

## GSA Council Meeting CONSOLIDATED AGENDA

Monday, 17 June 2019 at 6:00 pm  
2-100 University Hall, Van Vliet Complex

The GSA acknowledges that the University of Alberta is situated on Treaty Six territory and Métis homelands.

**Substantive material** is sent to all GSA Council members at least one week prior to the date of the meeting to give members abundant time to review. Any additional substantive material received after this mailing will be emailed as soon as possible.

**Reports** from committees, Directly-Elected Officers, and GSA Management are emailed the Friday before a Monday meeting so that the content is as current as possible.

**Deputy Speaker Raji Chokkalingam in the Chair**

A pizza dinner will be served at 5:15 pm.

### OPEN SESSION

Attached Numbered Pages

1. Approval of the 17 June 2019 Agenda (*suggested time: 1 min*)
2. Approval of the Minutes from the 13 May 2019 GSA Council Meeting (*suggested time: 1 min*)  
*Attachment:*
  - i. Minutes from the 13 May 2019 GSA Council Meeting
3. Changes in GSA Council Membership (*suggested time: 1 min*)
  - i. Introduction of New GSA Council Members (*If you are new to GSA Council, please let us know it is your first meeting*)
  - ii. Farewell to Departing GSA Council Members (*If this is your last GSA Council meeting, or if your last GSA Council meeting is approaching, please let us know*)

2.0 - 2.4

### GSA Council Member Announcements

4. GSA Council Member Announcements (*suggested time: 5 mins*)

**Action Items:** None at this time

### Presentations

5. Community Engagement Advisory Committee (*suggested time: 10 mins*)  
**Marc Waddingham (GSA Vice-President External) will present the item and introduce the guests.**

**Guests:** Anastasia Lim (Executive Director, Community Relations) and Emily Ball (Director, Community Relations)

*Attachments:*

- For the Public Good
- Community Engagement Consultation Overview

1 - 32 (*original pagination*)  
5.1 - 5.3

6. Learning Outcomes (*suggested time: 30 mins*)  
**Dylan Ashley (GSA Vice-President Academic) will present the item and introduce the guest.**

**Guest:** Maxine Clarke (FGSR Senior Officer – Strategic Initiatives)

*Attachment:*

- PhD Learning Outcomes Report

6.1 - 6.26

## Elections

7. GSA Council Elections (*suggested time – 15 – 20 minutes*)  
**Radim Barta (GSA Nominating Committee Chair) will present the item.**
- GSA Councillor-at-Large Positions (1 vacancy)  
*Attachment:*
- i. Nominees for GSA Councillor-at-Large (1 vacancy) **7.0 - 7.3**
- GSA Chief Returning Officer (CRO) and Speaker (2 vacancies)  
*Attachment:*
- i. Nominees for GSA CRO and Speaker (2 vacancies) **7.4 - 7.13**

## Discussion Items

8. GSA Board Strategic Work Plan – 2019-2020 (*suggested time: 30 mins*)  
**Fahed Elian (GSA President) will present the item**

## Reports (*suggested time: 15 mins*)

9. President (**Fahed Elian, President**)
- i. President's Report **9.0 - 9.1**
  - ii. GSA Board Report **9.2 - 9.3**
  - iii. GSA Budget and Finance Committee Report (**no written report at this time, next meeting is scheduled for 2 July 2019**)
  - iv. GSA Governance Committee Report (**no written report at this time**)
10. Vice-President Academic (**Dylan Ashley, Vice-President Academic**)
- i. Vice-President Academic's Report **10.0 - 10.1**
11. Vice-President External (**Marc Waddingham, Vice-President External**)
- i. Vice-President External's Report **11.0 - 11.1**
  - ii. GSA Awards Selection Committee Report (**no written report at this time, next meeting is scheduled for 19 June 2019**)
12. Vice-President Labour (**Shanawaz Mohammad, Vice-President Labour**)
- i. Vice-President Labour's Report **12.0 - 12.1**
  - ii. GSA Labour Relations Committee Report (**no written report at this time**)
13. Vice-President Student Services (**Chantal Labonté, Vice-President Student Services**)
- i. Vice-President Student Services' Report **13.0 - 13.1**
14. Senator (**Alesha Reed, Senator**)
- i. Senator's Report (**no written report at this time**)
15. Speaker (**Pranidhi Baddam, Speaker**)
- i. Speaker's Report (**no written report at this time**)
16. Chief Returning Officer (**Vahid Ayan, Chief Returning Officer**)
- i. Chief Returning Officer's Report (**no written report at this time**)
17. GSA Nominating Committee (**Radim Barta, GSA Nominating Committee Chair**)
- i. GSA Nominating Committee Report **17.0 - 17.1**

**18. GSA Elections and Referenda Committee (Leigh Spanner, GSA Elections and Referenda Committee Chair)**

- i. GSA Elections and Referenda Committee Report **(no written report at this time)**

**19. GSA Management (Courtney Thomas, Executive Director)**

- i. Executive Director's Report

**19.0 - 19.8**

**Question Period**

**20. Written Questions (none at this time)**

**21. Oral Questions**

**Adjournment**

**GSA Council Meeting Minutes**  
Monday, 13 May 2019 at 6:00 pm  
2-100 University Hall, Van Vliet Complex

**IN ATTENDANCE:**

Fahed Elian (President)	Brasathe Jeganathan (Ag, Food & Nutritional Science)	Bethany McMillan (History & Classics)	David Tandio (Pharmacology)
Dylan Ashley (VP Academic)	Brianna Greenwood; Allan Yarahmady (Biochemistry)	Jonathan Lai (Human Ecology)	Hamda Al Nebaihi (Pharmacy & Pharmaceutical Sciences)
Marc Waddingham (VP External)	Ruhul Amin (Biological Science)	Deanna Starr (Indigenous Graduate Students' Association)	Mattia Sorgon (Philosophy)
Shanawaz Mohammad (VP Labour)	Teddy Carter (Business MBA)	Kristoffer Soliven (Internetworking)	David Purschke (Physics)
Chantal Labonté (VP Student Services)	Calvin Chen (Cell Biology)	Janita Frantsi (Kinesiology, Sport, & Rec)	Yilun Wu (Physiology)
Pranidhi Baddam (Speaker)	Alvaro Omaña (Chemistry)	Nishaka William; Anusha Sajja (Lab Medicine & Pathology)	Daniela Gomez (Psychiatry)
Raji Chokkalingam (Deputy Speaker)	Pedro Mateo (Civil & Environmental Engineering)	Julia Guy (Library & Information Studies)	William Service (Psychology)
Amritha Prasad (Deputy Returning Officer)	Kalvin Eng (Computing Science)	Alexander Rice (Linguistics)	Misha Miazga-Rodriguez (Public Health)
Ahsan Ahmed (Senator)	Julia Piche (Dentistry)	Michelle Michelle (Mathematical & Statistical Sciences)	Alesha Reed (Rehabilitation Science)
Harleen Kaur Dhaliwal (Councillor-at-Large)	Cate Peter (Digital Humanities)	Wasel-Ur Rahman (Mechanical Engineering)	Jared Fath (Renewable Resources)
Md Minhajul Islam (Councillor-at-Large)	Xavia Publius (Drama)	Nathan Nadolski (Medical Genetics)	Yicong Luo (Resources Economics & Environmental Sociology)
Braulio Marfil Garza (Councillor-at-Large)	Alex Sheen (Earth and Atmospheric Sciences)	Brandan Todd (Medical Microbiology & Immunology)	Robert Piazza (Secondary Education)
Osama Mohsen (Councillor-at-Large)	Alexandra San Diego (East Asian Studies)	Sabitha Rajaruban (Medicine)	Jon Mora (Surgery)
Kanishk Patel (Councillor-at-Large)	Areej Alshammiry (Educational Policy Studies)	Andrew Schmaus (Neuroscience)	
Konstantin Tebenev (Councillor-at-Large)	Mohammad Daryaei (Electrical & Computer Engineering)	Heather Capel (Occupational Therapy)	
Landon Wu (Councillor-at-Large)	Krista Coté (English & Film Studies)	Braden Chow; Joanne Smith (Oncology)	

Guests: Cheryl Harwardt (Campus and Community Recreation); Katie Spriggs (Athletics); M Nazarahari (GSA Senator Nominee; Mechanical Engineering)

Speaker Pranidhi Baddam in the Chair.

The meeting was called to order at 6:02 pm. Speaker acknowledged the Traditional Territory of Treaty Six.

**Approval of Agenda****1. Approval of the 13 May 2019 Consolidated Agenda**

Members had before them the 13 May 2019 Consolidated Agenda, which had been previously distributed on 10 May 2019. M Waddingham **MOVED**; J Lai **SECONDED**.

Motion **PASSED** unanimously.

**Approval of Minutes****2. Minutes from the 15 April 2019 GSA Council meeting**

Members had before them the 15 April 2019 GSA Council Minutes, which had been previously distributed on 3 May 2019. M Miazga-Rodriguez **MOVED**; F Elian **SECONDED**.

Motion **PASSED**. X Publius Abstained.

### **Changes in Council Membership**

#### **3. Changes in GSA Council Membership**

##### **i. Introduction of New GSA Council Members**

New GSA Council members B Jeganathan (Agricultural, Food and Nutritional Science), A Yarahmady (Biochemistry), A Omaña (Chemistry), C Peter (Digital Humanities), N William and A Sajja Nishak (Laboratory Medicine and Pathology), O Mohsen (Councillor-at-Large), K Tebenev (Councillor-at-Large), Braulio Marfil Garza (Councillor-at-Large) introduced themselves.

##### **ii. Farewell to Departing GSA Council Members**

A number of GSA Council Members indicated it was their last meeting and were thanked for their service.

### **GSA Council Member Announcements**

#### **4. GSA Council Member Announcements**

A Ahmed invited graduate students to volunteer for the Chancellor's Cup Golf Tournament on 24 June 2019 and reminded members that this event supported the U School program.

### **Presentation:**

#### **5. Athletics and Recreation Presentation**

Fahed Elian (President) presented the item and introduced the guests, Cheryl Harwardt (Director, Campus and Community Recreation) and Katie Spriggs (Associate Director, Athletics).

C Harwardt noted that they presented on the U of A Athletics and Recreation fee to GSA Council once a year, to provide information on Campus and Community Recreation and Athletics, to receive feedback on their programming, and to present on the allocation of the fee paid by graduate students. She noted that this annual presentation started about four years ago when there was an increase to the Athletics and Recreation Fee, and there had been a good consultative process with both the Students' Union (SU) and the GSA for this increase. She further highlighted that their main principles were transparency, accountability, partnership, collaboration, and consultation.

C Harwardt reported that students paid approximately \$5.8 million in athletics and recreation fees annually. She indicated that these fees paid part of the cost of providing sport and recreation services to students, such as intermural sports, registered fitness programs, and access to facilities (arena, climbing centre, fitness centre, gymnasiums, studios, activity spaces, pavilion, squash courts, swimming pools, etc). She also noted that her team was always interested in hearing feedback from students on these services. She noted that, in terms of accountability, this fee was part of the overall Mandatory Non-Instructional Fee (MNIF) system and was therefore overseen by the MNIF Oversight Committee, on which the GSA is represented. Furthermore, the Dean of the Faculty of Kinesiology, Sport and Recreation was accountable for how the fees were split between athletics and recreation, and C Harwardt and Ian Reade (Director, Athletics) in turn were responsible for being accountable to the Dean as to how the money was spent in their specific portfolios. C Harwardt indicated that she believed that recreation was a big part of the experience for all U of A students. She further noted that they served a diverse community, which included students, faculty members, and non-academic staff, but also the broader community. She reported that Campus and Community Recreation hired around 250 casual student employment positions. She provided a breakdown of the various sources of revenue for Campus and Community Recreation, which included \$1.6 million from the U of A operating budget, and \$3.27 million from memberships and rental and program fees. She indicated that major expenses were those that were typical of most organizations, including facility staff wages (\$2.48 million) and programming staff wages (\$2.01 million), and that other expenses were operating costs (\$2.42 million) and capital replacement/repair (\$0.30 million). She clarified that the capital replacement/repair expenses were funds set aside for repair and maintenance of facilities and equipment, which were set aside annually towards long-term improvement.

C Harwardt provided some key statistics on facilities usage, and highlighted that between January 2018 and December 2018 there had been 535,593 uses, which was an 8% increase from the previous year. She further noted that since the new PAW Centre opened in 2014, these numbers had previously been around 250,000 visits, which indicated that the new centre was being used at a significantly higher rate. She indicated that they had approximately 15,000 unique participants in their registered programs and intramurals.

K Spriggs then provided an overview of the Golden Bears and Pandas Athletics program, including their major sources of revenue. She indicated that varsity athletics offered and operated 22 varsity intercollegiate teams, including 470 participation opportunities for full-time students on campus, and with over 150 games and events hosted on campus that students could attend for free. She indicated that their revenues was constituted of approximately \$3.2 million from the Athletics and Recreation Fee, \$1.1 million

from the U of A operating budget, and finally more than half was generated by the athletics fundraising efforts, gate revenues, and support from donors and alumni groups.

K Spriggs reported that the Athletics' expenses were similar to those of Campus and Community Recreation, with the biggest cost driver being salaries for full-time and casual staff. She indicated that Athletics was also a fairly significant employer of students on campus for part-time opportunities, and that they were constantly hiring during the school year. Other major expenses included travel and supplies, especially given that much of their athletics travel spanned four provinces. She also highlighted that from their \$8 million in revenues, \$1.5 million in scholarships was provided, which was mostly generated through fundraising efforts, on top of contributions from the operating budget. She indicated that another relevant area in which Athletics offered a contribution to graduate students was through research with U of A athletes and that they tried to facilitate such research whenever possible. K Spriggs further reported that there was a unique Masters in Coaching program embedded in their varsity programs.

GSA Council members posed a series of questions include, but not limited to, how many of the hired student positions were graduate students (it was noted that, anecdotally, mostly undergraduate students were front line staff, as it seemed to work better with their schedules, and graduate students were more likely to be hired for data analysis projects); given the current unpredictable political climate whether that had had any early conversations about how to respond if the Athletics and Recreation Fee became an opt-in fee (C Harwardt responded they have had discussions on how to diversify revenues and it was noted that this discussion would also be brought forward to the MNIF Oversight Committee); a GSA Council member had heard that there were a number of donors in Calgary who had pulled their donations from the U of A, and asked if a reduction in those donations impacted Campus and Community Recreation and Athletics (K Spriggs indicated that while this had a minor impact on their donations, it was not catastrophic and C Harwardt indicated that there had been some donors who had backed out of donations for the construction of a twin arena on South Campus because of the political climate); how they had worked to address what was mentioned in the presentation last year regarding the cost to replace and maintain exercise equipment (C Harwardt noted that they worked on a detailed schedule of replacements and that they were now working with the University on a sustainable funding model and she further noted there were other long-term projects that they were examining, such as replacing the turf on the Lister field in the next 3 to 4 years, and replacing the Butterdome floor in the next 5 to 7 years); whether there were any plans for expansion following the construction of the PAW Centre, or whether they were looking to expand facilities and programming through retrofitting existing facilities, given that usage levels in the gym could be quite busy at certain times of day (C Harwardt noted that there were no plans to increase the footprint of the facilities, excluding the twin arenas development, but that the swimming pools would need renovations in the mid- to long-term and she added that they were working on developing a real time heat map that could be used to let the user know when it is a good time to use the gym); a specific question was asked about the budget numbers provided in the PowerPoint presentation, and a discrepancy between two numbers provided in the budget (K Spriggs responded that the difference in numbers resulted in rounding, and further noted that a small portion of the Athletics budget went towards a development position within their faculty, to assist with fundraising for varsity programs, but which sat within the faculty budget rather than the Athletics budget); concern raised at their previous presentation to GSA Council on renting to external community members and whether there were any mechanisms to address increased transparency on the website for booking spaces such as Lister Field or the Butterdome (C Harwardt responded that they were working on a new software system for recreation management, and that once it was operational, one advantage would be the ability to view bookings online, and she hoped this system would be in place in the next year); one of the biggest barriers for students interested in intramural sports was the fact that the fees were fairly high, or available options were skewed towards one sport over another (C Harwardt responded that she would have to do a bit more research to make any comparisons about the types of intramurals that were offered and noted that they tried to keep the prices as low as they could and that they did subsidize intramurals quite a bit and she offered to report back to GSA Council with some more detailed information about the intramural subsidies); and a GSA Councillor expressed challenges with having to register in group fitness classes and the fact that the drop-in passes were overpriced compared to regular gyms, and asked whether they planned to offer a monthly gym membership (C Harwardt indicated this was not something that they had considered but that she could bring that back to her group as feedback).

### Elections:

#### **6. GSA Council Elections**

David Tandio (GSA Nominating Committee member) presented the item. D Tandio explained that the GSA Nominating Committee had established a new election procedure for the GSA Council-Elected Officer positions, following discussion with GSA Council in March 2019. He indicated that each nominee would be invited to answer a series of questions from GSA Council, with D Tandio asking the first question, and then opening the floor to GSA Councillors for their questions. He asked that GSA Councillors keep their questions relevant to the position, and noted that each nominee would be given up to a maximum of five minutes to answer questions. D Tandio introduced the nominees, who were each given the opportunity to address GSA Council separately and answer questions from GSA Councillors.

#### Nominees for GSA Senator (1 vacancy):

Rajesh Kumar (Civil and Environmental Engineering)  
Milad Nazarahari (Mechanical Engineering)

Alesha Reed (Rehabilitation Science)

#### GSA Standing Committees

D Tandio indicated that the nominee for the GSA Board withdrew from this election right before the meeting, and so instructed GSA Councillors to complete only the ballot for the GSA Senator.

### **Reports**

#### **7. President**

##### **i. President's Report:**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted. In addition F Elian stated that, for his first report as GSA President, he wanted to thank everyone who helped him along the way and indicated that he was looking forward to his term as President with his motivated, excited and dedicated team of Directly-Elected Officers. He indicated that his vision as President could not be accomplished without GSA Council's help, support, ideas, and suggestions. He added that he wanted a collaborative relationship with all GSA Council members in order to navigate solutions for some of the ongoing problems that graduate students experienced. He encouraged GSA Council members to not hesitate to reach out to the GSA executive team this year. He thanked all GSA Councillors for their hard work so far.

##### **ii. GSA Board**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted.

##### **iii. GSA Budget and Finance Committee**

No written report at this time.

##### **iv. GSA Governance Committee**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted.

#### **8. Vice-President Academic**

##### **i. Vice-President Academic's Report:**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted. In addition D Ashley emphasized the Faculty of Graduate Studies and Research's continued work on learning outcomes and reminded members to be mindful of departmental requirements pertaining to returning from parental leave.

GSA Council members posed a series of questions including, but not limited to, clarification regarding requirements for return from parental leave (D Ashley noted that he has been made aware that some departments require that graduate students pass competency tests as condition of returning from parental leave and so it is important for graduate students to be mindful of any departmental requirements) and whether work could be done by the GSA to help improve an issue they identified within his department where supervisors fail to communicate deliverables required by their grant and funding providers to graduate students even when graduate students were expected to work on these deliverables. This affected efficiency and productivity and adversely impacted the graduate students' program length (D Ashley acknowledged that supervisory relationships were a priority this year and noted that he looked forward to further discussion around this issue and also offered to meet separately to discuss the matter further).

#### **9. Vice-President External**

##### **i. Vice-President External's Report**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted. In addition M Waddingham drew attention to the discussions surrounding the possibility of the Board of Governors delegating some fee structuring authority to Ancillary Services so that fee increases could increase by up to 5% annually without a full approval process being followed. He also noted that he was in active conversation with administrators about the closing of Michener Park.

A GSA Council member questioned the rationale of the 5% figure, and further asked if this figure had been finalized (M Waddingham clarified that the up to 5% increase would be in response to CPI increases but that it was not a final figure).

##### **ii. GSA Awards Selection Committee**

No written report at this time.

#### **10. Vice-President Labour**

##### **i. Vice-President Labour's Report**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted.

**ii. GSA Labour Relations Committee**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted.

**11. Vice-President Student Services**

**i. Vice-President Student Services' Report**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted. In addition C Labonté expressed excitement about serving as Vice-President Student Services and engaging with graduate students in the coming year.

**12. Senator**

**i. Senator's Report**

No written report at this time.

**13. Speaker**

**i. Speaker's Report**

No written report at this time. In addition, P Baddam asked members for their informal feedback via a straw poll regarding the recent inclusion of "suggested time" information for each item on the GSA Council Meeting agenda. A show of hands indicated a general consensus that this information was helpful and the practice should be continued.

**14. Chief Returning Officer**

**i. Chief Returning Officer's Report**

No written report at this time.

**15. GSA Nominating Committee**

**i. GSA Nominating Committee Report**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted. In addition D Tandio reminded members that vacancies remained on the GSA Board, GSA Nominating Committee, and GSA Governance Committee.

**16. GSA Elections and Referenda Committee**

**ii. GSA Elections and Referenda Committee Report**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted.

**17. GSA Management**

**i. Executive Director's Report**

Members had before them a written report, which had been previously distributed on 10 May 2019. The report stood as submitted. In addition C Thomas informed members that the GSA office would be offering "Budget 101" sessions in anticipation of the presentation by the GSA Auditor in July 2019. She also noted that the office was happy to provide information sessions on other topics upon request. She further emphasized the current vacancies on the GSA Board for GSA Councillors.

**Question Period**

**18. Written Questions**

None at this time.

**19. Oral Questions**

None at this time.

**Adjournment**

The meeting was adjourned at 7:14 pm.

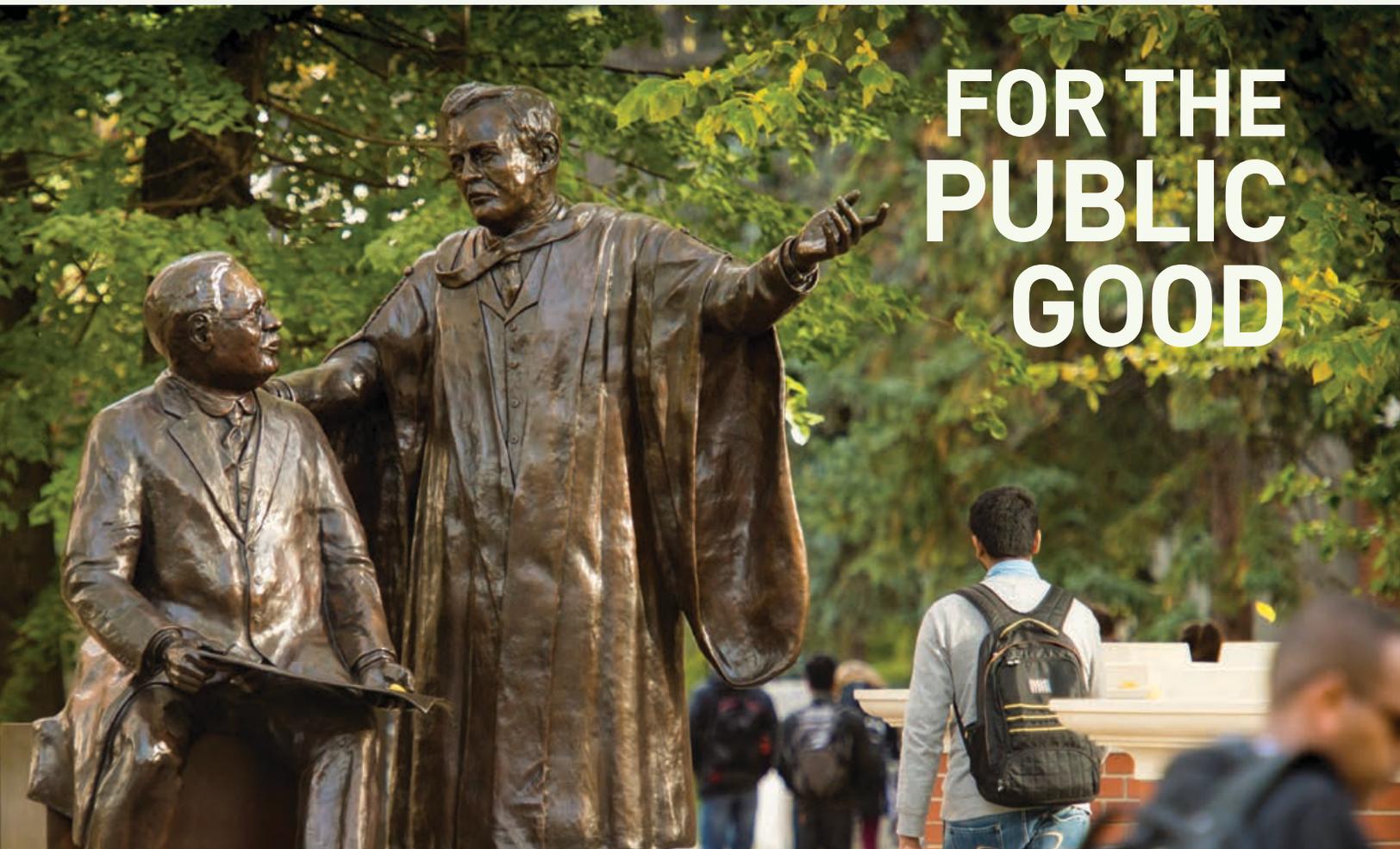


INSTITUTIONAL STRATEGIC PLAN

**BUILD EXPERIENCE**  
**EXCELENGAGESUSTAIN**

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**FOR THE  
PUBLIC  
GOOD**



The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, traditional lands of First Nations and Métis people.

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## FOR THE PUBLIC GOOD

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Passed unanimously by General Faculties Council and the Board of Governors in June 2016, *For the Public Good* expresses the vision, values, history, and aspirations of the University of Alberta's broad, diverse community of scholars and staff. It reflects the strength of our many alumni, volunteers, partners, and stakeholders' support and invites them to deepen their involvement with us—to help us build, experience, excel, engage, and sustain for the public good.

The success of our plan depends on all of us playing a role. As president and provost, we commit to leading initiatives where we can have the greatest impact—we ask you to do the same. Use the plan. Work and grow with it. Write in the margins. Expand on it. Be empowered by it and accountable to it.

Together, with dedication and commitment, we will continue to build one of the world's great universities for the public good.



David Turpin,  
President and Vice-chancellor



Steven Dew  
Provost and Vice-president (Academic)



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## VISION

To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

## MISSION

Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

## VALUES

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.

Above all, **we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons** as the foundation of ethical conduct in research, teaching, learning, and service.

We value **excellence** in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.

We value **learners** at all stages of life and strive to provide an intellectually rewarding educational environment for all.

We value **academic freedom and institutional autonomy** as fundamental to open inquiry and the pursuit of truth.

We value **diversity, inclusivity, and equity** across and among our people, campuses, and disciplines.

We value **creativity and innovation** from the genesis of ideas through to the dissemination of knowledge.

We value the **history and traditions** of our university, celebrating with pride our people, achievements, and contributions to society.

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At the University of Alberta, we begin with people—people with ideas, talent, and purpose. Then, we act.

We seek knowledge. We educate citizens. We ask the big questions. We push the limits of human understanding and knowledge. We engage with partners and communities close to home and around the world to lead positive change. We empower creative people to take risks and make imaginative leaps towards as yet undetermined futures.

Why? The answer is simple: We are a public university acting for the public good.

When we act, we provide meaningful educational experiences, promote innovative thinking, and develop original and compelling solutions that matter. When we lead, we tackle the most important local, national, and global challenges. When we excel, our work sparks and feeds widespread social, cultural, and economic benefits for others—indeed for the uplifting of the whole people.

In *For the Public Good*—our institutional strategic plan for the coming decade—we embrace and affirm our vision to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

We forge ahead, motivated and supported by the University of Alberta's 108-year history of leadership, achievement, and public service. Inspired by this plan, we will strive to achieve the following strategic goals:

**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 our 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.

In pursuit of these shared goals, the University of Alberta will deepen our dedication to excellence and extend our record of public leadership, playing a lead role in building a better province, a better Canada, and a better world.



**The University of Alberta is the province’s leading educator, generator of new ideas, and engine of social, cultural, and economic prosperity.**

Created by one of the first acts of the legislature, our university is one of the province’s most enduring and vital public institutions. As our name suggests, our history is bound to that of Alberta; the University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community. For more than a century, University of Alberta scholars have inspired graduates to become purposeful, active citizens and leaders. Our alumni—now numbering more than 260,000—have founded more than 70,000 organizations and businesses around the world, creating one and a half million jobs, nearly 400,000 in Alberta. Along with inspiring next-generation leaders, University of Alberta scholars have engaged in research and creative activities answering fundamental questions, building new industries and businesses, improving human health, fostering social, economic, and environmental change, and enhancing an innovative and vibrant arts and culture scene. They are world leaders in fields as diverse as energy, virology, literature, history, agricultural genomics and proteomics, and paleontology. Today, the University of Alberta is one of Canada’s leading research universities. Standing with pride among the world’s finest public institutions, the University of Alberta brings the ideas of Albertans to the world, and the world of ideas to Albertans.

# BUILD

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FOR THE PUBLIC GOOD

## GOAL

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

Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta will build a community of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We will foster an inclusive culture in which people excel through exchange and collaboration, enriched by the diversity of individuals, groups, disciplines, perspectives, approaches, and questions that characterize our community. We will sustain this culture and community through rich educational and life experiences in a supportive learning environment. We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history. We will celebrate the University of Alberta community and our achievements, enhancing our reputation in Alberta, across Canada, and around the world by defining, telling, and promoting our story.



*To begin, we will attract outstanding students...*

#### 1. OBJECTIVE

**Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.**

- i. **Strategy:** Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.
- ii. **Strategy:** Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.
- iii. **Strategy:** Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.
- iv. **Strategy:** Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.

*...educated by exceptional faculty...*

## 2. OBJECTIVE

**Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified, and diverse academy.**

- i. **Strategy:** Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial focus on increasing the proportion of assistant professors.
- ii. **Strategy:** Review, improve, and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.
- iii. **Strategy:** Stabilize long-term investments in contract academic staff by offering career paths that include the possibility of continuing appointments based on demonstrated excellence in teaching.
- iv. **Strategy:** Support career transitions and encourage professors emeriti to continue to share their expertise and experience through active engagement with the university community.

*...in collaboration with highly skilled staff...*

## 3. OBJECTIVE

**Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment.**

- i. **Strategy:** Create pathways for career mobility and progression of non-academic, administrative, and academic staff members, which include opportunities such as secondments, exchanges, and job shadows.
- ii. **Strategy:** Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.
- iii. **Strategy:** Encourage, facilitate, and reward the sharing of best practices by non-academic, administrative, and academic staff across units, faculties, and campuses.

*...at a university committed to respectful relations with First Nations, Métis, and Inuit peoples.*

#### 4. OBJECTIVE

**Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.**

- i. **Strategy:** Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.
- ii. **Strategy:** Build the Maskwa House of Learning as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples, and where Indigenous students can access social, cultural, and spiritual supports that enable their academic success.
- iii. **Strategy:** Evaluate and measure the University of Alberta's response to the TRC's Calls to Action and ensure effectiveness on an ongoing basis.

*As a community, we recognize that our future is built on shared values...*

#### 5. OBJECTIVE

**Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.**

- i. **Strategy:** Support and enhance activities, initiatives, and traditions that bond alumni, students, staff, faculty, and professors emeriti to the university.
- ii. **Strategy:** Celebrate and support diversity and inclusivity.
- iii. **Strategy:** Identify and increase opportunities to engage alumni and volunteers as valued advisers, mentors, volunteers, and interested constituents.
- iv. **Strategy:** Appreciate and value the different roles staff, students, post-doctoral fellows, and faculty play on our campuses so that the institution as a whole can further benefit from their diverse skills, perspectives, and experiences.
- v. **Strategy:** Foster trust through mutually respectful dialogue between individuals, faculties, departments, administrative units, and campuses, and create opportunities to learn from each other's cultural variations.
- vi. **Strategy:** Encourage and support institution-wide initiatives, services, and programs, such as arts and cultural activities, intramurals, student groups, volunteering, clubs, and centres, which bring students from all faculties into community with each other.



*...and our story is built on the accomplishments and contributions of our people.*

## **6. OBJECTIVE**

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

- i. **Strategy:** Discover an institution-wide, comprehensive brand platform (reputation, identity, image, and component stories) around the core institutional narrative: its promise, its mission, and its impact.
- ii. **Strategy:** Engage and advocate strategically with all levels and orders of government and other key stakeholders, and identify and demonstrate how university activities intersect with their goals and strategies.
- iii. **Strategy:** Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders.



**Stories told by University of Alberta alumni often share a common thematic arc.** That arc tells of students being inspired by exceptional professors to pursue excellence, stretch themselves in new ways, and take on the responsibilities of public service and leadership. Undergraduate and graduate students, along with professional, continuing, and lifelong learners, continue to pursue transformative learning experiences that reveal and nurture their talents and prepare them for success. They seek an education that is rich with experiential learning, interdisciplinary depth, research opportunities, and engagement with business, government, and community organizations. At the University of Alberta, we strive to answer learners' intellectual and professional aspirations. Arts and science programs form the foundation of the university's broad network of professional faculties and continuing education opportunities. Our multi-campus environment offers students the benefits of an intimate liberal arts education at Augustana Campus or an immersive francophone education at Campus Saint-Jean, while being connected to one of Canada's most highly respected research universities. This diversity of opportunity, combined with our international, multicultural, and Indigenous populations of students, faculty, and staff, builds global citizens—leaders with the imagination, critical eye, and passion to rethink the status quo, diversify economies, and reinvigorate society.

# EXPERIENCE

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FOR THE PUBLIC GOOD

## GOAL

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

Pushing beyond the conventional, students, no matter their background, age, or stage of education, will experience learning as an integral part of all their activities at the University of Alberta. We will pay attention to the development of the whole person and will excel in providing learning environments that transform us, nurture our talents, expand our knowledge and skills, and enable our success. We will build innovative curricular and co-curricular experiential learning programs that engage students, faculty, and staff with issues, questions, and ideas relevant to community organizations, industry, and governments today. We will seek and sustain student success. We will mobilize the expertise of our faculty and expand access to educational experiences for continuing, professional, and lifelong learners.

*By providing our students with exceptional experiences that link them to their futures, we will facilitate their success both within the curriculum...*

## **7. OBJECTIVE**

**Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.**

- i. **Strategy:** Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.
- ii. **Strategy:** Develop global competency in our graduates through access to short- and long-term outbound international experiences.
- iii. **Strategy:** Expand professional development opportunities for graduate students and post-doctoral fellows.

*...and beyond.*

## **8. OBJECTIVE**

**Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.**

- i. **Strategy:** Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student.
- ii. **Strategy:** Expand and encourage student mentorship programs.
- iii. **Strategy:** Support the roles of the Graduate Students' Association and Students' Union, along with other student groups, in the promotion of extracurricular programs that create a sense of community and support the learning environment.
- iv. **Strategy:** Expand access to leadership development programs for undergraduate and graduate students, such as the Peter Lougheed Leadership College.
- v. **Strategy:** Continue to support and enhance a student-athlete-centred university sport environment that facilitates the academic, athletic, and personal development of students.



*Our multi-campus learning environment provides exciting opportunities to build a great and diverse university...*

## **9. OBJECTIVE**

**Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.**

- i. **Strategy:** Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.
- ii. **Strategy:** Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.
- iii. **Strategy:** Enhance collaborative, community-based learning activities and build on the relationships that have been developed through the programs offered at Enterprise Square and South Campus.

*...opening doors to a lifetime of learning experiences.*

## **10. OBJECTIVE**

**Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.**

- i. **Strategy:** Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university's faculty members to the needs of diverse learner communities.
- ii. **Strategy:** Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional education.



**At the University of Alberta, excellence is both a goal and an attitude.** We aspire to achieve the first and to inspire the latter. Motivated to excel, University of Alberta students, faculty, post-doctoral fellows, and staff have received many academic awards and distinctions over the history of the university, including 71 Rhodes Scholarships, 15 Banting Post-doctoral Fellowships, 41 3M National Teaching Fellowships, and three Governor General Awards for Literature. Many in our community are members of the Order of Canada (60), fellows of the Royal Society of Canada (138), members of the Alberta Order of Excellence (20), and winners of the Queen Elizabeth II Diamond Jubilee Medal (11)—honours that recognize not only outstanding research achievement, but also exceptional service and contribution to society. Researchers across the university consistently attract more than \$450 million in external research funding each year. When we excel as researchers, we create knowledge that translates into social, technical, and artistic innovations, new enterprises and community organizations, life-saving medical treatments and procedures, critically needed environmental protections, and more. When we excel as researchers, teachers, and students, we empower a culture that values curiosity, critical thinking, diversity, hard work, and ambition—all vital to advancing knowledge and inciting change for the public good. When we excel on the global stage, we connect Alberta and Canada to the world.

# EXCEL

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FOR THE PUBLIC GOOD

## GOAL

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

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 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.



*The foundation of our university is our breadth of inquiry...*

#### **11. OBJECTIVE**

**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.**

- i. **Strategy:** Encourage and champion achievements in a broad base of fundamental and applied research, scholarship, and creative activities.
- ii. **Strategy:** Support a culture of creativity, innovation, and entrepreneurship among students, faculty, and staff where contributions to all sectors of society are rewarded, valued, and celebrated.
- iii. **Strategy:** Nurture, enable, and reward public intellectuals.
- iv. **Strategy:** Support and enhance translational initiatives that include TEC Edmonton and eHUB, among others.
- v. **Strategy:** Advance the University of Alberta's reputation for excellence in research through a co-ordinated recognition, awards, and honours program.



*...from which we will build areas of distinction.*

## **12. OBJECTIVE**

**Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader.**

- i. **Strategy:** Identify and support established and emerging areas of research and teaching distinction and distinctiveness, using 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
- ii. **Strategy:** Leverage and shape provincial, national, and international funding programs and partnership opportunities that support the activities, impact, influence, and reach of signature areas.
- iii. **Strategy:** Encourage and facilitate knowledge and technology transfer to ensure that society can realize the benefits of intellectual capital arising from research and creative endeavours.
- iv. **Strategy:** Develop processes for identifying both emerging and declining areas of distinction and global leadership to sustain the vibrancy of the university's portfolio of signature areas.



*Within a supportive, creative culture, we will foster excellence in research...*

### **13. OBJECTIVE**

#### **Enable University of Alberta researchers to succeed and excel.**

- i. **Strategy:** Expand services and supports for researchers at all career stages (undergraduate and graduate students, post-doctoral fellows, and faculty), including the development of research mentorships and Grant Assist programs.
- ii. **Strategy:** Maintain and pursue partnerships across the global academy to expand research and funding opportunities for our researchers and thus increase their capacity for success.
- iii. **Strategy:** Pursue strategies to increase the success of graduate students and post-doctoral fellows in national grant, scholarship, and award programs.
- iv. **Strategy:** Secure and sustain funding for the continuous evolution and operation of research facilities and resources (e.g., libraries, labs, Research Services Office, museums and collections, performance spaces, fine arts facilities, and U of A Press) to meet the changing needs of our broad-based research community.
- v. **Strategy:** Participate fully in matching programs and maintain and pursue memberships in relevant funding organizations to expand and leverage funding opportunities for the university and to increase our researchers' reach, influence, and impact.
- vi. **Strategy:** Seek and attract an exceptional cohort of post-doctoral fellows and support their participation in and contribution to the university's research environment.

*...and teaching...*

#### **14. OBJECTIVE**

##### **Inspire, model, and support excellence in teaching and learning.**

- i. **Strategy:** Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.
- ii. **Strategy:** Adopt a set of core graduate attributes, skills, and competencies at both the undergraduate and graduate level; develop strategies for implementing them in specific disciplines and programs; and monitor graduate outcomes to ensure continuous improvement.
- iii. **Strategy:** Provide robust supports, tools, and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines.
- iv. **Strategy:** Create and support an institutional strategy that enables excellence in the design, deployment, and assessment of digital learning technologies.
- v. **Strategy:** Develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship.

*...through professional development.*

#### **15. OBJECTIVE**

##### **Foster a culture of excellence by enriching learning and professional development opportunities for staff, faculty, and post-doctoral fellows.**

- i. **Strategy:** Expand access to professional development programs and learning opportunities for staff, faculty, and post-doctoral fellows.
- ii. **Strategy:** Establish mentorship programs at the institutional, faculty, and unit levels to nurture and support staff, faculty, and post-doctoral fellows throughout their professional careers.
- iii. **Strategy:** Support continued development of and participation in leadership programs for staff, faculty, and post-doctoral fellows.



**From the earliest years when professors and staff travelled to rural communities to lecture on Shakespeare, agricultural practices, and more, the University of Alberta has been deeply embedded in communities both near and far.** In 1908, founding president Henry Marshall Tory reminded Albertans that “the modern state university has sprung from a demand on the part of the people themselves” and promised “that knowledge shall not alone be the concern of scholars. The uplifting of the whole people shall be its final goal.” He challenged future generations not to forget this ultimate goal. It has not been forgotten. We continue to seek mutually beneficial, reciprocal connections and collaborations with partners throughout the global academy, as well as with local, rural, and Indigenous communities. We work with industry, business, and government to find solutions to shared problems. We engage with diverse partners to conduct and translate learning and research into evidence-based public policy, improved industrial practices, changed attitudes, and healthier, more compassionate communities. We sit at the centre of the province’s Campus Alberta and Edmonton’s City of Learners, working with our post-secondary partners to provide Albertans with multiple integrated pathways to achieve their educational goals and aspirations. We build multi-level, cross-sectoral national and international partnerships with high-ranking universities and institutions across Canada and the world. Through these efforts and more, we reaffirm Tory’s founding promise, and continue to grow as an university that endeavours to create and disseminate knowledge and scholarship for the benefit and uplifting of the whole people.

# ENGAGE

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FOR THE PUBLIC GOOD

## GOAL

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

To serve the public well, the University of Alberta will excel at listening, connecting, and collaborating with key partners across all sectors of society. We will strive to be relevant as well as excellent and actively disseminate what we learn and discover for the benefit of the public good. We will engage across disciplines, campuses, faculties, and units to create interdisciplinary learning experiences for our students that prepare them to face the complex nature of today's challenges and workplaces. We will continue to build and deepen mutually beneficial and reciprocal partnerships with local, provincial, national, and international communities, agencies, industries, businesses, and organizations. In doing so, we will expand and sustain the University of Alberta's leadership in major national and international initiatives and networks that increase our reach and influence as one of Canada's leading research universities.



*Our ability to contribute to society will flow in large measure from our ability to connect with our communities...*

#### **16. OBJECTIVE**

**Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.**

- i. **Strategy:** Identify and embrace opportunities to build, strengthen, and extend the University of Alberta's connections to and engagement with external stakeholders, including the general public, neighbouring communities, ethnic and cultural communities, and other communities of practice.
- ii. **Strategy:** Develop an integrated institutional strategy for fostering and rewarding community-engaged research and evaluation that is intentionally collaborative from research question design through to knowledge mobilization.
- iii. **Strategy:** Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- iv. **Strategy:** Continue to build mutually beneficial, authentic relationships with alumni and donors.
- v. **Strategy:** Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus.

*...and to build interdisciplinary connections...*

### **17. OBJECTIVE**

**Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.**

- i. **Strategy:** Identify and remove systemic barriers to interdisciplinarity, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.
- ii. **Strategy:** Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates.
- iii. **Strategy:** Develop mechanisms for identifying research expertise at the institution for more effective cultivation of emerging research opportunities and funding programs, particularly those requiring interdisciplinary research teams.

*...that support institutional partnerships locally, nationally, and internationally.*

### **18. OBJECTIVE**

**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.**

- i. **Strategy:** Provide leadership in Alberta's post-secondary sector and support integration, collaboration, and partnership across the province's six-sector model to the benefit of all Albertans.
- ii. **Strategy:** Participate and provide leadership in municipal, provincial, national, and international consortia, networks, and programs.
- iii. **Strategy:** Encourage municipal, provincial, national, and international collaborations, partnerships, and MOUs at the institutional, faculty, department, unit, and individual levels.
- iv. **Strategy:** Seek, enhance, and support partnerships with industry, including small and medium enterprises.
- v. **Strategy:** Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research, and where possible, co-ordinate, streamline, and deliver shared systems, services, and processes to the benefit of all Albertans.



**As a proud public university, the University of Alberta not only serves the people of our province and our country, but also receives their steadfast support.** We earn that support and trust because of the quality of our work and the benefits we bring to all Albertans and Canadians as a leading global institution founded on more than a century of excellence in teaching, learning, research, and service. We maintain that support and trust because we take seriously our responsibility to steward and sustain public investments in our people, operations, infrastructure, and systems. One of Canada's Greenest Employers since 2009, we strive to model sustainability as an integral part of university life, recognizing that the health and well-being of our people are tied to the health and well-being of our environment, economy, and social systems. The University of Alberta is a recognized leader in environmental sustainability and energy management in practice as well as in teaching and research. We promote a culture of continuous improvement in administration and governance, and ensure that our resources are used and sustained effectively to ensure the long-term vibrancy of our institution. We do this to the benefit of Campus Alberta as a whole: we share critical research infrastructure, provide systems and services to smaller institutions, facilitate student mobility, and build partnerships across the province to ensure that all Albertans have access to their provincial university and the benefits we offer.

# SUSTAIN

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FOR THE PUBLIC GOOD

## GOAL

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

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.

*Our success as an institution will be determined by our support for our people...*

#### 19. OBJECTIVE

**Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.**

- i. **Strategy:** Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health and wellness resources, programs, and services, and promotes resilience and work-life balance.
- ii. **Strategy:** Bolster resources for and increase access to mental health programs that provide support to students, faculty, and staff.
- iii. **Strategy:** Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses.

*...and our commitment to sustainability.*

#### 20. OBJECTIVE

**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.**

- i. **Strategy:** Integrate sustainability into teaching, learning, research, and outreach in ways that foster critical, interdisciplinary, long-term systems thinking on sustainability.
- ii. **Strategy:** Embed social, economic, and environmental sustainability into the development and care of the university's natural and built environments.
- iii. **Strategy:** Enhance awareness of, and engagement with, the university's environmental sustainability features, practices, and resources across University of Alberta campuses and external communities.



*Our commitment extends to administration and governance...*

## **21. OBJECTIVE**

**Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.**

- i. **Strategy:** 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.
- ii. **Strategy:** Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.
- iii. **Strategy:** Consolidate unit review and strategic planning processes, and where possible, align with accreditation processes, to ensure efficient assessment practices.
- iv. **Strategy:** Facilitate easy access to and use of university services and systems, reduce duplication and complexity, and encourage cross-institutional administrative and operational collaboration.
- v. **Strategy:** 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.

*...financial resources...*

## 22. OBJECTIVE

**Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.**

- i. **Strategy:** Seek and secure resources needed to achieve and support our strategic goals.
- ii. **Strategy:** Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.
- iii. **Strategy:** Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.

*...and infrastructure.*

## 23. OBJECTIVE

**Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.**

- i. **Strategy:** Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.
- ii. **Strategy:** Build, operate, and maintain undergraduate and graduate student housing to support our students' academic success and sense of belonging to the university community.
- iii. **Strategy:** Provide effective IT solutions and enhancements that enable secure and reliable delivery of high-quality programs and services.
- iv. **Strategy:** Engage and strategically partner with stakeholders to explore and develop joint-use projects.

The University of Alberta, one of this province's oldest public institutions, anchors Alberta's integrated, diverse post-secondary education sector. We stand among Canada's premier research-intensive, medical-doctoral universities. Our international ranking confirms our placement with the finest public universities in the world. As our mission states, the University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

Leadership, we know, requires action and purpose. Leadership demands that we build on our existing foundational strengths; experience and disseminate the power of transformative ideas and opportunities; excel in all that we do; engage across disciplines, communities, and sectors; and sustain the vibrancy of our multi-campus communities.

As a community, we have developed a long-term, multi-layered plan. Some of the goals, objectives, and strategies envisioned here can be implemented immediately; others will unfold over the course of the next decade. We will regularly measure our progress and anticipate the need for an in-depth review in year five.

At the highest level, *For the Public Good* is meant to empower and enable each member of the University of Alberta to build, experience, excel, engage, and sustain. The successful implementation of the plan will depend on all of us, individually and collectively, taking action.

Together, we will propel this great institution—the University of Alberta—to a place of unprecedented leadership, and in common cause, we will build a better province, a better Canada, and a better world.

#### INSTITUTIONAL STRATEGIC PLANNING ADVISORY COMMITTEE

David Turpin  
(Co-Chair)  
Steven Dew  
(Co-Chair)  
Lorne Babiuk  
(Vice-Chair)  
Tim Caulfield  
Walter Dixon  
Joseph Doucet

Leanne Garon  
Lars Hallstrom  
Tammy Hopper  
Jacqueline Leighton  
Mackenzie Martin  
Mary Persson  
Fahim Rahman  
Ann Revill

Jeremy Richards  
Christie Schultz  
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Jane Traynor  
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**Project leads:**  
Anne Bailey  
Amy Dambrowitz

**Project support:**  
Bobbi Schiestel



**FOR THE PUBLIC GOOD**

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MANICOMM-12885

According to the Carnegie Foundation, community engagement is defined as *collaboration between the university and communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity*<sup>1</sup>. The term *engagement* contrasts with that of *outreach* which typically refers to one-way dissemination and communication to the public. The University of Alberta's communities are local, provincial, national and global and our partnerships and initiatives involve a myriad of stakeholders including public and private sector organizations, a variety of sectors and industries, academic and professional networks and others.

The Office of Government and Community Relations (GCR) within University Relations has been working on identifying issues and opportunities related to how the university engages with communities within the context of the university's institutional strategic plan, *For the Public Good*<sup>2</sup>. This work includes establishing connections with other organizations and groups, identifying key internal and external stakeholders and engaging a wider cross section of the university community in discussions about engagement. The next step is to ask questions and to gather input regarding institutional community engagement through a meaningful consultation process with both internal and external stakeholders.

The goal is to develop an institutional community engagement plan grounded in a community conversation about the role of the University of Alberta (U of A) with its community partners. What we hear will directly inform this plan and guide how the U of A delivers on the engagement goals of *For the Public Good* over the coming years.

## CONTEXT

### For the Public Good

After an extensive consultation process, on June 17, 2016 the Board of Governors unanimously approved *For the Public Good* and it was launched with five strategic themes: BUILD, EXPERIENCE, EXCEL, ENGAGE and SUSTAIN. The following is an excerpt of the **ENGAGE** section:

#### Goal

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

To serve the public well, the University of Alberta will excel at listening, connecting, and collaborating with key partners across all sectors of society. We will strive to be relevant as well as excellent and actively disseminate what we learn and discover for the benefit of the public good. We will engage across disciplines, campuses, faculties, and units to create interdisciplinary learning experiences for our students that prepare them to face the complex nature of today's challenges and workplaces. We will continue to build and deepen mutually beneficial and reciprocal partnerships with local, provincial, national, and international communities, agencies, industries, businesses, and organizations. In doing so, we will expand and sustain the University of Alberta's leadership in major national and international initiatives and networks that increase our reach and influence as one of Canada's leading research universities.

16. Objective

Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.

17. Objective

Facilitate, build, and support interdisciplinary, cross-faculty, and cross unit engagement and collaboration.

18. Objective

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.

**CURRENT STATE**

GCR undertook an extensive scan of community engagement at the University of Alberta. This scan was completed in August 2018.

Methodology

From April through August 2018, GCR gathered input from each faculty and central administrative department. Information was collected from in-person meetings (with individuals and/or teams), phone conversations, written correspondence and website scans. Respondents included deans, associate/assistant deans, communications directors/managers and other delegates as appointed by the faculty and/or central administrative department. Respondents were asked about community engagement initiatives (programs, events, and community engaged research) focusing on the previous and upcoming 12 months, and where appropriate, to identify their top five most impactful initiatives and/or relationships that advance their community engagement efforts.

Observations

The information gathered suggests that U of A faculty, staff and students recognize that community engagement is a shared responsibility and that each engages with diverse communities uniquely. Many indicated that teaching or research projects were the foundation for the initial relationship, and the shared outcomes in research and community impacts further strengthen the relationship. Many noted that naming every research project is too extensive; many said that everything the university does is about community engagement. As such, the data captures the U of A's community engagement as a snapshot in time and is reflective of the scope and reach of the university's work with/in the community.

What We Heard

- Many respondents shared that their work is rooted in community engagement and is motivated by serving the public good. Every respondent saw value in engagement with the external community and with faculty peers on interdisciplinary work, as appropriate.
- The initiatives and activities are varied and the one common thread identified is that relationships are immensely valued. They emphasized relationships were of greatest importance over the projects or initiatives to advance shared impact for all partners.
- Each faculty discussed significant partners and stakeholders that advanced their research and/or benefitted their students in learning and placements. Relationships are and should be of mutual benefit – to help students succeed, to advance research and to serve community.
- Relationships are essential in order to fulfill research and teaching mandates. Long-term and trusting relationships form the reputational backbone for future projects, student placements, research and expansion of new networks and relationships.

## NEXT STEPS

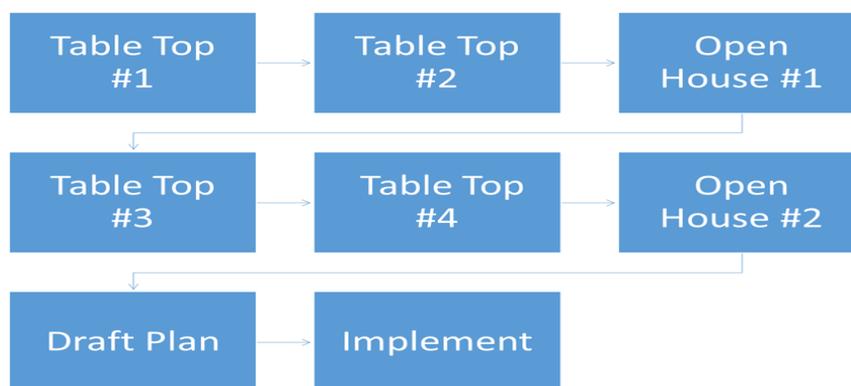
Working with an Advisory Committee, GCR is leading a public consultation with both the university community and external stakeholders to seek input on the topic of community engagement. The work began in September 2018 and will take approximately 12 months to complete.

The Advisory Committee will provide guidance and insight on the consultation plan, help formulate the consultation questions and messages, ensure the consultation remains focused on the goals of *For the Public Good*, provide advice and recommendations and ensure the perspectives of the stakeholder group they represent remain part of the dialogue throughout the project.

In addition, the Advisory Committee will assist – at the end of the consultation – in developing an institutional community engagement plan grounded in a community conversation about the role of the U of A with its community partners. The community conversation and information gathered will directly inform this plan and guide how the U of A delivers on the engagement goals of *For the Public Good* over the next three years.

## THE ENGAGEMENT PROCESS

There are a series of milestones within this process. In addition to what is outlined below, GCR will be reaching out to a large and diverse group of both internal and external stakeholders to host individual consultation sessions.



At each engagement opportunity, invited stakeholders will be asked to:

- Provide opinions.
- Share ideas.
- Share expertise or experiences.
- Identify concerns.
- Help to explore, develop, and/or provide feedback on solutions.

### References

1. This definition is used by the Carnegie Foundation, an organization that provides a community engagement classification service for US institutions. For a review of the various terminology used in practice, see <http://www.mun.ca/engagement/defining.php>
2. For the Public Good, University of Alberta, 2016, <https://www.ualberta.ca/strategic-plan>



**UNIVERSITY OF ALBERTA**  
FACULTY OF GRADUATE  
STUDIES & RESEARCH

# **PhD Learning Outcomes Report to FGSR Council May 2019**

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## Executive Summary (Key Messages)

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The following intentions have been realized and are presented in this report:

- Clearly articulated learning outcomes make the implicit explicit, reducing the ambiguity that surrounds what success looks like for students within research-based PhD programs
- PhD learning outcomes support students, programs, and the public in clearly communicating what a PhD graduate knows and is able to do
- A cross-faculty working group has created:
  - An updated calendar entry to differentiate between the learning outcomes of a PhD and Master's-based Thesis
  - A guide and template to support programs that are being created or up for review in clearly articulating their learning outcomes

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## Why articulate University of Alberta PhD learning outcomes?

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### Context

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As pet peeves go, one very near the top of my list is when I hear a faculty member say something along the lines of “well, we all agreed after the Candidacy exam the candidate is just not performing at a PhD level, we have no concerns with them completing a Master’s.” When asked to define what the difference is, the response is “Come on, we all know what we mean by that? Right?” Maybe we as faculty do, but the student who receives such an assessment likely does not.

Learning outcomes are simple statements of what the learner knows and is able to do following a lesson, course, training activity or program. Defining learning outcomes for PhD programs has the power to clearly communicate expectations to students and take the apparent subjectivity out of assessment. I became something of a zealot on the topic of articulating learning outcomes for thesis-based programs after encountering them in the course of reviewing a graduate program in Ontario almost 10 years ago. I believe using learning outcomes has great potential to produce the best learning environment and to bridge graduate education to the wider world. I see learning outcomes as a necessary part of any healthy learning environment because they facilitate clear communication with students and provide a scaffold for objective assessment. The knock-on effect of communicating learning outcomes to students is to provide them with a vocabulary to explain to potential employers the skills and attributes they bring. This practice may anchor the differentiation of one program from another.

Definition of program learning outcomes are currently required to propose new programs in Alberta and are used by Advanced Education to determine program differentiation and by CAQC in program review. All University of Alberta programs are expected to have defined learning outcomes when they next undergo program review. Expectations for degrees in Alberta are specified in the recently released Degree Framework and Degree Level Standards. BUT, articulating learning outcomes for doctoral programs presents a unique challenge. Our doctoral programs have been well designed and graduates have developed a broad and deep skill set and knowledge base. But rarely are explicit learning outcomes written down anywhere and students are often left unsure of what skills they are developing

at different stages of their degree. At the doctoral level most of the formative activity occurs outside formal coursework guided by the mentor and the outcomes expected are not clearly laid out at the program in many cases or institutional level. Moreover, the guides and tools for developing learning outcomes available focus on programs built on highly structured courses.

We identified a gap in relating FGSR-specified requirements in research programs to learning outcomes and the degree level standards. In fall of 2018, we formed the working group to tackle these problems. I am exceptionally grateful to the team that has worked together to produce this report and the tools that will serve as a practical legacy of their effort and the recommendations to support and facilitate programs to do the work for their own programs.

Sincerely,  
Debby Burshtyn  
Interim Vice-Provost and Dean, FGSR

## Background

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*Student learning outcomes are statements of 'knowledge, skills, attitudes, competencies and habits of mind' that students are expected to demonstrate at the end of a course or program. In other words, what can a degree candidate expect to know and do as a result of a particular course of study?<sup>1</sup>*

Program Learning Outcomes are used to assure quality in education programs. Program Learning Outcomes are required by Advanced Education and the Campus Alberta Quality Council and must align with the Provincial Degree Level Standards.

In 2016, the University of Alberta's strategic plan, For the Public Good, was published. Objective 14, "Inspire, model, and support excellence in teaching and learning" included Strategy 2, "Adopt a set of core graduate attributes, skills, and competencies at both the undergraduate and graduate level; develop strategies for implementing them in specific disciplines and programs; and monitor graduate outcomes to ensure continuous improvement." Strategy 2 provided a baseline for the development of program learning outcomes across the institution.

In 2017, FGSR began a collaboration with the Sarah Forgie, Vice Provost Learning Initiatives and Tammy Hopper, Vice Provost Programs to elevate awareness and build capacity for program learning outcomes. A series of workshops and seminars were provided that were open to the university community including two focused on learning outcomes in graduate programs. Supports and resources available within the Centre for Teaching and Learning (CTL) to develop learning outcomes. In December 2018, CTL published an updated version of "A Guide to Learning Outcomes at the University of Alberta." The guide supports learning outcomes in courses and how to map course learning outcomes to program learning outcomes.

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<sup>1</sup> Council of Graduate Schools - Articulating Learning Outcomes in Doctoral Education (citation from National Institute for Learning Outcomes Assessment (2012); Lesch (2012))

In the fall of 2018, the Government of Alberta launched the Alberta Credential Framework, a governing document to support new program development and re-accreditation of existing programs. The Alberta Credential Framework presents an overview of the various credentials that are offered through Alberta's post-secondary system. It includes two tables, one which describes the characteristics and criteria related to the credential, and the second lists the knowledge and skills expected to be acquired by students through the process of earning the credential. The Alberta Credential Framework is intended to foster post-secondary system coherence by naming and defining Alberta credentials in a comprehensive structure.

### Working Group Formation and Mandate

Ongoing discussions with FGSR Council revealed the desire to have FGSR articulate degree-level outcomes for PhD programs to use to scaffold their program-specific learning outcomes. In Fall 2018, the FGSR Learning Outcomes Working Group formed to explore the issue and develop supports for programs to articulate learning outcomes for thesis-based programs. The working group developed terms of reference and goals (Appendix). The agreed upon goals of the working group were:

1. Develop Guiding Principles and UofA Definitions for Graduate Program Learning Outcomes.
2. Produce an environmental scan indicating the state of Graduate Learning Outcomes documentation within the UofA and external comparators.
3. Articulate learning outcomes for FGSR-mandated program requirements and link these to [UofA Graduate Attributes](#).
4. Establish what is required to support programs in describing, implementing and assessing Program Learning Outcomes.
5. Develop a framework document to support the learning outcomes exercise by program and seek FGSR Council endorsement.
6. Collaborate with campus partners to produce a guide for development and assessment of Program Learning Outcomes in research-based programs.
7. Design a template for potential recruitment materials and student guides that leverage Program Learning Outcomes.
8. Identify other gaps and opportunities to maximize benefits of stating Program Level Learning Outcomes.

### The Case for Thesis-Based Graduate Program Learning Outcomes

The basis for learning outcomes in all programs of study follow principles, listed below, which support: 1) the learner (learning and self-assessment), 2) the program to create and manage aligned curricula and frameworks, and 3) a frame by which to assess learning.

Advanced degrees, particularly research-based thesis programs, are distinguished from course-based programs in a number of ways. Most notably, thesis-based programs are set in a 'degree framework' ("a set of reference points that defines general skills and competencies"<sup>2</sup>):

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<sup>2</sup> Kalan P. Kucera, Vargo Teaching Chair Research Assistant

- Graduate degrees differ from undergraduate degrees in intensity of discipline-specific depth, and in the order of epistemological skills that are used in learning.
- Learning outcomes measure student learning against the reference points provided by a degree framework.
- As students move beyond undergraduate studies, and into graduate work, learning outcomes should provide students more opportunities for reflection on discipline specific knowledge (a greater commitment to the development of epistemological skills), as well as benchmarks of depth-of-knowledge that are in line with the degree framework (e.g., develop epistemic metacognitive knowledge).

We have access to credential frameworks<sup>3</sup> that describe the general differences between credentials and degree types, yet such documents do not get into the details, nor do they provide guidance as to how to generate specific program learning outcomes. Research intensive thesis-based graduate degrees differ from undergraduate and course-based degrees because the learning is largely experiential, formative feedback is provided largely outside of formal course structures.

The research degree framework has a variety of deliverables and means of assessment, such as the thesis document, and the thesis defence. Many of the deliverables and assessments in a thesis-based graduate degree do not exist in the traditional course framework, but in the ether that is “research”. Research milestones and assessments are managed and attained through highly independent endeavours on the part of the student with mentoring from the thesis supervisor.

The purpose of this work is to provide a road-map for integrating these commitments into the creation of graduate student learning outcomes and assessment guidelines.

As an institution, we lack capacity, or explicit tools, to guide the creation of comprehensive learner outcomes for all programs that reflect the entire learning experience that culminates in a thesis. Moreover, the articulation of the meaning of an advanced degree, or what one can do having satisfied the requirements of such a degree is challenging to communicate--there is complexity and complications, but why should this be so?

Having a way to guide the creation of learning outcomes for research-based degrees would allow for deeper understanding of the potential values of those holding the credentials, and lessen the confusion surrounding how programs are aligned to assessment of students in said programs. The output from the working on learning outcomes closes the gap in learning outcomes in PhD programs through a guide, and tools to help facilitate creation, implementation, assessment, and continuous improvement of learning outcomes.

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<sup>3</sup> [Alberta Credential Framework; Council of Ministers of Education, Canada Ministerial Statement on Quality Assurance of Degree Education in Canada.](#)

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## Guiding Principles<sup>4</sup>

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The working group determined that PhD (and all graduate degree) learning outcomes should be written<sup>5</sup> in such a way as to support:

- Transparency - help students to understand what they will be required to do and how they will be assessed, and to plan and self-assess their progress
- Communication with Employers - provide students with a vocabulary to describe the skills and attributes they acquired through their program to prospective employers
- Setting Expectations - help supervisors be explicit about what they want students to be able to do and how they will be expected to demonstrate it
- Program Assessment - facilitate evaluation of program quality and demonstrate that students meet their program learning outcomes
- Public Understanding - improve employers' and the public's understanding of the value of the program
- Student-Centered Learning - align with the University mission to provide exceptional learning experiences for students

The group also confirmed that learning outcomes should be:

- Measurable
- Observable
- Self-assessable by the learner
- Developed in consultation with students

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## What tools and content have been created to support programs?

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### Development of the learning outcomes tools and content

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The working group developed the following tools and content to support PhD programs that are either in development or up for quality assurance review with explicitly articulating their learning outcomes:

- A calendar entry describing the program elements and graduate competencies of both Master's and PhD programs
- A template for PhD programs to populate that provides required outcomes for all PhD programs, program-specific outcome language that can be customized, and suggestions for forms of evidence that can be used to assess student success in meeting defined outcomes
- A "how to" guide for PhD programs to use in developing and operationalizing explicit learning outcomes

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<sup>4</sup> Content informed by CGS' Articulating Learning Outcomes in Doctoral Education

<sup>5</sup> More more detailed information and tools please consult the excellent document "[A Guide to Learning Outcomes at the University of Alberta](#)" by CTL Director J. Miller-Young.

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Examples are provided in the Appendix.

### PhD and Master's calendar entries

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Presently, the University Calendar speaks to requirements associated with program elements of the Master's and PhD programs. There are a few places in the calendar that define competencies, scattered into different sections as the Regulations for Graduate Programs follow the life-cycle of a student. The calendar does not directly speak to what each degree is, and what one can expect to know and be able to do upon completion. The draft calendar entry is intended to remedy this.

The entry was authored by a subcommittee of the working group, after reviewing current calendar language, the Alberta Credential Framework language, and other definitions in use noted within the Glossary (Appendix). It went to the full working group for review and revision, then to FGSR Council for discussion at the April 2019 meeting, followed by further review and comment online in advance of the May 2019 FGSR Council meeting.

### Template for programs to articulate learning outcomes

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To develop the template document, a subcommittee of the working group searched for examples within Canadian and international PhD programs. The group also reviewed literature regarding learning outcomes and assessment. While many programs present outcomes, examples that provided detail about both program learning outcomes and methods of assessment were quite limited.

The group collaborated in the development of template language, with the intent being to capture what University of Alberta PhD programs presently deliver, while also offering some progressive options for programs to consider. The template document that was created is intended to be customizable by programs, supporting them in aligning what they deliver to what the Alberta Credential Framework requires. The working group recognizes that programs with external accreditation bodies may already have such templates in use, and honours program agency to use the template which best suits their needs and meets the Alberta Credential Framework requirements.

Once the template content had been developed, it was taken through rounds of consultation with both students and FGSR Council. 10 current and prospective students provided feedback via a focus group, survey and drop-in session in the first week of May. FGSR Council was invited to provide feedback at the April 2019 meeting and via review and comment online in advance of the May 2019 FGSR Council meeting.

Once feedback has been incorporated, the present vision for the template is that it will live on the FGSR and Centre for Teaching and Learning websites and be provided to programs working through accreditation or re-accreditation by FGSR's Vice Dean. The future vision is that the content could be integrated into an online tool that would improve ease of use and could potentially generate a simpler and more visually appealing student-facing version to be shared with both current and future PhD students.

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## Program Guide

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FGSR engaged the support of the Centre for Teaching and Learning to develop a “how to” guide for programs that mimics the format of the existing guide that helps faculty members develop learning objectives at the course level. The process has included review of literature and external examples and interviews with programs at the University of Alberta that have articulated their PhD learning outcomes regarding their process and format. The guide is presently under development. A table of contents is available in the Appendix of this document.

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## What's next?

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A motion will be presented at the May FGSR Council meeting to approve the calendar entry and move it through relevant governance bodies to be integrated into the calendar.

By fall 2019, the PhD learning outcomes template and how to guide will be posted to the Centre for Teaching and Learning and FGSR websites.

The following suggestions are provided regarding next steps around the broader initiative:

- Explore the build or procurement of an online tool that would improve ease of use of the template and generate a streamlined and visually appealing student-facing version of program learning outcomes
- Develop a learning outcomes template for Thesis-based Master's programs
- Develop a calendar entry for Course based Master's programs that defines the program elements and graduate competencies in a format similar to the one for research-based programs
- Realign language within all sections of the calendar to remove duplication of and amalgamate content that speaks to program elements and graduate outcomes of PhD programs
- Integrate learning outcomes language into program marketing, recruitment, new student orientation and ongoing assessment
- Make programs aware of the templates and calendar entry as they embark on the review process, via the Vice Dean FGSR

## Appendix

### Draft thesis-based Master's vs. PhD calendar entry

The table below defines the elements and learning outcomes of the University of Alberta's research-focused degrees in alignment with the Alberta Credential Framework. A Master's degree enables students to develop mastery within a discipline, and to learn how to do research via guided discovery. A PhD degree enables students to develop mastery of research and advanced expertise within a specialist field via designing and conducting original research of broader scope and greater depth than within a Master's degree.

	Thesis-Based Master's	PhD*
<b>Program Elements</b>		
Designed to prepare graduates for...	careers requiring specialized expertise, evidence-based judgment, personal responsibility and initiative, in complex and unpredictable professional environments.	leadership roles in research-oriented careers requiring a high degree of autonomy, the ability to make informed judgments on complex issues in specialist fields, navigation of ambiguity, and innovation in tackling and solving problems.
Students will acquire knowledge and develop skills through a combination of...	<ul style="list-style-type: none"> <li>• directed learning</li> <li>• formative experiences in writing</li> <li>• formative experiences presenting a research project</li> <li>• executing advanced research or creative work</li> <li>• working with experts</li> </ul>	<ul style="list-style-type: none"> <li>• self-directed learning</li> <li>• formative experiences in writing</li> <li>• presenting and defending research proposals and results</li> <li>• designing and executing original research or creative work</li> <li>• working with experts</li> </ul>
The program requires creation of...	a thesis or thesis-equivalent that, at a minimum, should reveal that the student is able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. As far as possible, it should be an original contribution.	original research, or other advanced scholarship, culminating with a thesis or thesis-equivalent that a minimum, must embody the results of original investigations and analyses and be of such quality as to merit publication, meeting the standards of reputable scholarly publications. It must constitute a substantial contribution to the knowledge in the student's field of study.
At a minimum programs will ...	<ul style="list-style-type: none"> <li>• monitor student skills development and progress through ongoing supervision of research</li> <li>• assess student competencies through assessment of the student's knowledge in the field, ability to reason with new information and the quality of the thesis or thesis-equivalent at the final examination</li> </ul>	<ul style="list-style-type: none"> <li>• monitor student skills development and progress via ongoing interaction with the supervisor and through annual supervisory committee meetings</li> <li>• assess the student's competencies during a candidacy examination and assessment of the thesis or thesis-equivalent at the final examination</li> </ul>

	Thesis-Based Master's	PhD*
<b>Graduate Competencies</b> Graduates of each program will be able to...		
Knowledge	<ul style="list-style-type: none"> <li>a systematic understanding of knowledge, and critical awareness of current problems and/or new insights, informed by the forefront of the student's academic discipline or field of study</li> <li>demonstrate awareness of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate thorough understanding of a substantial body of knowledge with expertise that is at the forefront of an academic discipline or area of professional practice</li> <li>demonstrate awareness of: the limitations of one's own work and discipline, the complexity of knowledge, and the potential contributions of other interpretations, methods, and disciplines</li> </ul>
Research Competency	<ul style="list-style-type: none"> <li>critically evaluate existing research and scholarship within a discipline or field of study</li> <li>demonstrate development and support of a sustained argument or originality in the application of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>conceptualize, design and implement advanced level research for the generation of new knowledge, applications, or understanding</li> <li>make informed judgments on complex issues, in specialist fields</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences</li> </ul>	<ul style="list-style-type: none"> <li>communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences</li> </ul>
Professional Capacity / Autonomy	<ul style="list-style-type: none"> <li>research, reflect upon, and take ownership of the development of skills and career goals</li> <li>demonstrate personal accountability, initiative, and decision-making in complex situations</li> <li>demonstrate the intellectual independence required for continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>research, reflect upon, and take ownership of the development of skills and career goals</li> <li>demonstrate personal accountability and autonomous initiative and decision-making in complex situations</li> <li>demonstrate the intellectual independence required to be academically and professionally engaged and remain current</li> </ul>
Ethics	identify, explain, analyze, and propose solutions to <i>existing</i> ethical issues particularly as they pertain to the conduct of research in the field of study	identify, explain, analyze, and propose solutions to <i>existing and new</i> ethical issues particularly as they pertain to the conduct of research in the field of study

\*PhD program elements and graduate competencies are inclusive of and cumulative to those of Master's programs

DRAFT

## Template for programs to articulate learning outcomes

### Alberta Credential Framework for PhD Programs

*Developed by the Government of Alberta*

Post-secondary programs in Alberta must meet specific criteria that is defined by the Government of Alberta. This oversight helps ensure learning opportunities for post-secondary students are guided by Alberta's adult learning system principles.

The Alberta Credential Framework defines the following outcomes for PhD program graduates:

PHD GRADUATE COMPETENCY	DESCRIPTION
<b>DEPTH AND BREADTH OF KNOWLEDGE</b>	Able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings. A thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or area of professional practice.
<b>CONCEPTUAL AWARENESS AND/OR KNOWLEDGE OF RESEARCH</b>	<p>A conceptual understanding and methodological competence that provides the graduate with the ability to:</p> <ul style="list-style-type: none"> <li>• Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems.</li> <li>• Make informed judgments on complex issues in specialist fields, sometimes requiring new methods.</li> <li>• Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</li> </ul>
<b>APPLICATION OF KNOWLEDGE</b>	<p>The capacity to:</p> <ul style="list-style-type: none"> <li>• undertake pure and/or applied research at an advanced level, and</li> <li>• contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>
<b>AWARENESS OF LIMITS OF KNOWLEDGE</b>	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
<b>COMMUNICATIONS SKILLS</b>	The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.
<b>PROFESSIONAL CAPACITY/AUTONOMY</b>	<ul style="list-style-type: none"> <li>• The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations.</li> <li>• The intellectual independence to be academically and professionally engaged and current.</li> <li>• The ability to evaluate the broader implications of applying knowledge to particular contexts.</li> </ul>

DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence

Developed by the University of Alberta, in addition to or in support of Alberta Credential framework

KNOWLEDGE	
The ability to apply and exercise awareness of limits of advanced level knowledge in a specialized field	
University of Alberta PhD Learning Outcomes	<p>Knowledge learning outcomes are specifically defined within programs, in alignment with these requirements from the Alberta Credential Framework:</p> <ol style="list-style-type: none"> <li><b>Depth and Breadth of Knowledge</b> – Students will be able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings. Students will demonstrate a thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or area of professional practice.</li> <li><b>Application of Knowledge</b> – Students will have the capacity to: <ul style="list-style-type: none"> <li>undertake research at an advanced level, and</li> <li>contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul> </li> <li><b>Awareness of Limits of Knowledge</b> – Students will have an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</li> </ol>
Program-Specific Learning Outcomes	<p><b>Depth and Breadth of Knowledge</b></p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> <li>advanced-level knowledge of the general field of [name of field] and specific field(s) of [name of field(s)]</li> <li>expert knowledge in their field of specialization</li> </ol> <p><b>Application of Knowledge</b></p> <p>Students will demonstrate the capacity to:</p> <ol style="list-style-type: none"> <li>undertake [pure/applied/other/NA] research at an advanced level, and</li> <li>contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ol> <p><b>Awareness of Limits of Knowledge</b></p> <p>Students will demonstrate:</p> <ol style="list-style-type: none"> <li>an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</li> <li>an ability to critically evaluate current research and research techniques and methodologies.</li> </ol>
Forms of Evidence	<p>Knowledge will be assessed and students provided with regular oral and written formative feedback in programs through the appropriate supervisor meetings, supervisory committee meetings, proposal and final thesis defense, specifically:</p> <p><b>Depth and Breadth of Knowledge</b></p> <ol style="list-style-type: none"> <li>Topic presentation and discussion during yearly supervisory committee meetings.</li> <li>The successful completion of [list of course work or learning activities, broken down in specific courses with specific learning outcomes]</li> <li>Passing the [candidacy/qualifying/ comprehensive] examination or completing all explicitly detailed and justified, in writing, committee requirements of a conditional pass in this examination.</li> </ol>

Text in black is from the Alberta Credential Framework / Text in blue is University of Alberta enhancements

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**DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence**

*Developed by the University of Alberta, in addition to or in support of Alberta Credential framework*

	<p><b>Application of Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Research progress during yearly supervisory committee meetings.</li> <li>2. The review, defence and approval of a PhD proposal by a [exam committee name].</li> <li>3. The defence of a PhD thesis.</li> </ol> <p><b>Awareness of Limits of Knowledge</b></p> <p>Conducting [field appropriate] review of the state of the art [literature, techniques, standards, works of art] and developing [relationships, networks, collaborations] to identify and explain the [history, theory, research, techniques, paradigms] which is reviewed, defended and approved during of a PhD proposal by a [exam committee name] and at the PhD defence examination.</p> <p><i>It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in Knowledge to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.</i></p>
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Text in black is from the Alberta Credential Framework / Text in blue is University of Alberta enhancements

DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence

Developed by the University of Alberta, in addition to or in support of Alberta Credential framework

RESEARCH COMPETENCY	
The ability to conceptualize, design and implement research for the generation of new knowledge; to make informed judgments on complex issues, in a specialized field	
University of Alberta PhD Learning Outcomes	<p><b>Research Competency</b> learning outcomes are specified below and are to be augmented in programs using field specific requirements, as appropriate.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems.</li> <li>2. Make informed judgments on complex issues in specialist fields, sometimes requiring new methods, such as being able to: <ul style="list-style-type: none"> <li>• Generate research questions/hypotheses based on experience, discipline specific expertise, and scholarly literature.</li> <li>• Conceptualize, design, and implement a research project of significant scope to complete a thesis.</li> <li>• Assess strengths and weaknesses of various methodological approaches relevant to a research question.</li> <li>• Select, defend, and apply a methodological approach to answer a research question.</li> <li>• Locate and/or generate information/data relevant to a research question.</li> <li>• Situate a research question within the existing field specific knowledge and where appropriate outside the field and/or discipline.</li> <li>• Organize information/data to reveal patterns/themes.</li> <li>• Analyze information/data and synthesize information to generate new knowledge/understanding.</li> <li>• Monitor research progress, refine, and pivot approach as needed.</li> </ul> </li> </ol>
Program-Specific Learning Outcomes	Students will be able to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication in their field.
Forms of Evidence	<p>Research Competency will be <u>assessed</u> and students provided with <u>regular oral and written formative feedback</u> in programs through the appropriate committee meetings, proposal and final thesis defense, specifically:</p> <ul style="list-style-type: none"> <li>• Topic presentation and discussion during yearly supervisory committee meetings.</li> <li>• The review, defence and approval of a PhD proposal by a [exam committee name].</li> <li>• The review, defence and approval of a PhD thesis by a [exam committee name].</li> <li>• The completion, as first author, of papers or creative works for peer review, in volume and form as appropriate for the field.</li> <li>• Presentations to field appropriate stakeholders at [local, national and/or international conferences, industry, clinics venues appropriate in the field].</li> </ul> <p><i>It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in Research Capacity to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.</i></p>

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DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence

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COMMUNICATION SKILLS	
The ability to demonstrate written communication, oral communication, and listening skills, and to communicate effectively and professionally with a broad audience	
University of Alberta PhD Learning Outcomes	<p>Communication Skills learning outcomes are specified below and are to be <b>augmented in programs</b> using field specific requirements as appropriate.</p> <p>Students will be able to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences, using:</p> <ol style="list-style-type: none"> <li>written communication</li> <li>oral communication</li> </ol> <p><u>Beneficial Options</u></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>communicate using technical, digital, or other methods</li> <li>use active listening skills</li> </ol>
Program-Specific Learning Outcomes	Students will demonstrate the ability to write field appropriate publications aimed at peer review.
Forms of Evidence	<p>Communication Skills will be <u>assessed</u> and students provided with <u>regular oral and written formative feedback</u> in programs through the appropriate committee meetings, proposal and final thesis defense, and publications. Mandatory forms of evidence include:</p> <ol style="list-style-type: none"> <li>Thesis Proposal <ul style="list-style-type: none"> <li>Student successfully wrote their doctoral research proposal.</li> <li>Student successfully presented and orally defended their doctoral research proposal.</li> </ul> </li> <li>Thesis Defence <ul style="list-style-type: none"> <li>Student successfully wrote their doctoral thesis.</li> <li>Student successfully presented and orally defended their doctoral thesis.</li> </ul> </li> <li>Communication with specialist and non-specialist audiences - in manners relevant to the field of study, such as: <ul style="list-style-type: none"> <li>Clear and effective documentations for course work, grant proposals, and/or manuscripts, as appropriate for the program</li> <li>Discipline-related communications using technical (eg. schematic), media (eg. video), or digital (eg. code) formats for academic and non-academic audiences</li> <li>Presentations or lectures at conferences</li> <li>Teaching of courses, guest lecturing, etc.</li> <li>Drafts of publications for internal and peer review</li> </ul> </li> </ol> <p><u>Beneficial Options</u></p> <ol style="list-style-type: none"> <li>Completing active listening professional development and/or applying active listening in professional settings</li> <li>Completing general communication and/or social media professional development or assessment</li> </ol> <p><i>It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in Communication Skills to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.</i></p>

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DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence

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PROFESSIONAL CAPACITY/AUTONOMY The ability to research, reflect upon, and take ownership of the development of skills and career goals	
University of Alberta PhD Learning Outcomes	<p><b>Professional Capacity/Autonomy</b> learning outcomes are specified below and are to be <b>augmented in programs</b> using field specific requirements as appropriate.</p> <p>Students will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations</li> <li>2. The intellectual independence to be academically and professionally engaged and current, developed in part through the Individual Development Plan process of: <ul style="list-style-type: none"> <li>• researching potential career options</li> <li>• reflecting upon skills and competencies in the areas of creativity, communication, confidence, scholarship, ethical responsibility, critical thinking, and collaboration;</li> <li>• creating timelines and milestones for professional development, academic, and personal commitments</li> <li>• reviewing progress regularly</li> </ul> </li> <li>3. The ability to evaluate the broader implications of applying knowledge to particular contexts.</li> <li>4. The ability to receive, handle and act upon, and provide constructive feedback.</li> </ol> <p><u>Beneficial Options</u></p> <p>Students will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>5. The ability to take initiative to identify need and provide service to a community.</li> <li>6. The ability to acquire new, or enhance existing leadership skills, including those required to teach or supervise students.</li> <li>7. The ability to take initiative to bring about positive change in academic, professional and personal contexts, guided by the principles of equity, diversity and inclusion (EDI).</li> </ol>
Program-Specific Learning Outcomes	<p>Students will demonstrate:</p> <ol style="list-style-type: none"> <li>1. self-direction and originality in tackling and solving problems, and autonomy in planning and executing research.</li> </ol> <p><u>Beneficial Options</u></p> <ol style="list-style-type: none"> <li>2. the capability to teach a course and/or be a teaching assistant in the field of [name of field] (e.g. of field [specific teaching requirement])</li> <li>3. field specific communication and networking skills (e.g. field specific professional requirements)</li> <li>4. [program specific professional development requirements]</li> </ol>
Forms of Evidence	<p>Professional Capacity/Autonomy will be <u>assessed</u> and students provided with <u>regular oral and written formative feedback</u> in programs through:</p>

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**DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence**

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	<ol style="list-style-type: none"> <li>1. Presenting and defending degree progress during yearly (or more frequent) formal supervisory committee meetings; progress and performance are to be kept in the minutes of the meeting and within program designated forms</li> <li>2. Documenting, and reviewing with their supervisor, feedback received during supervisor meetings, supervisory committee meetings and candidacy exam, and addressing identified issues.</li> </ol> <p><u>FGSR Professional Development Requirement</u></p> <ol style="list-style-type: none"> <li>3. Completing FGSR or program-specific Individual Development Plan</li> <li>4. Completing 8 hours of professional development activities</li> </ol> <p><u>Beneficial Options</u></p> <ol style="list-style-type: none"> <li>5. Providing feedback to other team members, staff, as appropriate and/or through peer reviewing of field appropriate publications.</li> <li>6. Completing some of the mandatory 8 hours of PD activities in the areas of:             <ul style="list-style-type: none"> <li>• Equity, Diversity, and Inclusion</li> <li>• leadership</li> <li>• professional behaviors, the workplace, and career management</li> <li>• communication and networking</li> </ul> </li> <li>7. Completing service activities within the community.</li> <li>8. Successfully teaching or being a Graduate Teaching Assistant, and receiving evaluative feedback, for at least an undergraduate course in [field]</li> <li>9. [Program specific professional development requirements assessments]</li> </ol> <p><i>It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in Professional Capacity/Autonomy to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.</i></p> <p><i>Programs are accountable for assessment of professional development and service activities.</i></p>
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**DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence**

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<b>ETHICS</b> The ability to identify, explain, analyze, and propose solutions to ethical issues	
<b>University of Alberta PhD Learning Outcomes</b>	<p>Ethics learning outcomes are specified below and are to be <b>augmented in programs</b> using field specific requirements as appropriate.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify ethical concerns specific to their field of research, such as treatment of human and animal subjects, interdisciplinary research, and Indigenous research.</li> <li>2. Recall, recognize, analyze, discuss and act in ethical matters in:               <ul style="list-style-type: none"> <li>• the subject field under investigation including those specific to course work, capstone project, thesis, scholarship and funding applications,</li> <li>• academic conduct, and</li> <li>• interactions with others in the community as stipulated in the code of student behaviour.</li> </ul> </li> <li>3. Propose solutions to ethical dilemmas and articulate what makes a particular course of action ethically defensible.</li> <li>4. Identify ethical concerns in academic integrity, use and citation of sources, the misrepresentation of data and/or facts.</li> <li>5. Recognize the importance of information and data handling (confidentiality, transparency, not falsifying data, etc).</li> </ol> <p style="color: blue;"><u>Beneficial Options</u></p> <ol style="list-style-type: none"> <li>6. Explain, recognize, and analyze ethical areas of responsibility held when teaching or mentoring within their field.</li> </ol>
<b>Program-Specific Learning Outcomes</b>	<p>Students will complete program specific ethics requirements in <span style="background-color: yellow;">[add requirements]</span></p>
<b>Potential Methods of Assessment</b>	<p>Ethics will be <u>assessed</u> and students provided with <u>regular oral and written formative feedback</u> in programs through student records of:</p> <ol style="list-style-type: none"> <li>1. In the first year of their program, completing program course/workshops, or FGSR workshops, or other approved formal activities in the area of ethics, which have embedded assessments and may include:               <ul style="list-style-type: none"> <li>• Student code of conduct,</li> <li>• Plagiarism,</li> <li>• Copyright, and</li> <li>• Sexual violence</li> </ul> </li> <li>7. Beyond the first year of their program, completing program specific ethics training as appropriate, including elements listed in the ethics learning outcomes</li> <li>8. Demonstrating field-appropriate application of ethics principles within the research proposal, thesis, and thesis defence.</li> </ol> <p><i>It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in <b>Ethics</b> to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.</i></p>

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## Program guide: Draft table of contents

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### Section 1: Background on LO's in PhD Programs

- What are LO's?
- Why should they be articulated in PhD programs?
  - Value of LO's
  - Meeting degree framework requirements
  - Differences between thesis-based Masters and PhD programs and course-based or other programs
- How should LO's be used?
  - Program admittance / advertisement / as means to differentiate our programs from peers
  - Throughout a program
  - Upon completion of a program
  - For program review and to improve program quality

### Section 2: The Process of Developing Learning Outcomes in PhD Programs:

- Overview of this process - How long would you expect it to take? What would you need? How many people would you need? What would the product(s) be? How will it be shared?
- Preparation
  - Starting point: Reference guiding documents (ACF; FGSR documents / Calendar)
  - Outline goals of development (why?)
  - Outline overall deliverables and deadlines (what? when?)
- Development
  - Initial meeting with stakeholders, students, faculty, graduates, and employers
  - What would be discussed?
  - What would be the outcomes of this meeting?
  - Working groups
  - Compiling draft document
  - Focus groups / feedback on draft
  - Revisions and completion of document
- Implementation & Review
  - Completion of final document
  - Location of final document
  - Sharing final document - explicit reference / link for program admissions; graduate student expectations

### Section 3: Reference Documents and Supports (CTL and elsewhere)

- Guiding Documents for Developing LO's in PhD Programs at the University of Alberta
  - Government of Alberta - Alberta Credential Framework
  - FGSR LO's (University of Alberta)
  - Infographic Mapping ACF to FGSR LO's
  - CAQC site
- Supports and Contacts:
  - FGSR Associate Dean Teaching and Learning
  - Centre for Teaching and Learning

### Case Studies - Examples of LO development at U of A

- Case Study 1 - Law
- Case Study 2 - Science - DERTS
- Case Study 3 - Arts
- Case Study 4 - Engineering (MECE)
- Case Study 5 - Medicine (Medical Microbiology & Immunology)

## Glossary of terms

Program / Specialization	<p>Program of study E.g. Master of Science in Biology, PhD in English</p> <p>*Conversely, both PaPRS (GoA Program Code) and Campus Solutions (UofA student data base, Academic Program) use “Program” to refer to the degree or credential for graduate programs</p>
Degree Level	Eg. bachelors, masters, doctoral
Degree	<p>Degree credential awarded - Eg. Master of Science, Master of Arts, Master of Coaching</p> <p>“The term “degree” will be understood to include all GFC-approved degrees, diplomas and certificates offered by the University of Alberta.”</p> <ul style="list-style-type: none"> <li>• UAPPOL Degree Policy</li> </ul>
Degree Framework	<p>“A doctoral degree framework is a set of reference points that defines general skills and competencies expected of all doctoral recipients... degree frameworks refer to the broader set of tools used to align degree-level requirements across disciplines and institutions in higher education.”</p> <ul style="list-style-type: none"> <li>• Council of Graduate Schools - Articulating Learning Outcomes in Doctoral Education</li> </ul>
Doctoral Degree	<p>“The essential requirement for a doctoral degree is the planning and carrying out of research of high quality leading to an advance in knowledge in the student’s field of study.”</p> <ul style="list-style-type: none"> <li>• U of A Calendar</li> </ul>
PhD	[See draft calendar entry]
Master’s Degree	[See draft calendar entry]
Program Requirements	<p>The courses and other milestones required to complete the Degree Program.</p> <p>“All departments are responsible for developing and publishing a clear statement of all program requirements to be completed by the student in addition to the thesis. These requirements will vary from department to department, but will likely include a number of required and optional course requirements, the academic integrity and ethics requirement, a candidacy examination requirement, and in some disciplines, written comprehensive examinations.”</p> <ul style="list-style-type: none"> <li>• U of A Calendar</li> </ul>
Learning Outcome	<p>“...Student learning outcomes are statements of ‘knowledge, skills, attitudes, competencies and habits of mind’ that students are expected to demonstrate at the end of a course or program.<sup>1</sup> In other words, what can a degree candidate expect to know and do as a result of a particular course of study?”</p> <ul style="list-style-type: none"> <li>• Council of Graduate Schools - Articulating Learning Outcomes in Doctoral Education (citation from National Institute for Learning Outcomes Assessment (2012); Lesch (2012))</li> </ul>
Learning Attribute	Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution.

	<p>These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future</p> <p>Atlay, Mark. "Skills Development: Ten Years of Evolution from Institutional Specification to a More Student-Centered Approach," in Paul Hager &amp; Susan Holland (eds.). <i>Graduate Attributes, Learning and Employability</i>. (Dordrecht: Springer, 2006): 169-186.</p>
Learning Objectives or Goals	<p>"...broad statements indicating the overall purpose of the course or program and indicate the instructor's overall intention in teaching the course. They are statements that focus on the instructor's intention(s) for teaching. Learning objectives can be phrased 'The purpose of this course is to.....'"</p> <p>Glossary, U of A CTL Guide to Learning Outcomes</p>
Candidacy Exam	<p>Exam within a PhD where students "must demonstrate to the satisfaction of the examining committee that they possess:</p> <ol style="list-style-type: none"> <li>1. An adequate knowledge of the discipline and of the subject matter relevant to the thesis</li> <li>2. The ability to pursue and complete original research at an advanced level; and</li> <li>3. The ability to meet any other requirements found in the department's published policy on candidacy examinations" <p style="text-align: right;">- U of A Calendar</p> </li></ol>
Comprehensive or Specialization Exam	<p>Example: "The Comprehensive Examination is a written examination that will occur following the completion of coursework, and is normally completed after the first year, and within the first two years of the PhD program. The Comprehensive Examination is primarily intended to examine the student to determine whether they have achieved competency in contextualization of the thesis within <i>public health</i>, specific content area of thesis, and specific methodological issues relating to the proposed thesis."</p> <ul style="list-style-type: none"> <li>• U of Calendar, PhD in Public Health in the research area of Epidemiology</li> </ul>
Master's Thesis	<p>"At a minimum, should reveal that the student is able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. As far as possible, it should be an original contribution."</p> <p style="text-align: right;">- U of A Calendar</p>
Doctoral Thesis	<p>"At a minimum, must embody the results of original investigations and analyses and be of such quality as to merit publication, meeting the standards of reputable scholarly publications. It must constitute a substantial contribution to the knowledge in the student's field of study."</p> <p style="text-align: right;">- U of A Calendar</p>
Template	<p>A form document that departments can fill in sections of to document and articulate their learning outcomes.</p>
Tool	<p>Worksheets, guidelines, or other documents that aid in the completion of the template.</p>

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## Working group membership and terms of reference

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### **TERMS OF REFERENCE: FGSR Learning Outcomes Working Group**

#### **1. Purpose and Mandate**

Learning Outcomes are the skills and attributes a student gains through a learning experience. Statement of program learning outcomes are required for new program approval and all programs undergoing cyclical program review as of 2019/2020. Articulation of program learning outcomes is new to many graduate programs. The FGSR Learning Outcomes Working Group is the Working Group on FGSR Degree Level Learning Outcomes Framework. The purpose of this working group is to develop a framework to articulate FGSR learning outcomes for FGSR mandated requirements such as Ethics and Professional Development, tools for articulating program level learning outcomes and map them to degree standards and points of assessment (eg. Candidacy Examination, Thesis,). The committee will consult periodically with FGSR Council and other stakeholders.

The working group will:

1. Develop Guiding Principles and UofA Definitions for Graduate Program Learning Outcomes.
2. Produce an environmental scan indicating the state of Graduate Learning Outcomes documentation within the UofA and external comparators.
3. Articulate learning outcomes for FGSR-mandated program requirements and link these to UofA [Graduate Attributes](#).
4. Establish what is required to support programs in describing, implementing and assessing Program Learning Outcomes.
5. Develop a framework document to support the learning outcomes exercise by program and seek FGSR Council endorsement.
6. Collaborate with campus partners to produce a guide for development and assessment of Program Learning Outcomes in research-based programs.
7. Design a template for potential recruitment materials and student guides that leverage Program Learning Outcomes.
8. Identify other gaps and opportunities to maximize benefits of stating Program Level Learning Outcomes.

#### **2. Committee Composition**

The Committee will consist of the following members:

- Vice-Provost and Dean, FGSR (Chair)
- Associate Dean, FGSR (Vice Chair)
- A member of the FGSR Professional Development Team
- 4 Associate Deans - Graduate, from diverse faculties
- 2 Associate Chairs - Grad from varying faculties
- The VP Academic from the Graduate Students Association
- 1-2 additional students or recent graduate
- CTL representative

#### **3. Meetings and Conduct of Business**

The LO Working Group will meet monthly for the academic year.

The Administrative Office for the committee will be the office of the Dean, Faculty of Graduate Studies and Research, and agendas will be managed by the Chair. Normally, materials shall be circulated in advance to all members. Action Summaries of Committee meetings will be circulated to the current membership only unless otherwise determined by the Chair.

#### **4. Committee Support**

- Executive Assistant to the Dean, FGSR
- Professional Development Instructional Design Specialist, FGSR
- Senior Officer - Strategic Initiatives, FGSR
- Centre for Teaching and Learning

#### **5. Additional Reporting Requirements**

The Chair will keep the Provost and the Vice Provost Learning Initiatives informed of progress. Recommendations will flow through FGSR Council as required.

#### **6. Membership**

- Debby Burshtyn (Chair)
- John Nychka (Vice Chair)
- Normand Boule (Associate Dean, KSR)
- Samira ElAtia (Associate Dean, CSJ)
- Trish Manns (Associate Dean, Rehab Medicine)
- Hanne Ostergaard (Associate Dean, FoMD)
- Jason Carey (Associate Dean, Engineering)
- Albert Braz (Associate Chair, EFS)
- Jorge Sousa (Associate Chair, Ed Pol Studies)
- Masoud Aliramezani (GSA, VP Academic 2018-19)
- Dylan Ashley (GSA, VP Academic 2019-20)
- Saima Rajabali (FGSR Council Student Rep)
- Deanna Davis (FGSR Instructional Design Specialist)
- Janice Miller-Young (Director, Centre for Teaching and Learning)
- Kalan Kucera (Vargo Teaching Chair Student)
- Andrea Riewe (Support)
- Maxine Clarke (FGSR, Senior Officer Strategic Initiatives)

## Timeline

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### May 2, 2017

U of A Learning Outcomes Conference

- CAQC: Peter Mahaffy and Art Quinney - Range of outcomes from institutional, to programs, to courses.
- CARI Session: Quality Assurance and Learning Outcomes in Graduate Programs

### Nov. 14, 2017

Harvey Weingarten, HEQCO

- Presented on the usefulness of learning outcomes in a research-intensive university
- Take home message - reframe learning outcomes as skills

### March 2018

Brenda Bower, Dean School of Graduate Studies, Queen's University

- Great messaging is key with regard to mapping programs and what will be learned.
- Queen's [Example](#)

### October 2018

- Release of [Alberta Credential Framework](#)

### November 2018 – May 2019

- Cross-faculty working group development of:
  - Master's and PhD calendar entry
  - Template for programs to articulate learning outcomes, including universal content and suggestions for program-specific content and forms of evidence to be used in assessment
  - "How to" guide for programs

GSA NOMINATING COMMITTEE (GSA NoC)  
**GSA Councillor-at-Large By-Election (ONE POSITION):**  
**TWO (2) NOMINEES**

Following the 2019 GSA General Election and the subsequent by-elections at the April 2019 and May 2019 meetings of GSA Council, one (1) out of ten (10) Councillor-at-Large positions remains vacant. As per GSA Bylaw and Policy, GSA Council fills any remaining positions from nominations forwarded by the GSA NoC (Section I: Elections, GSA Policy, Elections, Section I.POL.16.3). This position was first advertised in the GSA newsletter of 31 May 2019 with a nomination deadline of 12 June 2019. Two (2) nominations were received.

**There will be a paper ballot vote held at the 17 June 2019 GSA Council meeting.**

*If you and your alternate are unable to attend the 17 June 2019 meeting of GSA Council and would like to cast an electronic vote for this position, you must contact the GSA Nominating Committee Coordinator ([gsa.nomcomm@ualberta.ca](mailto:gsa.nomcomm@ualberta.ca)) BEFORE 3:00 PM on Monday 17 June 2019 in order to cast your vote in advance of the GSA Council meeting.*

**Nominees for this position are listed in alphabetical order by last name and will be presented in *reverse alphabetical* order on the ballot. 'None of the Candidates' will also be considered a nominee.**

- 1. Ramin Fathian (Mechanical Engineering)**
- 2. Armin Norouzi Yengeje (Mechanical Engineering)**

**Jurisdiction:**

Section I: Elections, GSA Policy, Elections, Section I.POL.16.3

*"In the event that any CAL positions are not filled by the end of the GSA General Election, or a CAL position is vacated prior to December 1 (or the next working day) GSA Council will be responsible for electing any remaining CALs. When electing any remaining CALs, the GSA Council will aim to elect graduate students from as broad a range of disciplines as possible. The GSA NoC will decide on procedures and then provide one or more names to GSA Council for consideration, except that the GSA NoC may not waive advertising. Note that the legislated GSA NoC process specifies that all vacancies will be advertised at least twice in advance of the nomination deadline noted in the advertisement. If the matter is urgent, GSA Council can hold this election electronically."*

**The names and biographies received for the two (2) nominees are BELOW on pages 7.1 to 7.3. Biographies and resumes are presented as received (ie not edited).**

**Nominations for GSA Councillor-at-Large (GSA CAL)**  
**(1 Vacancy for a GSA member)**  
**Two Nominees**

**1. Ramin Fathian**

<b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b>	
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<b>Statement of Interest</b>
Experience I gained during the past years while I was serving as a deputy director of Mechanical Engineering Association of Shiraz University, organizer, and advisor can be benifitial to the committee to provide better services and supports to GSA members.
<b>Bio</b>
I was born in Shiraz, Iran and I lived in Shiraz for 23 years. I can speak Farsi (Persian) and English fluently. I finished my undergraduate study back in Iran in Shiraz University (2017). Currently I am studying mechanical engineering at the University of Alberta.
<b>Summary Resume</b>
I am now a second-year MSc. Student in the department of mechanical engineering working under supervision of Dr. Rouhani. My research is about biomechanical assessment of vertical jumping. As I mentioned befor, I finished my BSc. in 2017 at Shiraz University and my project was "Hybrid Position Control on 4 Wheel Drive Omni Wheel Platform Using Gyro Sensors and Camera Feedback Compensator". During my undergraduate study I served as the Deputy director of the Mechanical Engineering Association of Shiraz University for more than two years while I was responsible for coordinating events, and workshops, negotiating with industry partners for organizing workshops, and fieldtrips, advising students in case of having inovative idea and link them to the innovation centers. In addition, I organized couple of events, workshops, and competitions for university student and highschool students. Here at University of Alberta, I was volunteer for the FEGRS (Faculty of Enginnering Gradute Student Symposium), Open house, and FURCA (Festival of Undergraduate Research and Creative Activities). It can be mentioned that, I can fit in any group and I enjoy teamwork.

## 2. Armin Norouzi Yengeje

<b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b>	
<b>Statement of Interest</b>	
<p>During working in the Mechanical Engineering GSA (MEGSA), I have gained different skills such as event organization and teamwork. Improving my teamwork skills helped me a lot to get along with people. As a result, I became more active in participating in volunteer activities, and currently, I am the president of the International Society of Automation - UofA section. I believe teamwork is going to help me have a useful role in GSA meetings as well. Also, as a graduate student at the University of Alberta, I feel responsible for this community, and I think I need to help the community evolve and improve. I believe that joining the GSA as GSA councillor-at-large helps me to get in touch with the people who are making a serious decision for student academic life, which will affect my life either.</p>	
<b>Bio</b>	
<p>I was born in Tabriz, Iran, and I had been there before I move to Tehran for my master degree. I have B.Sc. in Mechanical Engineering and M.Sc. in Mechanical Engineering minor of Vehicle System Control. I did different volunteering activities during my B.Sc., such as Editor-in-chief of student Magazine (Gashtavar Journal), VP-academic of Studnet scientific association of Mechanical Engineering, and organizing the Engineering Day Scientific competition. During my master degree, I worked on my different skills in Mechanical and Control Engineering to enhance background to continue my education as a Ph.D. student. I moved to Canada in April 2018, and I started my Ph.D. Program in Mechanical Engineering Department. I volunteered for the FEGRS 2018 as a photographer. By beginning the Fall semester 2018, I got elected as VP academic of MEGSA. Currently, I am organizing the one-day Python workshop, which will be held on June 13, 2019. Although I had courses, as I love volunteering, I applied for VP-operational of Iranian Student Association of University of Alberta (ISAUA). I also volunteer for ISA-UofA section as a present.</p>	
<b>Summary Resume</b>	
<p>I am now a second year Ph.D. student in the Department of Mechanical Engineering studying in Homogeneous Charge Compression Ignition Engine Control. I have written four conference papers and one journal paper during my first 14 months of study. Also, I had two presentations in the CCECE-IEEE 2019 and CICS2019 conference, and I will have another presentation in the Advance Automotive Conference in France on June 24, 2019, which is one of the most prestigious conferences in my field. Additionally, I was</p>	

Teaching Assistance for MEC E 420 for both Fall and Winter, which helped me to enhance my teaching skill. Besides my academic work, I have joined MEGSA as VP-academic and ISAUA as VP-operational. During working in these positions, I organized different events such as "traditional Yalda night" and "Introduction to Python and Machine Learning Workshops". Now, our MEGSA committee is in the last three months of their academic year, and the last event under my responsibility will be held on June 13, 2019, which is a one-day workshop. So, I am done with MEGSA and ISAUA, I am eager to have new challenges. And, I hope besides working as president of ISA-UofA section, participating in GSA counselor-at-large will help me to learn a new set of skills.

GSA NOMINATING COMMITTEE (GSA NoC)  
**CHIEF RETURNING OFFICER (CRO) (1 POSITION) AND SPEAKER (1 POSITION)**  
**NOMINEES**

As per GSA Bylaw and Policy, the GSA NoC will open nominations for Speaker, Deputy Speaker, CRO and DRO “on or about 1 May of every year” and nominations will be submitted in writing to the GSA NoC “by 30 May or the next working day” (Section D: GSA Officers, GSA Bylaw, GSA Officers, Council-Elected Officers, Section D.BYL.3.1.b and Section D.BYL.3.1.c). These positions were first advertised in the GSA newsletter of 10 May 2019 with a nomination deadline of 30 May 2019. Two (2) nominations were received for the position of GSA Speaker. One (1) nomination was received for the position of CRO.

**There will be two separate anonymous paper ballot votes held at the 17 June 2019 GSA Council meeting to elect the CRO and Speaker for 2019-2020.**

*If you and your alternate are unable to attend the 17 June 2019 meeting of GSA Council and would like to cast an electronic vote for this position, you must contact the GSA Nominating Committee Coordinator ([gsa.nomcomm@ualberta.ca](mailto:gsa.nomcomm@ualberta.ca)) BEFORE 3:00 PM on Monday 17 June 2019 in order to cast your vote in advance of the GSA Council meeting.*

**Nominees for this position are listed in alphabetical order by last name and will be presented in *reverse alphabetical* order on the ballot. ‘None of the Candidates’ will also be considered a nominee.**

**GSA CRO**

1. Amritha Jaya Prasad (Agricultural, Food and Nutritional Science)

**GSA DRO**

*No nominations received*

**GSA Speaker**

1. Pranidhi Baddam (Medical Sciences)
2. Gautam Gaur (Agricultural, Food and Nutritional Science)

**GSA Deputy Speaker**

*No nominations received*

**Jurisdiction:**

Section D: GSA Officers, GSA Bylaw, GSA Officers, Section D.BYL.3.1.d

*“The GSA NoC will follow its legislated process in forwarding one or more nominations to GSA Council except that the GSA NoC may not waive advertising. Note that the legislated GSA NoC process specifies that all vacancies will be advertised at least twice in advance of the nomination deadline.”*

Section E: Nominating, GSA Policy, Nominating, Section E.POL.3.2.a

*“The GSA NoC provides GSA Council with the names of nominees for all GSA Council-Elected Officer positions. These positions will be advertised at least twice in advance of the nomination deadline noted in the advertisement.”*

**Biographies and brief resumes of the nominees for CRO (1) and Speaker (2), are ATTACHED on pages 7.8 - 7.9 and 7.11 - 7.13. Biographies and brief resumes have been attached as received (ie not edited).**

## Biographies and Resumes of Nominees

### CHIEF RETURNING OFFICER AND DEPUTY RETURNING OFFICER

#### **Qualifications as set out in Section D: GSA Officers, GSA Policy, GSA Officer Portfolios, D.POL.10.4**

- D.POL.10.4.a “The CRO and DRO should ideally have previous experience with the administration of student elections.
- D.POL.10.4.b The CRO and DRO are expected to be neutral and to act impartially, including declaring any conflicts of interest and rising above individual or departmental interests.
- D.POL.10.4.c The CRO and the DRO should have a thorough understanding of GSA Bylaw and Policy, especially with sections pertaining to elections and referenda.
- D.POL.10.4.d The CRO and the DRO should have schedules that allow for the bulk of election or referenda work to take place in a compressed time-frame (a few weeks).
- D.POL.10.4.e The CRO and the DRO should be able to adopt a collaborative approach with others and are required to consult with the GSA ERC on many aspects of GSA General Elections, by-elections, and referenda.”

#### **Duties as set out in Section D: GSA Officers, GSA Bylaw, GSA Officers, D.BYL.3**

- D.BYL.3.3.a “The CRO is responsible for running all GSA elections and referenda.”
- D.BYL.3.3.d “Duties of the Deputy Speaker and DRO are to assist the Speaker and CRO as needed.”

#### **Duties as set out in Section D: GSA Officers, GSA Policy, GSA Officer Portfolios, D.POL.10**

##### D.POL.10.1 “Duties

- D.POL.10.1.a The Chief Returning Officer (CRO), with advice from the GSA Elections and Referenda Committee (GSA ERC), oversees the GSA General Election, by-elections, and referenda processes, observing the guiding principle “that they are to be fair, respect the wishes of voters, and conducted in a manner that reflects the excellent, positive reputation of the GSA” (Section I: Elections, GSA Bylaw, Elections, Section I.BYL.1.1 and Section J: Referenda, GSA Bylaw, Referenda, Section J.BYL.1.1).
- D.POL.10.1.b The CRO monitors candidate and Campaign Representative activities and disciplines candidates and Campaign Representatives for alleged breaches of GSA Bylaw and Policy on elections and referenda.
- D.POL.10.1.c The CRO serves as a non-voting member of the GSA ERC.
- D.POL.10.1.d The CRO oversees the GSA General Election, by-elections, and referenda:
- D.POL.10.1.d.i On the recommendation of the GSA ERC, the CRO approves timelines for the GSA General Election, by-elections, and referenda in accordance with GSA Bylaw and Policy on elections and referenda, and communicates these timelines to GSA members.
  - D.POL.10.1.d.ii With advice from the GSA ERC, the CRO advertises the nomination period for any GSA General Election or by-election, the registration period for any referendum, and the voting periods for the GSA General Election, by-elections, and referenda.
  - D.POL.10.1.d.iii On the recommendation of the GSA ERC, the CRO approves nomination forms for the GSA General Election and by-elections and registration forms for referenda, in accordance with GSA Bylaw and Policy on elections and referenda.
  - D.POL.10.1.d.iv On the recommendation of the GSA ERC and with advice from the ED (or delegate) and the Financial Manager, the CRO approves the electronic software or applications used to run the GSA General Election, by-elections, or referenda.

- D.POL.10.1.d.v On the recommendation of the GSA ERC, the CRO approves the layout of the ballots for the GSA General Election, by-elections, and referenda.
- D.POL.10.1.d.vi The CRO holds at least one (1) All-Candidates Meeting during a GSA General Election or by-election, and at least one (1) Meeting of the Campaign Representatives in a referendum, to communicate bylaws and policies to all candidates and/or referendum Campaign Representatives and answer questions about campaigning rules and regulations in a GSA General Election, by-election, or referendum.
- D.POL.10.1.d.vii With advice from the GSA ERC, the CRO plans a GSA General Election or by-election forum for GSA members to ask candidates questions.
- D.POL.10.1.d.viii The CRO reviews and approves campaign materials as per GSA Bylaw and Policy on elections and referenda.
- D.POL.10.1.d.ix With advice from the GSA ERC, the CRO issues interpretations of GSA Bylaw and Policy on elections and referenda to be shared equally amongst all candidates and Campaign Representatives during the course of a GSA General Election, by-election, or referendum.
- D.POL.10.1.d.x With advice from the GSA ERC, the CRO receives, manages, and rules on complaints regarding alleged breaches of GSA Bylaw or Policy, in accordance with Section I: Elections, GSA Bylaw, Elections, Section I.POL.12 and Section J: Referenda, GSA Bylaw, Referenda, Section J.POL.13.
- D.POL.10.1.d.xi The CRO observes procedural fairness when dealing with complaints and consults with the ED (or delegate) on procedural fairness.
- D.POL.10.1.d.xii The CRO keeps a written record.
- D.POL.10.1.e Reporting
- D.POL.10.1.e.i The CRO communicates the results of all GSA General Elections, by-elections, and referenda to GSA members.
- D.POL.10.1.e.ii The CRO submits a written report to GSA Council following any GSA General Election, by-elections, or referenda.
- D.POL.10.1.e.iii The CRO reports to GSA Council, in writing, the names of all elected GSA DEOs, following the release of the official results for a GSA General Election or by-election, for the purposes of transferring bank signing authority (see GSA Bylaw and Policy, Section K: Finances, GSA Policy, Budget Principles and Procedures).
- D.POL.10.2 Duties of the Deputy Returning Officer
- D. POL.10.2.a The Deputy Returning Officer (DRO) reports directly to the CRO.
- D.POL.10.2.b The duties of the DRO are to assist the CRO as needed and to assume all of the roles and responsibilities of CRO if the CRO is absent, or unable to complete their duties for any reason, including conflict of interest.
- D.POL.10.2.c The DRO serves as a non-voting member of the GSA ERC.
- D.POL.10.3 Restrictions for CRO and DRO
- D.POL.10.3.a The CRO and DRO may not hold any other representative position in the GSA.
- D.POL.10.3.b “The Chief Returning Officer (CRO), Deputy Returning Officer, Speaker, Deputy Speaker, members of the GSA Nominating Committee, members of the GSA Appeals and Complaints Board, and members of the GSA Elections and Referenda Committee will remain neutral and not campaign for or endorse any candidate whatsoever” in an election (Section I: Elections, GSA Bylaw, Elections, Section I.BYL.5.4) and “not campaign for or endorse any ‘Yes’ or ‘No’ campaign whatsoever” in a referendum (Section J: Referenda, GSA Bylaw, Referenda, Section J.BYL.6.1).

D.POL.10.3.c The CRO and DRO must be fully willing and able to carry out the position and must be physically present in Edmonton or surrounding areas for the duration of any GSA General Election, by-election, and/or referendum.”

[...]

D.POL.5 Training of the CRO and DRO

D.POL.5.a The CRO and DRO will receive a broad range of training, as needed, as determined by the ED (or delegate).

D.POL.10.6 Honorarium

D.POL.10.6.a The CRO is awarded a modest honorarium for overseeing all GSA General Elections, by-elections, and referenda.”

**Nominations for GSA Chief Returning Officer (GSA  
CRO) (1 Vacancy for a GSA member)  
One Nominee**

**1. Amritha Jaya Prasad**

<b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b>	AFNS GSA and University GSA
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**Statement of Interest**

The experience I gained as the DRO (Deputy Returning Officer) during the general elections in 2019, would help me in performing the duties of CRO effectively. Moreover, the experience I gained as a member of GSA ERC during the general elections in 2018 would be an asset to my role as a CRO. As one of the adjudicators, in the GSA ASC, I have acted fairly in every aspect of its work. Moreover, being the event coordinator of the Health club and one of the organizers of GraVITas (technical fest at VIT University) has given me plenty of experience in conducting and coordinating different kinds of events which would be beneficial for the organization of the events pertaining to the GSA elections. The volunteering of different events conducted by my club has helped me to become an efficient team player. Broadly speaking, I am a hard-working person, who tries to do work well before time and come up with new ideas.

**Bio**

I was born and brought up in Delhi, India. I am fluent in English and in some other regional languages of India. I did my B. Tech in Biotechnology at Vellore Institute of Technology, Tamil Nadu, India. During my undergraduate years, I was actively involved as a participant, volunteer and organizer in clubs, fests and in other extra co-curricular activities. I love travelling and playing badminton. I am always interested in pursuing new things. At University of Alberta, I am currently serving as the DRO with GSA and VP External with AFNS GSA.

**Summary Resume**

I am a third year Ph.D. candidate at the Department of Agricultural, Food and Nutritional Science. I am working in the food safety engineering lab under the supervision of Dr. Roopesh Syamaladevi, which involves working with people coming from different cultural backgrounds. I have worked as an event coordinator and article reviewer in the Health club, which involved fair decision-making in every step. Also, I was one of the organizers of a technical fest at VIT University which has helped me in developing the skills required to manage the stressful situations with responsibility. At University of Alberta, as the DRO during the general elections in 2019, I got the opportunity to manage and preside over majority of the work due to the unavailability

of the CRO, and the experience I gained during these elections would help me in making fair decisions and work productively as the CRO. My schedule is flexible to incorporate the works related to the events and elections pertaining to the GSA.

### Speaker and Deputy Speaker

#### **Qualifications as set out in Section D: GSA Officers, GSA Policy, GSA Officer Portfolios, D.POL.12**

D.POL.12.4.a “The Speaker must have a good working knowledge of the GSA, its structure, and its governing documents.”

#### **Duties as set out in Section D: GSA Officers, GSA Bylaw, GSA Officers, D.BYL.3**

D.BYL.3.3.c “The Speaker is responsible for presiding over all meetings of GSA Council.”

D.BYL.3.3.d “Duties of the Deputy Speaker and DRO are to assist the Speaker and CRO as needed.”

#### **Duties as set out in Section D: GSA Officers, GSA Policy, GSA Officer Portfolios, D.POL.12**

##### D.POL.12.1 Duties of the Speaker

D.POL.12.1.a The Speaker is responsible for presiding over all meetings of GSA Council and for acting in a neutral capacity and maintaining order and decorum in GSA Council so that GSA Council can conduct its business in a fully-informed, fair fashion.

D.POL.12.1.b The Speaker is responsible for dealing with any breaches of confidentiality arising in GSA Council.

D.POL.12.1.c The Speaker will see that an agenda package is prepared for all meetings of GSA Council.

D.POL.12.1.d The Speaker is ultimately responsible for review of the Minutes of meetings of GSA Council prior to their being distributed to GSA Council for approval.

D.POL.12.1.e The Speaker is responsible for tracking attendance at meetings of GSA Council.

D.POL.12.1.f The Speaker oversees the archiving of the official copies of the GSA’s governing documents and is responsible for ensuring that up-to-date copies thereof are available to members on the GSA website.

D.POL.12.1.g The position of Speaker totals approximately two (2) hours per week on average, except for weeks where there is a GSA Council meeting, in which case there is an average of approximately five (5) hours.

##### D.POL.12.2 Duties of the Deputy Speaker

D.POL.12.2.a As per Section D: GSA Officers, GSA Bylaw, GSA Officers, D.BYL.3.3.d, the “duties of the Deputy Speaker [...] are to assist the Speaker [...] as needed.”

##### D.POL.12.3 Restrictions

D.POL.12.3.a The Speaker and Deputy Speaker may not act in any other representative position for the GSA except as provided for in GSA Bylaw and GSA Policy.

D.POL.12.3.b The Speaker and Deputy Speaker will not campaign for or endorse any candidate or team whatsoever in a GSA General Election or by-election (see Section I: Elections, GSA Bylaw, Elections, Section I.BYL.5.4).”

**Nominations for GSA Speaker  
(1 Vacancy for a GSA member)  
Two Nominees**

**1. Pranidhi Baddam**

<b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b>	GSA Speaker (2018-2019)
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**Statement of Interest**

The skills I've gained from being the GSA Speaker for the year 2018-2019 will be an asset for me to continue to be Council Speaker. Over the past year, I have gained a broad knowledge of how council functions and have a thorough understanding of the roles and responsibilities as the GSA Speaker. My commitment to the role is demonstrated through me not missing a single GSA council meeting during my term as a Speaker this past year. If elected as speaker, I would continue to be committed to my role.

**Bio**

I was born in India and raised in Edmonton. Thus, I am fluent in Hindi, Telugu, Punjabi and English. I completed my Bachelor of Science Degree with a Major in Biological Sciences and Minor in Sociology at the University of Alberta in 2012. While at University of Alberta, I have been part of several student-run and student group services organized committees including being the Vice-President of the Heart and Stroke Students' Association; President of Canadian Foundation for AIDS Research Students' Association; Member of Student Group Services Granting Committee, Student Group Services Constitution Review Committee, Bears and Pandas Sports Legacy Fund Granting Committee as well as Interdepartmental Science Students' Society Granting and Constitution committees. I was also part of the organizing committee of Women in Scholarship, Engineering, Science and Technology's (WISEST) 35th Anniversary. Currently, I am the Support Group Facilitator for Diabetes Canada.

**Summary Resume**

I am a third-year PhD student in the Department of Medical Sciences (Oral Biology Specialization) studying the effect, Bone Morphogenetic Protein 7(Bmp7), a bone signalling molecule, has on airway obstruction. I work in Dr. Daniel Graf's lab and collaborate with several departments on campus including the Metabolomic Information Centre, Biological Sciences and Physiology. I am interested in being the GSA Council Speaker as this unique opportunity challenges me to improve my communication skills in addition to my knowledge about student governance. Furthermore, my experience as a speaker last school year has been very positive as I had the opportunity to meet and learn from like-minded individuals who share the same passion for Student Governance as me. Lastly, I believe that I have a schedule that is flexible to accommodate the council meetings outlined below and thus, would like to continue as GSA Speaker for this term.

**2. Gautam Gaur**

<b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b>	None
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**Statement of Interest**

As the Vice President/Advisory Head of the club in my undergrad, I was the representative of my club for university meetings, apart from being responsible for dealing with university representatives for organization of various activities and events. Being the leader of a workforce of more than 100 members, and representing their interests externally made me aware of the how big a responsibility it is no matter if the number I am representing is small. The numerous leadership and volunteer roles I took during my undergrad developed my decision-making abilities and taught me to be considerate and always consider the impact of my decisions on others. I feel my experiences of working with my fellow students and working for them on GFC council, GFC UTAC committee and GSA ACB committee combined with my communication skills make me suitable candidate to serve as the speaker of the GSA council.

**Bio**

I was born and raised in Indore, India. I travelled more than 1400 km to a culturally diverse, but completely different province, to get my bachelor's degree in engineering specializing in biotechnology at VIT University, Vellore, India. After leading an introverted life till high school, I decided to socialize, learn and participate as much as I can to grow as an individual. I worked for technical and cultural festival of my university, as a scriptwriter and radio jockey for university community radio, as a director and video jockey for the film division of my club VIT spartans, volunteered for teaching sports to students at local orphanage among other activities. I really enjoy playing soccer and watching movies. Here at U of A, after experiencing the diverse culture and taking time to get settled, I started looking for opportunities that will help me develop further as well as serve the community.

**Summary Resume**

I am a Third year PhD student transferred from the Masters program in the department of Agricultural, Food and Nutritional Sciences, studying the phenolic acid metabolism in lactic acid bacteria. In final year of my undergrad, I was awarded Mitacs Globalink Research Intern Award, which funded me to travel to Canada for a research internship, which I did at University of Guelph, Ontario. I served as a graduate student representative on GFC council for two terms and also served on GFC UTAC committee. These roles gave me bulk of experience on how university governance works and how as a member the council, I can create value and contribute more for betterment of my fellow graduate students. I have also served in the GSA ACB committee for two terms. I

was a finalist at Falling walls Ualberta lab which further honed my communication skills. While working in VIT Spartans, we organized very diverse events ranging from technical conferences to comic convention, to marathons and races for a social causes, exposing me to a wide range of challenges, situtaions and experiences. I was also part of various committees throughout my undergrad involved in organizing technical and cultural fests of my university with an avergae of more than 27,000 people attending each festival every year. I was also the founding member of an NPO called S.A.Y (Spartans Association of Youth) and Director of Human resoruces during last year of my undergrad, and was responsible for feedback and complain system of the organization, authority for selection and appointment of new members, volunteers from outside the club, as well as the chief electoral officer for elections of second tier onwards of the organization among other duties. The aim of the NPO was to provide a platform to students to help them discover and showcase their talents. In my tenure, we shortlisted and opened more than 5 Spartans chapters in different cities, which operated on the framework based on VIT Spartans Club.

**GSA President  
Report to GSA Council for the 17 June 2019 Meeting**

To: GSA Council  
From: Fahed Elian  
Date: 14 June 2019

Dear Council Colleagues,

Hope everyone is doing well. I can confidently say that summer is here. I hope you have some fun plans arranged for your summer time. Personally, summer is my favorite. Summer means more outdoor soccer, camping and hiking trips, music and food festivals, wild unexpected thunderstorms (which are my favorite because I love the rain), double rainbows, and very long daylight hours! My goal is to try my best to enjoy this summer and all the joy it brings despite all the responsibilities I have on my plate from the GSA and my PhD thesis. This is because summer is very short in Edmonton and work/life balance and self-care are important. I hope you do the same and do your best to enjoy this summer while maintaining a steady progress in your studies. I am happy to share my activities and to give you a brief update on the meetings I attended in the past month.

**Canadian Alliance of Student Associations (CASA) Conference**

I attended the 2019 CASA foundations conference in Ottawa from 27 – 31 May. CASA is a non-partisan student federal advocacy group, representing 275,000 students from coast to coast. CASA represents both graduate and undergrad students, though most of its current members are undergrads. CASA's stance on students' concerns and issues is evidence-based, and they recently employed a Canadian market research firm based in Ottawa to poll students on their priorities for the upcoming federal election. Results indicated that the majority of students want more financial funding and support, tuition predictability for domestic and international students, more flexible student loan programs for domestic students, better bursary and funding models for international students, and mental health funding. Results also expressed students' concerns regarding sexual harassment and sexual assault, with the majority of respondents communicating that universities could do better when it comes to sexual violence prevention. These polling results also showed that students believe that universities could do a better job to increase Indigenous students' enrolment in post-secondary institutions.

CASA approved the GSA's observer status for 2019-2020. I am hoping to attend upcoming meetings, along with Marc as the GSA Vice-President External, to evaluate the possibility of joining CASA next year as an official member. Through my participation in this conference, I found that CASA is a very active federal advocacy group, and as such they are able to engage directly with the federal government to advocate for students' priorities.

Additionally, last year CASA established a graduate advisory committee. The University of Calgary and Athabasca University GSAs are official members of CASA and, as such, they have permanent seats on this committee, which reports directly to the CASA Board of Directors on graduate students' priorities, concerns, and issues. I have requested to join this committee as an observer and I am still waiting to hear back about my potential membership on this committee.

**2020-2021 Tuition Fees Model for International Graduate Students**

Along with Dylan, I participated in a few Tuition Budget Advisory Committee (TBAC) meetings in the past month. TBAC has been working on developing a new tuition model to apply to international students starting in September 2020 as a result of Bill 19, which modified Alberta's *Tuition and Fees Regulation* to make post-secondary tuition costs more predictable and sustainable. This regulation now requires that post-secondary

institution must guarantee tuition fees for international graduate students for the standard length of their program. The University of Alberta's new tuition model will provide incoming international graduate students with a tuition guarantee of four (4) years for Master's thesis students, and of six (6) years for PhD students. Additionally, TBAC discussed the tuition rates for international students starting in September 2020. This discussion was framed by a government directive stating that international students must pay the cost of their education. Please refer to this item from the most recent [General Faculties Council Academic Planning Committee meeting](#) for more details on the new tuition model and the tuition rates for 2020-2021 and note that no current students fall under this model – it will only apply to people starting programs from 2020 onwards.

*Please find below a list of meetings I attended between 13 May 2019 and 17 June 2019. The meetings were accurate at the time of printing.*

14 May	Tuition Budget Advisory Committee (TBAC)
16 May	Meeting with B Epperson, Former GSA President
17 May	Lunch with University Governance and the Students' Union (SU)
21 May	Meeting with a Graduate Student
21 May	Student Homelessness Supports Committee
21 May	Tuition Budget Advisory Committee (TBAC)
22 May	General Faculties Council Academic Planning Committee (GFC APC)
22 May	GSA Board Strategic Work Plan (SWP) Workshop
23 May	GSA General Faculties Council (GFC) Caucus
23 May	Alumni Association Year-End BBQ
24 May	Board of Governors Governance Committee (BGC)
24 May	Meeting with M Phair, Board of Governors (BoG) Chair
24 May	Meeting with Gitta Kulczycki, Vice-President (Finance and Administration)
27-31 May	Canadian Alliance of Student Associations (CASA) Conference
28 May	Board Finance and Property Committee (BFPC) (via phone)
3 June	GSA Directly-Elected Officers Team-Building Session
4 June	Joint Retreat with the Office of the Dean of Students and the Students' Union (SU)
5 June	Faculty of Graduate Studies and Research (FGSR) Doctoral Reception
5 June	General Faculties Council Academic Planning Committee (GFC APC)
5 June	Honorary Degree Recipients Reception
6 June	Meeting with Indigenous Graduate Students' Association (IGSA)
6 Jun	Meeting with D Burshtyn, Faculty of Graduate Studies and Research (FGSR) Interim Vice-Provost and Dean
9 June	35 Annual World Partnership Walk
11 June	Meeting with N Krogman, Faculty of Graduate Studies and Research (FGSR) Associate Dean
11 June	Spring Convocation Ceremony (Science)
12 June	Leadership Begins with Self Workshop
12 June	Honorary Degree Recipients Reception
13 June	GSA Board Strategic Work Plan (SWP) Engagement Session
13 June	Spring Convocation Ceremony (Kinesiology, Sport and Recreation, and Arts)
13 June	Board of Governors (BoG) Recognition Dinner
14 June	Board of Governors (BoG)
14 June	Tour of Michener Park Residence
17 June	Advisory Search Committee for the President

**GSA Board  
Report to GSA Council for the 17 June 2019 Meeting**

To: GSA Council  
 From: Courtney Thomas, Executive Director; Julie Tanguay, Associate Director; and Lisa Hareuther, Assistant Director  
 Date: 14 June 2019

The GSA Board (GSAB) reports regularly to GSA Council by listing its agenda items, Motions/agreements, and main items of discussion (meeting reports are also offered at each meeting). Motions of Agenda approval and approval of the Minutes are not included unless there were amendments made. Closed session items are not minuted. GSA Council members are always able to ask questions about items that were discussed in closed session. Open session Minutes are available upon request. The President, Vice-Presidents, and the administrative team will be happy to answer any questions or provide more information at the GSA Council meeting. Also see the weekly Management Reports to the GSAB in Item 19 (Executive Director's Report to GSA Council) on pages 19.5 - 19.8.

**15 May 2019 GSA Board Meeting:**

Main Agenda Items:

Supports Following a Campus Death; and Meeting reports.

Motions and Agreements:

Board Members AGREED to move into **CLOSED SESSION**.  
 Board Members discussed **supports following a campus death**.  
 Board Members AGREED to move out of **CLOSED SESSION**.  
 Board Members AGREED to move into **CLOSED SESSION**.  
 Board Members discussed the **Board of Governors meeting**.  
 Board Members AGREED to move out of **CLOSED SESSION**.  
 Board Members AGREED to move into **CLOSED SESSION**.  
 Board Members discussed **ab-GPAC**.  
 Board Members AGREED to move out of **CLOSED SESSION**.  
 Board Members AGREED to move into **CLOSED SESSION**.  
 Board Members discussed **collective agreement negotiations**.  
 Board Members AGREED to move out of **CLOSED SESSION**.

**22 May 2019 GSA Board Meeting:**

Main Agenda Items:

GSA Events Overview; and Meeting reports.

Motions and Agreements: None at this time

**29 May 2019 GSA Board Meeting:** Cancelled

**5 June 2019 GSA Board Meeting:**

Main Agenda Items:

Actual Expenses for Attendance at the Alberta Graduate Provincial Advocacy Council (ab-GPAC) Transition, 12-13 April 2019, in Calgary, AB: Business Travel Expenses; 2019-2020 GSA Board Strategic Work Plan; and Meeting reports.

Motions and Agreements:

The GSA Board is asked to **RECEIVE FOR INFORMATION** the attached summary of actual expenses incurred through attendance at the Alberta Graduate Provincial Advocacy Council (ab-GPAC) Transition, 12-13 April 2019, in Calgary, AB. FE **MOVED**. DA Seconded. **CARRIED**.  
 Members **AGREED** to move into **CLOSED SESSION**.  
 Members discussed the **Board of Governors Governance Committee (BGC) meeting** and a **meeting with M Phair, Board of Governors (BoG) Chair**.  
 Members **AGREED** to move out of **CLOSED SESSION**.  
 Members **AGREED** to move into **CLOSED SESSION**.  
 Members discussed the **GSA General Faculties Council (GFC) Caucus**.  
 Members **AGREED** to move out of **CLOSED SESSION**.  
 Members **AGREED** to move into **CLOSED SESSION**.  
 Members discussed the **Board Reputation and Public Affairs Committee (BRPAC) meeting**.  
 Members **AGREED** to move out of **CLOSED SESSION**.

**12 June 2019 GSA Board Meeting:**

Main Agenda Items:

Attendance at the Alberta Graduate Provincial Advocacy Council (ab-GPAC) Retreat, 21 – 22 June 2019, in Rocky Mountain House, AB: Estimated Expense; and Meeting reports.

Motions and Agreements:

**MOTION:** That the GSA Board **APPROVE** the estimated expense for three (3) representatives to attend the **ab-GPAC Retreat, 21-22 June 2019** in Rocky Mountain House, AB, as noted below. FE **MOVED**. SM Seconded. **CARRIED**.

Members **AGREED** to move into **CLOSED SESSION**.

Members discussed **Professional Development Funding**.

Members **AGREED** to move out of **CLOSED SESSION**.

**GSA Vice-President Academic  
Report to GSA Council for the 17 June 2019 Meeting**

To: GSA Council  
From: Dylan Ashley  
Date: 14 June 2019

Hi Fellow Grad Students,

A lot has happened in the past month while I've been working diligently in my role as your VP Academic, but here are a few highlights to give you a snapshot of what I've been up to:

As Fahed also noted, I've been heavily involved in the Tuition Budget Advisory Committee (TBAC). TBAC is the committee through which the University consults with students about any changes to tuition. This does not give us a vote on how the University sets tuition (though proposals do get approved through other University committees on which the GSA has a representative and a vote); TBAC is purely for consultation. This committee has recently been meeting in response to some changes made by the provincial government, the University is moving to a program-fee based structure for international students. This change will only affect students arriving in 2020 and later. Consequently, it does not affect current students. The proposed tuition model is generally a good deal for graduate students with a four-year, guaranteed fixed tuition rate for Masters students and a six-year, guaranteed fixed tuition rate for PhD students. Our presence on this committee has so far been immensely valuable, and the University has generally been understanding when we've raised concerns there. For example, the University initially proposed a five-year guarantee for PhD students. We pushed the University to determine what percentage of international students took over five years to complete their programs. In response to this, senior University administration ran the numbers and found that unacceptable significant number of PhD students took over five years to complete their program, so they raised the guarantee to six years.

I've also been involved in several different training sessions to enable me to serve you as your VPA better. Overall, they have so far been rewarding, and I feel more confident than ever in my ability to carry out my duties.

Additionally, I had my first GSA Faculty of Graduate Studies and Research (FGSR) Council Caucus and GSA General Faculties Council (GFC) Caucus meetings. It was great to be able to engage with our representatives and discuss their unique views on major academic initiatives like the PhD minimum funding proposal. Both FGSR Council and GFC are now on hiatus until September, so I'd like to take this opportunity to thank all our departing representatives and extend a warm welcome to our new ones!

Finally, I've had the privilege of being involved in the recent Convocation festivities. I felt a great sense of collegial pride as I watched many of our members walk across the stage. I had the similar privilege of being able to mingle with some of our new titled doctors and congratulate them personally at the FGSR Doctoral Reception. If you happen to run into any of our new graduates, be sure to give them a thumbs up!

As always if you have any questions or concerns feel free to email me at [gsa.vpacademic@ualberta.ca](mailto:gsa.vpacademic@ualberta.ca).

Sincerely,

Dylan Ashley

Please find below a list of meetings I attended between 13 May 2019 and 17 June 2019. The meetings were accurate at the time of printing.

14 May	Tuition Budget Advisory Committee (TBAC)
14 May	Meeting with C Snyder, University Research Initiative Team Lead
16 May	Meeting with J Agarwal, Students' Union (SU) VP Academic
17 May	Lunch with University Governance and the Students' Union (SU)
21 May	Tuition Budget Advisory Committee (TBAC)
22 May	GSA Board Strategic Work Plan (SWP) Workshop
23 May	GSA General Faculties Council (GFC) Caucus
23 May	Alumni Association Year-End BBQ
27 May	GSA Faculty of Graduate Studies and Research (FGSR) Council Caucus
27 May	General Faculties Council (GFC)
29 May	Question, Persuade, Refer (QPR) Training
29 May	Faculty of Graduate Studies and Research (FGSR) Council
31 May	Tuition Budget Advisory Committee (TBAC)
3 June	GSA Directly-Elected Officers Team-Building Session
4 June	Spring Convocation Ceremony (Rehabilitation Medicine, Native Studies, and Agricultural, Life & Environmental Sciences (ALES))
4 June	Joint Retreat with the Office of the Dean of Students and the Students' Union (SU)
5 June	Honorary Degree Recipients Reception
6 June	Meeting with D Burshtyn, Faculty of Graduate Studies and Research (FGSR) Interim Vice-Provost and Dean
6 June	Spring Convocation Ceremony (Nursing, Pharmacy, Business)
7 June	Meeting with Graduate Students
7 June	Signature Areas Development Panel (SADP)
10 June	General Faculties Council Executive Committee (GFC EXEC)
11 June	Meeting with N Krogman, Faculty of Graduate Studies and Research (FGSR) Associate Dean
12 June	Faculty of Graduate Studies and Research (FGSR) Doctoral Reception
12 June	Leadership Begins with Self Workshop
12 June	Honorary Degree Recipients Reception
13 June	GSA Board Strategic Work Plan (SWP) Engagement Session
14 June	Tour of Michener Park Residence
17 June	Meeting with C Slobod, Community Volunteer Program Lead and Professional Development Coordinator, and C Snyder, Undergraduate Research Initiative Team Lead

**GSA Vice-President External  
Report to GSA Council for the 17 June 2019 Meeting**

To: GSA Council  
From: Marc Waddingham  
Date: 14 June 2019

Hello all,

Now that transition is well behind us, our advocacy work has proceeded steadily as we've settled into our respective portfolios. As we're partway through June, and as Chantal also discusses in her report, planning for the 2019-2020 GSA Board Strategic Work Plan is well underway with some ambitious new initiatives alongside our longstanding commitments; I would encourage you all to share your thoughts candidly during the discussion of priorities at the June meeting of GSA Council, as this will be the foundation upon which our efforts will build. We're looking forward to a year of change ahead, not only with a new government in the Legislature but also with turnover in University leadership; if there were ever a time to make an impact, it would be now. While daunting, I for one am excited by the possibilities ahead and am hopeful we will rise to the challenge.

Matters related to residence have been slow since the summer season began, although conversations around the August 2020 closure of Michener Park remain a priority. By the time you receive this report, the GSA Directly-Elected Officers and Executive Director will have visited Michener Park alongside representatives from Ancillary Services. I have also met with the Michener Park Residence Coordinator Esther Thieba to discuss strategies and initiatives being developed to support the residents, including moving assistance, finding new housing, and connecting them to relevant communities in the city. Childcare remains a key facet of these discussions; however, I am currently unaware of new solutions to address the dearth of childcare options around campus, which is an issue that affects the community as a whole. If you know of any residents of Michener Park who would be willing to offer community assistance or are a resident yourself looking to get involved, please contact me, and I will gladly assist in directing you to the relevant personnel.

Looking externally, the Alberta Graduate Provincial Advocacy Council has scheduled an annual retreat for the end of June 2019, where we will determine the key advocacy areas for 2019-2020, alongside the development of a new three-year strategic work plan. Longstanding items, including tuition and mental health, remain priorities; new items will be added to meet shorter-term goals as decided by the delegates. If you have any input on advocacy priorities at the provincial level, I look forward to hearing from you.

My final update is on my involvement with the University of Alberta Advisory Group on Free Expression, which was convened to produce a statement outlining the institution's stance on free expression on campus. This group is still in the preliminary stages of assessing the institution's policies, operational realities, and history as it pertains to the issue, with broad consultations taking place in the fall. This work is being done in preparation of anticipated provincial government policy that may require the adoption of something akin to the Chicago Principles in publicly funded universities (something which is currently unfolding in Ontario).

Those are the major updates for now, and I will keep you all posted as these matters progress.

Kind regards,  
Marc Waddingham

Please find below a list of meetings I attended between 13 May 2019 and 17 June 2019. The meetings were accurate at the time of printing.

17 May	Lunch with University Governance and the Students' Union (SU)
20 May	Meeting with N van Kuppeveld, Alberta Graduate Provincial Advocacy Council (ab-GPAC) Executive Director
22 May	Meeting with N van Kuppeveld, Alberta Graduate Provincial Advocacy Council (ab-GPAC) Executive Director
22 May	GSA Board Strategic Work Plan (SWP) Workshop
23 May	Campus Clean Air Strategy Working Group
23 May	Alumni Association Year-End BBQ
24 May	Public Interest Alberta (PIA) Post-Secondary Education Task Force
29 May	Free Expression Advisory Group
31 May	Meeting with M P Barry, Board Reputation and Public Affairs Committee (BRPAC) Chair
31 May	Board Reputation and Public Affairs Committee (BRPAC)
3 June	GSA Directly-Elected Officers Team-Building Session
4 June	Joint Retreat with the Office of the Dean of Students and the Students' Union (SU)
4 June	Joint Residence Oversight Committee (JROC)
4 June	Free Expression Advisory Group
5 June	Faculty of Graduate Studies and Research (FGSR) Doctoral Reception
5 June	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Board Meeting
5 June	Meeting with E Theiba, Michener Park Residence Coordinator
5 June	Honorary Degree Recipients Reception
6 June	Meeting with Indigenous Graduate Students' Association (IGSA)
6 June	Community Engagement Advisory Committee
6 June	Meeting with K Friese, Assistant Dean of Students, and N van Kuppeveld, Alberta Graduate Provincial Advocacy Council (ab-GPAC) Executive Director
7 June	Spring Convocation Ceremony (Medicine and Dentistry)
13 June	Spring Convocation Ceremony (Law, Arts)
13 June	GSA Board Strategic Work Plan (SWP) Engagement Session
13 June	Board of Governors (BoG) Recognition Dinner
14 June	Tour of Michener Park Residence

**GSA Vice-President Labour  
Report to GSA Council for the 17 June 2019 Meeting**

To: GSA Council  
From: Shanawaz Mohammad  
Date: 14 June 2019

Dear Council Colleagues,

I hope everyone is doing well. I would like to summarize the meetings I attended since the last GSA Council meeting.

**Joint Worksite Health and Safety Committee (JWHSC)**

The JWHSC meeting was held on 15 May, and the mandate of this committee is to discuss health and safety on campus for employees (including academically-employed graduate students). In June 2018 there were changes made to the Occupational Health and Safety Act related to the reporting of serious incidents to Alberta Labour. If any one of you experiences any health or safety incidents in your workplace you can contact the University's Building Emergency Communications Control Center at 780-492-5555. This committee also discussed incidents happening on campus and is very heavily involved in inspections of worksites all around the University campuses. Finally, I would encourage everyone to have their safety certifications completed before you start working in any lab; moreover if any one of you has any concerns or questions regarding the safety of your working environment, you can send me an email or advise the office of [Environment, Health and Safety](#).

**Campuses and Facilities Safety and Security (CFSS) Working Group**

The CFSS working group is heavily involved in communicating to and educating members of the University community about how they can contribute to safety on campus and reduce incidents. The committee was also provided with updates on HUB Mall security and members were informed that, by the end of August, HUB Mall would have ONEcard access installed for entering the building after-hours. Lastly, if you have encountered any security issues on campus you can contact me directly and I can communicate these issues to the working group.

**Collective Agreement**

Negotiations for the new Graduate Student Assistantship Collective Agreement (CA) are still ongoing. As a reminder, as per GSA Bylaw and Policy, no ratification vote will be presented to academically-employed graduate students between 30 April and 15 September, as many graduate students are not employed over the summer. Additionally, I am working closely with our Labour Professional on advising individuals with questions and concerns related to the CA.

I also request that GSA Council members ensure that all graduate students who are covered under the CA keep an eye out for email updates regarding these negotiations. Moreover, if any graduate student comes to you regarding CA issues, harassment, or safety and security issues, please email me at [gsa.vplabour@ualberta.ca](mailto:gsa.vplabour@ualberta.ca) and I would be very happy to help them. Also, don't hesitate to email me if you have any questions or concerns.

Regards,  
Shanawaz Mohammad

## 12.1

Please find below a list of meetings I attended between 13 May 2019 and 17 June 2019. The meetings were accurate at the time of printing.

14 May	GSA Collective Agreement Negotiation Meeting
14 May	Campuses and Facilities Safety and Security (CFSS) Working Group Subcommittee on Education and Communication
14 May	Campuses and Facilities Safety and Security (CFSS) Working Group
15 May	Joint Workplace Health and Safety Committee (JWHSC)
17 May	Lunch with University Governance and the Students' Union (SU)
21 May	Meeting with B Epperson, Former GSA VP Labour
22 May	GSA Board Strategic Work Plan (SWP) Workshop
23 May	Alumni Association Year-End BBQ
24 May	Meeting with a Graduate Student
24 May	Faculty of Graduate Studies and Research (FGSR) Leadership, Managers and Supervisors Session
27 May	GSA Faculty of Graduate Studies and Research (FGSR) Council Caucus
28 May	Campuses and Facilities Safety and Security (CFSS) Sub-Committee (Education & Communication)
28 May	Campuses and Facilities Safety and Security (CFSS)
29 May	Faculty of Graduate Studies and Research (FGSR) Council
30 May	Office Safety Disclosure and Human Rights (OSDHR) Disclosures 101 Session
3 June	GSA Directly-Elected Officers Team-Building Session
4 June	Joint Retreat with the Office of the Dean of Students and the Students' Union (SU)
5 June	Spring Convocation Ceremony (Engineering)
5 June	Honorary Degree Recipients Reception
11 June	Campuses and Facilities Safety and Security (CFSS) Sub-Committee (Education & Communication)
12 June	Honorary Degree Recipients Reception
13 June	GSA Board Strategic Work Plan (SWP) Engagement Session
14 June	Meeting with B Epperson, Graduate Ombudsperson
14 June	Tour of Michener Park Residence

**GSA Vice-President Student Services  
Report to GSA Council for the 17 June 2019 Meeting**

To: GSA Council  
From: Chantal Labonté  
Date: 14 June 2019

Dear Council Colleagues,

Over the past month, myself and the other GSA Directly-Elected Officers (DEOs) have been engaged in our strategic planning process to produce the annual GSA Board Strategic Work Plan (SWP), as Marc also notes. The SWP is an important document as it outlines the goals that guide the work of each DEO over the course of our respective terms. The SWP is also shared with our stakeholders and used to promote the important work that we do. Thank you to all graduate students who have contributed their thoughts on the SWP through our recent townhall event, online survey, informal conversations, and email. As you will see on the GSA Council agenda for this month, discussion with GSA Council Members about their priorities for the SWP is listed as a discussion item. The online survey will be open until 10 AM on 21 June, and I encourage all Council members to contribute their thoughts and encourage others to do so as well.

In addition to our strategic planning process, I would like to highlight some of the meetings I have had the pleasure of attending over the past month. Please find a full list of the meetings I have attended attached to this report.

I have had the immense pleasure of celebrating the graduation of our peers. I attended the Faculty of Graduate Studies and Research (FGSR) Doctoral Reception to celebrate with PhD graduates, and I also attended both Faculty of Education convocations. As a Faculty of Education student, it was an honour to congratulate my peers from the platform party.

The Dean of Students Office hosted an afternoon retreat with the GSA and Students' Union executives. This afternoon provided an opportunity for relationship building and sharing goals for the year ahead. Additionally, my monthly meeting with Kevin Friese, Assistant Dean of Students (Health and Wellness), provided an opportunity for me to familiarize myself with ongoing projects and initiatives related to mental health, student parents, and student homelessness. I look forward to contributing to each of these initiatives in order to ensure that the voice of graduate students is represented and that these initiatives address the existing needs.

As you may be aware, the GSA has a long history of supporting the Campus Food Bank. The Campus Food Bank was initially founded by the GSA, and the GSA continues to provide financial support to its operations each year. As the GSA VPSS, I serve on their Board of Directors. Currently, the Board is evaluating the performance of the Executive Director and renewing his contract.

At the recent General Faculties Council Facilities Development Committee, the Vice-President (Facilities & Operations) Andrew Sharman presented the University's new Integrated Asset Management Strategy that will soon be reviewed by the Board of Governors. The strategy provides a coordinated decision-making process to maximize the use of campus space, minimize infrastructure failures, and address deferred maintenance on aging campus buildings. While it may come as a surprise that such strategy did not already exist, the strategy is beneficial to graduate students who often find themselves working in labs, offices, and classrooms that require upgrades to meet their needs. I am hopeful that the future implementation of this strategy will lead to upgrades of such spaces.

I welcome any questions or concerns regarding this report. Please do not hesitate to share your suggestions and comment regarding any student service-related issue you or anyone from your department may be experiencing.

Sincerely,

Chantal Labonté  
VP Student Services

*Please find below a list of meetings I attended between 13 May 2019 and 17 June 2019. The meetings were accurate at the time of printing.*

16 May	U-Pass Administrative Committee Meeting
16 May	Meeting with T McCrackin, Career Advisor, Career Centre
17 May	Lunch with University Governance and the Students' Union (SU)
21 May	Days of Action Committee
22 May	GSA Board Strategic Work Plan (SWP) Workshop
23 May	General Faculties Council Facilities Development Committee (GFC FDC)
23 May	Alumni Association Year-End BBQ
29 May	National College Health Assessment (NCHA) Post-Data Collection: Analysis, Dissemination and Mobilization
29 May	Monthly Meeting with K Friese, Assistant Dean of Students, Health and Wellness
31 May	Meeting with H Ritz, Community Social Work Team
3 June	GSA Directly-Elected Officers Team-Building Session
4 June	Sexual Violence Response Advisory Council
4 June	Joint Retreat with the Office of the Dean of Students and the Students' Union (SU)
5 June	Faculty of Graduate Studies and Research (FGSR) Doctoral Reception
5 June	Honorary Degree Recipients Reception
12 June	Spring Convocation Ceremony (Education)
12 June	Leadership Begins with Self Workshop
12 June	Spring Convocation Ceremony (Education)
12 June	Honorary Degree Recipients Reception
13 June	GSA Board Strategic Work Plan (SWP) Engagement Session
13 June	Research Data Management (RDM) Institutional Planning Working Group
13 June	Campus Food Bank (CFB) Board Meeting
14 June	Tour of Michener Park Residence
17 June	Restorative Initiatives for Sexual Violence (RISV) Next Steps Working Group

**GSA Nominating Committee  
Report to GSA Council for the 17 June 2019 Meeting**

To: GSA Council  
From: Radim Barta  
Date: 14 June 2019

Dear Council Colleagues,

The report from the GSA Nominating Committee (GSA NoC) this month is a summary of discussions/decisions the committee has made since its last report, together with a list of all vacancies filled and those which will be filled shortly.

GSA Policy governing the GSA NoC is located in GSA Bylaw and Policy, Section E: Nominating. As provided for in its Terms of Reference, the GSA NoC has been conducting business via e-mail.

Sincerely,

Radim Barta, Chair of the GSA NoC

**GSA Councillor-at-Large By-Election**

**1) GSA Councillor-at-Large (1 Graduate Student Position)**

Following the 2019 GSA General Election and the subsequent by-elections at the April 2019 and May 2019 meetings of GSA Council, one (1) out of ten (10) Councillor-at-Large positions remains vacant. As per GSA Bylaw and Policy, GSA Council fills any remaining positions from nominations forwarded by the GSA NoC (Section I: Elections, GSA Policy, Elections, Section I.POL.16.3). This position was first advertised in the GSA newsletter of 31 May 2019 with a nomination deadline of 12 June 2019. Two (2) nominations were received. There will be a paper ballot vote. **See Item 7 – Nominees for GSA CAL.**

**GSA Council-Elected Officers**

**1) GSA Speaker, GSA Deputy Speaker, GSA Chief Returning Officer (GSA CRO), and GSA Deputy Returning Officer (GSA DRO) (Four (4) Graduate Student Positions in Total)**

As per GSA Bylaw and Policy, the GSA NoC will open nominations for Speaker, Deputy Speaker, CRO and DRO “on or about 1 May of every year” and nominations will be submitted in writing to the GSA NoC “by 30 May or the next working day” (Section D: GSA Officers, GSA Bylaw, GSA Officers, Council-Elected Officers, Section D.BYL.3.1.b and Section D.BYL.3.1.c). These positions were first advertised in the GSA newsletter of 10 May 2019 with a nomination deadline of 30 May 2019. Two (2) nominations were received for the position of GSA Speaker. One (1) nomination was received for the position of CRO. **See Item 7a – Nominees for GSA CRO and Speaker.** The remaining vacancies will be advertised again.

**GSA Standing Committees**

**1) GSA Nominating Committee (GSA NoC) (One (1) GSA Council Member Position)**

Information regarding the position for one (1) GSA Council member was circulated on two (2) instances via email to GSA Council with a deadline of 12 June 2019. No nominations were received. This position will be advertised again.

**2) GSA Governance Committee (GSA GC) (One (1) GSA Council Member Position)**

Information regarding the position for one (1) GSA Council member was circulated on two (2) instances via email to GSA Council with a deadline of 12 June 2019. No nominations were received. This position will be advertised again.

### **3) Joint GSA Board (GSAB) and GSA Nominating Committee (GSA NoC) (One (1) Joint GSA Council Member Position)**

Information regarding the joint position for one (1) GSA Council member was circulated on two (2) instances via email to GSA Council with a deadline of 12 June 2019. No nominations were received. This position will be advertised again.

#### **External Committees**

### **1) Green and Gold Grant Adjudication Committee (One (1) Joint GSA Council Member Position)**

Information regarding the positions for two (2) graduate students was first circulated via email in the GSA newsletter of 24 May 2019 with a deadline of 7 June 2019. Four (4) nominations were received. **Bradley Gibeau** and **Samina Sana** were elected to serve on the Green and Gold Grant Adjudication Committee.

#### **Addendum – Election Procedures for GSA Council-Elected Officers**

As was last reported to GSA Council on 13 May 2019, the GSA NoC has implemented new election procedures for the GSA Council-Elected Officer positions, as follows:

- Nominees for a given GSA Council-Elected Officer position will be invited to attend the meeting of GSA Council for a question period. One at a time, the GSA NoC representative conducting the election will ask them one generic question similar to what was asked previously (i.e. “Please briefly introduce yourself and tell us why you would like to serve in this capacity”) and then the floor will be opened for questions from GSA Council members;
- The GSA NoC representative will work to ensure all nominees for a given position are asked approximately the same number of questions, either by using a number of backup questions approved by the GSA NoC, or by carrying over a question asked by a GSA Council member of one of the other nominees for that given position;
- GSA Council members may be asked to reframe questions deemed not directly relevant to the position in question;
- Where possible, a GSA Council member will not ask consecutive questions of the same nominee;
- There is no time limit imposed for each question for each nominee, but nominees will be informed in advance of the meeting of GSA Council that each nominee can expect their questioning period to last up to 5 minutes; *and*
- Attendance by the nominees is not mandatory. If nominees are unable to attend, they will have the option to come to the GSA office to provide answers to questions on film. The questions asked will be the standard introductory question plus the two questions which may be used as “backup” for nominees who are in attendance during the meeting of GSA Council. The video will then be shown to GSA Council.

This procedure was implemented at the 13 May 2019 GSA Council election for the position of GSA Senator, and will continue at the 17 June 2019 meeting of GSA Council for the election of the GSA Speaker and the GSA CRO.

**GSA Executive Director  
Report to GSA Council for the 17 June 2019 Meeting**

To: GSA Council  
From: Courtney Thomas  
Date: 14 June 2019

Dear GSA Council Members,

Below are some highlights of what the office support team has been engaged with over the past month. I, and the other members of the team, am happy to answer questions and, as usual, the detailed reports submitted to the GSA Board are also attached below.

In the last week of May, the Associate Director, Julie, and I travelled to Calgary to participate in the annual national conference of the Association of Managers in Canadian College, University, and Student Centres (AMICCUS-C). The conference afforded us an excellent opportunity to talk to colleagues from across the country about best practices in association management, and about emerging key issues that will affect student associations. Julie is also currently away participating in the intensive week-long University Management Course hosted by the Centre for Higher Education Research and Development. I participated in this program a few years ago and found it offered valuable training in adherence to fair process, administrative law, and budget building (among other topics).

As members are aware, we are in the process of concluding our annual audit. As I reported to you last month, our Accountant and our Financial Manager finished (in May) the annual process of reconciling all our accounts following the official end of the GSA's fiscal year on 31 March in preparation for our annual audit, as required by the *Post-Secondary Learning Act* (once the audit is completed we submit the GSA's audited financial statements to the Board of Governors and make them available on our website). The auditors were in the office at the beginning of June and the audit itself will come forward to GSA Council in July (having first been presented to the GSA Budget and Finance Committee and the GSA Board). Our auditor, Tom Gee, will be in attendance at the July meeting (GSA Council will also be provided with the most recent term financial report at this meeting); in advance of that meeting, we will be hosting a Budget 101 session on 4 July from 2-3 pm so anyone interested can learn more about the GSA's budget. I encourage anyone interested to attend and also remind you that if you cannot make this session but want to learn more about the budget, or any other topic related to the GSA, please contact me at [gsaed@ualberta.ca](mailto:gsaed@ualberta.ca).

As a separate corporation from the University, we are the signatories to multiple contracts, agreements, memorandums of understanding, etc. In advance of the audit coming forward to GSA Council next month, I have included the below list of all of the documents that define us as a corporate entity and which are constantly monitored by the staff team.

**Documents that Define the GSA as a Corporate Entity (updated May 2019)**

NAME	SUMMARY	STATUS
<b><i>Agreements with Expiry Dates</i></b>		
Campus Food Bank	Regulates GSA involvement with Food Bank.	GSA gives \$15,000/annum to Campus Food Bank (increased from \$9,000 to \$12,000 in 2018-2019 budget and increased again to \$15,000 in 2019-2020 budget). Original MoU expired 30 April 2015. <b>New agreement is set out annually in letters to the Campus Food Bank.</b>
Graduate Student Assistantship Collective Agreement	Sets out terms and conditions for graduate students serving as GTAs, GRAs, and GRAFs.	<b>Current agreement with the Board of Governors expired 31 August 2018. Negotiations are ongoing.</b>

Agreement re GSSF	MoU that provides for funding allocations to the GSA for the GSSF.	<b>Negotiated concurrently but separately with collective agreement negotiations.</b>
Collective Agreement with NASA covering office staff	Sets out terms of employment for GSA staff.	Renegotiated in April 2012 and 2015. <b>Current agreement expires in 2020.</b>
Graduate Student Assistance Program (GSAP)	Provides for a wide range of personal counselling.	Referendum held; originally signed 31 December 2010 for a 2-year period with the possibility of four 2-year extensions; reviewed and re-signed in August 2013. Dependents added in December 2013. Current agreement expired 31 December 2014 but is <b>described by Administration as a rolling plan. Reviewed annually.</b>
Health and Dental Agreement with Studentcare	Provides for Health and Dental Plan.	Provider changed in 2012. Re-signed in 2014. <b>Current agreement expires 31 August 2020</b> (renegotiated agreement was signed in October 2014). <b>Service levels, claims, etc are reviewed annually.</b>
Liability Insurance	General Liability insurance and Directors and Officers insurance.	Doubled our liability insurance in 2012. The GSA is not covered for alcohol use. Discussions in 2013-2014 and 2016-2017 with Administration and insurance experts surrounding the creation of an alcohol liability waiver for graduate student groups. <b>Current General Liability insurance expires 17 May 2020.</b>
North Power Plant and Dewey's	<b>2009 Memorandum of Agreement</b> with the Students' Union regarding the operation of Dewey's.  <b>2010 Memorandum of Understanding</b> with the U of A for use of North Power Plant Space for the Tory Building decant.  <b>1997 Memorandum of Agreement</b> with the U of A guaranteeing graduate social space in North Power Plant or at another location; 2004 Letter of Confirmation on this MoU from the Dean of Students. The space includes the current sustainability offices.	<b>Expired August 2012</b> - conversations about use of space are ongoing.  <b>No Expiration</b> - conversation regarding Dewey's/NPP ongoing as part of this MoU.  <b>No Expiration</b> - conversation regarding Dewey's/NPP ongoing as part of this MoA.
Officers/Directors' Insurance	Covers elected officials and administrative/professional staff.	Doubled coverage in 2013; switched brokers in 2016 and signed a new agreement. <b>Current agreement expires 28 January 2020.</b>
TDIMM	Provides for group auto and home insurance as well as some funding for GSA events and the TD Student Service Award (given out at GSA Awards Night).	Renewed in 2016 for a period of 5 years and with an increase in the sponsorship funds provided by TD. <b>Current agreement expires 16 September 2021.</b>

Triffo Hall Lease	Detailed lease covering Triffo Hall office space.	First-ever lease was signed in June 2011; 5-year term, four renewals (three now remaining). <b>Re-signed in 2016 and current agreement expires 30 May 2021 (notification of desire to renew must be given 6-12 months before expiry).</b>
U of A Financial Services	Stipulates when GSA receives membership fees collected by the U of A on our behalf.	Re-negotiated and signed in April 2012. Re-negotiated again in 2013, 2016, and 2019. <b>Current agreement expires 30 April 2022.</b>
U-PASS Transit Agreement with U of A	Governs U-PASS.	Referendum held in March 2013. New agreement signed in September 2013. Referendum for a new four-year agreement passed in March 2017. The current agreement was signed in April 2018 and will expire when the U of A agreement with the municipalities expires.
U-PASS Agreement with Transit Providers	Governs U-PASS.	The University signs this agreement with the municipalities and the U of A and the GSA and SU then each sign a separate agreement. <b>Current agreement expires in 2021.</b>
<b>NAME</b>	<b>SUMMARY</b>	<b>STATUS</b>

<b>Agreements with No Expiry Dates (Ongoing)</b>		
Alberta Graduate Provincial Advocacy Council	Society under the <i>Societies Act</i> .	Registered in March 2015 along with U of C, U of L and AU GSAs. <b>Annual Societies Act filing required.</b> (The former Alberta Graduate Council disbanded in 2013).
ATB Financial Banking	Operating account.	Reviewed with BMO in April 2012. Switched to ATB in May 2016 (as they also manage the GSA's investments). <b>Signing authorities reviewed/updated annually.</b>
ATB Financial Investments	GICs, investments.	Agreement was signed on 11 April 2016. <b>Reviewed regularly.</b>
Career Centre and Student Success Centre Agreements	Provides for subsidy of certain Career Centre and Student Success Centre courses for grad students.	Annual subsidy of \$9,500 (increased from \$5,500 to \$9,000 in 2017-2018 budget and increased again in 2019-2020 budget). <b>Reviewed annually.</b>
Ceridian (Payroll)	GSA staff and elected officials are paid by direct deposit.	Outsourcing is cheaper/more efficient than in-house production of cheques. Agreement signed 30 May 2011.
Info Sharing with Studentcare and University	Allows Studentcare access to specified graduate student personal information for strictly defined purposes regarding	Reviewed with the U of A Privacy Officer and Studentcare in 2012 and new agreement signed on 3 May 2013. <b>GSA to</b>

	the GSA's Health and Dental Plan.	<b>give notice of 6 months if wanting to terminate.</b>
PAW Centre	Sets out terms of operation of PAW. SU also a signatory to the Agreement.	Referendum held, agreement signed in April 2012.
PAW Centre Leased Space	Sets out terms of rights and obligations of SU and GSA with respect to the leased space in PAW.	Negotiated business terms with SU concerning the food vendor space (currently occupied by Chopped Leaf) – agreement signed in April 2017. <b>Reviewed annually.</b>
Personal Information Sharing Agreement with the U of A	Provides specified graduate student personal information for strictly defined purposes, e.g. emailing the newsletter, elections.	Signed in May 2013.
Student Connect (Office of the Registrar)	Administers the GSA's Emergency Bursary program. GSA distributes funds.	2006 AEGS Memorandum of Settlement between GSA/BoG provides for establishment of emergency bursary program with terms of reference developed by GSA and "distributed through the University Bursary Program."
Student Group Services	Outlines the responsibilities of the GSA and Student Group Services with respect to the registration and oversight of graduate student groups.	Developed in 2011 and redrafted in 2018. <b>Reviewed annually.</b>
U of A Human Resources Direct Deposit	Provides for direct deposit through Bear Tracks of GSSF allocations to graduate students and T4A production by U of A.	Agreement negotiated in 2012. Major infrastructure change from cheque processing by GSA.
U of A IST	Provides service, support, and regular review of the GSA's IT infrastructure.	Signed in June 2017. <b>Reviewed annually.</b>
Western Archives	Provides secure shredding of GSA material once every two months.	Signed in July 2018 for a term of two years with automatic renewals annually after that. <b>Review annually.</b>
Xerox	Covers the leasing of two photocopiers.	Original agreement expired 31 March 2018. Thereafter the agreement renews automatically on a yearly basis. <b>Reviewed annually.</b>
<b>NAME</b>	<b>SUMMARY</b>	<b>STATUS</b>

***Other Corporate Documents***

Audit (based on GSA Council-approved budget)	As a separate corporation from the University, we hire our own auditor. Requirement of the <i>Post-Secondary Learning Act</i> to provide audited financial statements to the Board of Governors annually.	<b>Audit occurs annually in May/June.</b> Audit field workers are typically on-site in late May/early June.

GSA Council Bylaw and Policy	Enabled by the <i>Post-Secondary Learning Act</i> . Sections pertaining to collective bargaining approved by the GSA Labour Relations Board as per the <i>Labour Relations Code</i> .	<b>Reviewed regularly.</b>
Contract with ED/Letters of Appointment	Sets out terms of employment for administrative/professional staff.	The ED's contract and other standard appointment letters for administrative/professional staff have been reviewed by our lawyers. <b>Regular performance reviews conducted.</b>
Referenda Master File	All referenda questions that actively impact graduate students (eg U-PASS, PAW Centre, GSAP, GSA Health and Dental Plan, etc).	Compiled and filed. <b>Ongoing as referenda arise.</b>

### Management Report to the GSA Board, 15 May 2019

Management has been engaged with the following issues since the last GSA Board meeting on 8 May 2019:

#### Strategic

- Providing various info/training sessions associated with the transition to a new team of Directly-Elected Officers.
- Reviewing recommended changes to GSA Bylaw and Policy on elections and referenda in advance of a meeting of the GSA Elections and Referenda Committee.
- Reviewing material associated with the SAGE project for Indigenous graduate students.
- Working on designing a poster and updating the GSA website, social media, and newsletter to feature member benefits more prominently in light of possible voluntary student unionism in Alberta, and meeting with a second marketing firm about strategy development (now awaiting a proposal from them).
- Preparing to attend an AMICCUS-C meeting in Calgary at the end of May and preparing for the Associate Director to participate in CHERD's University Management Course.
- Organizing an initial draft of the 2019-2020 GSA Board Strategic Work Plan and internal task lists that integrate the current Plan with the platforms of the incoming Directly-Elected Officers in preparation for the 22 May SWP development session.
- Work associated with the Collective Agreement, including supporting negotiations processes (recently consulted with the GSA's law firm about several issues as bargaining moves forward) and contacting a consultant concerning best practices with respect to strike fund establishment, maintenance, growth, and utilization.

#### Grants and Office Operations

- Forward planning for GSA Fall Orientation.
- Designing the 2019 GSA handbook and sending letters to potential advertisers.
- Support for the May GSA Council meeting.
- Supporting the work of the GSA Elections and Referenda Committee and the GSA Nominating Committee (vacancies on the GSA Board, GSA Governance Committee, and GSA Nominating Committee, and vacancies for a Councillor-at-Large, and GSA Council-Elected Officer positions).
- Facebook = 1,313 likes (up 3 from 8 May); Facebook posts reached 1,333 users this week and our "post engagement" count was 313. Twitter = 948 followers (down 1 from 8 May); our tweets earned 1,793 "impressions" over the last week.
- GSA Academic Travel Grants = new funding period started 1 April; GSA Child Care Grants = new funding period started 1 April and closed within two hours (66 applications funded and \$127,000 disbursed); GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period started 1 April and closed 10 April (8 applications funded (7 for events and 1 for start-up costs and \$6,513.96 disbursed).

### Management Report to the GSA Board, 22 May 2019

Management has been engaged with the following issues since the last GSA Board meeting on 15 May 2019:

#### Strategic

- Discussing/planning a GSA presentation at the CAGS conference.
- Reviewing recommended changes to GSA Bylaw and Policy on elections and referenda.
- Reviewing meeting material associated with various external bodies.
- Discussions about advocacy strategies and priorities in relation to the Board of Governors.
- Working on designing a poster and updating the GSA website, social media, and newsletter to feature member benefits more prominently in light of possible voluntary student unionism in Alberta, and meeting with a second marketing firm about strategy development (now awaiting a proposal from them).
- Preparing to attend an AMICCUS-C meeting in Calgary at the end of May and preparing for the Associate Director to participate in CHERD's University Management Course.
- Organizing an initial draft of the 2019-2020 GSA Board Strategic Work Plan and internal task lists that integrate the current Plan with the platforms of the incoming Directly-Elected Officers.
- Work associated with the Collective Agreement, including supporting negotiations processes (recently consulted with the GSA's law firm about several issues as bargaining moves forward) and contacting a consultant concerning best practices with respect to strike fund establishment, maintenance, growth, and utilization.

#### Grants and Office Operations

- Forward planning for GSA Fall Orientation and departmental orientations.
- Follow up work associated with the May meeting of GSA Council.
- Designing the 2019 GSA handbook and sending letters to potential advertisers.
- Supporting the work of the GSA Elections and Referenda Committee and the GSA Nominating Committee (vacancies on the GSA Board, GSA Governance Committee, and GSA Nominating Committee, and vacancies for a Councillor-at-Large, the GSA Speaker, the GSA Chief Returning Officer, and their deputies).
- Facebook = 1,314 likes (up 1 from 15 May); Facebook posts reached 489 users this week and our "post engagement" count was 50. Twitter = 948 followers (no change from 15 May); our tweets earned 574 "impressions" over the last week.
- GSA Academic Travel Grants = new funding period started 1 April; GSA Child Care Grants = new funding period started 1 April and closed within two hours (66 applications funded and \$127,000 disbursed); GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period started 1 April and closed 10 April (8 applications funded (7 for events and 1 for start-up costs and \$6,513.96 disbursed).

### Management Report to the GSA Board, 5 June 2019

Management has been engaged with the following issues since the last GSA Board meeting on 22 May 2019:

#### Strategic

- Participation in the 2019 AMICCUS-C conference and an associated meeting with the Executive Director of the McMaster University GSA and the University of Calgary GSA and associated debriefing (extensive discussion of voluntary student unionism).
- Compiling an overview of previous GSA advocacy approaches to improving the quality of graduate student supervision, as well as overview of comparative tuition information at other Canadian institutions
- Working on designing a poster and updating the GSA website, social media, and newsletter to feature member benefits more prominently in light of possible voluntary student unionism in Alberta, and meeting with a second marketing firm about strategy development (now awaiting a proposal from them but may need to consult a third firm shortly).
- Preparing for the Associate Director to participate in CHERD's University Management Course in mid-June.
- Organizing initial drafts of the internal task lists associated with the 2019-2020 GSA Board Strategic Work Plan.
- Work associated with the Collective Agreement, including supporting negotiations processes (discussing the process for a ratification vote) and contacting a consultant concerning best practices with respect to strike fund establishment, maintenance, growth, and utilization.

#### Grants and Office Operations

- Forward planning for GSA Fall Orientation and departmental orientations.
- Preparing for the first mailing of GSA Council material associated with the June meeting.
- Designing the 2019 GSA handbook and sending letters to potential advertisers.
- Supporting the work of the GSA Elections and Referenda Committee and the GSA Nominating Committee (vacancies on the Green and Gold Adjudication Committee, GSA Board (2), GSA Governance Committee, and GSA Nominating Committee, and vacancies for a Councillor-at-Large, the GSA Speaker, the GSA Chief Returning Officer, and their deputies; also running an election for the Occupational Therapy Departmental Councillor at the request of that program).
- Facebook = 1,313 likes (down 1 from 22 May); Facebook posts reached 595 users this week and our "post engagement" count was 159. Twitter = 949 followers (up 1 from 22 May); our tweets earned 1200 "impressions" over the last week.
- GSA Academic Travel Grants = new funding period started 1 April and closed 31 May (434 applications funded and \$192,423.78 disbursed); GSA Child Care Grants = new funding period started 1 April and closed within two hours (66 applications funded and \$127,000 disbursed); GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period started 1 April and closed 10 April (8 applications funded (7 for events and 1 for start-up costs and \$6,513.96 disbursed). New granting periods open 1 July 2019.

### Management Report to the GSA Board, 12 June 2019

Management has been engaged with the following issues since the last GSA Board meeting on 5 June 2019:

#### Strategic

- Participation in a tour of Michener Park with the Directly-Elected Officers.
- Providing support for the Board Strategic Work Plan engagement session and a related consultation session with the Indigenous Graduate Students' Association; organizing initial drafts of the internal task lists associated with the 2019-2020 GSA Board Strategic Work Plan and receiving responses to the circulated survey.
- Compiling an overview of previous GSA advocacy approaches to improving the quality of graduate student supervision, as well as overview of comparative tuition information at other Canadian institutions.
- Working on designing a poster and updating the GSA website, social media, and newsletter to feature member benefits more prominently in light of possible voluntary student unionism in Alberta, and planning to meet with a third marketing firm about strategy development.
- Preparing for the Associate Director to participate in CHERD's University Management Course in mid-June.
- Work associated with the Collective Agreement, including supporting negotiations processes (discussing the process for a ratification vote) and contacting a consultant concerning best practices with respect to strike fund establishment, maintenance, growth, and utilization.

#### Grants and Office Operations

- Forward planning for GSA Fall Orientation and departmental orientations.
- Preparing for the second mailing of GSA Council material associated with the June meeting, preparing an email vote for the GSA Governance Committee, and preparing for an upcoming meeting of the GSA Awards Selection Committee.
- Designing the 2019 GSA handbook and sending letters to potential advertisers.
- Supporting the work of the GSA Elections and Referenda Committee and the GSA Nominating Committee (vacancies on the Green and Gold Adjudication Committee (2), GSA Board (2), GSA Governance Committee, and GSA Nominating Committee, and vacancies for a Councillor-at-Large, the GSA Speaker, the GSA Chief Returning Officer, and their deputies; also running an election for the Occupational Therapy Departmental Councillor at the request of that program).
- Facebook = 1,312 likes (down 1 from 5 June) and 1,374 followers; Facebook posts reached 831 users this week and our "post engagement" count was 291. Twitter = 950 followers (up 1 from 5 June); our tweets earned 497 "impressions" over the last week.
- GSA Academic Travel Grants = new funding period started 1 April and closed 31 May (434 applications funded and \$192,423.78 disbursed); GSA Child Care Grants = new funding period started 1 April and closed within two hours (66 applications funded and \$127,000 disbursed); GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period started 1 April and closed 10 April (8 applications funded (7 for events and 1 for start-up costs and \$6,513.96 disbursed). New granting periods open 1 July 2019.