean Graduate	Physical Education and Recreation
Jason Lafferty	APO/Academic Programs	Physical Education and Recreation
Tammy Hopper	Associate Dean, Graduate Studies & Research	Rehabilitation Medicine
Jonathan Schaeffer	Dean	Science
Glen Loppnow	Associate Dean (Learning & Innovation)	Science

David Coltman	Associate Dean, Research	Science
Chris Sprysak	Associate Dean of Research & Faculty Development	Law

### **Consultations with chairs of sustainability-related academic programs**

Invitations to consult about the Sustainability Plan were sent to the Program Chairs, Coordinators or Directors in the following programs, which were identified as being sustainability-related:

<b>Program Name</b>	<b>Degree or Certificate</b>	<b>Faculty / Department</b>
Environmental Science / Studies	BSc or BA	Augustana Campus
Environmental Earth Sciences	BSc	Department of Earth and Atmospheric Sciences
Renewable Resources	MSc or PhD	Department of Renewable Resources
Resource Economics and Environmental Sociology	MSc or PhD	Department of Resource Economics and Environmental Sociology
Planning program	BSc or BA	Faculties of Science and Arts
BSc in Agriculture	BSc	Faculty of Agricultural, Life and Environmental Sciences
BSc in Animal Health	BSc	Faculty of Agricultural, Life and Environmental Sciences
BSc in Forestry	BSc	Faculty of Agricultural, Life and Environmental Sciences
BSc in Nutrition and Food Science	BSc	Faculty of Agricultural, Life and Environmental Sciences
Environmental and Conservation Sciences	BSc	Faculty of Agricultural, Life and Environmental Sciences
Environmental Studies	BA	Faculty of Agricultural, Life and Environmental Sciences and Faculty of Arts
Environmental Resource Management	Certificate	Faculty of Extension
MBA in Natural Resources Energy & Environment (NREE)	MBA	School of Business
MBA with Sustainability Stream	MBA	School of Business

Program Chairs, Coordinators or Directors who met with Naomi Krogman or submitted written feedback are listed in the table below:

<b>Name</b>	<b>Position or Title</b>	<b>Faculty / Department</b>	<b>Program Name</b>	<b>Program Degree / Certificate</b>
Glen Hvenegaard	Professor	Augustana Campus	Environmental Science/Studies	BSc or BA
Glynnis Hood	Associate Professor	Augustana Campus	Environmental Science/Studies	BSc or BA
Megan Wood-Smith	Environmental Resource Management Program Coordinator	Faculty of Extension	Environmental Resource Management	Certificate
Dev Jennings	Professor & Director, Canadian Centre for Corporate Sustainability & Social Entrepreneurship	School of Business	MBA with Sustainability Stream	MBA

### **Consultations with Student Groups**

The following students' groups were consulted about education and research in the Sustainability Plan:

- Graduate Student's Association (graduate students): A presentation on sustainability in education and research was given to incoming and outgoing members of the GSA elective on April 17, 2015. Students were invited to discuss their visions, goals, obstacles and strategies concerning education and research at the University of Alberta.
- Students' Council (undergraduate students): a presentation on sustainability in education and research was given to a Students' Council meeting on March 24, 2015. Students were invited to discuss their visions, goals, obstacles and strategies concerning education and research at the University of Alberta.
- Sustainable Food Initiative (SFI): Students were invited to discuss their visions, goals, obstacles and strategies concerning education and research at the University of Alberta during a Sustainability Focus Group session in March 2015.

Additional students' groups were invited to share their ideas about sustainability in education and research but were not able to participate.

## **4. People consulted during the Luncheon Discussion on Academic Initiatives in Sustainability at the University of Alberta**

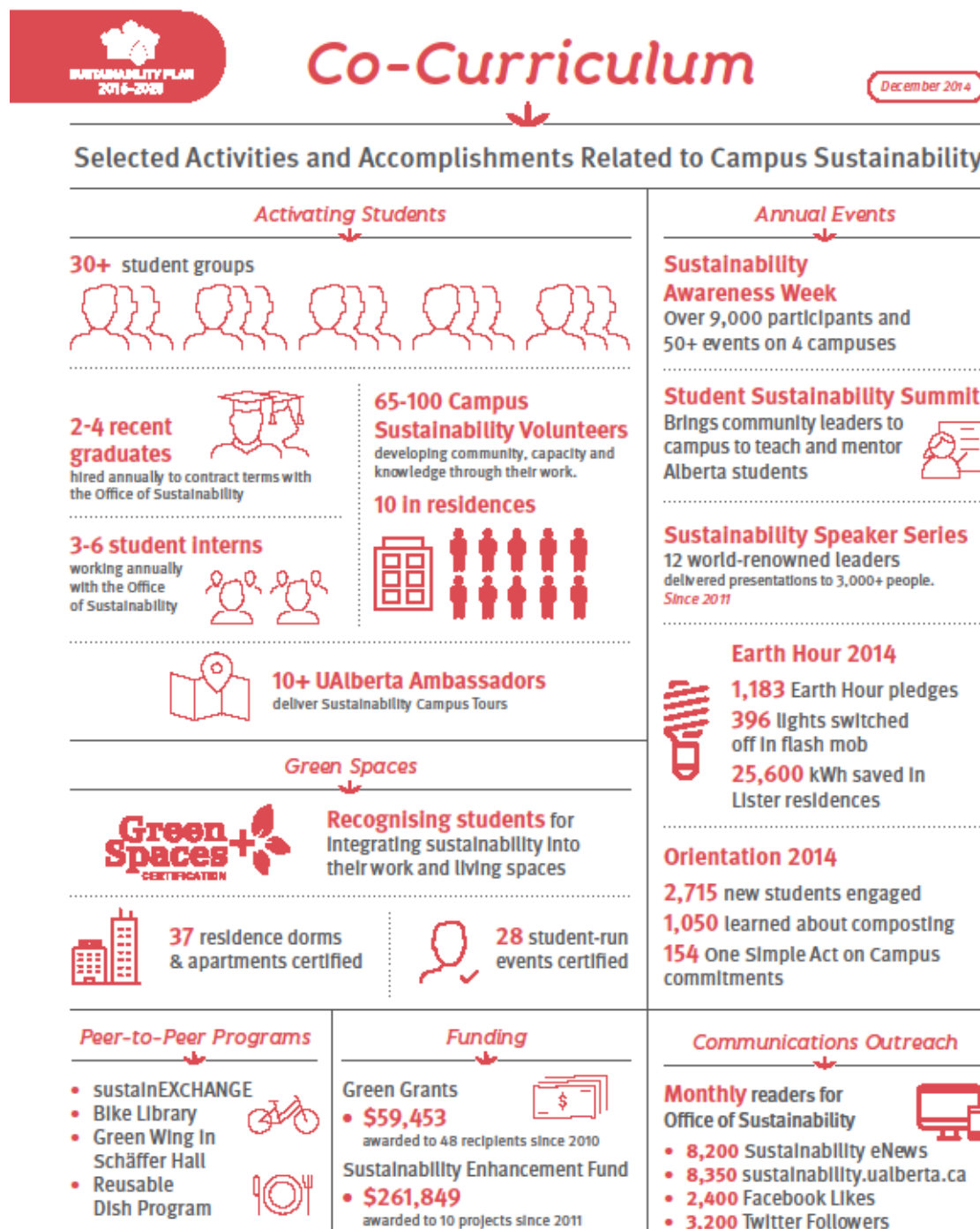
<b>Name</b>	<b>Position</b>	<b>Faculty or Group</b>	<b>Department</b>
Mary Beckie	Associate Professor	Faculty of Extension	



Lisa Claypool	Associate Professor	Faculty of Arts	Art & Design
Lisa Dockman	Program Lead, Outreach & Engagement	Office of Sustainability	
Sarah Ficko	Graduate student	Graduate Student's Association	
Monica Gruezmacher	Adjunct Faculty	Faculty of Extension	
Tammy Hopper	Associate Dean, Graduate Studies & Research	Faculty of Rehabilitation Medicine	
Trina Innes	Chief Sustainability Officer	Office of Sustainability	
Dev Jennings	Professor & Director, Canadian Centre for Corporate Sustainability & Social Entrepreneurship	Alberta School of Business	
Mark Karstad	Manager, Academic Technology	Faculty of Medicine & Dentistry, Office of Education, Academic Technology	
Richard Kover	Sessional Instructor	St. Joseph's College	
PearlAnn Reichwein	Professor	Faculty of Physical Education and Recreation	
Sean Robertson	Assistant Professor	Faculty of Native Studies	
Christie Schultz	Assistant Dean, Academic	Faculty of Extension	
Chris Sprysak	Associate Dean of Research & Faculty Development	Faculty of Law	
Lisa Stein	Professor	Faculty of Science	Biological Sciences
Makere Stewart-Harawira	Professor	Faculty of Education	Educational Policy Studies
Frank Tough	Associate Dean (Research)	Faculty of Native Studies	
Helen Vallianatos	Associate Professor and Associate Dean of Students	Faculty of Arts	Anthropology
Jennifer Welchman	Professor	Faculty of Arts	Philosophy
Janet Wesselius	Associate Professor	Augustana Campus	
Sheena Wilson	Assistant Professor	Campus Saint-Jean	

# Appendix C: Backgrounders for Sustainability Plan Workshops

The following backgrounders on curriculum, co-curriculum and research were created as background materials for the Sustainability Plan workshops. They provided a “snap shot” of sustainability in each these areas as of January 2015.



## Selected Activities and Accomplishments Related to Campus Sustainability

### Programs and Courses

**663 courses** connected to sustainability



**50 out of 74 departments** offer sustainability-related courses



#### Sustainability-focused undergraduate programs

- Environmental Studies
- Environmental Science/Studies (Augustana)
- Environmental and Conservation Sciences
- Agricultural/Food Business Management
- Specialization In Planning
- Forest Business Management
- Native Studies
- Agriculture
- Forestry

#### Sustainability-focused graduate programs

- Renewable Resources
- Rural (Environmental and Resource) Sociology
- MBA sustainability stream

### Faculty Development

- February 5 and 6, 2014  
"The Craft of Teaching Sustainability" with Dr. Gary Machlis
- February 7, 2014  
"Broadening Participation In Sustainability Education and Research" with Dr. Gary Machlis
- December 4, 2014  
"Sustainability through Community Service-Learning and Undergraduate Research"

#### Festival of Teaching 2013-14

Theme focused on sustainable teaching and learning.

### Funding

#### SSHRC start-up funds secured

to study the future of sustainability sciences and scholarship in Higher Education.

### Certificate Program

#### The Certificate in Sustainability

A new embedded certificate available to undergraduates in nine faculties:

ALES, Arts, Augustana, Business, Education, Extension, Native Studies, Physical Education and Recreation and Science.



**47 students** enrolled in the CIS

In the first semester.



### Community Service Learning

**Engages students to advance sustainability performance** by leveraging campus as a living lab.

**1,131 CSL students** 2013-14



**180 CSL community partners** 2013-14



#### Community Service-Learning Partnership Grant

Funds two-year partnerships between university instructors and community organizations in the Edmonton region. The primary focus is on social change projects or community-based research.

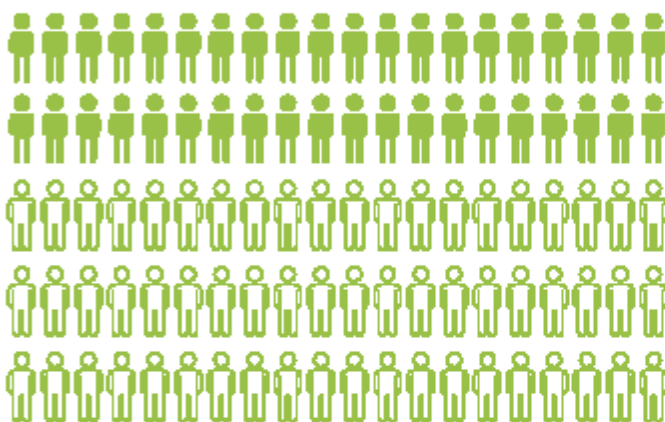
#### Annual CSL summer course

Investigates perspectives on oil industry and community

## Selected Activities and Accomplishments Related to Campus Sustainability

### Faculty

**40% Faculty engaged in sustainability research**



### Interdisciplinary Research

**Kule Institute for Advanced Study**  
Supports transformational  
Interdisciplinary and  
comparative research.



*Grants Include: Research Cluster Grants, Research  
Team Grants and Dialogue Grants.*



**The Centennial Centre for  
Interdisciplinary Science (CCIS)**  
embodies an Interdisciplinary  
approach to scientific discovery.

*Established scientists interact with a new generation  
of world-class researchers and outstanding students,  
sharing sophisticated tools and state-of-the-art facilities.*

### Departments

**64 out of 73** research-focused departments  
engaged in sustainability research.



### Lecture & Seminar Series

Bentley Lecture In Sustainable Agriculture  
Energy Talks Centre for Applied Business  
Research In Energy and the Environment  
Eric J. Janson Memorial Lecture Series  
Forest Industry Lecture Series  
Medical Grand Grounds  
Peter Kilburn Memorial Lecture Series  
Renewable Resources Seminar Series  
School of Public Health

### Initiatives

#### Centres and Institutes

More than **50** campus and affiliated groups  
doing work related to sustainability.

#### Undergraduate Research Initiative (URI)

Supports students and instructors with  
instructional design, library resources,  
undergraduate research portal and  
funding opportunities.



#### Sustainability Research

- Canadian Circumpolar Institute's  
Northern Scientific Training  
Program and Northern Awards
- Helmholtz-Alberta Initiative's  
Energy and Environment program
- University of Alberta Water Initiative

#### Green Grants

**\$59,453**  
awarded to 48 recipients since 2010



#### Sustainability Enhancement Fund

**\$261,849**  
awarded to 10 projects since 2011





## Want to get involved in campus sustainability?

Visit [sustainability.ualberta.ca](http://sustainability.ualberta.ca) to learn more about UAlberta initiatives, the Office of Sustainability's projects and to subscribe to the monthly newsletter **Sustainability eNews**.

### Stay in touch:

2-06 North Power Plant  
University of Alberta  
Edmonton, Alberta T6G 2N2

**Telephone:** (780) 492-9289  
**Email:** [sustainability@ualberta.ca](mailto:sustainability@ualberta.ca)

### Join us online:



100% post-consumer recycled paper

# CAMPUS SUSTAINABILITY INITIATIVES REPORT 2012–2015

UPDATED: SEPTEMBER 2015



# INTRODUCTION

Within our lifetimes, we are seeing a massive shift. Not so long ago, we had no idea how big a shift it would take. In the future, people will wonder how we swiveled so quickly to meet the challenge. But this report shows just how quickly it can be done. It is more than possible, it's already happening.

The first Sustainability Plan was formulated in 2011. It builds on our strong foundation in energy management, recycling and community-building to help us reach further. It articulated a vision and focused our actions on new goals.

With a plan in place, progress has accelerated and together we have accomplished so much more than we set out to. As the first Sustainability Plan comes to an end, the stage is set to push further, dream bigger, reach higher.

Read on to see how far we've come. And remember—this is only the beginning!

—Trina Innes, Chief Sustainability Officer

## Sustainability Scholars

6 PROJECTS



250 HOURS  
per project



\$5,000 STIPENDS



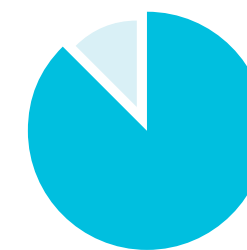
LAUNCHED IN 2015. APPLIED RESEARCH PROJECTS SUPPORTING THE CITY OF EDMONTON'S *THE WAY WE GREEN* ENVIRONMENTAL STRATEGIC PLAN

## By Numbers

663 COURSES SUSTAINABILITY FOCUSED OR RELATED



50 out of 74  
DEPARTMENTS OFFER  
SUSTAINABILITY COURSES



64 out of 73  
DEPARTMENTS ENGAGED IN  
SUSTAINABILITY RESEARCH

40 per cent OF FACULTY ENGAGED IN SUSTAINABILITY RESEARCH



70 WATER RESEARCHERS

\$46 million INVESTED OVER 15 YEARS FOR WATER-RELATED RESEARCH



## Community Service Learning

1,506 CSL STUDENTS



187 CSL COMMUNITY PARTNERS



87 CSL COURSES



All figures for 2014–15



# TEACHING & RESEARCH

Since 2012, the Office of the Provost and the Office of Sustainability have been working together to catalogue, connect and energize sustainability research in all faculties. UAlberta researchers are clearly interested in sustainability issues—40 per cent of all faculty are engaged in the subject, finding homes in 64 different departments

As the energy builds, attention has shifted to equipping the next generation of researchers. The Festival of Teaching spent a full year sharing professors' experience in teaching sustainability. Community Service-Learning helps professors take their students out of the classroom to accelerate their learning with real-world experience working in community groups and local businesses.

New programs for undergrads and graduate students introduced in 2014 complete the generational shift. The Certificate in Sustainability means students in nine faculties can gain practical knowledge and professional development in sustainability, regardless of their major. Sustainability Scholars provides funding and mentorship to motivated graduate students who want to take their research into the city to see real change. As more and more research focuses on sustainability, the spillover benefits for campus and Edmonton will swell.

## Certificate in Sustainability



71  
ENROLLED IN FIRST COHORT 2014–2015



10  
GRADUATES IN 2014-15



9  
FACULTIES



## Timeline

2014

STARS® GOLD RATING  
FOR CAMPUS SUSTAINABILITY PERFORMANCE

2014

EMERALD AWARD FOR SUSTAINABILITY IN RESIDENCES PROGRAM

2014

GREENHOUSE GAS EMISSIONS REDUCTION PLAN ADOPTED

2012

STARS® SILVER RATING  
FOR CAMPUS SUSTAINABILITY PERFORMANCE

2012

SUSTAINABILITY PLAN ADOPTED

2009

OFFICE OF SUSTAINABILITY ESTABLISHED AS HUB  
OF CAMPUS SUSTAINABILITY INITIATIVE

2008

SUSTAINABILITY COMMITMENT AND GUIDING PRINCIPLES  
ENDORSED BY BOARD OF GOVERNORS

Canada's Greenest  
Employers



2009 THROUGH 2015

STARS® Gold



SECOND HIGHEST RATED CAMPUS IN CANADA  
RECEIVED OCTOBER 2014



# FACILITIES & OPERATIONS

## GROUNDS & BUILDINGS

Lunching in the cafeteria, reading at a table under the trees, dashing off to a classroom or lab, meeting to discuss the next big project, heading home on the LRT: the work of thousands support everything we do on campus. Every inch of campus is designed and maintained to exacting standards. Now, more than ever before, sustainability is on the minds of the people doing this work.

From a successful paper and cardboard recycling program started over 35 years ago, the university has taken on more and more responsibility for carefully managing resources. Centralized procurement ensures resources are reused and recycled across the institution. Recycling services have grown to include construction waste, electronics and organics. UAlberta is contributing to Edmonton's world-class waste management system by helping develop an anaerobic digestion facility that will process 1500 tonnes of our organics annually by 2017.

As the university grows, its portfolio of green buildings gets ever larger. It now counts teaching facilities, a performing arts centre, research labs, a physical activity centre, century-old renovations and state-of-the-art brand new buildings. Amid these buildings are community gardens bringing our neighbours to campus and supporting local food security. A farmers' market, food providers committed to purchasing locally, and innovative food researchers continue to push sustainability forward.

### Buildings



Centennial Centre for  
Interdisciplinary Science

LEED® SILVER



Chemical and Materials  
Engineering Building

LEED® GOLD FOR RENOVATIONS



Edmonton Clinic Health Academy  
THE OUTSTANDING BUILDING OF THE YEAR  
REGIONAL TOBY AWARD



Cooling Plant on Campus  
LEED® GOLD

#### Certifications



5 LEED® CERTIFIED  
2 GREEN GLOBES CERTIFIED  
20 BOMA BEST

#### On Track

4 LEED®  
4 GREEN GLOBES



CONSTRUCTION AND DEMOLITION WASTE IS TRACKED SINCE 2014

### Funding



#### GREEN GRANTS

**\$59,453** AWARDED TO **48** RECIPIENTS  
*since 2010*



#### SUSTAINABILITY ENHANCEMENT FUND

**\$261,849** AWARDED TO **10** PROJECTS  
*since 2011*

### Recycling in Residence



**Emerald Award** WINNER FOR 2014



**Tough Guys** VIDEO WON SPECIAL RECOGNITION  
AT RECYCLEMANIA 2014

### Green Purchasing

EDMONTON CLINIC HEALTH ACADEMY (ECHA) SWITCHED TO 30%  
RECYCLED CONTENT PAPER. EACH YEAR, THIS SWITCH WILL SAVE:



146  
TREES



1,092,312  
LITRES OF WATER



68  
BARRELS OF OIL



PAPER PURCHASES  
**decreased 30%**  
*from 2010 to 2013*



RECYCLED PAPER PURCHASES  
**increased 6%**  
*from 2010 to 2013*

### Eco Move Out

Over 35,000 kg of donated & recycled goods  
DIVERTED FROM THE LANDFILL *since 2012*



*in addition to materials diverted to traditional recycling streams*



### Green Spaces Certification

**34** OFFICES **86** EVENTS  
**294** RESIDENCES **31** LABS  
**16** FOOD VENDORS

*Spaces certified from January 2013  
to August 2015*

### Social Sustainability

- 1,000 ABORIGINAL STUDENTS
- ONLY FACULTY OF NATIVE STUDIES IN CANADA
- POLICY FOR STUDENTS WITH DISABILITIES
- ISMSS ORGANIZES UALBERTA PRIDE WEEK
- WISEST INTRODUCES 600 GRADE SIX GIRLS TO CAREERS IN SCIENCE & ENGINEERING
- 33+ CAMPUS ORGANIZATIONS IN SAFE SPACES RESOURCE LIST
- UNIVERSITY WELLNESS SERVICES INCLUDE HEALTH-CARE, COUNSELLING AND SEXUAL ASSAULT CENTRE

### Student Sustainability Summit



- ANNUALLY SINCE 2010
- 140 STUDENTS FROM 13 SCHOOLS ACROSS ALBERTA (IN 2015)



# OUTREACH & ENGAGEMENT

Since 2009, the Office of Sustainability has been given the mandate to raise awareness and facilitate behaviour and practice change in all areas of the university. The Office of Sustainability now joins groups like Sustain SU, APIRG, iSMSS, Global Education Program and others to raise awareness of important social and environmental issues.

Student groups and staff leaders at all levels have been making deep changes to their programs and offices. The university has championed annual events such as International Week, Pride Week and Sustainability Awareness Week. Hundreds of student volunteers run engaging events, undertake research and operate crucial services like the Campus Food Bank and Bike Library. Staff at all levels of the institution have become change agents by starting green initiatives in their own offices.

UAlberta has many diverse groups working on campus sustainability issues. There are dozens of grant programs supporting innovation. There's no better time for a UAlberta community member to get engaged with sustainability.

## Sustainability Awareness Week 2014

Over 10,000 connections made



COLLABORATION WITH

37 on-campus organizations  
15 community partners  
2 sponsors

COVERS

4 campuses



DELIVERS OVER

50 events



## Waste Reduction



50 per cent  
OF WASTE DIVERTED  
FROM THE LANDFILL  
by 2015



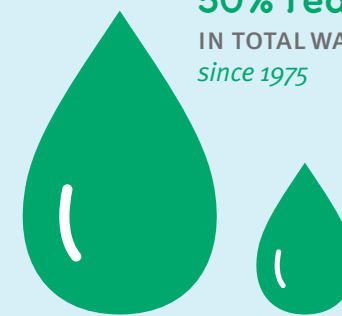
1,500 tonnes  
OF ORGANICS TO BE  
COLLECTED EACH YEAR  
by 2017



379 tonnes  
OF ORGANIC WASTE  
COLLECTED IN 2014

## Water

95,000 litre underground cistern near CCIS  
CAPTURES WATER FROM FIRE SUPPRESSION SYSTEM TESTING  
FOR USE IN IRRIGATION



50% reduction  
IN TOTAL WATER USE  
since 1975

HYDRATION STATIONS



27  
NEW STATIONS INSTALLED

Over 1 million  
WATER REFILLS IN SUB  
2011 to 2015

## Transportation



2,960 BICYCLE SPACES  
on North Campus

155 RENTALS ANNUALLY  
from Sustain SU Bike Library

93% of students

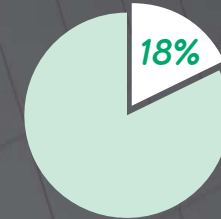
64% of staff

COMMUTE BY FOOT, BICYCLE, TRANSIT  
OR CARPOOL

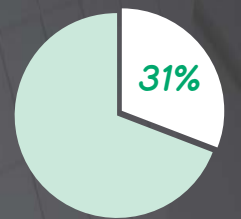
U-Pass GIVES STUDENTS 60%  
DISCOUNT ON PUBLIC TRANSIT



## Food



2012



2014

FOOD PURCHASES THAT ARE  
SUSTAINABLY SOURCED

REUSABLE DISH RENTALS  
FROM SUSTAIN SU  
from 2013-14



15,861 plates



6,935 cups

Bi-weekly

FARMERS' MARKET  
launched in 2013



5 COMMUNITY GARDENS ON  
3 CAMPUSES  
plus Adopt a Planter program



SUSTAINABILITY FOOD SYSTEMS  
OPPORTUNITY ASSESSMENT  
COMPLETED IN 2012

# FACILITIES & OPERATIONS

## CLIMATE & ENERGY

Alberta is an energy economy, so it makes sense that UAlberta is a leader in energy management. Since 1975, the university has had a successful energy management program that has saved \$320 million and avoided 2.3 million tonnes of greenhouse gas emissions. In recent years, the plan has implemented intelligent monitoring systems and new technologies to accelerate savings even further.

UAlberta is also home to one of North America's largest campus-based district energy systems. With natural gas power and mass distribution, the DES provides efficient heating, cooling and electricity to over 2 million square meters of university and hospital space. Installing high efficiency turbine generators and co-generation is driving greater savings.

All of this provided the strong foundation the university needs to meet the challenge of climate change head on by moving boldly into renewable energy. A new building on South Campus gave the opportunity to experiment with building-integrated photovoltaic solar panels. This experience enabled the new 122 kW solar electricity system on Augustana Campus' Jeanne & Peter Lougheed Performing Arts Centre, the largest such system in Canada. Innovative new technologies make the university's target to reduce greenhouse gas emissions by 17% by 2020 a very achievable goal.

### Greenhouse Gas Emissions Reduction Plan

2005–06 GHG emissions

2012–13 GHG emissions

2020 GHG emissions goal

Reduce 17 per cent BELOW 2005 LEVELS BY 2020

### ENvision Energy Management Program

\$78.5 million

INVESTED SINCE 1977

\$320 million+

SAVED FROM 1975 TO 2015

EACH YEAR, MITIGATES  
30,000 tonnes  
OF GREENHOUSE GASES

2.3 million tonnes  
OF GREENHOUSE GASES AVOIDED SINCE 1975

### Conservation



12%  
reduction

ELECTRICITY USE INTENSITY  
since 1975



45%  
reduction

STEAM USE INTENSITY  
since 1975



ALL COMPUTER EQUIPMENT PURCHASED FROM  
PREFERRED SUPPLIERS IS EPEAT REGISTERED

### District Energy System

The District Energy System produces electricity, heating and cooling for North Campus, Stollery Children's Hospital, University of Alberta Hospital, Cross Cancer Institute, Canadian Blood Services, the Jubilee Auditorium and other smaller customers.



#### PROVIDES

- ELECTRICITY
- STEAM
- CHILLED WATER

5th largest  
CAMPUS-BASED DISTRICT  
ENERGY SYSTEM IN NORTH  
AMERICA

50,000 tonnes  
FEWER GREENHOUSE GAS  
EMISSIONS COMPARED TO  
PURCHASING UTILITIES  
DIRECTLY FROM THE  
ALBERTA GRID

### Buildings



Jeanne and Peter  
Lougheed Performing  
Arts Centre

122 KW BUILDING-INTEGRATED  
PHOTOVOLTAIC (LARGEST IN CANADA)

• SYSTEM LED LIGHTING

• SAVES \$50,000 IN UTILITY  
COSTS EACH YEAR



Physical Activity and  
Wellness Centre

90 KW SOLAR-THERMAL

• 22 KW PHOTOVOLTAIC



Medical Isotope and  
Cyclotron Facility

BUILDING-INTEGRATED  
PHOTOVOLTAIC SYSTEM  
PRODUCES 8–9 MWH PER YEAR



### OUTLINE OF ISSUE

#### Action Item

Agenda Title: **Guiding Principles of the GFC *ad hoc* Committee on Academic Governance including Delegated Authority**

**Motion:** THAT that General Faculties Council endorse the Guiding Principles as presented by the GFC *ad hoc* Committee on Academic Governance including Delegated Authority and as set forth in Attachment 1.

#### Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	GFC <i>ad hoc</i> Committee on Academic Governance including Delegated Authority
Presenter	Mark Loewen, Chair, and Steve Patten, Vice-Chair of the GFC <i>ad hoc</i> Committee on Academic Governance including Delegated Authority

#### Details

Responsibility	David Turpin, President and Chair, General Faculties Council
The Purpose of the Proposal is (please be specific)	To present for endorsement by General Faculties Council, the principles which will guide the work of the <i>ad hoc</i> committee.
The Impact of the Proposal is	To provide GFC with an update on the direction that the work of the <i>ad hoc</i> committee is taking.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	N/A
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The <i>ad hoc</i> Committee will continue to meet on a regular basis to fulfill its mandate and will provide reports to the GFC Executive Committee and GFC on a regular basis.  Final report and recommendations will be submitted to GFC on or before 30 April 2016.
Supplementary Notes and context	

#### Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><b>Those who have been informed:</b></u>
<For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>• President</li> <li>• Provost and Vice-President (Academic)</li> <li>• GFC Executive Committee – October 31, 2016</li> </ul>
	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>• GFC <i>ad hoc</i> Committee on Academic Governance including Delegation</li> </ul>

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	<ul style="list-style-type: none"> <li>University Governance</li> </ul>
Approval Route (Governance) (including meeting dates)	GFC Executive –October 31, 2016 (for recommendation)
Final Approver	GFC –November 21, 2016 (for endorsement)

**Alignment/Compliance**

Alignment with Guiding Documents	<p><b>For the Public Good</b></p> <p><b>Institutional Values</b></p> <p>The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally.</p> <p>Above all, we value <b>intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons</b> as the foundation of ethical conduct in research, teaching, learning, and service.</p> <p>We value <b>excellence</b> in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.</p> <p>We value <b>learners</b> at all stages of life and strive to provide an intellectually rewarding educational environment for all.</p> <p>We value <b>academic freedom and institutional autonomy</b> as fundamental to open inquiry and the pursuit of truth.</p> <p>We value <b>diversity, inclusivity, and equity</b> across and among our people, campuses, and disciplines.</p> <p>We value <b>creativity and innovation</b> from the genesis of ideas through to the dissemination of knowledge.</p> <p>We value the <b>history and traditions</b> of our university, celebrating with pride our people, achievements, and contributions to society.</p> <p><b>Strategic Goals</b></p> <p>Goal: <b>EXCEL</b> as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>To excel and achieve our full potential as an institution and as individuals, the University of Alberta will sustain a learning and research culture that inspires, supports, and champions high professional standards and outstanding achievements in basic and applied research and scholarship, creative activity, administration, and governance. We</p>
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Item No. 9

	<p>will ensure that learning experiences at our university are of the highest quality, based on a practice of continuous improvement and innovation in teaching. From our broad-based strength as a comprehensive, research-intensive public university, we will highlight current and emerging areas of global distinction and leadership by building a portfolio of signature areas that distinguish us from among our peer institutions and exemplify the University of Alberta's capacity to engage in big questions and global challenges.</p> <p>Goal: <b>SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>To achieve our strategic goals, the University of Alberta will attract and steward the resources we need to excel and deliver our core teaching and research mission at the high standard expected by all Albertans. We will build on our capacities for securing new sources of operating, capital, research, and philanthropic funding. We will continue to model and advance teaching and learning in the area of environmental sustainability on our campuses and in our work. We must sustain our people by promoting health, wellness, and safety as a defining feature of the University of Alberta's learning and working experience, and by maintaining and enhancing the university's essential teaching, learning, and research infrastructure. Continuous improvement and cross-unit engagement and co-operation will define our approach to governance and administration to ensure that our systems, policies, and procedures facilitate the achievement of our shared goals.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institutions as a whole to achieve shared strategic goals.</p> <p>Strategy i: Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p> <p>Strategy ii: Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.</p> <p>Strategy iii: Consolidate unit review and strategic planning processes, and where possible, align with accreditation processes, to ensure efficient assessment practices.</p> <p>Strategy iv: Facilitate easy access to and use of university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration.</p> <p>Strategy v: Develop a set of equitable, meaningful, and relevant measures to monitor our progress toward strategic goals and develop the tools required to report on them.</p>
Compliance with Legislation,	1. <b>Post-Secondary Learning Act (PSLA)</b>

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<p>Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>“Powers of general faculties council”</b></p> <p>26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to</p> <ul style="list-style-type: none"> <li>(a) exercise any power of a faculty council that the general faculties council considers desirable to exercise;</li> <li>(b) consider and make decisions on the reports of the faculty councils as to the programs of study in the faculties;</li> <li>(c) determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma;</li> <li>(d) determine the timetables for examinations and for lectures and other instruction in each faculty;</li> <li>(e) consider and make decisions on the reports of faculty councils as to the appointment of examiners and the conduct and results of examinations in the faculties;</li> <li>(f) provide for the granting and conferring of degrees other than honorary degrees;</li> <li>(g) provide for the preparation and publication of the university calendar;</li> <li>(h) hear and determine appeals from the decisions of faculty councils on applications, requests or petitions by students and others;</li> <li>(i) consider all matters reported to it by any faculty council and communicate its opinion or action on those matters to the faculty council concerned;</li> <li>(j) determine the date for the beginning and end of lectures in the university and also the beginning and end of each university term;</li> <li>(k) make rules and regulations for the management and operation of libraries;</li> <li>(l) recommend to the board the establishment of faculties, schools, departments, chairs and programs of study in the university in any subject that the general faculties council thinks fit;</li> <li>(m) make rules and regulations respecting academic awards;</li> <li>(n) determine standards and policies respecting the admission of persons to the university as students;</li> <li>(o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university;</li> <li>(p) authorize lecturing and teaching on the university premises by persons other than members of the staff of the university;</li> <li>(q) authorize a school to have a school council of the same nature and with the same powers, duties and functions as a faculty council and, in its discretion, revoke any authority so given.</li> </ul> <p>(2) Any recommendations from the general faculties council to the board must be transmitted to the board through the president.</p> <p>(3) A general faculties council may delegate any of its powers, duties</p>
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	<p>and functions under this Act, including the powers referred to in section 31, as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation.”</p> <p><b>2. General Faculties Council Terms of Reference / 3. Mandate “Powers Retained by General Faculties Council”</b></p> <p>All powers and responsibilities under Section 26 of the PSLA not expressly delegated now or in the future shall be retained by General Faculties Council. (GFC 02 DEC 1966)</p> <p>The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following:</p> <ul style="list-style-type: none"> <li>• high level strategic and stewardship policy issues or matters of significant risk to the University;</li> <li>• alterations to the mandate, terms of reference, composition, or structure of a Standing Committee;</li> <li>• those things which a Standing Committee considers to be of major strategic significance to or long-term impact on the University;</li> <li>• those matters on which, in the opinion of a Standing Committee chair, there has been a strong division of opinion within the Standing Committee; and</li> <li>• issues in which there is a lack of clarity as to which Standing Committee is responsible.</li> </ul> <p><b>3. General Faculties Council <i>ad hoc</i> Committee on Academic Governance including Delegation Terms of Reference</b></p> <p>“1. To examine the terms of reference of all GFC standing committees paying particular attention to:</p> <ul style="list-style-type: none"> <li>• Mandate (structured appropriately? Duplication? Gaps? Current practice)</li> <li>• Delegated authority</li> <li>• Committee composition (appropriate size and membership)</li> <li>• Current context</li> </ul> <p>2. To identify the key elements in each GFC Standing Committee’s role as it relates to the responsibilities and efficacy of the overall academic governance of GFC.</p> <p>3. To initiate discussion on any other matters the ad hoc committee considers relevant to its purpose and to provide recommendations on other matters related to academic governance that arise during the review.</p> <p>4. To be informed by the GFC discussions in 2015-16 (March 21 materials and minutes; May 2 materials and minutes), including documents such as ‘A Reflection on the State of Academic Governance at the University of Alberta’ and other literature and best practices in the field.”</p> <p><b>4. GFC Executive Committee Terms of Reference/3. Mandate of</b></p>
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	<p><b>the Committee:</b>          “To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council.”          [...]</p> <p>“Agendas of General Faculties Council          GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.</p> <p>When ordering items, the GFC Executive Committee will be mindful of any matters that are of particular concern to students during March and April so that the student leaders who bring those items forward are able to address these items at GFC before their terms end. (EXEC 06 NOV 2006)          [...]         With respect to recommendations from other bodies and other GFC committees, however, the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment.”</p>
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Attachments (each to be numbered 1 - 2)

1. Attachment 1- GFC ad hoc Committee on Academic Governance including Delegation – Guiding Principles (2 pages)

*Prepared by:* Meg Brolley, General Faculties Council (GFC) Secretary, [meg.brolley@ualberta.ca](mailto:meg.brolley@ualberta.ca)





## ***Ad hoc* Committee on Academic Governance including Delegated Authority** **Guiding Principles**

### **Introduction**

Charged, as it is, with making recommendations with regard to academic governance, the *ad hoc* committee began its work by identifying some of the core ‘guiding principles’ that should inform its deliberations.

We understand ‘governance’ as the processes through which an organization defines and achieves its mandate. This includes making decisions with regard to the structures, policies, and practices of decision-making, the exercise of authority, and the mechanisms of accountability.

University governance is multi-level and bicameral. Provincial legislation – the Post-Secondary Learning Act (PSLA) – sets the framework for university governance. At the institutional level, the PSLA prescribes that UAlberta will have bicameral institutions of governance – that is, there are two governing bodies. The Board of Governors (the Board) oversees the business affairs of the institution – from appointing the President, through to approving budgets, investment strategies, collective agreements, and long-range strategic planning. The General Faculties Council (GFC) oversees ‘academic affairs’.

To understand the operations of the university, it is important to note the distinction between ‘governance’ and ‘administration’. While the Board and GFC set policies and establish broad directions for the institution, the university’s senior executive team is responsible for administrative operations, including operational policies and decisions. And this is replicated at the Faculty and Departmental levels across the university. Good governance requires collegial practice at all levels including the Board, the executive and all members of the institution.

This *ad hoc* committee’s mandate pertains to reviewing academic governance at the institutional level. Thus, we are to remain focused on the operations of GFC and its standing committees (including the delegation of authority from GFC, the mandate and structure of committees, and related matters).

But, as a matter of principle, we embrace a reasonably expansive understanding of ‘academic affairs’ and, thus, GFC’s mandate. We support the notion that GFC must have the capacity to defend its legitimate role with regard to issues that exist at the boundary between governance and administration, as well as between Board and GFC responsibilities. We also support the notion that GFC should have early opportunities to influence strategic decisions and directions that are set by the Board or administration, but impinge on academic affairs.

### **Guiding Principles**

As a committee, we are committed to the principles of ‘collegial academic governance’. These principles include:

- A desire to build mutual understanding of common goals and shared purpose – operationalized in numerous ways, including the adoption of an institutional strategic plan.
- A commitment to 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.

## Further Guiding Elements

Guided by these principles, we begin our deliberations in agreement on the following:

- GFC must take seriously its responsibility for academic affairs, and commit to showing leadership on emerging issues and serving as a forum for discussing and taking decisions in the interest of academic freedom, and excellence in research, creativity, and teaching and learning.
- While the standing Committees of GFC should have real power to make (or initiate) substantive decisions, a commitment to regular and reciprocal communication should position GFC to ensure that its members retain the capacity to bring significant issues to the floor of GFC for debate and decision. Standing Committee chairs have a responsibility to identify issues that Standing Committee members feel are deserving of discussion by full GFC.
- The composition of GFC Standing Committees should reflect the principle of meaningful representation of elected, appointed, and ex officio, and student, staff, and faculty membership.
- While ensuring appropriate checks and balances are in place, appropriate consultations occur, and competing interests are always considered, GFC's committee structure and decision making processes should be designed to ensure streamlined pathways for the consideration and, when desired, approval of proposals flowing from Faculties and other units within the University.
- Meetings of GFC must be conducted in a manner that encourages participation and engagement.
- Members of GFC, whether they are elected, appointed, or ex officio, student, staff, or faculty, should be encouraged to represent the interests of any 'constituency' with which they are affiliated, while also considering competing interests and striving to consider (and define) the broader institutional interest.

This overview of the *ad hoc* committee's guiding principles is, in many ways, incomplete, but it reflects our starting point for considering the many issues before us.

## OUTLINE OF ISSUE

### Action Item

Agenda Title: **Proposed Changes to the Statement on Equity in Student Affairs**

**Motion:** THAT General Faculties Council, as recommended by the GFC Academic Planning Committee, approve the proposed changes to the Statement on Equity in Student Affairs found in the section University Regulations and Information for Students/General University Policies/Statement on Equity in Student Affairs of the *University Calendar* as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon final approval.

#### Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic), and Vice-Provost and University Registrar
Presenter	Lisa Collins, Vice-Provost and University Registrar

#### Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To revise the Student Statement on Equity to reflect changes to <i>Alberta Human Rights</i> Legislation and changing norms in diversity and equity within the academy.
The Impact of the Proposal is	The proposed changes align with the University Statement on Equity which is used on all academic and support staff job postings as outlined in the UAPPOL Procedures for <a href="#">Academic Staff Posting and Advertising</a> and <a href="#">Support Staff Posting and Advertising</a> .
Replaces/Revises (eg, policies, resolutions)	Revises Statement on Equity in Student Affairs and the General Admission Requirements of the <i>University Calendar</i>
Timeline/Implementation Date	2017-2018 <i>University Calendar</i>
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The revised Statement on Equity in Student Affairs would be included in the 2017-18 University Calendar.
Supplementary Notes and context	

#### Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u>Those who have been <b>informed</b>:</u> <ul style="list-style-type: none"> <li>Jay Spark Vice-Provost &amp; Associate VP (HR) and the Office of Faculty Relations - August 19, 2015</li> </ul>
	<u>Those who have been <b>consulted</b>:</u> <ul style="list-style-type: none"> <li>Heather Zwicker, Vice-Provost Interim Dean, FGSR - August 20, 2015</li> <li>Employment and Equity Advisory Committee (HRS) - September 17, 2015</li> <li>Jax Oltean, University General Counsel - September 21, 2015</li> </ul>

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	<ul style="list-style-type: none"> <li>• Mike MacGregor, Vice Provost and Associate Vice-President, Information Services and Technology - September 26, 2015</li> <li>• Dr. Fraser Brenneis, Vice-Dean, Education, Faculty of Medicine and Dentistry - December 23, 2016</li> <li>• Dr. Lise Gotell, Acting Dean, Faculty of Arts - December 23, 2016</li> <li>• Roger Graves, Director, Centre for Teaching and Learning - December 23, 2015</li> <li>• Cody Bondarchuk, VP External, Students Union – February 8, 2016</li> <li>• Harsh Thaker, Graduate Students Association – February 8, 2016</li> <li>• Human Resource Services Team – March 7, 2016</li> <li>• Vice-Provost Council – April 4, 2016</li> <li>• Council on Aboriginal Initiatives - April 17, 2016</li> <li>• Phyllis Clark, VP Finance and Administration – April 26, 2016</li> <li>• President's Executive Committee (Operations) - April 28, 2016</li> <li>• Brad Hamdon, University General Counsel – April 29, 2016</li> <li>• Committee on the Learning Environment - June 1, 2016</li> <li>• Dean's Council – June 1, 2016</li> <li>• Academic standards committee - May 19, 2016 – For review/advice</li> <li>• Employment and Equity Advisory Committee – August 9, 2016</li> </ul> <p><u><b>Those who are actively participating:</b></u> The Statement on Equity Working Group is responsible for the development of the University and Student Statements of Equity. The working group is composed of Kris Wells, Chris Daberer, Institute for Sexual Minority Studies and Services Wade King, Office of Safe Disclosure and Human Rights Shana Dion, Aboriginal Student Services Centre Norma Rodenburg, Office of the Registrar Catherine Anley, Human Resource Services</p>
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Standards Committee (recommendation) – September 15, 2016 GFC Academic Planning Committee (recommendation) - October 12, 2016 GFC Executive Committee - October 31, 2016 General Faculties Council - November 21, 2016</p>
Final Approver	General Faculties Council

**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>For the Public Good</i> Values: We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.</p> <p>GOAL: <b>BUILD</b> a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p>
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	Objective 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. The <b>Alberta Human Rights Act</b>: defines 13 grounds for protection of rights in five areas including employment practices, applications and ads (Preamble; Section 3(1)):  “WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;</p> <p>Discrimination re publications, notices  3(1) No person shall publish, issue or display or cause to be published, issued or displayed before the public any statement, publication, notice, sign, symbol, emblem or other representation that  (a) indicates discrimination or an intention to discriminate against a person or a class of persons, or  (b) is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.</p> <p>2. <b>Post-Secondary Learning Act (PSLA)</b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Sections 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (GFC ASC).</p> <p>3. <b>GFC Academic Standards Committee</b> Terms of Reference (3. Mandate)    “The ASC is responsible for making recommendations and/or for providing advice to GFC, its Executive Committee, and/or the GFC Academic Planning Committee (APC) on the matters set out below, which include such areas as admissions and transfer, including admission and transfer to Faculties, admission of Open Studies students, academic standing policies and general university admission policies, and all institutional marking and grading policies and/or procedures.”  [...]  “B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)    i. All proposals from the Faculties or the Administration related to</p>

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	<p>admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006) [...]</p> <p>v. ASC provides advice or recommends to APC on general University admission or transfer policies affecting students, including policies which affect Open Studies.”</p> <p><b>4. GFC Academic Planning Committee Terms of Reference (3. Mandate)</b></p> <p>“7. Admission, Transfer and Academic Standing a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC’s view are minor or routine; and to recommend to GFC on proposals involving major change.”</p> <p><b>5. GFC Executive Committee Terms of Reference</b></p> <p>“5. Agendas of General Faculties Council GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...]</p> <p>When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.”</p> <p><b>6. UAPPOL Admissions Policy</b> Those responsible for admissions decisions will interpret and apply the established admission requirements and regulations, in a transparent process, in order to admit the best-qualified applicants from the total number of applicants who are eligible for admission, in accordance with Faculty enrolment targets or program quotas. The basis on which a student is admitted, and any academic provisions of admission, will not diminish or eliminate that student's rights and responsibilities, as detailed in the University Calendar.</p>
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Attachments (each to be numbered 1 - 2)

1. Attachment 1 (pages 1 - 2) Proposed Changes to Statement on Equity in Student Affairs

*Prepared by:* Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President Academic

Office of the Registrar  
Proposed Calendar Change

University Regulations and Information for Students /  
General University Policies/Statement on Equity in Student Affairs /  
Statement on Equity in Student Affairs

**Statement on Equity in Student Affairs**

~~The University of Alberta strives to provide a fair, open and supportive environment for students.~~

~~Acknowledging the diversity of the Canadian population, and the University's obligation to remain open to all sectors of society, the University of Alberta encourages applications for admission from all qualified persons including Aboriginal peoples, persons with disabilities, visible minorities, and women. In this manner the University demonstrates its commitment to improving the representativeness of its communities.~~

~~The Alberta Human Rights Act, sections 3 and 11.1, requires that no individual be discriminated against on the basis of race, religious beliefs, color, gender, physical disability, mental disability, marital status, age, ancestry, or place of origin, family status, or source of income except where the discrimination can be shown to be reasonable and justifiable. The University of Alberta recognizes and accepts its responsibility to comply with the requirements of this Act in its consideration of students for admission, promotion, and graduation. Of its own volition the University of Alberta does not discriminate on the basis of sexual orientation or political belief.~~

~~Subject to the limits set out in the Alberta Human Rights Act, the University of Alberta affirms its right to determine the criteria by which applicants are accepted into the University community. Individuals seeking admission to or continuance in academic programs must meet the qualifications and performance standards set out by the~~

**University Equity Statement in Student Affairs**

The University recognizes the diversity of the Canadian population and obligation to be accessible to all sectors of society. The University therefore encourages diversity and welcomes applications from all qualified persons including women, members of visible minorities, First Nations, Métis, and Inuit, persons with disabilities, and sexual and gender minorities. The University Calendar will use gender inclusive language when referring to members of the University Community. This demonstrates the University's commitment to accommodating and improving the representativeness of its diverse communities.

The *Alberta Human Rights Act*, prohibits discrimination against any person because of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation, except where the distinction can be shown to be reasonable and justifiable in the circumstances. The University of Alberta complies with the *Act* when it considers students for admission, promotion, and graduation. Of its own volition, the University of Alberta does not discriminate on the basis of political belief.

Subject to the limits set out in the *Alberta Human Rights Act*, the University of Alberta affirms its right to determine the criteria by which applicants are accepted into the University community. Individuals seeking

University's governing bodies.	admission to or continuance in academic programs must meet the qualifications and performance standards set out by the University's governing bodies.
<p><b><u>General Admission Requirements</u></b> (new)</p> <p>In addition to the general University admission requirements detailed below, Faculties have additional admission requirements for each program. Specific admission requirements are detailed in <del>§16-</del> (...)</p>	<p><b><u>General Admission Requirements</u></b>  <a href="#">The University of Alberta strives to provide an inclusive, respectful, equitable, and supportive environment for students. See Statement on Equity in Student Affairs.</a></p> <p>In addition to the general University admission requirements detailed below, Faculties have additional admission requirements for each program. Specific admission requirements are detailed in <a href="#">Admission Requirements by Faculty</a> (...)</p>

<b>New</b>	The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.
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### OUTLINE OF ISSUE Action Item

**Agenda Title: Proposed Changes to the University Equity Statement in the Academic Staff Posting and Advertising Procedure and the Support Staff Posting and Advertising Procedure**

**Motion:** THAT General Faculties Council, as recommended by the GFC Academic Planning Committee, recommend to the Board of Governors, proposed changes to the University Equity Statement in the Academic Staff Posting and Advertising Procedure and the Support Staff Posting and Advertising Procedure (UAPPOL) as set forth in Attachments 1 and 2, to take effect upon final approval.

#### Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic); and Vice-President (Finance and Administration)
Presenter	Wayne Patterson, Executive Director and Acting Associate Vice-President (Human Resources)

#### Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	To revise the University Equity Statement to reflect changes to <i>Alberta Human Rights</i> Legislation and changing norms in diversity and equity within the academy.
The Impact of the Proposal is	The University Equity Statement is used on all academic and support staff job postings as outlined in the UAPPOL Procedures for <a href="#">Academic Staff Posting and Advertising</a> and <a href="#">Support Staff Posting and Advertising</a> . The statement would reflect the language commonly used in employment equity statements and includes the addition of gender expression and gender identity which are now protected grounds in legislation. References to designated groups identified in the <i>Employment Equity Act</i> have been removed as the groups identified are now broader and align with <i>Alberta Human Rights</i> legislation. The proposed changes align with the Statement on Equity in Student Affairs in the <i>University Calendar</i> .
Replaces/Revises (eg, policies, resolutions)	Revises the defined University Equity Statement to indicate the University Employment Equity Statement in the UAPPOL <a href="#">Academic Staff Posting and Advertising</a> and <a href="#">Support Staff Posting and Advertising</a> .
Timeline/Implementation Date	Upon approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The University Employment Equity Statement and the University Territorial Statement will be included on the Human Resource Services website.
Supplementary Notes and context	<p>Proposed changes to the Statement on Equity in Student Affairs in the <i>University Calendar</i> will go forward with this proposal to the GFC Executive Committee and General Faculties Council.</p> <p>In 2011, the Board of Governors approved UAPPOL human resource policies and procedures to take effect July 1, 2011. At that time, the</p>

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	<p>Board of Governors noted that, following approval, the respective Vice-Presidents would manage the procedures/procedural changes within the policy without having to return to the Board of Governors for ongoing approval. This authority has not been reflected in the documents to date; at this time, the proposal seeks to have this confirmed.</p> <p>In addition, the changes to the Equity Statement which align with current legislative requirements, are also an important statement of the University's position and practice in this area. Work is currently being conducted to develop a more overarching University statement.</p>
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**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>Jay Spark Vice-Provost &amp; Associate VP (HR) and the Office of Faculty Relations - August 19, 2015</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>Heather Zwicker, Vice-Provost Interim Dean, FGSR - August 20, 2015</li> <li>Employment and Equity Advisory Committee (HRS) - September 17, 2015</li> <li>Jax Oltean, University General Counsel - September 21, 2015</li> <li>Mike MacGregor, Vice Provost and Associate Vice-President, Information Services and Technology - September 26, 2015</li> <li>Fraser Brenneis, Vice-Dean, Education, Faculty of Medicine and Dentistry - December 23, 2016</li> <li>Lise Gotell, Acting Dean, Faculty of Arts - December 23, 2016</li> <li>Roger Graves, Director, Centre for Teaching and Learning - December 23, 2015</li> <li>Cody Bondarchuk, VP External, Students Union – February 8, 2016</li> <li>Harsh Thaker, Graduate Students Association – February 8, 2016</li> <li>Human Resource Services Team – March 7, 2016</li> <li>Vice-Provost Council – April 4, 2016</li> <li>Council on Aboriginal Initiatives - April 17, 2016</li> <li>Phyllis Clark, VP Finance and Administration – April 26, 2016</li> <li>President's Executive Committee (Operations) - April 28, 2016</li> <li>Brad Hamdon, University General Counsel – April 29, 2016</li> <li>Committee on the Learning Environment - June 1, 2016</li> <li>Dean's Council – June 1, 2016</li> <li>Academic standards committee - May 19, 2016 – For review/advice</li> <li>Employment and Equity Advisory Committee – August 9, 2016, September 23, 2016</li> <li>Jax Oltean, University General Counsel – September 30, 2016</li> </ul>
	<p><b><u>Those who are actively participating:</u></b></p> <p>The Statement on Equity Working Group is responsible for the development of the University and Student Statements of Equity. The working group is composed of</p>

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	<p>Kris Wells, Chris Daberer, Institute for Sexual Minority Studies and Services  Wade King, Office of Safe Disclosure and Human Rights  Shana Dion, Aboriginal Student Services Centre  Norma Rodenburg, Office of the Registrar  Catherine Anley, Human Resource Services</p>
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Planning Committee - October 12, 2016  GFC Executive Committee - October 31, 2016  General Faculties Council - November 21, 2016  Board Human Resources and Compensation Committee – November 14, 2016  Board of Governors – December 16, 2016</p>
Final Approver	Board of Governors

**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>For the Public Good</i>  Values:  We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.</p> <p>GOAL: <b>BUILD</b> a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p> <p>Objective 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. The <b>Alberta Human Rights Act</b>: defines 13 grounds for protection of rights in five areas including employment practices, applications and ads (Preamble; Section 3(1)):  “WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;</p> <p>Discrimination re publications, notices  3(1) No person shall publish, issue or display or cause to be published, issued or displayed before the public any statement, publication, notice, sign, symbol, emblem or other representation that  (a) indicates discrimination or an intention to discriminate against a person or a class of persons, or  (b) is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.</p> <p>2. <b>Post-Secondary Learning Act (PSLA)</b>:</p>

"Powers of general faculties council

26.(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to [...]

(o) make recommendations to the board with respect to [...] procedures in respect of appointments, promotions, salaries, tenure and dismissals"

**4. GFC Academic Planning Committee Terms of Reference (3. Mandate)**

"The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues"

"15. Other

a. To recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its general responsibility."

**5. GFC Executive Committee Terms of Reference**

"5. Agendas of General Faculties Council

GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...]

When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC."

**6. Board Human Resources and Compensation Committee (BHRCC) Terms of Reference:**

**"3. MANDATE OF THE COMMITTEE**

Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to, and the Board delegates to the Committee responsibility and authority for, all policies and procedures affecting staff working conditions at the University and matters for collective bargaining and related service contracts. The Committee shall also consider any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall: (...)

(g) review and approve material changes to personnel policies of the University that are outside the regular collective bargaining process and consider trends affecting such policies;

Attachments (each to be numbered 1 - 2)

1. Attachment 1 (pages 1-4): Proposed Amendments to the Academic Staff Posting and Advertising Procedure in UAPPOL
2. Attachment 2 (pages 1-4): Proposed Amendments to the Support Staff Posting and Advertising Procedure in UAPPOL

*Prepared by:* Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President Academic

Original Approval Date: May 13, 2011

Effective Date: July 1, 2011

Most Recent Approval Date:

Parent Policy: [Recruitment Policy](#)

## Academic Staff Posting and Advertising Procedure

<b>Office of Administrative Responsibility:</b>	Human Resource Consulting Services and Faculty Relations
<b>Approver:</b>	<del>General Faculties Council</del> Provost and Vice-President (Academic) & <del>Board of Governors</del> Vice-President (Finance and Administration)
<b>Scope:</b>	Compliance with this university policy/procedure extends to all Academic Staff, Administrators and Colleagues; and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B) <del>Compliance with University procedure extends to all members of the University community</del>

### Overview

The University has established **posting** and **advertising** procedures for the purpose of promoting transparency in recruitment, consistency in practice and the ability to attract qualified candidates who will contribute to the achievement of the University's goals [and support the University's values. The University of Alberta hires on the basis of merit.](#)

### Purpose

These procedures outline the steps that must be followed in the posting and advertising of vacancies for **Faculty, Librarians, Faculty Service Officers, Administrative Professional Officers, and Temporary Appointments.**

## PROCEDURE

### GENERAL REQUIREMENTS ~~FOR~~<sup>IN</sup> POSTING AND ADVERTISING OF JOB VACANCIES

1. Continuing academic vacancies (Faculty, Administrative Professional Officer, Faculty Service Officer, and Librarian) will be posted on University of Alberta Careers website for a minimum of five business days.
2. Subject to the provisions of individual agreements for Temporary Appointments (Categories A2.0 and A3.0), it is recommended that temporary academic opportunities greater than one year be posted.
3. The University is committed to the principle of employment equity and welcomes applications from [all qualified persons including women, members of visible minorities, First Nations, Metis and Inuit, persons with disabilities and sexual and gender minorities](#) ~~the designated groups~~.
4. **Postings and advertisements** for vacancies at Faculté Saint-Jean may appear in English, French or both. Where the advertisement is in French, it will clearly state the requirement for oral and written competency in English.
5. Advertisements will appear simultaneously or later than postings on University of Alberta Careers website.
6. Postings and advertisements for faculty will include the Canadian preference **proviso statement** unless administrative duties comprise 51% or greater of the position.

### WAIVERS AND EXCEPTIONS TO POSTING

7. In exceptional circumstances, the posting requirements for continuing academic positions may be waived with the prior approval of the Provost and Vice-President (Academic). The Provost and Vice-President (Academic) will advise the AASUA of the decision and report all waivers to the General Faculties Council annually. Requests for waiver of posting should be submitted to Human Resource Consulting Services.

8. Posting is not required when an incumbent's position is reclassified or converted from Support Staff to Administrative Professional Officer (unless a **foreign national** holds the position).

#### RULES RELATED TO FOREIGN NATIONALS

9. As per the federal government immigration advertising requirements, posting and advertising cannot be waived if foreign national applicants are to be considered.

- a. Advertisements must appear in **designated Canadian national media**.
- b. Any position in which teaching comprises 50% or more of the position must be advertised for a minimum of 30 days in the Canadian Association of University Teachers Bulletin and University Affairs (print or website) before foreign national applicants can be considered within the competition.
- c. International advertisements must appear simultaneously or later than Canadian advertisements. The number of international media advertisements must not exceed the number of Canadian national advertisements.

#### UNIVERSITY EQUITY STATEMENT

10. All postings and advertisements will include the **University Employment Equity Statement**.

11. In **cross appointments**, the name of the external organization or institution may be included in the University Equity Statement or the equity statement of the external organization or institution may appear in conjunction with the University Equity Statement.

#### INITIATING THE PROCESS

12. If the hiring unit uses the services of a **search consultant**, the consultant must work with Human Resource Consulting Services and will follow the approved standards and templates for University of Alberta advertisements.

13. Hiring units initiate the posting and advertising process to create a new competition.

14. All postings and advertisements will include:

- a. Position title and appointment category
- b. Department/Unit
- c. Major responsibilities and accountabilities
- d. Rank (for Faculty, FSO and Librarian positions)
- e. Required academic qualifications, knowledge, skills and abilities
- f. Term of employment (if applicable)
- g. Deadline date for applications or date when the application review process will begin
- h. Contact information

#### ROLE OF HUMAN RESOURCE CONSULTING SERVICES

15. Human Resource Consulting Services will review and approve all postings and advertisements to:

- a. Ensure the content is accurate and the information and advertising complies with federal government immigration requirements (where applicable)
- b. Confirm rank and salary range (if applicable)
- c. Ensure compliance with the University's posting and advertising standards and templates

#### ADVERTISING

16. If advertising is required, Human Resource Consulting Services will submit the approved advertising copy to the advertising agency for proofs and cost quotes.

17. Upon receipt of the proofs and cost quotes, the hiring unit will advise the advertising agency and Human Resource Consulting Services of the approved cost quotes and any final edits to the proof. The cost of advertising is the responsibility of the hiring unit.

#### **DEFINITIONS**

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

<b>Posting</b>	The placement of an advertisement for the recruitment of staff on the University of Alberta Careers website ( <a href="https://careers.ualberta.ca">careers.ualberta.ca</a> ).
<b>Advertising</b>	The placement of an advertisement for the recruitment of staff in appropriate media outside of the University to provide the greatest pool of qualified applicants.
<b>Faculty, Librarians, Faculty Service Officers, Administrative Professional Officers, and Temporary Appointments</b>	See <i>Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues</i> (categories A1.0 to A3.4)
<del><b>Designated Groups</b></del>	<del>Women, Aboriginal persons, persons with disabilities, and visible minorities.</del>
<b>Postings</b>	An internal communication designed for the recruitment of staff placed on the University of Alberta Careers website ( <a href="https://careers.ualberta.ca">careers.ualberta.ca</a> ).
<b>Advertisements</b>	An external communication designed for the recruitment of staff in appropriate media outside the University to provide the greatest pool of qualified <del>applicants</del> <a href="#">applicants</a> .
<b>Proviso Statement</b>	"All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority."
<b>Foreign National</b>	Any individual who is not a Canadian Citizen or Permanent Resident of Canada (Permanent Resident must continue to meet residency requirements).
<b>Designated Canadian National Media</b>	Print, electronic or other media chosen by the hiring unit to provide the greatest pool of qualified applicants and accepted as Canadian (national) media for the purposes of Service Canada's Labour Market Opinion.
<b>University <a href="#">Employment</a> Equity Statement</b>	<a href="#">The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientation or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply.</a> <del>"The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities and Aboriginal persons."</del>
<b>Cross Appointments</b>	Individuals appointed from an external organization or institution to work with the University on a full or part-time basis or an individual within the University appointed to an external organization or institution to work on a full or part-time basis. This may also refer to staff under categories A, B, or C under the <i>Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues</i> who hold an unpaid appointment in another department on campus.
<b>Search Consultant</b>	A member of an external agency contracted by the University to undertake



	recruitment.
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## **FORMS**

There are no forms for this Procedure. [\[▲Top\]](#)

## **RELATED LINKS**

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

[University of Alberta Careers](#) (University of Alberta)

[Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#)

[Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff \(UAPPOL\)](#)

Original Approval Date: May 13, 2011 Effective Date: July 1, 2011

Most Recent Approval Date:

Parent Policy: [Recruitment Policy](#)

## Support Staff Posting and Advertising Procedure

<b>Office of Administrative Responsibility:</b>	Human Resource Consulting Services
<b>Approver:</b>	<a href="#">Vice-President (Finance and Administration)</a> <del>Board of Governors</del>
<b>Scope:</b>	<a href="#">Compliance with this university policy/procedure extends to all Academic Staff, Administrators and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B).</a> <del>Compliance with University procedure extends to all members of the University community</del>

### Overview

The University ~~has~~ establishes ~~ad~~ **posting** and **advertising** procedures ~~to~~ ~~for the purpose of~~ promoting transparency in recruitment, consistency in practice and ~~the ability~~ to attract qualified candidates who will contribute to the achievement of the University's goals **and support the University's values**. ~~The University of Alberta hires on the basis of merit.~~

### Purpose

~~These~~ procedures ~~outline~~s the steps that must be followed ~~for in the~~ posting and advertising ~~of~~ vacancies ~~in for~~ **support staff** positions. The procedures ~~comply are in compliance~~ with the *Collective Agreement between the Non-Academic Staff Association and the Governors of the University*.

## **PROCEDURE**

### GENERAL REQUIREMENTS ~~FOR IN~~ POSTING AND ADVERTISING JOB VACANCIES

#### *Longer than 12 Months*

1. Once it has been determined that a vacant position of longer than 12 months in duration will be filled, that position will be posted, unless one of the following occurs in order of precedence:
  - a. There is an individual performing the duties who was appointed by virtue of a posting (change in employee type), or
  - b. The position will be filled due to a duty to accommodate, or
  - c. It is a Non-Academic Staff Association (NASA) bargaining unit position and will be filled through redeployment or recall, or
  - d. The parties (NASA and the University) agree to waive the posting procedure on a bargaining unit position.Postings will be on the University of Alberta Careers website for a minimum of five days.

#### *12 Months or Less*

2. For vacancies of 12 months or less:
  - a. The vacancy can be posted at the manager's discretion. Such a posting will be classified as casual.
  - b. The manager may determine that it is appropriate to fill a vacancy that will last 6 to 12 months with a temporary transfer or promotion of a current employee.
  - i. Candidates from the immediate work group are eligible to express their interest.

ii. Where the supervisor deems it appropriate, individuals in other work groups may be invited to express their interest.

iii. The invitation to apply will normally include;

1. Position title
2. Department/Unit
3. Major responsibilities and accountabilities;
4. Qualifications, which may include education, experience and/or equivalent combination, knowledge, skills and abilities;
5. Expected duration;
6. Salary range;
7. Deadline date for expression of interest and method of application; and
8. Information about the selection process.

3. The University is committed to the principle of employment equity and welcomes applications from all qualified persons including women, members of visible minorities, First Nations, Metis and Inuit, persons with disabilities and sexual and gender minorities-the designated groups.

4. A manager may choose to restrict eligibility for a position to applicants internal to the University.

5. Postings and advertisements for vacancies at Faculté Saint-Jean may appear in English, French or both. Where the advertisement is French, it will clearly state the requirement for oral and written competency in English.

6. Advertisements will not precede postings on the University of Alberta Careers website.

7. As per the federal government immigration advertising requirements posting and advertising cannot be waived if **foreign national** applicants are to be considered.

a. Advertisements must appear in **designated Canadian national media**.

b. International advertisements must not precede Canadian advertisements. The number of international media advertisements must not exceed the number of Canadian national advertisements.

#### UNIVERSITY EMPLOYMENT EQUITY STATEMENT

8. All postings and advertisements will include the **University Employment Equity Statement**.

#### INITIATING THE PROCESS

9. If the hiring unit uses the services of a **search consultant**, the consultant must work with Human Resource Consulting Services and will follow the approved standards and template for University of Alberta advertisements.

10. Hiring units initiate the posting and advertising process to create a new competition.

11. All postings and advertisements will include:

- a. Position title and type
- b. Department/Unit
- c. Major responsibilities and accountabilities
- d. Qualifications, which may include education, experience and/or equivalent combination, knowledge, skills and abilities;
- e. Term of employment (if applicable)
- f. Salary range
- g. Deadline date for applications, if applicable
- h. Contact information

#### ROLE OF HUMAN RESOURCE CONSULTING SERVICES

12. Human Resource Consulting Services will review and approve all postings and advertising to:

- a. Ensure the content is accurate and reflects the current job through cross referencing the job fact sheet and the job evaluation

- b. Ensure the content is accurate and the information and advertising reflects **bona fide occupational requirements** and complies with federal government immigration requirements (where applicable)
- c. Confirm the salary range and/or evaluation level
- d. Ensure compliance with the University's posting and advertising standards and templates
- e. Screen for accommodation and recall obligations under the NASA Collective Agreement

## ADVERTISING

13. If advertising is required, Human Resource Consulting Services will submit the approved advertising copy to the advertising agency for proofs and cost quotes.

14. Upon receipt of the proofs and cost quotes, the hiring unit will advise the advertising agency and Human Resource Consulting Services of the approved cost quotes and any final edits to the proof. The cost of advertising is the responsibility of the hiring unit.

## DEFINITIONS

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

<b>Posting</b>	An internal communication designed for the recruitment of staff placed on the University of Alberta Careers website ( <a href="https://careers.ualberta.ca">careers.ualberta.ca</a> ).
<b>Advertising</b>	An external communication designed for the recruitment of staff in appropriate media outside the University to provide the greatest pool of qualified applicants.
<b>Support Staff</b>	See <i>Recruitment Policy (Appendix B) Definition and Categories of Support Staff</i>
<b>Designated Groups</b>	<del>Women, Aboriginal persons, persons with disabilities, and visible minorities as defined in the <i>Employment Equity Act</i>,...</del>
<b>Foreign National</b>	Any individual who is not a Canadian Citizen or Permanent Resident of Canada. (Permanent Resident must continue to meet residency requirements).
<b>Designated Canadian National Media</b>	Print, electronic or other media chosen by the hiring unit to provide the greatest pool of qualified applicants and accepted as Canadian (national) media for the purposes of Service Canada's Labour Market Opinion.
<b>University Employment Equity Statement</b>	<del>The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientation or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply. The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities and Aboriginal persons."</del>
<b>Search Consultant</b>	A member of an agency contracted by the University to undertake recruitment.
<b>Bona Fide Occupational Requirement (BFOR)</b>	A standard or rule that is integral to carrying out the functions of a specific position. For a standard to be considered a BFOR, an employer has to establish that any accommodation or changes to the standard would create

	an undue hardship.
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## **FORMS**

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[University of Alberta Careers](#) (University of Alberta)

[Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff and Colleagues](#)

[Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff \(UAPPOL\)](#)

**Question from GFC Member Jeremy Richards (submitted by email September 21, 2016)**

**Question 12.1Q**

Regarding FGSR's new Professional Development Training Requirement for Graduate Students, which is now a requirement for all new graduate students: I applaud the principles behind this new program, but the details of the actual program have not come before GFC. I understand that APC approved the program in principle at its meeting on June 10, 2015.

As a faculty member, I was first notified of the details of the program at my Department Council meeting on Tuesday, September 20th 2016, and heard that there is an expectation that supervisors will serve as "mentors" to their students in this matter, and will have the responsibility of reviewing and confirming to the Department that the student has completed their Individual Development Plans. This is not a particularly onerous responsibility (and mentoring our students is our job anyway) but I am surprised that a new obligation has been placed on faculty members without discussion and approval by GFC. I also note that the APC process does not appear to have included consultation with AASUA, which might have been appropriate since this program increases faculty workload. I would ask FGSR to provide full details of this program to GFC for approval. I would also like to know whether the responsibilities in this program will be formalized in a UAPPOL policy.

Thank-you,

Jeremy Richards

**Response 12.1R from Vice-Provost and Dean, Faculty of Graduate Studies and Research**

Thank you for the question concerning the new Professional Development requirement. We welcome this discussion at General Faculties Council since it is important for all students, supervisors, deans, associate deans, graduate coordinators and graduate administrators to understand the requirement. There are several parts to your question, and we are pleased to provide some background information for context.

**Background**

All graduate students who began their programs in September 2016 must satisfy a Professional Development (PD) requirement. The PD requirement has two parts: first, students must complete eight hours of PD training during each degree; second, they must complete an Independent Development Plan (IDP).

This two-part requirement was proposed and approved by FGSR Council, the governing body composed of representatives from all 72 graduate-degree-offering departments.

FGSR staff have held information sessions and workshops on the new requirement, tailored wherever possible to individual departments. As of 1 Nov 2016, these face-to-face sessions

Item 12.1Q and 12.1R

have reached 1360 students and 139 faculty. (For reference, our total entering class for Fall 2016 is 2400.) In addition to the IDP orientation, FGSR has posted FAQs on our website.

Students may meet the PD training requirement through discipline-specific training, internships (through the GSIP program or other), short courses, professional placements, online modules or any of the 650 PD sessions posted by FGSR, 131 of which are developed by the grad school. We offer two workshops (beyond the orientation session) that specifically cover the IDP, and these workshops may be counted toward the PD training requirement. Typically students will draw from more than one source of professional development.

The IDP requires students to research various career paths, assess their own skillset and fill any gaps, and establish a plan for moving from graduate degree to career. The IDP is done under the guidance of a mentor or (ideally) mentors who do not have to be the student's supervisor(s), though in many cases the supervisor does serve as a career mentor. It is important that the supervisor not be mandated as the sole PD mentor since many course-based Master's students do not have a supervisor. It is the responsibility of students to secure a mentor.

The PD requirement as a whole is signed off by a department's graduate administrator.

You asked:

- Will the details of the actual program come before GFC for approval?
  - The Academic Planning Committee has delegated authority to approve revisions to existing graduate programs. The Professional Development requirement was discussed and approved on 10 June 2015 by the Academic Planning committee, acting under that delegated authority from General Faculties Council. APC approved the motion on the recommendation of the Academic Standards Committee.
  - Before reaching APC, the requirement was discussed and approved by FGSR council, the policy-making body of FGSR that does have broad representation from across departments.
- Did FGSR consult AASUA?
  - Consultation across the academy was broad and comprehensive. Because mentors are not necessarily supervisors and because faculty members are not required to sign off on individual students' PD requirements, this initiative is not seen as a new obligation on faculty. Admittedly, many faculty members will play a role in their students' professional development. We are happy to speak to the AASUA about how this requirement is being realized for graduate students and their supervisors.
- Will the responsibilities in this program be formalized in a UAPPOL policy?
  - The PD Requirement is at its base a program requirement for graduate students. Thus it is formalized in the University Calendar and the Graduate Program Manual.

**Question from GFC Member Jeremy Richards (submitted by email October 31, 2016)**

**Question 12.2 Q**

At a recent Faculty of Science pre-FEC meeting, we learned that the GFC policy on who gets to see written comments on USRIs seems to have changed. My previous recollection was that only the instructor and department chair (and administrative assistant) got to see the written comments, and they were considered confidential. Now the GFC Policy Manual reads:

§111.3.H.i. Access to USRI Data: Parties having access to numerical summaries of the ten Universal Student Ratings of Instruction questions and student comments will be the instructor the Chair, Director or Dean of the unit offering the course; members of Tenure Committees; and members of Faculty Evaluation Committees, including the secretary to the FEC. (EXEC 07 NOV 2011) (GFC 22 SEP 2014)

(<http://www.gfcpolicymanual.ualberta.ca/en/111TeachingandLearningandTeach.aspx>)

I note that this change had already been enacted prior to the 22 September, 2014, GFC meeting referred to above, where changes were only made to enable eUSRIs.

My questions are therefore:

1. When and by whom were these changes made that allow access to USRI comments by Chairs, Deans, members of Tenure Committees, and members of FECs?
2. Was GFC apprised of these changes, and did it approve them?

**Response 12.2 R from the Provost and Vice-President (Academic)**

On June 9, 1995, General Faculties Council (GFC) approved a series of changes to Section 111.3 of the GFC Policy Manual that clearly outlined who had access to USRI data. These changes were approved on the recommendation of the Academic Development Committee.

On March 17, 1999, GFC voted to include the specific reference to student comments in 111.3.g. At that time the policy read "Parties having access to numerical summaries of the ten Universal Student Ratings of Instruction questions and student comments shall be the instructor, the Chair, Director or Dean; members of Tenure Committees; and members of Faculty Evaluation Committees." This addition was a part of a set of major revisions to the GFC Policy Manual, stemming from two years of work by the Teaching and Learning Committee (TLC) Teaching Evaluation Subcommittee. TLC recommended the changes to the GFC Executive Committee, who recommended the changes to full GFC.



Item 12.3Q and 12.3R

**Question from GFC Member Dilini Vethanayagam (submitted by email November 7, 2016)**

**Question 12.3 Q**

I'm sending this as a question to bring up at the November GFC. It affects students I bring on for smaller educational clinical / translational research projects.

The U of A RSO has recently informed me of changes in the financial management of individual faculty members' General Research Accounts.

Question 1: Why were these decisions not brought before GFC for broader discussion?

This decision I do feel impacts the FOMD much more so than other faculties where direct patient contact does not occur as much.

**Response 12.3 R from the Associate Director of Research Services Office**

When the Research Services Office makes changes to policies and procedures, the nature and extent of consultations undertaken is dependent upon what is being amended and who is impacted. The revised "Lab and General Research Services Project" terms of reference is intended to reflect current UAPPOL policies and procedures including the "Guide to Financial Management" and accordingly we must ensure the terms of reference are up to date. Consultations undertaken for changes to UAPPOL policies and procedures are based upon the guidance provided in UAPPOL's Policy Development Toolkit. When the "Indirect Costs of Research" UAPPOL procedure was updated in 2013 to include a standard indirect costs rate of 20% for research contracts, grants, technical services agreements, flow through contracts and clinical trials, consultations with the following groups were undertaken:

URPC - 21 March and 31 May 2013

Chairs' Council - 21 May 2013

Deans' Council - 15 May and 19 June 2013

PEC-S - 21 August 2013

PEC-S/Deans' Retreat - 22 August 2013

Memo from Acting Provost and VP (Academic), VP (Research) and VP (Finance & Administration) sent to Deans on 30 August 2013 confirming that the new indirect costs of research revenue sharing agreement would take effect following governance approval

AASUA - 25 September 2013

Board Finance and Property Committee - 26 November 2013

Board of Governors - 13 December 2013

effective date of procedure was January 1, 2014

**GENERAL FACULTIES COUNCIL**  
For the Meeting of November 21, 2016

Item 12.3Q and 12.3R

When the Lab and General Research Services Project terms of reference were updated in 2016 to reflect this and other changes, consultations were undertaken to communicate the changes and obtain feedback. We forwarded the draft Terms of Reference document to the members of the Finance Management Committee on June 9, 2016 who undertook to consult with their respective faculties. Feedback was received from the Faculty of Medicine and Dentistry which resulted in changes to the draft document. In addition, we were asked to meet with a number of representatives of the Faculty of Science as a follow up on June 17, 2016. In that meeting, a number of concerns were expressed which resulted in further changes being made to the Terms of Reference.

If any questions or concerns remain with respect to the Terms of Reference for Lab and General Services Projects, Michael Walesiak, Associate Director, Finance and Information would be available to discuss.



Dilini Vethanayagam &lt;dilini@ualberta.ca&gt;

**Re: RES0010340 s/c 27688 - Fund Code changed to 330 (unrestricted funding)**

1 message

**Logan McIntosh** <lmcinto@ualberta.ca>

Mon, Nov 7, 2016 at 1:55 PM

To: Dilini Vethanayagam &lt;dilini@ualberta.ca&gt;

Cc: "2501001-farm-229@ualberta.ca" &lt;2501001-farm-229@ualberta.ca&gt;, Svetlana Jackson &lt;svetlana.jackson@ualberta.ca&gt;

Dear Dr. Vethanayagam,

What this means is that any new funds deposited into your general research account will be charged 20% indirect costs instead of 15%, unless these funds have already been charged indirect costs; they will not be double charged. In addition existing funds will not be affected by this change because they have already been assessed at 15% ICR. Please let me know if this address your concerns.

Regards,

**Logan McIntosh**

Finance Assistant

Finance and Information Management Team

Research Services Office, University of Alberta

222 Campus Tower

8625 - 112 Street

Edmonton, Alberta, Canada T6G 2E1

Phone: (780) 492-5558

Email: [lmcinto@ualberta.ca](mailto:lmcinto@ualberta.ca)Website: [www.rso.ualberta.ca](http://www.rso.ualberta.ca)

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On Mon, Nov 7, 2016 at 1:31 PM, Dilini Vethanayagam &lt;dilini@ualberta.ca&gt; wrote:

Sorry,

I don't understand. Should I have this changed? What are the implications for me down the road?

Dilini

On Nov 7, 2016, at 10:08 AM, Logan McIntosh &lt;lmcinto@ualberta.ca&gt; wrote:

Dear Dr. Vethanayagam,

RSO has been reviewing General Research projects to ensure that project terms are in line with the current terms of reference for General Research projects (found at <http://www.rso.ualberta.ca/Managing/TOR/GRF.aspx>). Per these terms, all Gen Res projects are to be coded as fund 330 (unrestricted) with an indirect cost assessment rate of 20%. After reviewing your Gen Res account (RES0010340 - speedcode 27688), we found that your account was in fund 531 and had an ICR rate of 15%.

To bring your project in line with the current terms of reference we have changed your project to fund 330 and updated the ICR rate to 20%. Please note that you can still use your existing speedcode 27688, but with a change in

fund code, attempts at HR redistribution of transactions posted prior to the change will error and SMS requests currently mid-flight might error.

Best Regards,  
**Logan McIntosh**  
Finance Assistant  
Finance and Information Management Team

Research Services Office, University of Alberta  
222 Campus Tower  
8625 - 112 Street  
Edmonton, Alberta, Canada T6G 2E1

Phone: [\(780\) 492-5558](tel:7804925558)  
Email: [lmcinto@ualberta.ca](mailto:lmcinto@ualberta.ca)  
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Item 12.3Q and 12.3R

**Question from GFC Member Dilini Vethanayagam (submitted by email November 7, 2016)**

**Question 12.3 Q**

I'm sending this as a question to bring up at the November GFC. It affects students I bring on for smaller educational clinical / translational research projects.

The U of A RSO has recently informed me of changes in the financial management of individual faculty members' General Research Accounts.

Question 1: Why were these decisions not brought before GFC for broader discussion?

This decision I do feel impacts the FOMD much more so than other faculties where direct patient contact does not occur as much.

**Response 12.3 R from the Associate Director of Research Services Office**

When the Research Services Office makes changes to policies and procedures, the nature and extent of consultations undertaken is dependent upon what is being amended and who is impacted. The revised "Lab and General Research Services Project" terms of reference is intended to reflect current UAPPOL policies and procedures including the "Guide to Financial Management" and accordingly we must ensure the terms of reference are up to date. Consultations undertaken for changes to UAPPOL policies and procedures are based upon the guidance provided in UAPPOL's Policy Development Toolkit. When the "Indirect Costs of Research" UAPPOL procedure was updated in 2013 to include a standard indirect costs rate of 20% for research contracts, grants, technical services agreements, flow through contracts and clinical trials, consultations with the following groups were undertaken:

URPC - 21 March and 31 May 2013

Chairs' Council - 21 May 2013

Deans' Council - 15 May and 19 June 2013

PEC-S - 21 August 2013

PEC-S/Deans' Retreat - 22 August 2013

Memo from Acting Provost and VP (Academic), VP (Research) and VP (Finance & Administration) sent to Deans on 30 August 2013 confirming that the new indirect costs of research revenue sharing agreement would take effect following governance approval

AASUA - 25 September 2013

Board Finance and Property Committee - 26 November 2013

Board of Governors - 13 December 2013

effective date of procedure was January 1, 2014

**GENERAL FACULTIES COUNCIL**  
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Item 12.3Q and 12.3R

When the Lab and General Research Services Project terms of reference were updated in 2016 to reflect this and other changes, consultations were undertaken to communicate the changes and obtain feedback. We forwarded the draft Terms of Reference document to the members of the Finance Management Committee on June 9, 2016 who undertook to consult with their respective faculties. Feedback was received from the Faculty of Medicine and Dentistry which resulted in changes to the draft document. In addition, we were asked to meet with a number of representatives of the Faculty of Science as a follow up on June 17, 2016. In that meeting, a number of concerns were expressed which resulted in further changes being made to the Terms of Reference.

If any questions or concerns remain with respect to the Terms of Reference for Lab and General Services Projects, Michael Walesiak, Associate Director, Finance and Information would be available to discuss.



Dilini Vethanayagam &lt;dilini@ualberta.ca&gt;

**Re: RES0010340 s/c 27688 - Fund Code changed to 330 (unrestricted funding)**

1 message

**Logan McIntosh** <lmcinto@ualberta.ca>

Mon, Nov 7, 2016 at 1:55 PM

To: Dilini Vethanayagam &lt;dilini@ualberta.ca&gt;

Cc: "2501001-farm-229@ualberta.ca" &lt;2501001-farm-229@ualberta.ca&gt;, Svetlana Jackson &lt;svetlana.jackson@ualberta.ca&gt;

Dear Dr. Vethanayagam,

What this means is that any new funds deposited into your general research account will be charged 20% indirect costs instead of 15%, unless these funds have already been charged indirect costs; they will not be double charged. In addition existing funds will not be affected by this change because they have already been assessed at 15% ICR. Please let me know if this address your concerns.

Regards,

**Logan McIntosh**

Finance Assistant

Finance and Information Management Team

Research Services Office, University of Alberta

222 Campus Tower

8625 - 112 Street

Edmonton, Alberta, Canada T6G 2E1

Phone: (780) 492-5558

Email: [lmcinto@ualberta.ca](mailto:lmcinto@ualberta.ca)Website: [www.rso.ualberta.ca](http://www.rso.ualberta.ca)

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**Question from GFC Member Carolyn Sale (submitted by email November 14, 2016)**

**Question 12.4 Q**

I bring this question forward on the part of a concerned member of the academic staff:

In early October, a large floor stand poster appeared in the walkway between HUB Mall and the Tory atrium denouncing the former Soviet Union. It stayed up for several days leading up to the Thanksgiving long weekend. It was a peculiar poster, for an anachronistic cause, with no identifying information as to the sponsoring individual, organization, or program — just a phone number for buildings and maintenance indicating that it would be up for several dates before and after the long weekend.

Upon inquiry to the listed number, it emerged that the backer was “an alum” but no further information could be provided. The faculty member was referred to University Relations. Several phone calls from the faculty member to University Relations went unanswered, but eventually prompted a letter of response from the Vice-President for Facilities and Operations, Andrew Sharman, indicating that new procedures would be introduced going forward requiring all promotional posters, flyers, banners and the like to identify clearly the sponsoring organization(s) and/or individual(s). However, since the poster in question had been approved under old procedures, no information as to its backer was furnished.

Mr. Sharman said his office had contacted the backer to ask permission to share his or her identity, but that no response had yet been received and so no further information could be provided. In the meantime, the poster in question disappeared and was not displayed on the second set of dates originally indicated.

That new procedures are going to be introduced that continue to make the university campus – as is perfectly appropriate – host to a multitude of views, even controversial or peculiar ones – is welcome news. That there is an identifiable distinction between openness to and \*endorsement of\* views put forth in university space is important. The question: why the continuing secrecy about the identity of the backer of the display that prompted this policy change?

**Response 12.4 R from the Vice-President (Facilities and Operations)**

Under the procedure in force at the time, individuals or groups who sought permission to post on campus were not required to include contact information on their postings. As a result, the banner at issue did not include any contact information about the individual or group who posted it.

We have consulted with the University's Information and Privacy Office on this issue. The *Freedom of Information and Protection of Privacy Act* (FOIP Act) states that personal information can only be disclosed or shared within the University in certain circumstances. For example, it can be shared within the University for the purpose for which it was collected, with the individual's consent, or if it is necessary for an employee to know the personal information in order to do the employee's job. As correctly noted in the question, after receiving inquiries, we reached out and requested permission to add the sponsor's contact information to the banner, but they did not respond to the request. There does not appear to be authority within the FOIP

**GENERAL FACULTIES COUNCIL**  
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Item 12.4Q and 12.4R

Act to make the individual's identity publicly available without consent. As a result, we are presently unable to disclose the identity of the individual or group responsible for this posting. As noted in the question, going forward new procedures and practices are being implemented to require all such postings to include the identity and contact information of the sponsoring individuals or groups.

Attachment: October 14, 2016 letter from A. Sharman regarding banner in pedway between HUB Mall and Tory Building

2-04 South Academic Building (SAB)  
Edmonton, Alberta, Canada T6G 2G7  
Tel: 780.492.9238  
Fax: 780.492.1439  
[www.facilities.ualberta.ca](http://www.facilities.ualberta.ca)

October 14, 2016

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Dear [REDACTED],

I want to sincerely thank you for sharing your concerns about the banner displayed in the pedway between HUB Mall and the Tory Building. Your concerns have highlighted gaps in the University of Alberta's existing procedure related to postings on our campus, which we are now working to amend. I hope you will find this response helpful.

The university's Posting Announcements, Notices and Banners Procedure governs who can post notices and banners, where postings may be displayed and what postings are permissible, among other things. Under this procedure, Facilities and Operations (F&O) reviews requests to display banners and posters and makes a decision based on safety and environmental considerations. As part of an institution that supports academic freedom, F&O does not approve or deny a poster or banner based on its content, provided that content is lawful and otherwise complies with university policies and procedures, including those related to human rights.

In this case, the person who posted the banner followed this procedure and obtained permission to display it from Oct. 3-7 and 10-14. Though we flagged the content of this poster as potentially controversial, we found nothing in the procedure or associated policies that would support a decision not to post it.

However, the concerns you raised with respect to this banner helped us recognize a shortfall in our existing procedure; namely, it is impossible to engage in a debate or discussion if you don't know with whom to engage in debate and discussion.

Again, in this case, the banner at issue did not include any contact information about the individual or group who posted it. Having such information would enable such debate and discussion to occur. Presently, the identity of the person or group responsible for this posting is not something that we can disclose without permission. We have reached out and requested permission to add their contact information to the banner, but they have not yet responded.

As a result, we are working with the appropriate offices to amend the procedure to a) require the posting person or group to identify themselves and their contact information on the materials they seek to post and b) clarify the process for review and approval of the material applicants seek to post. In the meantime, F&O, as part of our approval process, will require applicants to identify themselves and their contact information on any materials they wish to post on campus.

I wish to thank you again for taking the time to share your concerns about this banner. We hope that having contact information on all such postings will enable members of our community to engage with the sponsors of those postings in a healthy discussion and debate of ideas.

Sincerely,

A handwritten signature in blue ink, appearing to read 'A. Sharman', with a stylized flourish at the end.

Andrew Sharman  
Vice-President (Facilities and Operations)  
University of Alberta

General Faculties Council Standing Committee Report**Executive Committee**

1. Since the last GFC meeting, the Executive Committee met on October 17 and October 31, 2016.

2. Actions Taken with Delegated Authority from GFC

October 17, 2016      **Approved** revision to the Parchment for the Joint Shared Credential graduate Programs Universidade Estadual de Campinas (Unicamp), Brazil and University of Alberta (Faculty of Graduate Studies and Faculty of Science) to remove Master of Science

**Approved** the Renumbering AGRMT 900 to AGRMT 903 (within the same level), Faculty of Graduate Studies and Research

October 31, 2016      **Recommended** to GFC - Guiding Principles of the GFC *ad hoc* Committee on Academic Governance including Delegated Authority

**Recommended** to GFC - Proposed Changes to the Statement on Equity in Student Affairs

**Recommended** to GFC - Proposed Changes to the University Equity Statement in the Academic Staff Posting and Advertising Procedure and the Support Staff Posting and Advertising Procedure

**Approved** the 2017-18 Academic Schedule

**Approved** the GFC agenda for November 21, 2016 meeting

Detailed motion and final document summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/ExecutiveCommittee/ExecutiveMotionandFinalDocumentSummary.aspx>

3. Items that the Committee Discussed or Advised on

October 17, 2016      For the Public Good: Preliminary Recommendations for Performance Indicators Sustainability Plan 2016-2020

October 31, 2016      General Appeals Committee (GAC) Annual Report to General Faculties Council  
Annual Report of the Residence Discipline Statistics: 2015-2016  
Undergraduate National Recruitment Strategy and Annual Report on Undergraduate Financial Supports

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

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/ExecutiveCommittee.aspx>

Submitted by:  
David Turpin, Chair  
Executive Committee

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

1. Since the last GFC meeting, the Academic Planning Committee met on September 28, October 12, October 26, and November 16, 2016.

2. Actions Taken with Delegated Authority from GFC

October 26, 2016      **Recommended** Proposed changes to the Statement of Equity in Student Affairs

**Recommended** Proposed Changes to the University Equity Statement in Academic and Support Staff posting and advertising procedures

**Approved** Proposal from the Department of Biological Sciences, Faculty of Science, to change the names of three programs: Ecology, Evolution and Environmental Biology (newly proposed name for Ecology); Integrative Physiology (newly proposed name for Physiology and Developmental Biology); and Molecular, Cellular and Developmental Biology (newly proposed name for Molecular Genetics)

November 16, 2016      (Committee report will be included with the January 30, 2017 GFC agenda materials)

Detailed motion and final document summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicPlanningCommittee/APCMotion>

3. Items the Committee Discussed or Advised on

September 28, 2016      *For the Public Good* – Update  
Update on the Budget  
Proposed Use of Copyright Materials Procedure  
Quality Assurance Process at the University of Alberta  
University of Alberta Sustainability Plan 2016-2020

October 12, 2016      Update on the Budget  
*For the Public Good*: Preliminary Recommendations for Performance Indicators  
Annual Report on Undergraduate Financial Support

October 26, 2016      Update on the Budget  
President's Visiting Committee (PVC): Summary of Review for the Faculty of Medicine and Dentistry  
Undergraduate National Recruitment Strategy and Key Performance Indicators and Measures

4. Items the Committee Received for Information

September 28, 2016      Minor revision to residency status for the Dual Degree Graduate Program (MSc and PhD), University of Alberta (Faculty of Graduate Studies and Research and Faculty of Pharmacy and Pharmaceutical Sciences) and Universidade de Sao Paulo, Brazil (USP) approved April 2016



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

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicPlanningCommittee.aspx>

Submitted by:

Steven Dew

Chair, Academic Planning Committee

General Faculties Council Standing Committee Report

**Academic Standing Committee**

1. Since the last GFC meeting, the Academic Standing Committee met on October 20, November 17, 2016.
2. Actions Taken with Delegated Authority from GFC

- October 20, 2016      **Approved** Office of the Registrar: Proposed Approval of Transfer Credit for October 2016
- Approved** Faculty of Arts: Proposed Changes to Existing Admission Requirements
- Approved** Faculty of Arts: Proposed Changes to Existing Transfer and Admission Requirements
- Approved** Faculty of Arts: Proposed Changes to Existing Requirements for Major and Minor in Art and Design
- Approved** Proposal from the Department of Biological Sciences, Faculty of Science, to suspend admission to four honors/specialization programs: Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology
- Approved** Faculty of Graduate Studies and Research: Proposed changes to Existing Admission and Academic Standing Requirements, Master of Science program, Department of Physical Therapy
- Approved** Proposed Changes to Admission and Academic Regulations, BSc Program in Medical Laboratory Science, Faculty of Medicine and Dentistry
- Approved** Proposed Changes to Admission and Academic Regulations, Radiation Therapy Program, Faculty of Medicine and Dentistry
- Recommended -** Proposed Changes to the University Bloodborne pathogens policy in the *University Calendar*
- November 17, 2016      (Committee report will be included with the January 30, 2017 GFC agenda materials)

3. Items the Committee received for information

October 20, 2016      External Programs for Review and Programs in Progress on Campus

Detailed motion and final document summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicStandardsCommittee/ASCMotionandFinalDocumentSummary.aspx>

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

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicStandardsCommittee.aspx>

Submitted by:  
Nat Kav, Chair  
Academic Standards Committee





[CIRCULATION BY EMAIL]

The GFC Nominating Committee (NC) presents the following nomination for consideration by General Faculties Council. Upon receipt of this GFC NC Report, members of GFC may submit additional nominations to Ms Ann Hodgson, Coordinator to the GFC NC, University Governance, extension 2-1938 (ann.hodgson@ualberta.ca). Additional nominations must be received by Ms Hodgson by **12:00 pm, Thursday, November 17, 2016**. The nominee must be both eligible and willing to serve. A brief (approx.150 words) biographical sketch must accompany nominations. If no additional nominations are received by the deadline, the nominee noted below will be declared elected.

**The Nominating Committee is charged with “ensuring the best possible match between prospective members and the committees to which they are nominated”. It is also the Nominating Committee’s responsibility to “ensure the broadest possible base of representation given the available pool of nominees.” [GFC Nominating Committee Terms of Reference]**

**The GFC NC is committed to a process that is rigorous in seeking talented individuals for committee service and devotes substantial time to consultation.**

For the approved terms of reference/full membership composition of GFC Standing Committees, Appeal Boards and other committees to which GFC elects, please refer to the University Governance main website and navigate to the appropriate committee webpage (see Quick Links below), or visit [www.governance.ualberta.ca](http://www.governance.ualberta.ca).

More details: [GFC and GFC STANDING COMMITTEES – Academic Governance](#)

**GFC CAMPUS LAW REVIEW COMMITTEE [GFC CLRC TERMS OF REFERENCE]**

<b><u>Action Required by GFC:</u></b> to fill one (1) vacancy calling for an academic staff member (categories A1.1, A1.5, or counterpart in A1.6) who is a former Associate Dean, or former Discipline Officer, or former UAB Chair.			
<b><u>Nominee</u></b>	<b><u>Faculty/Unit</u></b>	<b><u>Term Beginning</u></b>	<b><u>Term End</u></b>
Stuart Landon (A1.1)	Faculty of Arts (Economics)	Immediately upon approval.	June 30, 2019

[END]



### SEARCH/REVIEW COMMITTEES

Presidential/Vice-Presidential/Decanal Search and Review Committees are regularly established at the University of Alberta. General Faculties Council (GFC) is routinely called upon to arrange for the election of representative(s) to populate approved search/review committee compositions in accordance to the policies and procedure within the Recruitment Policy (in UAPPOL).

Campus interest and response to a nomination call may generate a pool of multiple nominees, thus requiring an election (held by GFC) to declare the successful candidate(s) to a membership role on the selection/review committee. It's regular practice by the GFC Nominating Committee, through the delegation of authority given by GFC, to electronically distribute nomination calls to the relevant constituencies (academic staff, non-academic staff, public members) in order to raise awareness and encourage nominations and/or expressions of interest from eligible nominees, as stipulated within the established committee membership composition.

### ELECTIONS HELD BY GFC - ACADEMIC STAFF TO SELECTION COMMITTEES

#### **2016-2017 Dean Review Committee - Dean, Faculty of Science**

October 7, 2016 - the following individual has been declared elected by acclamation to serve as the academic staff representative from staff category (A1.0) from outside the Faculty concerned, in accordance to Section 18 (g.) of the "Faculty Deans Review Procedure" (Appendix A: Dean Selection Committee for Individual Faculties).

- **Loren W Kline** (Faculty of Medicine and Dentistry)

#### **2016-2017 Dean Selection Committee - Dean, Faculty of Graduate Studies and Research**

October 14, 2016 – the following two individuals have been declared elected by acclamation to serve as academic staff representatives from staff categories (A1.1, A1.6 and their counterparts in A1.5 and A1.7), FROM, and elected BY, GFC, in accordance to Section 8 (d.) of the "Faculty Deans Selection Procedure" (Appendix A: Dean Selection Committee for Individual Faculties).

- **Dean Eurich** (School of Public Health)
- **Carrie Smith-Prei** (Faculty of Arts)

#### **2016-2017 Dean Selection Committee - Dean, Faculty of Native Studies**

October 21, 2016 – the following individual has been elected by GFC to serve as the academic staff representative from Staff Categories (A1.1 or A1.6), from outside the Faculty concerned, in accordance to Section 12 (d.) of the "Faculty Deans Selection Procedure" (Appendix A: Dean Selection Committee for Individual Faculties).

- **Kisha Supernant** (Faculty of Arts)



FOR THE GFC MEETING OF NOVEMBER 21, 2016

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on October 21, 2016:

### **COMMENTS FROM THE CHAIR**

The Board Chair welcomed traditional knowledge keeper Roxanne Tootosis who provided members with an overview of an Indigenous ritual cleansing ceremony and then invited members to participate in a smudge.

### **REPORT OF THE PRESIDENT**

The President provided a written report on his activities since June 17, including points on:

- Implementing *For the Public Good*:
  - working with Provost Dew to determine short, medium and long-term priorities; to develop quantitative and qualitative measures to monitor progress and success; and to create an annual institutional reporting and accountability process.
  - the creation of a committee to explore potential measures to assess the success of, and progress against, goals of *For the Public Good*.
  - the work of the University's leadership team at the annual Senior Administrators Retreat to identify priorities and the best means to achieve them.
- The U15 and Universities Canada:
  - as Vice-Chair of the U15 and member of the Universities Canada Research Advisory Committee, advising the federal government on the development of a national research and innovation agenda.
  - providing advice and input on Canada's Fundamental Science Review and a review of Canada's Innovation Agenda.
- Advancing Alberta:
  - a trip to Lethbridge and Medicine Hat with past Vice-President (University Relations) Debra Pozega Osburn, to learn about the University's impact and opportunities for future engagement in southern Alberta.
  - meetings with Mike Mahon, President of the University of Lethbridge, and Denise Hemming, President of Medicine Hat College.
  - a tour of the Mattheis Research Ranch and an opportunity to learn about the work of ecological and rangeland management researchers.
- International Travel:
  - trips to Hong Kong, China and India to advance the University's reputation, interests and relationships in these regions.
  - meetings with universities, ministries, and government officials in China and India to renew agreements and to explore new opportunities for partnership and collaboration.
  - meetings with potential students and alumni in China and India to talk about the University's strengths and strategic direction.
- Key Talking Points for the Next Quarter
  - *The University of Alberta is at the forefront of global research into future energy systems and the transition to low-carbon energy economies.*
    - the University was awarded a \$75 million Canada First Research Excellence Fund grant to establish the University's Future Energy Systems Research Institute.
    - two articles recently authored by the President (one co-authored with University of Calgary President Elizabeth Cannon) on the University's energy research leadership
  - *The University of Alberta is building the infrastructure we need to sustain outstanding teaching, learning, and research, and tackle today's most challenging issues.*
    - the University was awarded \$82.5 million in Strategic Investment Funding from the federal and provincial governments, which will go towards 10 capital projects and renewal to maintain and improve current campus infrastructure.

- *The University of Alberta will continue to consult and collaborate, and work towards thoughtful, respectful, and meaningful reconciliation with Indigenous peoples.*
  - the first installment in a Provost's Office initiative to acquire Indigenous art, The Sweetgrass Bear by Stewart Steinhauer was unveiled in Quad, and the Treaty Bear was welcomed on Augustana Campus.
  - two events: "ANVILS: A National Vision for Indigenous Language Stability," to facilitate a national conversation about Indigenous language sustainability and preservation; and the 2<sup>nd</sup> annual "Building Reconciliation Forum", which brought together Canadian university presidents and their leadership teams, First Nations, Métis and Inuit leaders, student leaders, Indigenous scholars, and scholars to discuss the role of post-secondary institution in reconciliation.
- Academic Excellence
  - Vice-President (Research) Lorne Babiuk named the 2016 World Agriculture Prize Laureate, in recognition of his exceptional lifetime achievements including the development of six vaccines.
  - three University of Alberta researchers, Graham Pearson, Richard Sutton, and Bruce Dancik, named fellows of the Royal Society of Canada (RSC).
  - Undergraduate students Ben Hallworth and Sheldon Cannon received Schulich Leader Scholarships, valued between \$60,000 and \$80,000.
- Senior Leadership Transitions
  - Andrew Sharman as Vice-President (Facilities and Operations)
  - Jacqui Tam as Interim Vice-President (University Relations)
  - Gitta Kulczycki as Vice-President (Finance and Administration) as of November 1.
  - André Costopoulos as Vice-Provost and Dean of Students; Neal Davies as Dean of Pharmacy and Pharmaceutical Sciences; and Fraser Forbes as Dean of Engineering.

Dr Turpin also provided verbal updates on his recent trip to China, provincial government consultation on the funding system, and implementing and measuring *For the Public Good*. He updated Board members on the provincial government's extension of the tuition freeze, noting that the freeze covers mandatory non-instructional fees, but not international tuition. He expressed concern that the announcement did not include a plan for backfill funding to cover the shortfall, noted that the University would be asking government to provide this funding, and encouraged Board members to do the same.

## **BOARD OF GOVERNORS' APPROVED MOTIONS**

On the recommendation of the Finance and Property Committee, the Board of Governors approved:

- the proposed changes to the Committee's Terms of Reference;
- the acquisition of two laneways within the Augustana Land Bank, located in Camrose, Alberta; one laneway east of Lots 3 to 8, Block 22, Plan 8324AA, and one laneway south of Lot 14, Block 22, Plan 8324AA; and
- the transfer of \$2,671,967.23 of unrestricted net assets to permanent restricted endowment net assets.

On the recommendation of the Human Resources and Compensation Committee, the Board of Governors approved:

- the proposed changes to the Committee's Terms of Reference;
- the appointment of Ms Gitta Kulczycki, incoming Vice-President (Finance and Administration), to the Board of Trustees of the Universities Academic Pension Plan, pursuant to Sections 3.6 and 3.8 of the *Universities Academic Pension Plan Sponsorship and Trust Agreement*, to complete the four year term of Ms Phyllis Clark, effective November 1, 2016 through December 31, 2018.

## **INFORMATION REPORTS**

- Report of the Audit Committee
  - Scope of Internal Audit Plan (Annual Plan)
  - Approval of 2016-17 Committee Workplan
  - Management's Quarterly Compliance Certificate
  - Management's Quarterly Freedom of Information and Protection of Privacy (FOIP) Compliance Certificate
  - Correspondence from the Minister of Advanced Education re classification of endowments
  - Learning Moment: University Budget Process
  - Management's Quarterly Financial Statements and Review (including current accounting and financial reporting issues)
  - Institutional Risk Summary Update
  - Update on Risk-Based Internal Audit Plan
- Report of the Finance and Property Committee
  - Project Management Office - Quarterly Status Report
  - Approval of 2016-17 Committee Workplan
  - Sustainability Plan
  - Tuition Briefing
  - Quarterly Financial Review
  - Expert Forum
  - Post-Secondary Institutions Strategic Investment Fund (SIF)
- Report of the Human Resources and Compensation Committee
  - Approval of 2016-17 Committee Workplan
  - Appointment of Committee Vice-Chair
  - Position Descriptions: Dean, Medicine and Dentistry; Dean, Science; Dean, Education; Dean, Nursing; Dean, Native Studies; Dean, Graduate Studies & Research
  - Presentation by and Discussion with President of Non-Academic Staff Association (NASA)
  - Presentation by and Discussion with President of Association of Academic Staff: University of Alberta (AASUA)
  - Position Description: Vice-President (Research)
  - Trends in Benefits (including reporting on academic and support staff benefit committee summaries)
  - Report on Universities Academic Pension Plan (UAPP) / Public Service Pension Plan (PSPP)
- Report of the Investment Committee
  - Portfolio Performance & Compliance – June 30, 2016
  - Board Investment Committee Composition
  - Canadian Association of University Business Officers (CAUBO) Endowment Survey – December 31, 2015
  - Conflict of Interest Disclosure – Investments & Treasury Staff
  - Board Investment Committee Terms of Reference
  - Unitized Endowment Pool (UEP) Spending Policy Update
  - Statement of Investment Principles and Beliefs Update
  - Growth – Private Equity Strategy Progress Report
  - Performance Measurement Service Provider & Custodial Bank Update
- Report of the Learning and Discovery Committee
  - Approval of the 2016-17 Committee Workplan
  - Appointment of Vice-Chair of the Board Learning and Discovery Committee
  - Report from the Provost and Vice-President (Academic)
  - Report from the Vice-President (Research)
  - Goals from the Graduate Students' Association
  - Goals from the Students' Union
  - Goals from the Postdoctoral Fellows Association
  - University of Alberta Sustainability Plan 2016-2020: Academic Chapter

- Report of the Safety, Health and Environment Committee
  - Dashboard Review
  - President's Safety Commitment
  - Faculty/Portfolio Environment, Health and Safety (EHS) Committees
  - Approval of the 2016-17 Committee Workplan
  - Memo from the Associate Vice-President (Risk Management Services) and the Associate Vice-President (Operations and Maintenance)
  - Memo from the Vice-Provost and Dean of Students
  - Second Quarter Health and Safety Indicator Report
  - Controlled Goods Compliance Report
  - Safety Moment: Preventing Injuries in Alberta: Taking Action
  - Review of Outline of Issue and Institutional Strategic Plan
- Report of the University Relations Committee
  - Approval of the 2016-17 Committee Workplan
  - Senate Update

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association (including 2015-16 Financial Statements), Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

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Prepared for: Jeremy Richards, GFC Representative on the Board of Governors  
By: Erin Plume, Assistant Board Secretary

*Please note: official minutes from the open session of the October 21, 2016 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its December 16, 2016 meeting: [www.governance.ualberta.ca/BoardofGovernors/Board/BoardMinutes.aspx](http://www.governance.ualberta.ca/BoardofGovernors/Board/BoardMinutes.aspx).*

**OUTLINE OF ISSUE**  
**Advice, Discussion, Information Item**

Agenda Title: Annual Report of the Residence Discipline Statistics: 2015-2016

**Item**

Proposed by	André Costopolos, Vice-Provost and Dean of Students
Presenter	Craig Whitton, Residence Area Coordinator – Residence Services; Aman Litt, Assistant Dean of Students, Residence Life (Acting)

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To report on the discipline statistics from the University residences for the 2015-16 academic year.
Timeline/Implementation Date	May 1, 2015 to August 31, 2016
Supplementary Notes and context	For information

**Engagement and Routing GFC CLRC - September 22, 2016**

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>• Resident students</li> <li>• Residence Services</li> <li>• Vice President, Facilities and Operations</li> <li>• GFC Campus Law Review Committee – September 22, 2016</li> <li>• University of Alberta Protective Services (UAPS)</li> <li>• GFC Executive Committee – October 17, 2016</li> <li>• General Faculties Council – November 21, 2016 (information report)</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>• Sarah Wolgemuth, Assistant Dean, Student Life</li> <li>• Residence Services</li> <li>• Ancillary Services</li> <li>• Doug Dawson, Associate Vice President, Ancillary Services</li> </ul>
	<u><b>Those who are actively participating: Restorative Justice</b></u> <ul style="list-style-type: none"> <li>• Residence Life Staff and Student Staff</li> <li>• Sarah Wolgemuth during her role as Assistant Dean of Student, Residence Life</li> <li>• Aman Litt, Acting Assistant Dean of Student, Residence Life</li> <li>• Craig Whitton, Residence Area Coordinator</li> <li>• Salwa Kramps, Residence Life Administrative Assistant</li> </ul>

**Alignment/Compliance**

Alignment with Guiding Documents	For the Public Good, Institutional Values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA give GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and over student affairs, including authority concerning student discipline. (Sections 26(1) and 31) In addition, Section 26(1)(o) states GFC “has the authority to make recommendations to the board with respect to [...] the regulation of residences and dining halls[.][...]”  PSLA Section 31(1) – Student Affairs states “The general faculties

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	<p>council has general supervision of student affairs at a university and in particular, but without restricting the generality, the general faculties council may [...] (b) delegate its power to discipline students in any particular case or generally to any person or body of persons, subject to any conditions with respect to the exercise of any delegated power that it considers proper [...] [...]"</p> <p><b>2. GFC Campus Law Review Committee Terms of Reference:</b> "Residence Discipline Reports: To receive annually reports from the student residence associations on the number and disposition of discipline cases in the residences, and forward the reports to the GFC Executive Committee. Any student residence with a code or similar set of regulations is required to report annually on the operation of that code to General Faculties Council through its Campus Law Review Committee and its Executive Committee."</p>
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Attachment: (Pages 1-2): Annual Report of the Residence Discipline Statistics

Prepared by: Craig Whitton, Residence Area Coordinator, [craig.whitton@ualberta.ca](mailto:craig.whitton@ualberta.ca)



# Annual Report of Residence Discipline Statistics

## 2015/2016

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Submitted to the Campus Law Review Committee, September 14<sup>th</sup>, 2016.

In accordance with the Campus Law Review Committee Terms of Reference the following Residence Discipline Report summarizes the period of May 1<sup>st</sup>, 2015 to August 30<sup>th</sup>, 2016.

Residence Services has been utilizing Restorative Justice for five years, and each year has shown marked improvement in both the utilization of Restorative Justice in our communities, as well as the quality of the restorative solutions. As in past years, we've seen a continued acceptance of Restorative Justice as simply "the way we address conduct" as opposed to a unique and novel concept that students struggle with. That being said, this past year highlighted the necessity of continued training on how to functionally use Restorative Justice in a residence community to ensure consistent application of RJ principles across our residence halls, including to address behavior previously thought to be the realm of the Residence Agreement.

While in previous years we struggled to generate consistent data due to a changeover in our Housing Management system, this year's data was captured with the same methodology as seen in the 2014/2015 Annual Report. Unfortunately, in July of 2016 our Housing Management System provider announced they would be discontinuing support for the Judicial management module in which we compile these statistics. While that does not impact this year's data, it may cause challenges for future reports. However, we continue to work with our Housing Management System provider to ensure our ability to report on our discipline statistics goes unchanged.

As with last year, we tracked our judicial statistics on two criteria: Violations, and Sanctions. This allows us to more accurately reflect restorative principles in our judicial statistics. A key factor of restorative justice is that it does not focus on a 'rule' that was broken; instead it focuses on the harms that come from a person's actions. Accordingly, violations are based on the behaviour of the student that causes harm.

Sanctions are the results of those violations. In many cases, a single restorative sanction can address the harms of several violations (for example, an apology to an entire community may be sufficient to address multiple harms caused).

In 2015/2016, we had 1,064 unique incidents. This represents a 25% increase over last year's number (851 unique incidents); this increase is largely due to increased use of Restorative Justice on East Campus to manage a wider range of cleanliness and operational issues. In the past, this type of student behavior was almost exclusively handled through our Operations unit but in keeping with our stated position that Restorative Justice is our preferred method of dealing with

student conduct, training on Restorative Justice was extended to our Assignment Coordinators and Unit Coordinators. As such, a significant number of incidents were dealt with via Restorative Justice. Using restorative justice for cleanliness issues is a new practice for us and we expect continued growth in its utilization in the future.

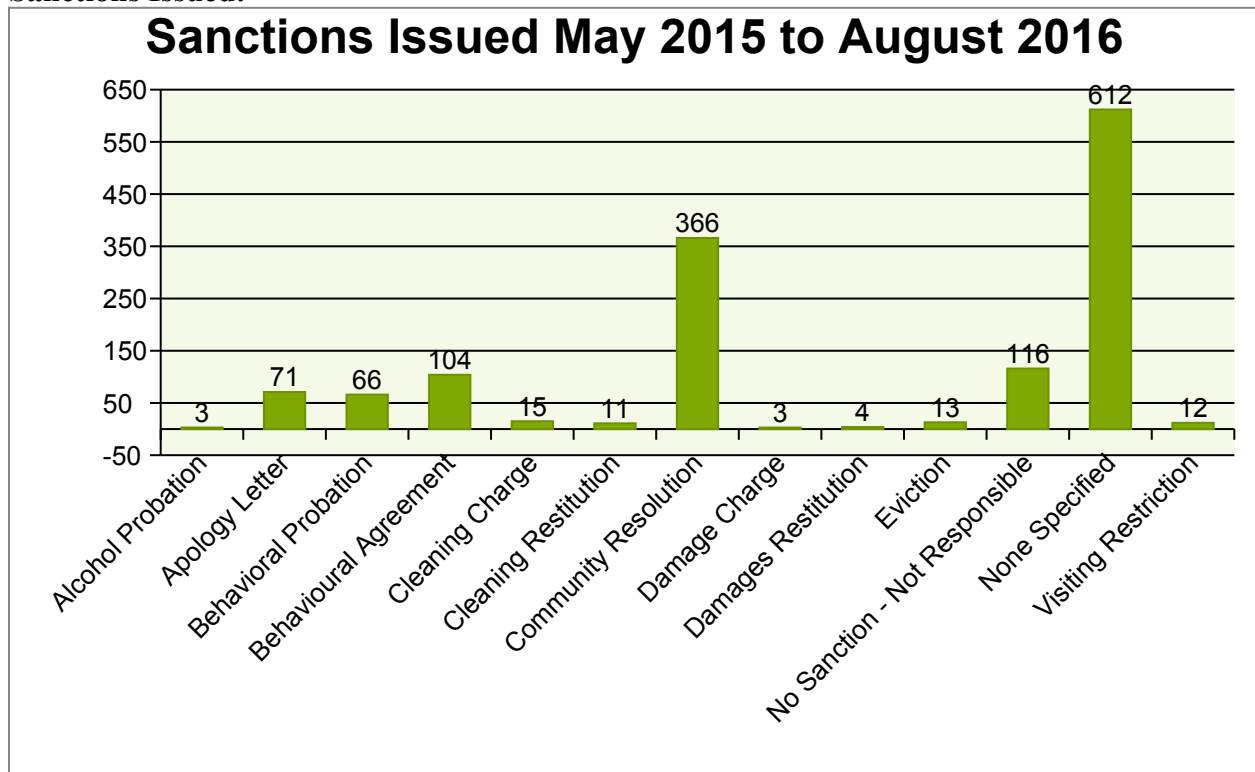
These incidents resulted in 1210 violations. Those violations were resolved using 668 sanctions, of which 83% were Restorative solutions (Community Resolutions, Apology Letters, Behavioural Agreements, or Restorative Agreements). This is a slight reduction from last year's figure of 87%, but given the greater emphasis on Cleaning and Operations issues being dealt with through Restorative Justice, this drop is quite minor.

In 2014/2015, Lister Centre accounted for the majority of our conduct with 66% of our total incidents originating in Kelsey, Mackenzie, Henday, or Schäffer Hall. However, with the use of Restorative Justice for cleanliness issues in 2015/2016, the divide was right down the middle with exactly 50% of our conduct cases in each portfolio.

Last year's report highlighted that we saw only 23% of total incidents directly related to alcohol, which was a 30% improvement over the year before. This year, that trend of improvement has continued with only 13% of total incidents directly related to alcohol. This trend of improvement can likely be attributed to a change in the cultural of alcohol use in Lister center over the past several years, such as limited alcohol-related events and preventing consumption in public spaces.

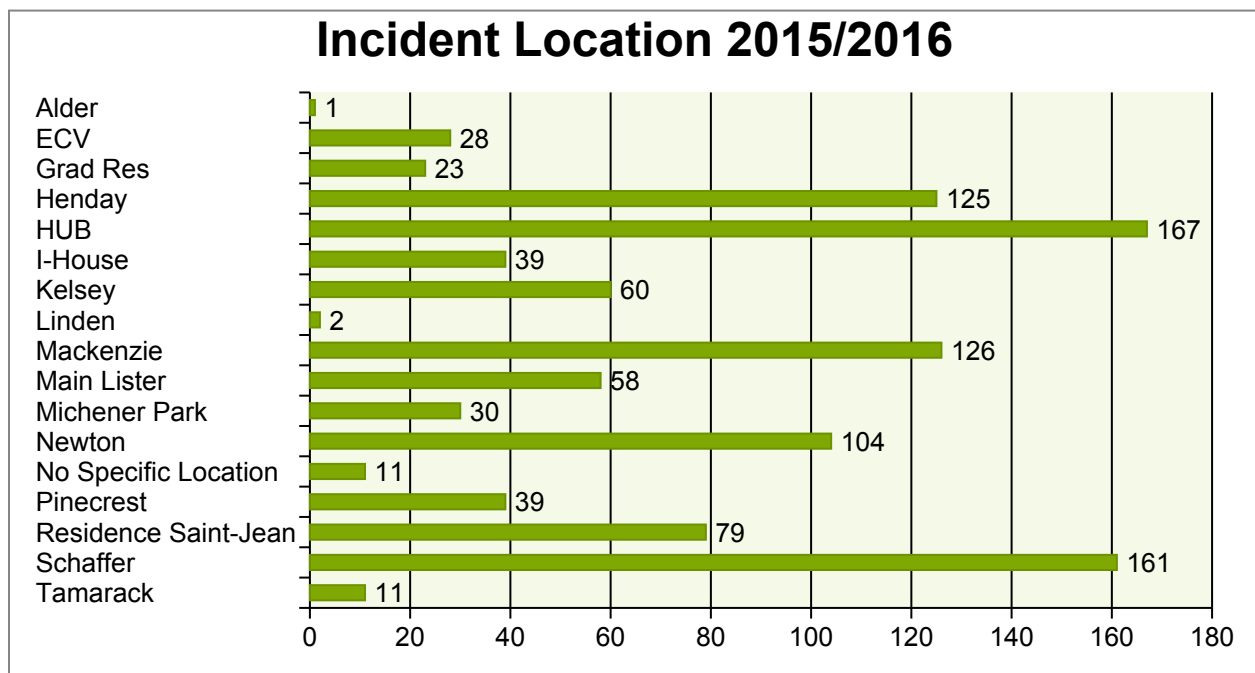
In last year's report we began collecting the frequency with which students of concern were managed by our staff, and discovered that from October (when we started tracking) through to May of 2015, we had approximately 70 students at risk incidents (56 unique students). We tracked this figure again, and from May of 2015 to August of 2016 we found we had a marked increase to 172 students of concern that came to our attention, with 126 unique cases.

### Sanctions Issued:



*Note: None Specified = No Responsible Student Identified; No Sanction – Not Responsible = Student Identified, but found Not Responsible.*

### Incidents by Location:



**OUTLINE OF ISSUE**  
**Advice, Discussion, Information Item**

Agenda Title: **General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2015 – June 30, 2016)**

**Item**

Proposed by	David Johnson, Special Advisor, Faculty and Staff Relations
Presenter	David Johnson, Special Advisor, Faculty and Staff Relations

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To comply with GFC-legislated reporting requirements
Timeline/Implementation Date	N/A
Supplementary Notes and context	For information

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>GFC Executive Committee – October 31, 2016</li> <li>General Faculties Council – November 21, 2016</li> </ul>
<For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>N/A</li> </ul>
	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>N/A</li> </ul>

**Alignment/Compliance**

Alignment with Guiding Documents	<i>For the Public Good</i> GOAL: <b>EXCEL</b> as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>Post-Secondary Learning Act (PSLA)</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. <b>GFC Policy Manual:</b> GFC requests that the GAC report annually to Council (Section 56.2 (<i>General Appeals Committee</i>) of the GFC Policy Manual). The GAC is a committee established under Section 15 of the Board/AASUA Agreement (Faculty) and, until 1977, was a GFC committee. Currently, it is one of several non-GFC committees requested to provide an annual report to GFC. GFC requests that the report include a statistical summary of cases and their dispositions and protect the confidentiality of individual cases.</p> <p>3. <b>GFC Terms of Reference (GFC Procedures (GFC Agendas) (Reports)):</b> “Reports not requiring action by GFC will be discussed by the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a</p>

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	question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items.” (Section 4.a.)
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Attachments

1. Attachment 1 (pages 1 – 4): General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2015 – June 30, 2016)

*Prepared by:* David Johnson, Special Advisor, Faculty and Staff Relations, david.johnson@ualberta.ca

## GENERAL APPEALS COMMITTEE

Annual Report to General Faculties Council  
July 1, 2015 – June 30, 2016

The General Appeals panel members for the year were:

Dr. J. Buriak	Faculty of Science
Dr. J. Considine	Faculty of Arts
Dr. G. Cummings	Faculty of Nursing
Dr. C. Deutsch	Faculty of Engineering
Dr. M. Gingras	Faculty of Science
Dr. J. Harrington	Faculty of Law
Dr. N. Krogman	Faculty of Agricultural, Life and Environmental Sciences
Dr. B. Lemire	Faculty of Medicine & Dentistry
Dr. D. Mason	Faculty of Physical Education and Recreation
Dr. M. Michalak	Faculty of Medicine & Dentistry
Dr. E. Simmt	Faculty of Education
Dr. L. Trimble	Faculty of Arts

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

Dr. J. Considine	Faculty of Arts
Dr. K. Hegadoren	Faculty of Nursing
Professor J. Law	Faculty of Law
Dr. B. F. Mitchell	Faculty of Medicine and Dentistry
Dr. C. Skidmore	Faculty of Arts

Six appeals were made under the provisions of Article 15 of the Faculty Agreement. This Article provides for appeals of Faculty Evaluation Committee decisions to be heard by the General Appeals Committee (GAC), the membership of which shall be the Provost and Vice-President (Academic) or a designate as Chair; three members from the above Panel, none of whom shall be from the same Faculty as the appellant; and two tenured staff members selected jointly by the President of the University and the President of the AASUA, who shall be from the same Faculty as the appellant.

This year there was one tenure appeal and one promotion appeal, both were allowed by the GAC. There was an appeal of 0.75 increment, which was dismissed. There were three 0(d) appeals, two appeals were dismissed, and one 0(d) appeal was allowed and changed to 0(b). During the last ten years, the GAC changed FEC decisions in **40%** of the cases.

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

Ten-Year Summary by Faculty of Cases Heard

2006-07 to 2015-16

<b>Faculty</b>	<b>Number of Appeals</b>
ALES	3
Arts	8
Business	3
Education	2
Engineering	3
Extension	1
Medicine and Dentistry	4
Native Studies	1
Nursing	2
Pharmacy	2
Physical Education and Recreation	1
Public Health	5
Rehabilitation Medicine	2
Science	15
<b>TOTAL:</b>	<b>52</b>

Ten Year Summary  
2006-07 to 2015-16

Year	Faculty	Tenure	Promotion	Increment				Faculty Total	Year Total
				0d	0	0.5	0.75		
2006-07	Science					2 U		2	6
	Nursing			1 G <sub>1</sub>				1	
	Education			1 G <sub>1</sub>				1	
	Extension		1 U					1	
	Business		1 U					1	
2007-08	Science				1 G <sub>2</sub>	2 U		3	3
2008-09	Arts				1 G <sub>3</sub>			1	2
	Science				1 G <sub>1</sub>			1	
2009-10	Public Health					1 U		1	2
	Science				1 U			1	
2010-11	Arts			1 G <sub>1</sub>				1	5
	Science					1 U		1	
	Pharmacy		1 G			1 UW		2	
	Native Studies			1 G <sub>1</sub>				1	
2011-12	Nursing				1 U			1	8
	ALES	1 U 1 UW				1 U		3	
	Arts	1 UW	1 G			1 U		3	
	Engineering	1 (FSO) UW						1	
2012-13	Arts	1 U 1 UW						2	7
	Public Health				1 G <sub>3</sub> 1 U	1 G <sub>2</sub>		3	
	Medicine & Dentistry	1 G	1 U					2	
2013-14	Business		1 U					1	7
	Engineering		1 U				1 U	2	
	Science	1 UW		1 U	1 G <sub>3</sub> (0.25)			3	
	Medicine & Dentistry	1 G						1	
2014-15	Arts	1 G						1	6
	Science	1 G <sub>4</sub>						1	
	Education						1 U	1	
	Phys. Ed and Rec					1 G <sub>3</sub> (0.75)		1	
	Business	1 G <sub>4</sub>						1	
	Rehab Medicine	1 U						1	



Year	Faculty	Tenure	Promotion	Increment				Faculty Total	Year Total
				0d	0	0.5	0.75		
2015-16	Public Health			1 U				1	6
	Science	1 G		1 U			1 U	3	
	Rehab Medicine			1 G <sub>1</sub>				1	
	Medicine & Dentistry		1 G					1	
<b>TOTALS</b>		<b>14</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>11</b>	<b>3</b>	<b>52</b>	<b>52</b>

LEGEND:

G	FEC decision overturned (Appeal granted)
G <sub>1</sub>	FEC decision overturned. Replaced with 0(b)
G <sub>2</sub>	FEC decision overturned. Replaced with single increment.
G <sub>3</sub>	FEC decision overturned. Replaced with partial increment (0.25, 0.5, 0.75)
G <sub>4</sub>	Extension granted
U	FEC decision upheld – FEC decision stands (Appeal dismissed)
UW	Withdrawn