

**GSA Council Meeting AGENDA**  
Monday, 21 June 2021 at 6:00 pm  
Held electronically via Zoom

*The GSA and the University of Alberta reside on Treaty 6 territory and the homeland of the Métis. This territory is a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway, Saukteaux, Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community. In acknowledging this traditional territory and its significance for the Indigenous peoples who lived and continue to live upon it, we recognize its longer history that reaches beyond colonization and the establishment of European colonies and recognize the GSA's ongoing collective responsibility in working with First Nations, Métis, and Inuit (FNMI) peoples and what that means for the work of the GSA as it aims to practice the principles of being Good Relations with FNMI peoples, Nations, communities, and lands.*

**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.

**Speaker Pranidhi Baddam in the Chair**

**OPEN SESSION**

**Attached  
Numbered Pages**

1. Approval of the 21 June 2021 Agenda (*suggested time: 1 min*)
2. Approval of the Minutes from the 10 May 2021 GSA Council Meeting (*suggested time: 1 min*)  
*Attachment:*
  - i. Minutes from the 10 May 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 min*)

**Discussion Items**

5. Faculty of Graduate Studies and Research (FGSR) Graduate Supervisory Initiatives (*suggested time: 30 min*)  
**Anas Fassih (President) will present the item and introduce the guest.**

**Guest:** Dr. Brooke Milne (Vice-Provost and Dean, Faculty of Graduate Studies and Research)

**Attachment:**

- FGSR Graduate Supervisory Initiatives Material, as Circulated to General Faculties Council

**1 - 55 (original  
pagination)**

6. Service Excellence Transition (SET) Initiative: Student Services Centre  
**Anas Fassih (President) will present the item and introduce the guests.**

**Guests:** Melissa Padfield (Vice-Provost and University Registrar); Dr. Andre Costopoulos (Vice-Provost and Dean of Students); Raymond Matthias (Director, Student Services Centre); Deeptha Gopi, (Business Analyst, SET); Fatima Rana (Business Analyst, SET); Kristy Wuetherick (Organizational Change Management Specialist, SET)

7. Academic Restructuring Update  
**Anas Fassih (President) will present the item**

Prepared by E Heiberg for GSA Council 21 June 2021

## Action Item

8. Recommended Changes to GSA Bylaw and Policy, Section D: GSA Officers and Section Q: Collective Bargaining

**Jessica Grenke (Vice-President Labour) will present the item.**

*Attachments:*

- Outline of Issue 8.0
- Recommended Changes to GSA Bylaw and Policy, Section D: GSA Officers and Section Q: Collective Bargaining, Double Column Document 8.1 - 8.4

## Elections

9. GSA Council Elections (*suggested time: 20 min*)  
**Pranidhi Baddam (Speaker) will present the item.**

GSA Council-Elected Officer Positions

- a. Speaker and Deputy Speaker

*Attachment:*

- i. Nominees for Speaker (1 GSA Member vacancy) and Deputy Speaker (1 GSA Member vacancy) 9.0 - 9.7

- b. Chief Returning Officer and Deputy Returning Officer

*Attachment:*

- i. Nominees for Chief Returning Officer (1 GSA Member vacancy) and Nominees for Deputy Returning Officer (1 GSA Member vacancy) 9.8 - 9.13

- c. Senator

*Attachment:*

- i. Nominees for Senator (1 GSA Member vacancy) 9.14 - 9.17

GSA Standing Committees

- a. GSA Appeals and Complaints Board (GSA ACB)

*Attachment:*

- i. Nominees for the GSA ACB (1 GSA Councillor vacancy) 9.18 - 9.19

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

10. President (**Anas Fassih, President**)

- i. President's Report 10.0 - 10.2
- ii. GSA Board Report 10.3
- iii. GSA Budget and Finance Committee Report (**no written report at this time**)
- iv. GSA Equity, Diversity and Inclusion Committee Report (**no written report at this time**)
- v. GSA Governance Committee Report (**no written report at this time**)

11. Vice-President Academic (**Kathy Haddadkar, Vice-President Academic**)

- i. Vice-President Academic's Report 11.0 - 11.2

12. Vice-President External (**Mohd Tahsin Bin Mostafa, Vice-President External**)

- i. Vice-President External's Report 12.0 - 12.4
- ii. GSA Awards Selection Committee Report (**no written report at this time**)

13. Vice-President Labour (**Jessica Grenke, Vice-President Labour**)

- i. Vice-President Labour's Report 13.0 - 13.1
- ii. GSA Labour Relations Committee Report 13.2

14. Vice-President Student Services (**Paresh Kumar, Vice-President Student Services**)

- i. Vice-President Student Services' Report 14.0 - 14.2

15. Senator (**Marla Palakkamanil, Senator**)
  - i. Senator's Report (**no written report at this time**)
16. Speaker (**Pranidhi Baddam, Speaker**)
  - i. Speaker's Report (**no written report at this time**)
17. Chief Returning Officer (**Michael Huang, Chief Returning Officer**)
  - i. Chief Returning Officer's Report (**no written report at this time**)
18. GSA Nominating Committee (**Courtney Thomas, GSA Nominating Committee Non-Voting Member**)
  - i. GSA Nominating Committee Report **18.0 - 18.2**
19. GSA Elections and Referenda Committee (**Jennifer Bertrand, GSA Elections and Referenda Committee Chair**)
  - i. GSA Elections and Referenda Committee Report (**no written report at this time**)
20. GSA Management (**Courtney Thomas, Executive Director**)
  - i. Executive Director's Report **20.0 - 20.10**

#### **Question Period**

21. Written Questions (**none received**)
22. Oral Questions

#### **Adjournment**

**GSA Council Meeting MINUTES**  
Monday, 10 May 2021 at 6:00 pm  
Held online via Zoom

**IN ATTENDANCE:**

Anas Fassih (President)	Sabrina Rashid Sheonty (Councillor-at-Large)	Lauren Trafford (Educational Psychology)	Neha Jaswal (Occupational Therapy)
Kathy Haddadkar (VP Academic)	Saeed Siddik (Councillor-at-Large)	Nida-e-Falak (Electrical & Computer Engineering)	Braden Chow; Shayla Mosley (Oncology)
Mohd Tahsin Bin Mostafa (VP External)	Zhiying Wang (AFNS)	Yina Liu (Elementary Education)	Shubham Soni (Paediatrics)
Jessica Grenke (VP Labour)	Kyla Cangiano (Anthropology)	Jessica Kennedy (Human Ecology)	Nicholas Ruel (Pharmacology)
Paresh Kumar (VP Student Services)	Allan Yarahmady (Biochemistry)	Matt Ormandy (KSR)	Logan Cooke (Physics)
Pranidhi Baddam (Speaker)	Andrew Cook (Biological Science)	Teresa Kumblathan (Laboratory Medicine & Pathology)	Telisa Courtney (Political Science)
Priyanka Maripuri (Deputy Speaker)	Saveta Cartwright (Business MBA)	Kim Jones (Library & Information Studies)	Precious Amusan (Psychiatry)
Marla Palakkamanil (Senator)	Jennifer Sloan (Business PhD)	Alain Gervais (Mathematical & Statistical Sciences)	Connor Lambert (Psychology)
Amber Ali (Councillor-at-Large)	Kazuki Ueda (Cell Biology)	David Gordon (Mechanical Engineering)	Naima Riaz (Public Health)
Laura Manerus (Councillor-at-Large)	Arsh Hazrah (Chemistry)	Luthfia Friskie (Media & Technology Studies)	Kathryn Lambert (Rehabilitation Science)
Sanhita Pal (Councillor-at-Large)	Michelle Gauthier (Communication Sciences & Disorders)	Adrienne Watson (Medical Genetics)	Elena Schaefer (Renewable Resources)
Varshini Prakash (Councillor-at-Large)	Ifaz Kabir (Computing Science)	Julia May (Medical Microbiology & Immunology)	Robert Piazza (Secondary Education)
Abigail Ameley Quaye (Councillor-at-Large)	Harsimrat Kaur (Dentistry)	Danielle Munsterman (Medicine)	Lindy Schaffrick (Surgery)
Janmejay Rao (Councillor-at-Large)	Collette Slevinsky (Drama)	Leah Hrycun (Native Studies)	
Maura Roberts (Councillor-at-Large)	Jasen Aussant (Economics)	Noam Steinberg (Neuroscience)	
Md Tanzil Shahriar (Councillor-at-Large)	Gillian Robinson (Educational Policy Studies)	Mary Olukotun (Nursing)	

Guests: Kenzie Gordon (GSA Nominating Committee Chair)

Speaker Pranidhi Baddam in the Chair.

The meeting was called to order at 6:00 pm. Speaker acknowledged the Traditional Territory of Treaty Six.

**Approval of Agenda****1. Approval of the 10 May 2021 Consolidated Agenda**

Members had before them the 10 May 2021 Consolidated Agenda, which had been previously distributed on 7 May 2021. J Grenke **MOVED**; L Hrycun **SECONDED**.

Prepared by M Toghrai and F Robertson for GSA Council 10 May 2021

Motion PASSED.

**Approval of Minutes****2. Minutes from the 19 April 2021 GSA Council Meeting**

Members had before them the 19 April 2021 GSA Council meeting minutes, which had been previously distributed on 30 April 2021. L Hrycun **MOVED**; R Piazza **SECONDED**.

Motion PASSED.

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

- i. **Introduction of New GSA Council Members:** J Sloan (Business PhD); I Kabir (Computing Science); S Cartwright (Business MBA); L Manerus (Councillor-at-Large); A Cook (Biological Sciences); G Robinson (Educational Policy Studies); V Prakash (Councillor-at-Large); J Rao (Councillor-at-Large); A Ali (Councillor-at-Large); T Courtney (Political Science); S R Sheonty (Councillor-at-Large); S Pal (Councillor-at-Large).
- ii. **Farewell to Departing GSA Council Members:** None.

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

J Grenke (Vice-President Labour) and P Kumar (Vice-President Student Services) will be engaging in outreach to graduate student groups to see how the GSA could best support graduate students across campus and also support academically-employed graduate students (Graduate Research Assistants, Graduate Teaching Assistants and Graduate Research Assistantship Fellowships) as their union. Members were invited to contact J Grenke at [gsa.vplabour@ualberta.ca](mailto:gsa.vplabour@ualberta.ca) to arrange for J Grenke and P Kumar to connect with their graduate student group or students in their department to share their feedback and bring forward any issues of concern.

A Fassih (President) invited members to the GSA Spring Social with Rapid Fire Theatre on Friday, 14 May at 4 pm.

P Baddam (Speaker) announced that the GSA, to ensure it was kept abreast of changes to departmental and faculty structure in connection with the academic restructuring initiative (which could potentially affect GSA Council seats and structure), had launched a Google Form for members to complete if they became aware of such changes: <https://forms.gle/ptxe8B8SWaVD9uQNA>. It was also noted that those with concerns about academic restructuring (changing service levels in their units, staff reductions, etc) were encouraged to contact the President at [gsa.president@ualberta.ca](mailto:gsa.president@ualberta.ca).

**Discussion Items****5. GSA Board Strategic Work Plan (SWP) Consultation**

Anas Fassih (President) presented and explained that the GSA Board SWP represented the strategic priorities of his team, with a particular emphasis on advocacy priorities. Consultation for the development of the 2021-2022 SWP had thus far entailed a survey circulated via the GSA newsletter beginning on 7 May 2021, which would close on 18 May 2021, and a townhall event held on 17 May 2021. In addition to seeking feedback from members at the meeting, a GSA Council member-exclusive survey was then circulated via the Zoom chat function. It was noted that this survey would close on 18 May 2021.

In the ensuing discussion, members raised the following points among others: strategic priorities relating to the upcoming return to campus should be included in the SWP and whether this transition fell under some of the existing language in previous iterations of the SWP (it was noted that advocating on behalf of graduate students during the shifting conditions resulting from the pandemic would certainly be a high priority) and continued advocacy regarding government cuts to the University should also be a feature of the SWP (it was noted that this would be included).

**6. Academic Restructuring Update**

Anas Fassih (President) presented the item. He noted that the new college model would be effective as of July 2021 and that graduate students would soon be seeing changes in graduate administration, student services, research administration, and other areas. He also noted that students would soon be receiving information on the establishment of the student service hub, its service offerings, and its operations and procedures. He closed by noting that the GSA was hoping to invite representatives from the Service Excellence Transformation (SET) initiative to speak at GSA Council (they were also scheduled to attend an upcoming GSA Board meeting).

In the ensuing discussion, members raised a number of points including, among others, whether the Faculty of Extension was expected to be eliminated (it was possible that some of its operations could be absorbed into other units while the future functions of the downtown campus were not known if the scope of Extension was narrowed).

## **Reports**

### **7. President**

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

Members had before them a written report, which had been previously distributed on 7 May 2021. The report stood as submitted. In addition, A Fassih stated that during the first ten days into their term, the 2021-2022 executive team had mostly been going through transition and onboarding. A Fassih and K Haddadkar (Vice-President Academic) attended their regular meeting with Dean of the Faculty of Graduate Studies and Research (FGSR), Dr. B Milne to discuss the student-supervisory relationship initiative; Dr. Milne was very determined to make this project a success. It would go through FGSR Council on May 26 and onto General Faculties' Council (GFC) for a vote in the Fall. This proposal would make sure graduate students were able to conduct research in a fair environment, focused on accountability for supervisors, and would track student progress with milestones. A Fassih and K Haddadkar planned to continue to engage with all stakeholders to ensure the proposal had necessary buy-in for support as it moved through the governance process. Dr. Milne had also expressed willingness to attend a meeting of GSA Council for discussion.

A Fassih also brought forward the ongoing issue of affordable tuition to Dr. Milne, with a request for a decrease in tuition fees for advanced graduate students in both Masters and PhD programs and Dr. Milne confirmed that funding packages for grad students would remain a priority for FGSR.

A Fassih noted that consultations around exceptional tuition increases were ongoing. A Fassih asked that those impacted contact him and make their voices heard. The University claimed that the exceptional tuition increases would go back into the affected programs for improvements but there was a notable lack of consultation, which was a requirement of the Alberta Tuition and Fees regulation.

A Cook asked a series of questions about the consultation process for the student-supervisory initiative, including the issue of supervisor buy-in (whether or not training should be mandatory for supervisors), graduate student input, and how the proposal had changed over time (potentially in ways that were not to the benefit of graduate students). A Fassih and K Haddadkar emphasized that this consultation was still ongoing and graduate student feedback was still necessary and needed. This had been an ongoing GSA priority for many years and would remain so, even as it had grown and changed over time. It was also noted that Dr. Milne would be invited to attend a GSA Council meeting to speak about the initiative.

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

Members had before them a written report, which had been previously distributed on 7 May 2021. The report stood as submitted.

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

No written report at this time.

#### **iv. GSA Equity, Diversity, and Inclusion Committee Report**

Members had before them a written report, which had been previously distributed on 7 May 2021. The report stood as submitted.

#### **v. GSA Governance Committee**

No written report at this time.

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

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

Members had before them a written report, which had been previously distributed on 7 May 2021. The report stood as submitted. In addition, K Haddadkar extended her thanks to the previous Vice-President Academic, S Reddy. She reiterated the importance of the student-supervisory initiative and the need for student support of the initiative. K Haddadkar also noted that the Remote Learning Task Force Working Group agreed they need to make decisions for Fall as soon as possible for alternative course streams; teaching experiential courses had been particularly challenging. Further, at the Faculty of Graduate Studies and Research (FGSR) Policy Review Committee meeting, Dr. B Milne stressed the importance of graduate student voices and hoped representatives would diligently attend upcoming FGSR Council meetings to offer support for the student-supervisory initiative.

## 9. Vice-President External

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

Members had before them a written report, which had been previously distributed on 7 May 2021. The report stood as submitted. In addition, MT Bin Mostafa thanked A Fassih (former Vice-President External) for his help during transition and job-shadowing. He further noted that they had met with the Minister for Advanced Education, D Nicolaides, about AB 2030, which was released the previous week. Members were encouraged to share any ideas or thoughts in regards to the proposal so they could be brought forward to the Ministry. MT Bin Mostafa also attended the Clean Air Working Group meeting, where they discussed the possibility of a complete ban of smoking on campus, as well as alternative strategies. The committee would meet with GFC in June to reach a decision.

### ii. GSA Awards Selection Committee

No written report at this time.

### iii. Alberta Graduate Provincial Advocacy Council (ab-GPAC) Update to Member Organizations

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 7 May 2021. The report stood as submitted. In addition, J Grenke stated that the GSA was currently working on drafting amendments to GSA Bylaw and Policy related to the labour fund and developing the stewardship network. J Grenke announced she would be asking for a lot of engagement from members in the coming months.

A Cook asked who would fill the steward roles and how that would work. J Grenke explained that this was not known yet as regulations concerning recruitment and training were still being developed by the GSA Labour Relations Committee, GSA staff, and the GSA's labour lawyers. The proposed amendments would come to GSA Council for two readings in the coming months (before September).

### ii. GSA Labour Relations Committee

No written report at this time.

## 11. Vice-President Student Services

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

Members had before them a written report, which had been previously distributed on 7 May 2021. The report stood as submitted. In addition, P Kumar thanked the GSA staff and former executives for assistance through the transition period. During April, P Kumar shadowed the Return to Campus Safety and Logistics Committee where they discussed the University's plan to accommodate ~80-person courses while larger courses remained online. There would still be no room bookings available for the Fall. T Courtney asked if there was a contingency plan if COVID numbers kept rising and in-person learning was deemed not safe in September. P Kumar noted that this was a possibility and that it was also possible that students would be hesitant to return to campus and that the University would have to grapple with these things and rethink plans as needed. A Fassih also noted, in response to whether the return to campus was decided by the University of the government, that the University would abide by all public health measures and rely on those mandates to guide decisions. The Advanced Education Minister made an announcement that the Fall would be back to normal before the most recent spike and the government was in consultation with the University.

## 12. Senator

### i. Senator's Report

No written report at this time.

## 13. Speaker

### i. Speaker's Report

No written report at this time.

## 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 7 May 2021. The report stood as submitted. In addition, K Gordon welcomed the new Directly-Elected Officers and Councillors-at-Large and shared several vacancies on GSA committees. Some of these vacancies were very important; GSA Council members were encouraged to consider serving in these positions, particularly on the GSA Governance Committee and the GSA Board. Members were encouraged to contact K Gordon or M Brzak (GSA Elections Coordinator) with questions.

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

No written report at this time.

**17. GSA Management****i. Executive Director's Report**

Members had before them a written report, which had been previously distributed on 7 May 2021. The report stood as submitted. In addition, C Thomas reminded GSA Council members of the GSA Spring Social with Rapid Fire Theatre on Friday, 14 May and encouraged them to attend.

As a point of clarification in relation to whether members of the public could attend meetings of the Faculty of Graduate Studies and Research (FGSR) Council meetings as observers, C Thomas noted that the Terms of Reference for FGSR Council stated that "non-participating observers may attend subject to will of Council and approval of chair" and it was noted that A Fassih and K Haddadkar would follow-up with Dr. Milne about other observers attending, as the meetings were not technically open to the public. This matter would eventually progress to the General Faculties' Council, whose meetings were open to the public.

**Question Period****18. Written Questions****19. Oral Questions**

A Cook asked if the GSA Equity, Diversity, and Inclusion Committee (GSA EDIC) had a plan to interface with other, existing EDI committees at the department level, specifically those that were graduate student led. A Fassih explained that the GSA EDIC was a brand new committee (which he had not yet chaired a meeting of as President); all possibilities that might further the committee's work were open so they could certainly bring this suggestion to the members.

**Adjournment**

The meeting was adjourned at 7:28 pm.

Item No.

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

<b>Agenda Title</b>	<b>Faculty of Graduate Studies &amp; Research (FGSR) Graduate Supervisory Initiatives</b>
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**Item**

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

**Details**

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

Item No.

	<p>and academic colleagues appointed after the final approval and implementation date will be required to complete the development procedure within their first two years to retain academic adjunct status. All employees and academic colleagues appointed prior to the approval and implementation date will be automatically granted academic adjunct status and are not required to take the development procedure but are able and encouraged to do so. The net goal is to establish and maintain a strong community of practice focused on supporting supervisors and graduate students to be successful in their working relationships and graduate programs.</p> <p><b><i>[NOTE: This item has been moved to a UAPPOL Policy and related Procedure. While the format is different from the previously circulated documents, the core content remains the same.</i></b></p> <p><b><i>The Student-Supervisor Guidelines and the Progress report will remain in their current format for inclusion in the U of A Calendar, which is where all regulations related to students and their programs reside. The policy cites the completion of both requirements thus they are still connected as complementary initiatives focusing on the graduate student-supervisor working relationship.]</i></b></p> <p>(2) The <b>Student-Supervisor Guidelines</b> will ensure that newly established supervisory relationships start out strong since they facilitate discussion on topics that are important to both graduate students and supervisors including: expectations, roles and responsibilities, modes and frequency of communications/meetings, funding supports, work schedule, authorship, data collection and stewardship, IP, among others.</p> <p>(3) The <b>Progress Report</b> is completed at least once per year and provides opportunity for students to meet with their supervisors (and committee when established) to discuss academic progress, celebrate successes, identify areas needing improvement, setting new goals for the next year, and revisiting any items in the Student-Supervisor Guidelines that many have changed year-over-year. The progress report provides important feedback for students and allows supervisors to set clear expectations and timelines for improvement should progress be considered unsatisfactory.</p>
<p>Supplementary Notes and context</p>	<p>With the length of time that has passed since this item was considered at GFC Exec (May 10) and the June 7 GFC meeting, several changes have been made to the documents largely to respond to ongoing feedback received through consultation. The changes include the following:</p> <ul style="list-style-type: none"> <li>● <b>Governance Executive Summary:</b> A few minor changes to include additional consultation discussions and dates, among other changes for clarity in wording.</li> <li>● <b>FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy (new version, May 12):</b> <ul style="list-style-type: none"> <li>○ The categories in 1b have now been split into employees (1b) and academic colleagues (1c) to better differentiate and ensure inclusion</li> </ul> </li> </ul>

Item No.

	<p>of these categories. As such, in 2d, the language was changed from appointees to employees, and 2f was added to better specify the requirements for academic colleagues (from 1c), especially that the development program is encouraged but not required.</p> <ul style="list-style-type: none"> <li>○ In what was previously 1e (now 1f) - the wording was modified.</li> <li>○ In 2e, clarifying language about this special situation and the development program was added.</li> <li>○ In 4b, it was noted that concerns related to a graduate student-supervisor working relationship may also be taken to the Associate Dean (Graduate) of the disciplinary faculty.</li> <li>○ Section 3d has been revised and 3e has been added, both of which now more accurately reflect what happens when a graduate student's supervisor leaves the UofA.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Graduate Student Supervision Development Procedure:</b> The nomenclature throughout was adjusted to reflect the changes in the Policy (above), and “appointees” was changed to “employees”. Also, “members” was changed to “Graduate Student Supervisors” in 2c. The language in 3b was modified.</li> <li>● <b>Calendar Language:</b> <ul style="list-style-type: none"> <li>○ The text coloured in red under “Registration” has been expanded to better reflect the way that the registration restriction will be used. Similar language has also been included under the “Responsibilities Related to Supervision” section.</li> </ul> </li> <li>● <b>Graduate Student Supervision Development - Draft Course Design:</b> A new draft (May 10 instead of April 14) has been included. This content continues to be developed; it is still in draft form. The document has been included for information to show the planned outline and content of the development program.</li> <li>● <b>Letters of Support:</b> The addition of a Letter of Support from Marc Waddingham, GSA President 2020-2021, and a letter from the Science Graduate Student Association Council (SGSAC) were included at the beginning of the letters of support.</li> <li>● <i>Note also that when this item comes forward for approval, it will include two motions: one for the UofA calendar items (the Student-Supervisor Guidelines and the Progress Report); and, one for the UAPPOL pieces (the FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy and the Graduate Student Supervision Development Procedure).</i></li> </ul>
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**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been consulted:</i></u></p> <p><b>(1) FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy &amp; the Graduate Student Supervision Development Procedure</b></p> <ul style="list-style-type: none"> <li>● FGSR Decanal and Executive Team – ongoing</li> <li>● GSA President and VP Academic - ongoing</li> <li>● GEFAC - December 12, 2019</li> <li>● Policy Review Committee (FGSR) - January 8, 2020</li> <li>● GEFAC - January 30, 2020</li> <li>● Policy Review Committee (FGSR) - February 5, 2020</li> <li>● BLRSEC - May 29, 2020</li> <li>● GEFAC - October 22, 2020</li> <li>● Policy Review Committee (FGSR) - November 4, 2020</li> <li>● FGSR Council - November 25, 2020 (<i>Notice of Motion</i>)</li> </ul>
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Item No.

	<ul style="list-style-type: none"> <li>● GEFAC - December 3, 2020</li> <li>● UofA Legal Team/Faculty Relations (Provost’s Office) - December 16, 2020 (Consultation)</li> <li>● Vice-Provost's Council - January 11, 2021</li> <li>● Grad Program Support Team - January 28, 2021</li> <li>● Faculty Relations (Provost’s Office) - February 2021</li> <li>● BLRSEC - February 12, 2021 (Written Update)</li> <li>● PACC - February 16, 2021</li> <li>● FGSR Council - February 17, 2021</li> <li>● GEFAC - February 25, 2021</li> <li>● GFC Exec - March 8, 2021</li> <li>● Chairs Council - March 16, 2021</li> <li>● GFC Programs Committee - March 18, 2021</li> <li>● GFC - March 22, 2021</li> <li>● FGSR Council - March 24, 2021</li> <li>● GEFAC - April 1, 2021</li> <li>● Policy Review Committee - April 7, 2021</li> <li>● AASUA and Faculty and Staff Relations - April 7, 2021</li> <li>● FGSR Council - April 21, 2021</li> <li>● Policy Review Committee - May 5, 2021</li> <li>● GEFAC - May 6, 2021</li> <li>● GFC Exec - May 10, 2021</li> <li>● Faculty and Staff Relations -Spring 2021</li> <li>● Q&amp;A Meetings with Faculty Members: <ul style="list-style-type: none"> <li>○ Faculty of Native Studies - May 18, 2022</li> <li>○ Faculty of Science - May 19, 2022</li> <li>○ Faculty of Nursing - May 20, 2021</li> <li>○ Faculty of Arts - May 21, 2021</li> <li>○ Faculty of Education - May 21, 2021</li> </ul> </li> </ul> <p><b>(2) Student-Supervisory Guidelines and (3) Progress Report</b></p> <ul style="list-style-type: none"> <li>● FGSR Decanal and Executive Team – ongoing</li> <li>● GSA President and VP Academic - ongoing</li> <li>● Graduate Students Association Council - October 28, 2019</li> <li>● Policy Review Committee (FGSR) – October 30, 2019</li> <li>● GEFAC (FGSR) – October 31, 2019</li> <li>● FGSR Council – October 16, 2019</li> <li>● GFC Exec - November 4, 2019</li> <li>● FGSR Council - November 13, 2019</li> <li>● Provost's Advisory Committee of Chairs (PACC) – November 19, 2019</li> <li>● GFC - November 25, 2019</li> <li>● BHRCC – November 26, 2019</li> <li>● Statutory Deans Council – November 27, 2019</li> <li>● BLRSEC – November 29, 2019</li> <li>● Committee on the Learning Environment (CLE) - December 4, 2019</li> <li>● Graduate Students Association Council - January 20, 2020</li> <li>● Graduate Program Administrators Committee - January 29, 2020</li> <li>● Policy Review Committee (FGSR) - January 8, 2020</li> <li>● Policy Review Committee (FGSR) - February 5, 2020</li> <li>● Committee on the Learning Environment (CLE) - April 29, 2020</li> <li>● ASC-SOS - June 4, 2020</li> <li>● BHRCC - November 24, 2020</li> <li>● FGSR Council - November 25, 2020</li> <li>● GEFAC - December 3, 2020</li> <li>● Policy Review Committee (FGSR) - January 6, 2021</li> <li>● Grad Program Support Team - January 28, 2021</li> <li>● BLRSEC - February 12, 2021 (Written Update)</li> <li>● PACC - February 16, 2021</li> <li>● FGSR Council - February 17, 2021</li> </ul>
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Item No.

	<ul style="list-style-type: none"> <li>• GEFAC - February 25, 2021</li> <li>• GFC Exec - March 8, 2021</li> <li>• Chairs Council - March 16, 2021</li> <li>• GFC Programs Committee - March 18, 2021</li> <li>• GFC - March 22, 2021</li> <li>• FGSR Council - March 24, 2021</li> <li>• Graduate Program Administrators Committee - March 31, 2021</li> <li>• GEFAC - April 1, 2021</li> <li>• Policy Review Committee - April 7, 2021</li> <li>• AASUA and Faculty and Staff Relations - April 7, 2021</li> <li>• FGSR Council - April 21, 2021</li> <li>• Policy Review Committee - May 5, 2021</li> <li>• GEFAC - May 6, 2021</li> <li>• GFC Exec - May 10, 2021</li> <li>• Q&amp;A Meetings with Faculty Members:             <ul style="list-style-type: none"> <li>o Faculty of Native Studies - May 18, 2022</li> <li>o Faculty of Science - May 19, 2022</li> <li>o Faculty of Nursing - May 20, 2021</li> <li>o Faculty of Arts - May 21, 2021</li> <li>o Faculty of Education - May 21, 2021</li> </ul> </li> </ul>
Approval Route (Governance) (including meeting dates)	

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>FGSR is uniquely positioned to realize Objective 14 in <i>For the Public Good</i>: “Develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship.”</p> <p>Also, positively bolstering the student-supervisor relationship will assist with Objective 19, which is to “prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives”.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="555 1335 1531 1535"> <tr> <td data-bbox="555 1335 1073 1535"> <input type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure                 </td> <td data-bbox="1073 1335 1531 1535"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input checked="" type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success                 </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p><b>Post Secondary Learning Act</b></p> <p><b><u>(1) FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy &amp; the Graduate Student Supervision Development Procedure</u></b></p> <ul style="list-style-type: none"> <li>• Article 7.02.1 of the Faculty Agreement lists the "supervision of graduate students" as a form of "participation in teaching programs".</li> <li>• As noted in the University of Alberta calendar under Graduate Regulations, the Supervisor’s basic duties are noted under <b>Responsibilities Related to Graduate Programs: Supervisor.</b></li> <li>• Established University of Alberta policies (e.g. Discrimination, Harassment and Duty to Accommodate, or Sexual Violence).</li> </ul>			

Item No.

	<p><b><u>(2) Student-Supervisory Guidelines</u></b></p> <ul style="list-style-type: none"> <li>• The Student-Supervisor Guidelines (SSG) formalizes an existing policy currently within the GFC approved Academic Calendar. This <a href="#">policy</a> requires a meeting early in the supervisory relationship between graduate students and their supervisors to discuss and arrive at a shared understanding of a range of important topics.</li> <li>• The SSG also formalizes the “FGSR Template Conversation Checklist for New Graduate Students” that was established several years ago, and takes into account additional <a href="#">expectations on communication</a> between graduate students and their supervisors.</li> </ul> <p><b><u>(3) Progress Report</u></b></p> <ul style="list-style-type: none"> <li>• The Progress Report similarly formalizes and standardizes an existing policy within the GFC approved Academic Calendar. This <a href="#">policy mandates</a> formal regular meetings to take place at least once annually between graduate students and their supervisors (and supervisory committees when constituted). The Report also provides a template to maintain a year-over-year record of student progress that is discussed at these meetings.</li> </ul>
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Attachments:

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

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

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

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

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

## **FGSR Adjunct Academic Appointment and Graduate Student Supervision Policy**

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

### **Overview**

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

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

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

### **Purpose**

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

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

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

## **POLICY**

### **1. CRITERIA FOR GRADUATE STUDENT SUPERVISORS**

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

**2. ADJUNCT ACADEMIC APPOINTMENTS IN FGSR**

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

**3. RESPONSIBILITIES OF A GRADUATE STUDENT SUPERVISOR**

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

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

#### 4. COMPLIANCE AND COMPLAINTS

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

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

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

## **DEFINITIONS**

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

## **FORMS**

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

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

## **RELATED LINKS**

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

[UAPPOL: Recruitment Policy Appendix A](#)

[UofA Calendar: Graduate Regulations](#)

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

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

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

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

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

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

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

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

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

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

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

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

## Graduate Student Supervision Development Procedure

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

### Overview

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

### Purpose

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

## PROCEDURE

### 1. IMPORTANCE OF DEVELOPMENT

Supervisors will acquire through the development program:

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

### 2. CONTENT OUTLINE

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

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

### 3. RESPONSIBILITY FOR THE DEVELOPMENT PROGRAM

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

### **DEFINITIONS**

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

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

### **FORMS**

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DRAFT 5.0 - 10 May 2021

## GRADUATE STUDENT SUPERVISION DEVELOPMENT PROGRAM: OVERVIEW

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

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

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

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

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

[Program Detailed Module Overview](#)

[Supporting Resources by Module](#)

[Resources for Further Investigation by Module](#)

## PROGRAM: DESIGN DESCRIPTION, OBJECTIVES AND OUTCOMES

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

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

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

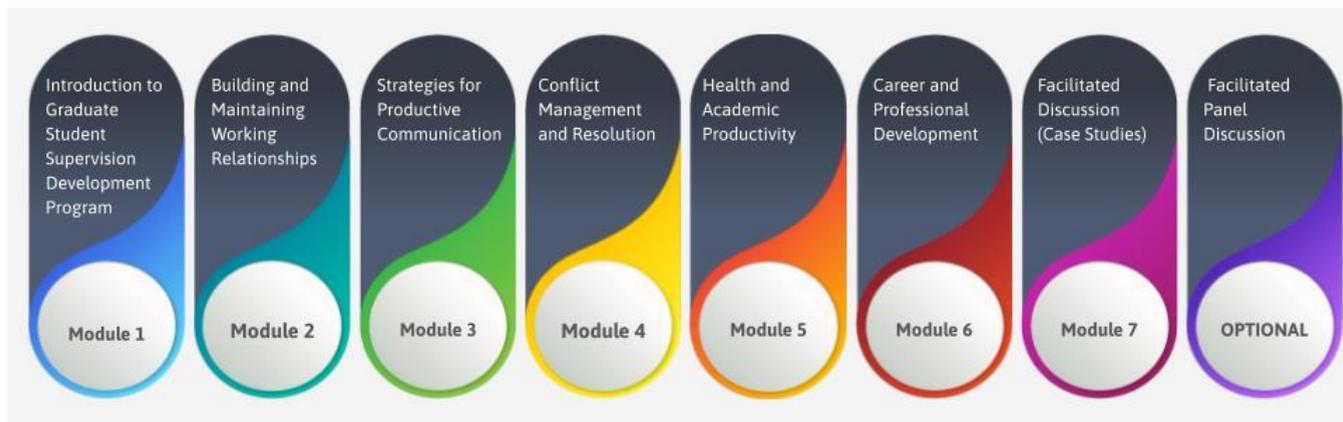
### PROGRAM OBJECTIVES

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

### INTENDED LEARNING OUTCOMES

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

## PROGRAM MODULE OVERVIEW



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

#### Objectives:

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

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

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

**TOTAL: 85 minutes**

## **MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS (Asynchronous)**

### **Objectives:**

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

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

Modified DD: 19 May 2021

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

**TOTAL: 90 minutes**

### **Campus Consultation/Design Partners**

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

Victoria Ruetalo, Associate Dean, FGSR- SSHRC

Indigenous Research Task Force

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

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

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

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

Donnell Willis, Advisor, Office of Safe Disclosure

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

Sam Pearson, Director, Sexual Assault Centre

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

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

#### **Objectives:**

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

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

Modified DD: 19 May 2021

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

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

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

**TOTAL 60 minutes**

### Campus Consultation/Design Partners

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

## MODULE 6: HEALTH AND ACADEMIC PRODUCTIVITY (Asynchronous)

### Objectives:

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

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

**TOTAL: 60 minutes**

**Campus Consultation/Design Partners**

Janice Causgrove Dunn, Associate Dean, FGSR

Sarah Flower, Manager, Health Promotion, HR

Suman Varghese, Registered Psychologist, Clinical Counselling Services

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

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

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

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

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

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

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

Tyree McCrackin, Career Advisor, Career Centre

Renee Polziehn, Director, Professional Development, FGSR

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

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

Modified DD: 19 May 2021

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

# Supporting Resources

## MODULE 1: INTRODUCTION TO GRADUATE STUDENT SUPERVISION DEVELOPMENT PROGRAM

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

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

[Acknowledgement of Traditional Territory](#)

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

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

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

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

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

[Responsibilities Related to Graduate Programs](#)

[Supervision and Examinations](#)

[Code of Student Behaviour](#)

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

[Information Document: Consensual Personal Relationships](#)

[OHS Act, Regulation and Code](#)

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

## MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS

[What is Reconciliation?](#)

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

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

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

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

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

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

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

[Duty to Accommodate Procedure](#)

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

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

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

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

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

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

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

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

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

#### **MODULE 4: CONFLICT MANAGEMENT AND RESOLUTION**

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

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

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

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

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

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

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

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

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

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

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

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

[Foundations of Responsible Research](#)

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

#### **MODULE 5: HEALTH AND ACADEMIC PRODUCTIVITY**

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

Ro, Christine, Pandemic harms Canadian grad students' research and mental health, *Nature* 18 August 2020,

<https://doi.org/10.1038/d41586-020-02441-y>

Chirikov, I., Soria, K. M., Horgos, B., & Jones-White, D. (2020). Undergraduate and graduate students' mental health during the COVID-19 pandemic. SERU Consortium, University of California - Berkeley and

University of Minnesota. <https://cshe.berkeley.edu/seru-covid-survey-reports>

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

#### **MODULE 6: CAREER AND PROFESSIONAL DEVELOPMENT**

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

# Resources for Further Investigation by Module

## MODULE 2: BUILDING AND MAINTAINING WORKING RELATIONSHIPS

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

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

[Aboriginal/Indigenous Resources](#)

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

[National Centre for Truth and Reconciliation](#)

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

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

[Resources for Supervisors, FGSR](#)

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

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

## MODULE 3: STRATEGIES FOR REGULAR, OPEN AND PRODUCTIVE COMMUNICATION

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

## MODULE 4: CONFLICT MANAGEMENT AND RESOLUTION

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

## MODULE 5: HEALTH AND ACADEMIC PRODUCTIVITY

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

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

[Mental Health Resources](#)

[Supporting Student Mental Health](#)

[Supporting Mental Health for Faculty](#)

## MODULE 6: CAREER AND PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

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

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

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

DRAFT

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

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

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

### Supervisor

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

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

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

to appropriately monitor progress in program.

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

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

### Supervisor

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

The graduate student supervisor is directly responsible for:

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

The graduate student supervisor will:

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

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

[...]

## Regulations of the Faculty of Graduate Studies and Research

[...]

### Registration

#### Registration Procedure

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

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

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

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

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

[...]

### Academic Standing

[...]

#### Minimum Faculty Requirements

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

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

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

#### Academic Probation

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

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

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

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**Change of Category**

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

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

**Required to Withdraw**

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

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

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

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

The following considerations apply:

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

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

[...]

## Supervision and Examinations

### Supervision and Supervisory Committees

#### Departmental Regulations and Responsibilities

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

#### Appointment of the Supervisor(s)

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

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

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

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

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

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

### **Supervisors on Leave**

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

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

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

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

[...]

## Eligibility for Appointment as Supervisor

### **Time Line for the Appointment of Supervisors**

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

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

### **Introductory Meetings**

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

## Eligibility for Appointment as Supervisor

### **Timeline for the Appointment of Supervisors**

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

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

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

### **Responsibilities Related to Supervision**

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

### **Completion of the Supervisor-Student Guidelines**

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

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

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

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

Dear Colleagues of the University of Alberta,

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

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

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

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

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

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

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

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

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

Kind regards,

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

Marc Waddingham

GSA President (2020 – 2021)

25-05-2021

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

Dr. Brooke Milne  
Vice-Provost and Dean of FGSR

Dr. Matina Kalcounis-Rueppell  
Dean of Science

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

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

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

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

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

Should you have any questions regarding the contents of the letter, please contact [sgsac@ualberta.ca](mailto:sgsac@ualberta.ca).

Regards,

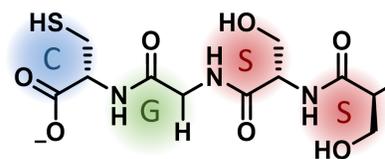


[sgsac@ualberta.ca](mailto:sgsac@ualberta.ca)

BGSA

Biology Graduate Students' Association

[bgsa@ualberta.ca](mailto:bgsa@ualberta.ca)



[cgss@ualberta.ca](mailto:cgss@ualberta.ca)



[physgpsa@ualberta.ca](mailto:physgpsa@ualberta.ca)



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[csgsa@cs.ualberta.ca](mailto:csgsa@cs.ualberta.ca)

# Supplemental Information

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

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

- **Standardised review of supervision by the students alongside the annual report**
  - We recommend a supervision review survey that is automatically e-mailed to students after submission of the June 30th Annual Report.
  - A standardized survey ensures a semi-quantitative review process and ensures that the students' feelings are not open for interpretation.
  - Example questions:
    - Do you feel safe/comfortable/supported in your research group?
    - Is your research group a supportive and collaborative environment for developing research?
    - How often do you have correspondence with your supervisor?
    - Is your supervisor prompt with written review of submitted work?
    - Are you communicating clearly with your supervisor/are you being clearly communicated to?
    - Is your supervisor facilitating opportunities for career development?
    - Is your supervisor providing adequate support for completion of your degree requirements?
  - This builds a record that can be accessed in case there is a review.
- **Clarification on the protocols in place for safeguarding students**
  - A clear protocol that protects students against discrimination during the process of reporting complaints must be developed.
    - The present system does not offer complete anonymity or protection as specific cases must be disclosed in written format, the details of which could identify the student.
    - The standardised review process outlined above facilitates systematic data collection that would leave students less vulnerable to discrimination as their individual circumstances would not have to be disclosed, but alarming behaviours would be detected.
  - Additional clarification should be provided on how disclosures of sexual harassment in supervisor-student relationship are handled and what measures are put in place to protect the student

- **Development of an Exit Survey for graduate students regarding supervision**
  - As students may be reluctant to speak out about supervisory issues during their program, an exit survey would provide space for students to provide feedback without the fear of it affecting their academic progress.
  
- **Automatic review of Faculty Membership every 3-5 years, in addition to review triggered by unsatisfactory performance of basic supervisory duties.**
  - This would align UAlberta with [UCalgary's Supervision Policy](#) of an automatic review of supervisory privileges every 5 years.
  - Extra administrative/oversight resources should be allocated within FGSR to perform this review. Reviews which involve only Deans and Provosts automatically constrain the number of reviews which can be performed.
  - Review can be done through examining feedback from supervised students, gathered through the annual survey referenced below + exit surveys.
  
- **Formation of a committee within FGSR to decide on suspension/revoking of supervisory privileges**
  - This committee should include members from different Departments (e.g. request volunteers from Departmental EDI committees) to ensure buy-in from faculty.
  - A transparent review process and clarification of what constitutes unsatisfactory behaviour should be clearly outlined for faculty and graduate students.
  
- **Members should have to take refresher courses or shorter additional courses based on program updates.**
  - A streamlined refresher course should be made available and be required for continued membership.
  - Chair and associate chair positions (e.g. point person in the department for graduate student conflicts) should be required to take the full training (including if they already have existing membership).
  
- **Shift in language of FGSR policy to remind Faculty that supervision is a privilege, not a right.**

February 22, 2021

Dear Dr. Milne,

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

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

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

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

Sincerely,

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

1-037 Li Ka Shing  
87 Avenue & 112 Street, Edmonton, AB  
Tel: 780.492.7357  
osdhr@ualberta.ca  
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March 1, 2021

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

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

Re: Letter of Support for FGSR Supervisory Initiatives

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

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

Disclosures received by the OSDHR office include allegations of:

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

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

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

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

Sincerely,

Donnell Willis

March 1, 2021

Dear Colleagues in Graduate Administration,

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

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

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

Respectfully,



Naomi Krogman  
Dean, Faculty of Environment

To Whom It May Concern,

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

Yours Sincerely,

The past executives of the Graduate Students' Association

To Whom It May Concern,

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

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

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

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

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

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

Yours Sincerely,

Fahed Elian (GSA President 2019-2020)

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

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

To Whom It May Concern,

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

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

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

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

Yours Sincerely,

Sasha van der Klein (GSA President 2018-2019)

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

To Whom It May Concern,

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

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

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

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

Yours Sincerely,

Babak Soltania (GSA President 2017-2018)

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

To Whom It May Concern,

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

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

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

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

Yours Sincerely,

Sarah Ficko (GSA President 2016-2017)

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

To Whom It May Concern,

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

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

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

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

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

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

Yours Sincerely,

Colin More (GSA President 2015-2016)

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

To Whom It May Concern,

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

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

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

Thank you for your consideration.

Yours Sincerely,

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

Monty Bal (GSA VP Labour, 2013 - 2015)

### Outline of Issue

#### **Recommended Changes to GSA Bylaw and Policy, Section D: GSA Officers and Section Q: Collective Bargaining**

##### **Suggested Motion for GSA Council:**

That GSA Council, on the unanimous recommendation of the GSA Labour Relations Committee Committee, **APPROVE** recommended changes to GSA Bylaw and Policy, Section D: GSA Officers and Section Q: Collective Bargaining, as shown in the attached double column document and effective upon approval by GSA Council.

**NOTE:** This is the first reading of proposed changes to GSA Bylaw and proposed changes to GSA Policy are presented for information. The second reading of proposed changes to GSA Bylaw and approval of proposed changes to GSA Policy will be presented at the July GSA Council meeting.

##### **Background:**

As GSA Council approved the establishment of the GSA Labour Union Fund in January 2021 and academically-employed graduate students voted to instate the collection of a union due starting 1 September 2021, it is now necessary to amend GSA Bylaw and Policy to reflect this, and also to ensure the GSA's continued compliance with applicable legislation (particularly the *Labour Relations Code* and Bill 32). Additionally, the recognition of a faculty steward system was successfully bargained for in recent collective agreement negotiations with the University and additions to GSA Bylaw and Policy, Section Q (as well as amendments to Section D) are necessary to begin the process of creating a faculty steward network (once approved, the process of filling these positions will begin).

These recommended changes to GSA Bylaw and Policy were reviewed by legal counsel from Chivers Carpenter, a firm specializing in labour relations and union matters, in order to ensure compliance with relevant provincial legislation. The GSA Labour Relations Committee then reviewed and recommended this proposal to GSA Council at a meeting on 13 May 2021. The GSA Board also reviewed the recommended changes, for information and onward transmission to GSA Council, at its meeting of 9 June 2021.

##### **Jurisdiction:**

###### Section A: Authority, GSA Bylaw, Authority, Section A.BYL.1.2

*"These Bylaws ... may be amended by two (2) two-thirds majority votes of GSA Council held on seven (7) calendar days' notice of Motion and no less than one (1) week apart."*

###### Section A: Authority, GSA Bylaw, Authority, Section A.BYL.2.2

*"GSA Policy is under the jurisdiction of GSA Council and may be amended by a simple majority vote of GSA Council at any meeting of GSA Council."*

###### Section Q: GSA Standing Committees, GSA Policy, GSA Labour Relations Committee, Section Q.POL.7.2.d

The GSA Labour Relations Committee will *"make recommendations to GSA Council with respect to GSA Bylaw and Policy on collective bargaining."*

**Recommended Changes to GSA Bylaw and Policy, Section D: GSA Officer Portfolios and Section Q: Collective Bargaining**

<b>Current Policy</b> ( <i>deletions noted by a strikethrough</i> ) and <b>Proposed Changes</b> ( <i>additions underlined</i> )	<b>Rationale/Background</b>
<b><u>GSA Policy: GSA Officer Portfolios</u></b>	<i>No change.</i>
<b>D.POL.8 Vice-President Labour</b>	<i>No change.</i>
D.POL.8.1-D.POL.8.1.c ...	<i>No change.</i>
D.POL.8.1.d The VPL, <u>in consultation with faculty stewards, where appropriate,</u> advises academically-employed graduate students and answers questions from them related to compliance with and interpretation of the CA, as well as works towards informal resolution of disputes where appropriate.	<i>Recommended change to align the portfolio of the VPL with the descriptions of faculty stewards noted below.</i>
<b><u>GSA Bylaw: Collective Bargaining</u></b>	<i>No change.</i>
Q.BYL.1.1-Q.BYL.4.2...	<i>No change.</i>
Q.BYL.4.1-4.2....	<i>No change.</i>
<u>Q.BYL.4.3 Union dues collected will be held in a restricted GSA Labour Union Fund and used solely to support the GSA's activities pursuant to the <i>Labour Relations Code</i> on behalf of academically-employed graduated students, including collective bargaining and representation of academically-employed graduate students. Union dues may be supplemented by operating funds as needed and if provided for in the GSA's annual operating and capital budget as approved by GSA Council. The GSA will not use any amount of the union dues for purposes other than those described in Section Q.BYL.4.3.</u>	<i>Recommended addition concerning the collection of union dues to ensure compliance with Bill 32; wording derived from the 18 January 2021 motion approved by GSA Council concerning the establishment of the GSA Labour Union Fund.</i>
<u>Q.BYL.4.4 Utilization and associated reporting of collected union dues will be done in compliance with the provisions of the <i>Labour Relations Code</i> and other applicable legislation.</u>	<i>See above rationale; recommended addition to ensure compliance with relevant legislation (particularly Bill 32).</i>
No further changes.	

<b>Current Policy</b> ( <i>deletions noted by a strikethrough</i> ) and <b>Proposed Changes</b> ( <i>additions underlined</i> )	<b>Rationale/Background</b>
<b><u>Q.BYL.6 Faculty Stewards</u></b>	<i>Addition of faculty stewards, as bargained for in the recent collective agreement negotiations with the University.</i>
<u>Q.BYL.6.1 Faculty stewards represent academically-employed graduate students in each faculty that has academically-employed graduate students.</u>	<i>See above rationale.</i>
<u>Q.BLY.6.2 Specific responsibilities of faculty stewards are outlined in GSA Policy.</u>	<i>See above rationale.</i>
<b>GSA Policy: Collective Bargaining</b>	
<b><u>Q.POL.6 Faculty Stewards</u></b>	<i>Addition of a section covering the roles and responsibilities of faculty stewards, as well as appointment and removal procedures, as bargained for in the recent collective agreement negotiations with the University. Descriptions are based on a review of parallel positions within other labour unions.</i>
<u>Q.POL.6.1 Appointment and Training</u>	<i>See above rationale.</i>
<u>Q.POL.6.1.a Faculty stewards representing academically-employed graduate students in each faculty that provides such employment will be appointed by the GSA Labour Relations Committee (GSA LRC) following solicitation of expressions of interest among academically-employed graduate students in a given faculty and review by the GSA LRC.</u>	<i>See above rationale.</i>
<u>Q.POL.6.1.b Faculty stewards must current GSA members, and be academically-employed graduate students at the time of appointment.</u>	<i>See above rationale.</i>
<u>Q.POL.6.1.c Once appointed, there is no term limit on service as a faculty steward and faculty stewards will notify the GSA LRC if they intend to resign from their position(s).</u>	<i>See above rationale.</i>
<u>Q.POL.6.1.d Faculty stewards will receive training from the GSA LRC.</u>	<i>See above rationale.</i>
<u>Q.POL.6.1.e Concerns or complaints regarding the conduct of faculty stewards will be addressed to the Vice-President Labour (VPL), who will consult with the GSA LRC</u>	<i>See above rationale.</i>

<b>Current Policy</b> ( <i>deletions noted by a strikethrough</i> ) and <b>Proposed Changes</b> ( <i>additions underlined</i> )	<b>Rationale/Background</b>
concerning resolution. The GSA LRC, by a simple majority vote, may remove a faculty <u>steward.</u>	
<u>Q.POL.6.2 Duties</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a Faculty stewards represent academically-employed graduate students within faculties through:</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a.i Advising academically-employed graduate students and answering questions from them related to compliance with and interpretation of the CA,</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a.ii Working towards informal resolution of disputes where appropriate,</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a.iii Bringing forward complaints and grievances to the VPL,</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a.iv Attending disciplinary meetings with academically-employed graduate students when requested by the VPL and the academically-employed graduate student,</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a.v Providing information and education about the GSA's role as a union,</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a.vi Creating a union presence within faculties,</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a.vii Mobilizing academically-employed graduate students to support the bargaining and ratification processes, and other activities, and</u>	<i>See above rationale.</i>
<u>Q.POL.6.2.a.viii Other duties as assigned by the VPL and GSA LRC.</u>	<i>See above rationale.</i>
<u>Q.POL.6.3 In representing academically-employed graduate students, faculty stewards will consult with the VPL to ensure compliance with the CA and other applicable legislation.</u>	<i>See above rationale.</i>
<u>Q.POL.6.4 Faculty stewards, if not already serving, serve on the GSA LRC as non-voting members.</u>	<i>See above rationale.</i>

Current Policy ( <i>deletions noted by a strikethrough</i> ) and Proposed Changes ( <i>additions underlined</i> )	Rationale/Background
<del>Q.POL.6 GSA Negotiating Team</del> – <u>Q.POL.7 GSA Negotiating Team</u>	<i>Renumbering.</i>
<del>Q.POL.6.1-6.2.c ...</del> <u>Q.POL.7.1-6.2.c ...</u>	<i>No changes aside from renumbering.</i>
<del>Q.POL.7 GSA Labour Relations Committee</del> – <u>Q.POL.8 GSA Labour Relations Committee</u>	<i>Renumbering.</i>
<del>Q.POL.7.1</del> <u>Q.POL.8.1.ε</u> <del>Q.POL.8.1</del> <u>Q.POL.8.2.c</u> ...	<i>No changes aside from renumbering.</i>
<u>Q.POL.8.1.d</u> Faculty stewards not already serving as non-voting members.	<i>Recommended addition of faculty stewards to the membership of the GSA LRC.</i>
<del>Q.POL.7.2</del> <u>Q.POL.7.2.a</u> <del>Q.POL.8.2</del> <u>Q.POL.8.2.a</u> ...	<i>No changes aside from renumbering.</i>
<u>Q.POL.8.2.b</u> <u>Appoint and provide training to faculty stewards.</u>	Recommended incorporation of responsibilities associated with the appointment and training of faculty stewards into the mandate of the GSA LRC.
No further changes aside from renumbering.	

**GSA NOMINATING COMMITTEE (GSA NoC)****SPEAKER (ONE (1) POSITION FOR A GSA MEMBER) and DEPUTY SPEAKER (ONE (1) POSITION FOR A GSA MEMBER): FOUR (4) NOMINEES FOR SPEAKER AND ONE (1) NOMINEE FOR DEPUTY SPEAKER**

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 advertised in the GSA newsletters of 7, 14, 21, and 28 May, and 4 and 11 June 2021, with a deadline of 16 June 2021. Four (4) nominations were received for the position of Speaker. One (1) nomination was received for the position of Deputy Speaker.

**There will be an electronic vote held at the 21 June 2021 GSA Council meeting to elect the Speaker and Deputy Speaker for 2021-2022.**

*If you and your alternate are unable to attend the Monday 21 June 2021 meeting of GSA Council and would like to cast an electronic vote for this position, you must contact the GSA Elections Coordinator ([gsanomco@ualberta.ca](mailto:gsanomco@ualberta.ca)) BEFORE 3:00 PM on Monday 21 June 2021 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. ‘None of the Candidates’ will also be considered a nominee.**

**Speaker**

1. Lauren Hill (Political Science)
2. Tiffany Kung (Psychology)
3. Sanhita Pal (Mechanical Engineering)\*
4. Janmejy Rao (Mechanical Engineering)\*

\*Please note that Sanhita Pal and Janmejy Rao currently serve on GSA Council as Councillors-at-Large and are aware that they would need to resign those positions should they be elected as Speaker.

**Deputy Speaker**

1. Sana Amjad (Obstetrics and Gynaecology)

**Jurisdiction:**

GSA Bylaw and Policy, Section D: GSA Officers, Council-Elected Officers, Election of Senator, Section D.BYL.3.1.e  
*“The Speaker, Deputy Speaker, CRO, and DRO will be elected by a simple majority vote of GSA Council.”*

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.”*

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

*“Prior to forwarding the names of nominees for GSA Council-Elected Officer positions, the GSA NoC will review the resumes and bios received with reference to eligibility criteria as set out in GSA Bylaw and Policy and will forward the names of nominees who meet the eligibility criteria to GSA Council.”*

**Biographies and brief resumes of the nominees for Speaker and Deputy Speaker are BELOW on pages 9.2-9.7. Biographies and brief resumes are presented as received (ie not edited).**

### 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 CRO, DRO, Speaker, Deputy Speaker, members of the GSA Nominating Committee, members of the GSA ACB [GSA Appeals and Complaints Board], and members of the GSA ERC will remain neutral and not serve as a Campaign Volunteer for any candidate whatsoever” in an election (Section I: Elections, GSA Policy, Elections, Section I..POL.10.9) and “not serve as a Campaign Representative or Campaign Volunteer for any ‘Yes’ or ‘No’ campaign whatsoever” in a referendum (Section J: Referenda, GSA Policy, Referenda, Section J.POL.11.4).

**Nominations for SPEAKER  
(ONE (1) VACANCY FOR A GSA MEMBER)  
Four (4) Nominees**

**1. Lauren Hill**

<b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b>	N/A
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<b>Statement of Interest</b>
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Firstly, serving as Chair and Speaker for various organizations during my time at McGill, I have become adept at presiding over meetings of various nature and various governing bodies. I maintain impartiality in all aspects of my positions in which such was required, including during meetings, as to ensure fruitful debate and discussion. With my knowledge of Robert’s Rules of Order (newest edition), Code Veronneau, as well as creating and abiding by various Standing Rules, I am a strong and capable chair, maintaining order and decorum during all meetings I oversee, and ensuring that such meetings remain safe and productive spaces for all matters. My skillset and experience in impartiality and leading meetings makes me an ideal candidate for the GSA Speaker position.

Overseeing various governing bodies of various organizations, my flexibility and transferability in this capacity would ensure a seamless transition if selected to serve in a similar position within the GSA. Serving as Recording Secretary for two years for SSMU, I have become adept at reviewing sets of minutes, ensuring that they are complete and accurate, prior to distribution for approval. My experience in this capacity would ensure accuracy and precision at GSA Council meetings.

Similarly, as Speaker for two different student organizations, I have been responsible for setting meeting agendas and preparing all documents for approval and consideration for meetings of various governing bodies. In this capacity, I am familiar with the agenda-drafting and setting processes, and would be able to fulfill a similar expectation with the GSA.

Also as part of my position as Speaker (SSMU), I served as co-chair of the Accountability Committee, which included overseeing the confidentiality ‘portfolio.’ With this, as well as my familiarity in overseeing matters and discussions of highly confidential nature, I am well-versed in my understanding of confidentiality and necessity. Serving as Accountability Committee co-chair, I maintained confidentiality at SSMU through collecting all confidentiality agreements, and responding to and investigating breaches of confidentiality, easily transferrable experience to the duties expected of the GSA Speaker.

As part of my work as the Governing Documents Researcher, I was responsible for researching all Canadian university student society governing documents and structure, including the Graduate Students’ Association of the University of Alberta. My pre-existing familiarity and knowledge in such documents and structure would provide for a seamless transition, if appointed to this position.

Lastly, I also have extensive knowledge and experience navigating, advising, and archiving of numerous governing documents. My proficiency in understanding and utilizing such documents would further my understanding of the GSA, my role within it, and better outfit me with the experience needed to ensure the regular and active archiving and updating of the GSA’s various governing documents. Although I may be new to the University of Alberta, my preliminary review and knowledge of the GSA, its structure and governing documents, as well as my extremely transferrable knowledge and experience in these areas makes me a suitable candidate to fulfill the position of Speaker.

<b>Bio</b>
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My name is Lauren Hill, and I am an incoming MA candidate in Political Science. As part of my MA degree, I seek to complete a thesis on contemporary Saskatchewan political culture, and how it has shifted in the twenty-first century, with the arrival of mainstream right-wing movements, and the new role of Canadian federalism. Originally from Saskatoon, Saskatchewan, I have spent the past three years at McGill University, completing a Bachelor of Arts (Honours) degree in Political Science and History. Besides academics, at McGill, I was heavily involved in student life, being a part of numerous on-campus organizations and clubs. The highlight of my undergraduate degree was my involvement with the

<p>Students' Society of McGill University (SSMU). I worked in three different positions during my time at SSMU, and discovered my love for governance, parliamentary procedure, governing documents, and student government. This was furthered in my participation with various other student societies/associations. Beyond this, I was also extremely involved in the areas of multimedia, communications, and marketing, taking on different roles within various organizations to reflect such an interest. In my spare time, I enjoy reading historical biographies, spending time with my two dogs, Shakespeare and Grace, and visiting restaurants and cafes! Governance-wise, I spend my time providing governance and parliamentary procedure to various organizations and groups, and am currently studying to write the Registered Parliamentarian examination.</p>
<p><b>Summary Resume</b></p>
<p>For the past two years, I have served as Speaker of Legislative Council and Chairperson of the Board of Directors for the Students' Society of McGill University (SSMU). In this position, I preside over all meetings of the Legislative Council, Board of Directors, and General Assemblies in a fair and impartial manner in both English and French. In this position, also serve as the Chair of the Steering Committee, and am responsible for reviewing and advising on all Legislative Council resolutions and motions, as well as preparing all documents for meetings of SSMU's various governing bodies. I also provide orientation and training on SSMU's governing documents, Robert's Rules and parliamentary procedure, and SSMU governance to all SSMU Executives, Councillors, Senators, and campus media. I also am responsible for finalizing all governing body documents (approved minutes, motions and reports), and publicizing the decisions made. Lastly, I serve as the co-chair of the Accountability Committee, being responsible for responding and investigating Accountability complaints, and oversees conduct of annual accountability survey, surveying performance of Councillors and Executives, as well as upholding confidentiality. Similarly, I also served as the Recording Secretary for SSMU for two years, taking minutes for a variety of meetings, including Executive Committee, Legislative Council, Board of Directors, and General Assemblies. Also with SSMU, I served as the Governing Documents Researcher. In this position, I researched university student associations and their respecting governing bodies and documents. With this, I oversaw the development, creation, implementation, and overhaul of various governing documents and policies of SSMU, including the Constitution, as well as a representative Code of Conduct. Lastly, I advised Officers, Councillors, and Senators on policy, resolution, and governing document creation and improvements. For the 2020-2021 academic year, I also served as the Speaker of Council for the Science Undergraduate Society. In this position, I presided over all General Council and General Assemblies meetings in a fair and impartial manner, and in accordance with the Standing Rules and Robert's Rules. With this, I utilized Robert's Rules and governing documents to maintain the order of Council. Similarly, I also oversaw training for all SUS Councillors on Robert's Rules, parliamentary procedure, and SUS governance. Lastly, I was a member of the Constitutional Affairs Committee, advising and assisting departmental associations in amendments to departmental governing documents. Outside of my formal work experience, I also have significant freelance experience. Indeed, I have worked with a number of McGill faculty associations, non-profit organizations, and private businesses on trainings for Robert's Rules of Order and governing documents. Similarly, I have served as interim and substitute chairs for various faculty association and McGill administration meetings. Lastly, I have served as an advisor to numerous faculty associations and non-profit organizations on the drafting and implementation of various governing documents.</p>

**2. Tiffany Kung**

<p><b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b></p>	<p>Graduate Psychology Association (GPA)</p>
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<p><b>Statement of Interest</b></p>
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<p>In the past year (2020-2021) I was able to serve on the FGSR council, which allowed me to glean deeper insight to student governance on the UAlberta campus. Through this experience, I was able to realize the depth of involvement that is possible with student governance, and this sparked my interest for further involvement! Through my experience with executive committees, I am familiar with the co-operation and communication needed for a facilitatory role like the Speaker, making me a great fit for the position. Although I've never facilitated a committee as large as the GSA Council, my position as President on multiple committees has involved me chairing and overseeing meetings to ensure proper flow. Lastly, I have familiarity with Robert's Rules of Order, which will also aid me in the position.</p>
<p><b>Bio</b></p>
<p>I am a thesis-based MSc. Student entering my second year in the Psychology department. I have been researching with the University since 2016, and early exposure to wet lab research led me to pursue my current Master's degree, with an interest in pursuing a PhD. This year, I was able to volunteer as an FGSR Councilor, as well as Co-Chair for the Graduate Psychology Association. Through a colleague, I was notified of this opportunity and I believe it perfectly fits my interest in student governance. Specifically, I am most interested in campus involvement in an informatory capacity, and I believe the position of Speaker is perfect for what I hope to gain from student governance on campus.</p>
<p><b>Summary Resume</b></p>
<p>Throughout my university career, I have constantly been involved in smaller scale student governance. Throughout my undergraduate degree, I was privileged to serve on a number of executive committees, including as VP academic for the Neuroscience Students Association (2019-2020), VP External for the Friends of MSF club (2017-2020), and President for the Fundraising for Animals club (2018-2020). Many of these have been in facilitatory roles overseeing smaller committees. Since entering graduate studies, I have served as co-President for the Graduate Psychology Association as well on the FGSR council (2020-2021). I have also served on the fundraising committee for Second Chance Animal Rescue Society (2017-2021), which has provided me an example of a more professional environment of collaboration, similar to what I expect from GSA council. These experiences have given me experience in moderating discussions, which is directly relevant to this position. Lastly, in my capacity with the FGSR council, although limited, I have been able to experience student governance at the University, which will aid be in adjusting to this position.</p>

3. Sanhita Pal

<p><b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b></p>	<p>Councilor-At-Large, GSA Student Member General Faculties Council (GFC) International Students Association (ISA)</p>
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<p><b>Statement of Interest</b></p>
<p>I am running for the position of speaker at GSA because I am passionate about it. I love the role and duties of the speaker. I have loved doing similar things before and love the idea of continuing to do so. I have had extensive experience of hosting live events on stage (in front of 500 to 1000 people) beginning from my schooling and undergraduate years until now where, as the Vice-President of Graduate Affairs at ISA, I chair regular department meetings and look after the entire proceedings. I believe my previous experience has greatly improved my communication, speaking, leadership skills and make me a perfect fit for this position.</p>
<p><b>Bio</b></p>
<p>I am Sanhita Pal, a first-year Master of Sciences (MSc) Student in the Department of Mechanical Engineering. I am working on the development of magnetic high entropy alloy (HEA) coatings using cold spray under the supervision of Dr. Andre McDonald. My research interests extend to Additive Manufacturing and Computational Materials Engineering in addition to Surface Technology and I am looking forward to working on an amalgamation of these fields in the future. When I am not working, I</p>

love to engage in profound conversations relating to nature, science, mythology and Pokemon. I am also an avid reader and I take a deep interest in human psychology.

### Summary Resume

I am originally from Kolkata, India and I have moved to Canada earlier in January 2021. I have completed my Bachelor of Technology (B.Tech) in Metallurgical and Materials Engineering, from the National Institute of Technology (NIT), Durgapur, India in July 2020 and then decided to pursue a Master's degree. I have had the opportunity to visit the University of Alberta previously as a MITACS Globalink Research Intern in 2019. I had an amazing experience here which further motivated me to pursue my graduate studies here at UofA. I am passionate about research and I have the experience of working on a variety of topics ranging from Molecular Dynamics to Water Purification. I have also had the privilege of working as an intern at the Indian Institute of Technology (IIT) Kharagpur, India in 2018 and the Max-Planck-Institut für Eisenforschung GmbH, Germany, in 2020.

I have extensive volunteering experience during my schooling and undergraduate years, and I am happy to have been able to continue the same during my graduate studies. In school, I had the privilege of getting elected to and serving in the Students Council for four consecutive years in middle and high school and the Middle School Captain in 2011. During my tenure as the school captain and class leader, I had been responsible for organizing and hosting events like debates, quizzes, extempore, drama, annual sports, annual exhibition, parent's day. Thus, I have a great deal of experience with public speaking, hosting and organizing formal and informal events.

During my undergraduate years, I have been a part of the Entrepreneurship Cell, Centre for Cognitive Activities which organized events like Start-Up Fair, Ripple Effect, the annual B-Plan and a host of other events. I have acted as the Fest Coordinator for AAROHAN which holds the reputation of being the second-largest Techno-Management Fest in Eastern India. I have also been a part of the Debating Society and worked as a Radio and Video Jockey in 'Radio Nitroz' (a successful LAN/Internet-based radio) and coordinated various non-technical, events throughout the year. Besides this, I have served as the Class Representative for the last four years with the motto to create a better understanding between teachers and students. I have worked actively to put forward the expectations of the students and have been successful in getting most of our requisites met. I tried maintaining a congenial atmosphere in my department wherein people help and support one another. Of late I have been working as the Director of Advocacy and Outreach Co-Ordinator, Graduate Affairs, International Students Association (ISA) and I am presently, the Vice-President, Graduate Affairs at ISA. This position has further prepared me perfectly to serve as the Speaker at GSA and I am hoping to give my best if elected.

#### 4. Janmejy Rao

<b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b>	Councilor-At-Large GSA Councilor at ISA
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### Statement of Interest

Organizational capacity and the ability to work with the group and lead them are essential in running any organization. My experiences as General Secretary of Academic Affairs at IIT Goa gave me an important insight into efficiently organizing and running institute-wide council meetings.

Another essential quality that I believe I can offer for this position is my passion for public speaking. I have extensive experience in public speaking and was part of a debate team representing my Bachelor's Institute.

### Bio

I am Janmejy Rao, a master's student in Mechanical Engineering at the University of Alberta. I believe that somewhere in all of us is the power to change the world. Based on this belief, I live my life. I believe in and strive for progressive change with one community at a time.

<b>Summary Resume</b>
<p>Being an avid team player and handling responsible positions at various international organizations, I am good at academics and extracurricular activities. I was a topper at Mechanical Department, IIT Goa (Awarded Institute Medal), and currently holding a GPA of 3.9 at UofA. In my professional experience (during my Bachelor's), I have worked with several international organizations such as Canadian Light Source, Homi Bhabha National Institute, and Saskatchewan University. Recognizing my Academic and Leadership qualities, the Government of India selected me to be part of the Indian Youth Delegation to China (Official Summit).</p> <p>My extensive experience as a volunteer is listed below:</p> <ul style="list-style-type: none"> <li>• Councillor-At-Large, GSA, UofA</li> <li>• Graduate Councillor, International Student Association, UAlberta</li> <li>• Director of Graduate Affairs and Management, ISA, UAlberta</li> <li>• Member of Students Senate Advisory Committee, IIT Goa</li> <li>• Internship Cell Overall Co-ordinator, IIT Goa (Sept 2017-18)</li> </ul> <p>Apart from this, I organized blood donation camps and organ donation awareness events at my Bachelor's Institute. I was also actively involved in teaching microcontrollers and coding to school students at Ponda Village in Goa (for tech awareness).</p>

**Nomination for DEPUTY SPEAKER  
(ONE (1) VACANCY FOR A GSA MEMBER)  
One (1) Nominee**

**1. Sana Amjad**

<b>Other governance bodies you currently serve on (whether GSA or UAlberta)</b>	N/A
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<b>Statement of Interest</b>
<p>I have more than 5 years' experience of organizing, managing and moderating working group meetings. In my work experience as research assistant (2019-Present), project coordinator (2016-2018) and teaching assistant (2016-2017) at the University of Alberta I have gained excellent time management and communication skills. As research assistant, I am responsible for planning, leading and coordinating different research activities in collaboration with the project team. In my role as project coordinator, I have organized international and provincial working group meetings and facilitated collaborative relationship between project team, international associates, Statistics Canada and funding agencies. In addition, in my experience as teaching assistant (TA) I have moderated in-class sessions and activities by utilizing leadership and effective communication skills. The people management skills gained through my work experience will be valuable to serve as GSA deputy speaker and provide assistance to the speaker as required. As a MSc student and teaching assistant I got familiarized with the work GSA does on behalf of students and really appreciated GSA's stance and opposition towards the tuition increase. I look forward to contribute towards GSA's initiatives to support and advocate on behalf of the graduate student community.</p>
<b>Bio</b>
<p>I am a first generation immigrant fluent in both English and Urdu. After doing my MD from Pakistan I worked as a general physician for a year and decided to pursue a Master's in public health to enhance my understanding of population health and hone my research skills. I consider myself a perinatal health researcher with expertise in both quantitative and qualitative research methods. On a personal note, I enjoy reading ancient history books and political fiction.</p>

**Summary Resume**

I am an MD with a MSc degree in Public Health specializing in global health. I am a first year doctoral student in the department of Obstetrics and Gynecology at the University of Alberta. My research has focused on highlighting the role of social determinants of health such as residence, socioeconomic status, ethnicity as precursor to inequalities in maternal and perinatal health and using this knowledge to support evidence based practices. I have volunteered with Assist Community Services Centre and organized after-school activities and workshops for youth aged 11-15 years to promote problem solving skills, healthy values and self-confidence. I have also volunteered with Canadian Diabetes Association as community health promoter.

**GSA NOMINATING COMMITTEE (GSA NoC)****CHIEF RETURNING OFFICER (CRO) (ONE (1) POSITION FOR A GSA MEMBER) and DEPUTY RETURNING OFFICER (DRO) (ONE (1) POSITION FOR A GSA MEMBER): ONE (1) NOMINEE FOR CRO AND ONE (1) NOMINEE FOR DRO**

As per GSA Bylaw and Policy, the GSA NoC will open nominations for 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 advertised in the GSA newsletters of 7, 14, and 21 May, and 4 and 11 June 2021, with a deadline of 16 June 2021. One (1) nomination was received for the position of CRO. One (1) nomination was received for the position of DRO.

**There will be an electronic vote held at the 21 June 2021 GSA Council meeting to elect the CRO and DRO for 2021-2022.**

*If you and your alternate are unable to attend the Monday 21 June 2021 meeting of GSA Council and would like to cast an electronic vote for this position, you must contact the GSA Elections Coordinator ([gsanomco@ualberta.ca](mailto:gsanomco@ualberta.ca)) BEFORE 3:00 PM on Monday 21 June 2021 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. ‘None of the Candidates’ will also be considered a nominee.**

**CRO**

1. Muneeb Mohiuddin (Civil & Environmental Engineering)

**DRO**

2. Sophie Shi (Materials Engineering)

**Jurisdiction:**

GSA Bylaw and Policy, Section D: GSA Officers, Council-Elected Officers, Election of Senator, Section D.BYL.3.1.e

*“The Speaker, Deputy Speaker, CRO, and DRO will be elected by a simple majority vote of GSA Council.”*

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.”*

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

*“Prior to forwarding the names of nominees for GSA Council-Elected Officer positions, the GSA NoC will review the resumes and bios received with reference to eligibility criteria as set out in GSA Bylaw and Policy and will forward the names of nominees who meet the eligibility criteria to GSA Council.”*

**Biographies and brief resumes of the nominees for CRO and DRO are BELOW on pages 9.12-9.13. Biographies and brief resumes have been attached as received (ie not edited).**

**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.”

**Nomination for CHIEF RETURNING OFFICER  
(ONE (1) VACANCY FOR A GSA MEMBER)  
ONE (1) Nominee**

**Muneeb Mohiuddin**

<b>Statement of Interest</b>
<p>Aspiring to hold a responsible position of the Chief Returning Officer (CRO) at GSA, University of Alberta. My decision to seek acceptance in your confederation is a direct result of my desire to contribute to the development of leadership training in the institution, aiming towards improving the required qualities. A hardworking, passionate, and energetic student who is driven and can meet strict deadlines. To study in detail and develop the acumen and skillset required to recognize and overcome obstacles encountered during my training. I have always been one step ahead in all the subjects because of my unrelenting zeal and curiosity to know more and learn more. Have sufficient oratory skills to address huge gatherings in diversified fields. Have proficiency in dealing with detrimental and unfortunate situations. Expertise in providing comprehensive support in busy work environment. Participated in different elocutions and debates conducted at school, junior college and undergraduate college levels. Ramped up and established teamwork whilst conducting the abovementioned events at the institutions I have been part of. I possess plenty of writing skills prompting me to participate in different competitions of the subject. I was always appreciated among peers and faculty for my honesty and sincerity.</p>
<b>Bio</b>
<p>I am Muneeb your simple kind of person, with nothing too fancy, just love for people, solving problems, making things better, doing all I can. I pursued my undergraduate degree in Civil Engineering from Muffakham Jah College of Engineering and Technology (MJCET) affiliated to Osmania University, Hyderabad, India which is one of the best institutes in the country for technical education and is reckoned next to IIT's in stature and standing. After gaining a remarkable 8.1 GPA in my bachelor's degree, I stand among the college's top 5% in academics. My father always said, "hard work beats talent when talent fails to work hard" and this has been my motto throughout my life. Scoring a first-class 6.5 GPA in my 10th grade ICSE board exam and an exceptional 9.5 GPA in my 12th grade intermediate board exam while simultaneously excelling in sports bringing accolades to my school in relays, soccer and cricket prove my dedication towards everything I do and my ability to assign the right priority to every task that I take up. I was one of the best orators of my school, representing my institution at national level games several times and bringing awards every time.</p>
<b>Summary Resume</b>
<p>I am extremely obliged and feel responsible enough to hold the position. As, I have gained experience by working with various student organizations during my undergrad and school level. I have served as the Chief-Coordinator for one of the renowned student chapters of MJCET "Orators' Club". The club empowers students to become brilliant communicators and confident leaders, while providing an opportunity for every individual to showcase their prodigious talents. As the chief-coordinator, I have conducted various events at the college level and district level, which was received by the enormous student turnout and applauded by the college management and students alike. I have used my position to conduct many seminars in which I have taught freshmen, sophomores and seniors' various oratory and soft skills. Under the counsel of English Department, MJCET and with a bunch of talented team members of the Editorial Board, I composed, edited and released the first edition of literary magazine "Vestige"- A silhouette ranging from lighthearted themes to mystic and political poems, conveying a spectrum of ideas and opinions as on social, political, personal and technical topics. Furthermore, I have worked as the Director of Events and Marketing for the nationwide student organization "Entrepreneurship Cell"- A hub set up to foster entrepreneurship among the students. In addition to that, I was an organizing committee member of the Indian Concrete Institute (ICI) and a member of the Institute of Engineers India – Civil (IEI). I contrived a working replica of Singapore Changi Airport in my sophomore year, and it was displayed in the yearly expo of MJCET "ADSOPHOS". I was given the award of the most innovative project from a turnout of around 200 participants. In my junior year, I curated the one-day symposium "INSPIRO-ENVIRON" a statewide event conducted to spread awareness about eco-friendly and smart buildings. At the beginning of the year 2019, I joined Speakers of Hyderabad interning as a supervisor of Drama and Theatre for 3 months. As a part of this internship program, I got a firsthand experience to direct and</p>

nurture a party dedicated to the love and beauty of theatrics. After vesting all our ideas, we as a group of artists came up with a humorous yet inspirational skit and performed it before the 1000 delegates at the SOH SUMMIT. I can manage the priorities and the assigned tasks with utmost conviction.

**Nomination for DEPUTY RETURNING OFFICER  
(ONE (1) VACANCY FOR A GSA MEMBER)  
ONE (1) Nominee**

**Sophie Shi**

<b>Statement of Interest</b>
<p>The experience and skills I gained through my work in the 2021 GSA election as the DRO will be an asset to my work in this position. I have been and continue to be involved and passionate about being part of the campus community. This has been demonstrated through my work and volunteer experiences throughout my undergraduate and graduate degrees.</p> <p>In my term as the DRO during the last election, I became familiarized with the election procedures, GSA bylaws, and election timelines. This experience will allow me to continue in this position and assist the CRO in their duties more effectively and efficiently.</p>
<b>Bio</b>
<p>I was born in China and moved to Canada when I was 5 years old and have lived in Edmonton ever since. I attended the University of Alberta from 2016-2020 and completed a BSc in Materials Engineering with a Mathematics Minor.</p> <p>Currently, I'm pursuing a Master of Science in Materials Engineering and am working on a project involving electrochemical sensors using nanoparticles and enzymes. I also work as a Teaching Assistant in my department and a private tutor as a part-time job outside of school. In the future, I hope to pursue a career in research and teaching.</p>
<b>Summary Resume</b>
<p>During my graduate degree, I have volunteered with several student groups, including WISEST as an activity leader at their various conferences for young students, and with SOS as the VP Education, coordinating review classes for first-year courses at the U of A. I also worked as a Resident Assistant in Graduate Residence and focused on fostering relationships between graduate students during the pandemic when it was difficult to meet new people.</p> <p>During my undergraduate degree, I worked as an InfoLink Peer Advisor with the Students' Union, providing customer service to the university's students, staff, and visitors. I also volunteered for several initiatives promoting science to women and non-binary young students, including with the Faculty of Engineering as an outreach volunteer, TeamUP Science as the VP Events, Engineers Without Borders, Let's Talk Science, and WISEST.</p>

**GSA NOMINATING COMMITTEE (GSA NoC)  
SENATOR (ONE (1) POSITION FOR A GSA MEMBER): TWO (2) NOMINEES**

Information regarding the vacancy for one (1) GSA Senator position was circulated via the GSA newsletter on 14, 21, and 28 May, and 4 and 11 June 2021 with a nomination deadline of 16 June 2021. Two (2) nominations were received.

**Duties**

“The Senator is the GSA’s representative to the University of Alberta Senate” (Section D: GSA Officers, GSA Policy, GSA Officers, Section D.BYL.3.3.b)

“All GSA Council-Elected Officers and Deputies are non-voting members of GSA Council” (Section D: GSA Officers, GSA Policy, GSA Officers, Section D.BYL.3.3.e)

“The Senator is a non-voting member of the GSA Board (Section F: GSA Standing Committees, GSA Policy, GSA Standing Committees, Section F.POL.3.1.d)

**Qualifications**

“The Senator should have prior experience acting as a representative for the GSA and/or as a liaison with bodies external to the University” (Section D: GSA Officers, GSA Policy, GSA Officers, Section D.POL.11.2.a)

**There will be an electronic vote held at the 21 June 2021 GSA Council meeting.**

*If you and your alternate are unable to attend the Monday 21 June 2021 meeting of GSA Council and would like to cast an electronic vote for this position, you must contact the GSA Elections Coordinator ([gsanomco@ualberta.ca](mailto:gsanomco@ualberta.ca)) BEFORE 3:00 PM on Monday 21 June 2021 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. ‘None of the Candidates’ will also be considered a nominee.**

1. Peter Isesele (Agricultural, Food and Nutritional Science)
2. Marla Palakkamanil (Public Health)

**Jurisdiction:**

GSA Bylaw and Policy, Section D: GSA Officers, Council-Elected Officers, Election of Senator, Section D.BYL.3.2.d

*“The Senator will be elected by a simple majority vote of GSA Council.”*

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.”*

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

*“Prior to forwarding the names of nominees for GSA Council-Elected Officer positions, the GSA NoC will review the resumes and bios received with reference to eligibility criteria as set out in GSA Bylaw and Policy and will forward the names of nominees who meet the eligibility criteria to GSA Council.”*

**The biographies and brief resumes received for the two (2) nominees are BELOW on pages 9.15-9.17. The biographies and brief resumes are presented as received (ie not edited).**

**Nominations for SENATOR  
(ONE (1) VACANCY FOR A GSA MEMBER)  
Two (2) Nominees**

**1. Peter Isesele**

<b>Statement of Interest:</b>
The skills I've gained from my volunteer experience as a Graduate Student Union Senate Representative in my former University during my masters degree will benefit the GSA and their interest in University of Alberta senate meetings. I am exceptionally experienced in attending University Senate Meetings which would serve as an asset to represent the GSA in these meetings. I have good communication and presentation skills which enables me to report to associations that I represent.
<b>Bio:</b>
I was born and raised in Nigeria. I had my undergraduate degree in Biochemistry (2014) in Nigeria, after which I came to Canada in 2017 for my masters degree at Memorial University, St John's, Newfoundland. While I was at Memorial University, I served in various committees at the department, faculty, and Graduate Student Union level. I also served in Graduate Student Welcome event for new students. Even though I had busy schedules working in the lab, I was able to create out time to participate and volunteer in various committees at the Graduate Student Union. I was given awards for exceptional volunteering in the university community. I moved to Edmonton in Jan 2020 to start my PhD. Currently, I serve as the Human Nutrition division representative at the AFNS Graduate Programs Committee.
<b>Summary Resume:</b>
I am second year PhD student in the Department of AFNS (Human Nutrition division). My research is focused on investigating the beneficial effects of fish oil in reducing complications in cancer patients. I work in Dr. Mazurak's lab with other graduate students and post-doctoral fellows. Between my masters and PhD, I worked as a Research Assistant at Memorial University before moving to Edmonton to start my PhD. In the winter semester 2021, I was a Teaching Assistant for NUFS 356 course (nutrition across life span). I am available to represent the interest of the Graduate Student in the University of Alberta Senate Meetings. I have excellent reporting skills, which I gained during my position as a Graduate Senator in my former University, when I had to report to the Graduate Student Board the updates from the Senate Meetings.

**2. Marla Palakkamanil**

<b>Statement of Interest:</b>
I would welcome the opportunity to continue my tenure as GSA Senator. Over the past year, I have had the privilege of representing and advocating for graduate students on the Senate. By voicing concerns and challenges to my fellow Senators and other leaders in our community, I have played an active role in increasing support for university education and funding, with specific emphasis on graduate studies. As the GSA representative, I have been instrumental in raising funds for U School – a program that aims to foster the hopes and dreams of students from socially vulnerable, Indigenous, and rural or Northern communities. Furthermore, on behalf of the Senate Student Mental Health Advisory Committee, I am organizing a virtual event in September 2021 that will focus on discrimination in the health care context as a barrier to care for students. During the 2020/21 term, I was an active participant on the following committees:
<ul style="list-style-type: none"> <li>▪ Senate Communications Committee</li> <li>▪ Student Mental Health Advisory Committee</li> <li>▪ U School Fundraising Committee</li> </ul>

- Honorary Degree Selection Committee

I believe that my combination of academic, professional, and volunteer experiences has provided me with invaluable organizational, interpersonal, and analytical skills that will enable me to be a strong advocate for graduate students as GSA Senator.

As a clinical consultant pharmacist, I was responsible for the medication management of over 450 patients across five continuing care facilities. On a daily basis, I collaborated with other healthcare professionals to optimize patient care. When there have been instances of differing opinions, objectives, and in some cases, friction between staff, I took the lead to build consensus and ensured all parties were correctly understood and a resolution achieved. I learned to curb potential conflicts by gaining trust, actively listening, and dealing with issues head-on. My experiences have taught me that overcoming situations of adversity is achievable when every member remains committed to the common goal - in this case, the best interests of the patient. I learned that while it is not always possible for everyone to get along, it is how those differences in opinions are handled that truly matters. Group dynamics can be strengthened by fostering team spirit and breaking down barriers. During conflict, I observed the importance of approaching the person privately with possible solutions to the issue at hand in order to dispel misunderstandings and increase collegiality. Respecting perspectives and building mutual trust are critical to achieving the shared goal of patient care.

My experience as a dance instructor has taught me to be mindful of holding a positive disposition and outlook on life. As a leader, I believe it is important to elicit feedback and input from my own dance teacher, students, and their parents. In doing so, I am able to understand and incorporate new perspectives within my role as an instructor.

As a Distress Line Volunteer, my role is to provide “psychological first aid” to individuals in crisis. My overarching goal is to empower callers to identify with a sense of self-efficacy and support them as they utilize coping strategies to problem-solve. My interactions spanning cultural and generational groups has strengthened my ability to interpret cues and adapt communication by finding a rhythm and resonance with every caller. Having an invaluable impact on my daily life, I have learned to step outside of myself and interpret situations from another person’s perspective, enabling me to relate to others on a human level. It has also taught me that validating and normalizing feelings can help others feel heard and understood.

**Bio:**

By profession, I am a clinical pharmacist with a Master of Science in Epidemiology. I have taken a special interest in Canada’s opioid crisis, a complex health and social issue that requires evidence-based research to inform policymakers about opioid drug use and its impacts. My desire to effect change led me to pursue my doctoral degree in public health, specializing in epidemiology.

I am also a professional dancer driven by the passion of showcasing and preserving the rich tapestry of the classical Indian dance form, Kathak, to a Canadian and global audience. As a born and raised Edmontonian, I am proud to be contributing to the diversity of Canada’s ever evolving cultural arts mosaic and especially to be a part of Canada’s next generation of artists. Dance has been an integral part of my life since childhood. I began this endeavor at the age of three with Usha Gupta of Usha Kala Niketan School of Dance in Edmonton, and am currently under the tutelage of Sudeshna Maulik, who is based in Montreal. I have had rigorous training in the classical Indian art forms of Kathak and Bharatanatyam. This rigor and regularity of practice has enabled me to train with highly renowned artists of India including Padma Vibhushan Pandit Birju Maharaj, Sandhya Desai, Maulik Shah, Nirupama and Rajendra, Anuj Mishra, and Uma Dogra. In addition, I have had the rare opportunity as a young Canadian artist to perform in various cities across Canada, United States, and India.

**Summary Resume:**

I look forward to resuming my doctoral studies in September. I will have a flexible schedule, and will be able to accommodate sitting on a busy committees.

Prior to returning to graduate school, I worked as a clinical consultant pharmacist with Medical Pharmacies Group Limited. In this role, I was responsible for caring for over 450 patients across five continuing care facilities in Edmonton, Ponoka, Drayton Valley, and Wetaskiwin. I would regularly review patients' medications and provide recommendations to physicians to optimize the service of care provided. In collaboration with the physician, I would lead a team of other healthcare professionals (nurses, occupational therapists, social workers) through patient care rounds each week to discuss patients' concerns, and review lab values, appropriate use of antipsychotics, behavioral changes, and recommend modifications to their medications, when appropriate.

Currently, I volunteer as a literacy and numeracy intern at the iHuman Youth Society. Beginning in March 2019, I have been providing literacy and numeracy support to traumatized and marginalized youth who live high-risk lifestyles. I work with youth from the ages of 12 to 24 and tutor them in various subjects, including mathematics, chemistry, and biology. I am also heavily involved in the development of a 'Virtual Reality Biking Program for Seniors' at the Good Samaritan Southgate Care Centre. The goal is to increase visual engagement, mental stimulation, and social re-engagement among participating seniors during their exercise routine. These seniors are in the early stages of dementia. I have been involved in writing and applying for grants to raise funds for virtual reality equipment, so that this program can gain more traction. Additionally, during my master's degree, I served as a board member of the Graduate Students' Association Appeals and Complaints Board. In my position, I was responsible for hearing and deciding appeals of decisions and complaints as allowed by Section 94(3) of the Post-Secondary Learning Act.

**GSA NOMINATING COMMITTEE (GSA NoC)****GSA APPEALS AND COMPLAINTS BOARD (GSA ACB) (ONE (1) POSITION FOR A GSA COUNCILLOR): ONE (1) NOMINEE**

Information regarding the position for one (1) GSA Councillor was circulated to GSA Council on 14, 21, and 28 May, and 11 June, with a nomination deadline of 15 June 2021. One (1) nomination was received. The nominee was then interviewed by a GSA NoC member who has a record of demonstrating impartiality through their work on the GSA NoC. A member of GSA management who has been trained in procedural fairness was also present for the interview. During the interview, the nominee was asked a series of questions aimed at assessing their awareness of the basic tenets of procedural fairness and their ability to adjudicate potential cases in accord with those tenets (note as well that all individuals elected to the GSA ACB receive training in procedural fairness).

**There will be an electronic vote held at the 21 June 2021 GSA Council meeting.**

*If you and your alternate are unable to attend the 21 June 2021, meeting of GSA Council and would like to cast an electronic vote for this position, you must contact the GSA Nominating Committee Coordinator ([gsanomco@ualberta.ca](mailto:gsanomco@ualberta.ca)) BEFORE 3:00 PM on Monday, 21 June 2021 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. 'None of the Candidates' will also be considered a nominee.**

1. **Laura Manerus (Biological Sciences)**

Current GSA ACB membership can be found [here](#). Terms of Reference (include composition and mandate) for the GSA ACB can be found in GSA Bylaw and Policy, Section H.

**Jurisdiction:**Section E: Nominating, GSA Policy, Nominating, Section E.POL.3.1

*"GSA Council elects all GSA members to fill vacancies on GSA Standing Committees, ad hoc committees, and subcommittees, unless otherwise noted."*

Section E: Nominating, GSA Policy, Nominating, Section E.POL.3.1.a

*"The GSA NoC provides GSA Council with the names of nominees to fill vacancies on GSA Standing Committees, ad hoc committees, and subcommittees, unless otherwise noted. All vacancies will be advertised at least twice in advance of the nomination deadline noted in the advertisement."*

Section E: Nominating, GSA Policy, Nominating, Section E.POL.3.1.b

*"Prior to forwarding the names of nominees for GSA Standing Committees, ad hoc committees, and subcommittees to GSA Council, the GSA NoC will review the resumes and bios received with reference to eligibility criteria as set out in GSA Bylaw and Policy and will forward the names of nominees who meet the eligibility criteria to GSA Council."*

Section E: Nominating, GSA Policy, Nominating, Section E.POL.3.1.c

*"With respect to the GSA Appeals and Complaints Board (GSA ACB), as set out in GSA Bylaw and Policy, the GSA NoC will conduct interviews with all nominees to assess whether they meet GSA ACB eligibility criteria, and will forward the names of selected nominees to GSA Council for consideration."*

**The biography and brief resume of the nominee is BELOW on page 9.19. The biography and brief resume are presented as received (ie not edited).**

**Nomination for the GSA APPEALS AND COMPLAINTS BOARD  
(ONE (1) VACANCY FOR A GSA COUNCILLOR)  
One (1) Nominee**

**Laura Manerus**

<b>Statement of Interest:</b>
Previously, I sat on the equity committee at the University of Guelph's graduate student labor union for three years. I was also a caucus chair for parts of two bargaining periods. I feel that both experiences have helped me understand the various needs of graduate students, as well as the ability to maintain both neutrality and empathy when searching for solutions to complaints.
<b>Bio:</b>
I just moved to Edmonton from Toronto in January 2021, to start my Phd here at the University of Alberta. During my free time I enjoy long haul road-trips and hiking.
<b>Summary Resume:</b>
I am a first year PhD student in the Cooke Lab working on Pine genomics and transcriptomics. I did my BSc and MSc at the University of Guelph where I studied Animal Biology and Bioinformatics. During my time at the UofG I was president of Guelph for Ooch, which fundraised money to send children with Cancer to camp. I was also the treasurer for our student run Plant Agriculture symposium and I was Women's caucus chair on the Equity Committee.

**President**  
**Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Anas Fassih  
Date: 18 June 2021

Dear Council Colleagues,

I hope you are doing well and keeping safe. I have attended a couple of meetings this month and I am happy to report considerable developments in our advocacy. I've divided those key developments and highlights into the following headings:

**Student Supervisory Relationship Initiative and Competitive Funding Packages**

We have made considerable progress in the Student-Supervisory Relationship Initiative. The key development is the proposal passed through the Faculty of Graduate Studies and Research (FGSR) Council with a majority vote and was brought to the General Faculties' Council (GFC) for discussion this month. The next plan is to bring the proposal again to GFC in September for a discussion and vote. This is a historic moment for the GSA as it has been our priority area for at least the last 18 months (and lobbying for supervisory matters has been a priority since before 2001). I spoke strongly for it in many advocacy avenues, conspicuous of which are FGSR Council, GFC, and my bi-weekly meetings with the Dean of FGSR, Dr. Brooke Milne. I am happy to see that has come to fruition. My advocacy efforts will continue until the initiative is fully implemented. I am also glad to see that it has generated large buy-in and support not only from students but also from members of the professoriate and University officials, including President Bill Flanagan. This is mainly thanks to the collective effort of various units on campus, and the commitment of members of the University community engaged in graduate studies to ensure healthy communication between supervisors and students, fast progress through program milestones, and a robust quality of supervision befitting students' aspirations and goals to succeed in their program. To that end and for further information that our Council members may need, Dean Milne is joining our Council this month, and I strongly encourage those reading this report prior to the Council meeting to address any questions they have to Dr. Milne.

Further, after the progress we have made with the Student-Supervisory Relationship Initiative, I have asked Dean Milne to set competitive funding packages for graduate students, especially thesis-based students, as a priority area for our bi-weekly meetings starting September 2021. We hope to make some progress in increasing enrolment of graduate students and providing funding packages in line with the University's growth strategy that, I think, should include graduate students, instead of focusing mainly on undergraduate students, as we are an important population in relation to the University's mission.

**GSA Board Strategic Work Plan**

A large part of my meetings this month have been related to the development of our Strategic Work Plan (SWP) that we plan to bring to our July council meeting. We have held a town hall meeting, administered a survey to grad students and to Council members, and had a couple of online and offline discussions that I ran with individual Directly-Elected Officers (DEOs) to discuss priorities related to each one's own portfolio. I would like to remind our Council members that the SWP is a living document, susceptible to change as we move forward, and taking into consideration the changing circumstances in both the University and the province and how they impact our advocacy efforts. We will bring SWP updates to Council throughout the year and keep you updated about what we are doing on your behalf. I would like to underscore that a huge part our SWP does (and has to) reflect the will of the Council and as such, it is 'incumbent' on Council members to weigh in with ideas about what they think is important for the graduate student community.

**Exceptional Tuition Increases**

Discussion continues with students impacted by the recently proposed Exceptional Tuition Increases affecting 4 graduate programs. On 3 June, I had a meeting with some graduate students from the units impacted and discussed the consultation piece. Attendees agreed that tuition for programs impacted in the University of Alberta are much cheaper than the tuition costs for the same programs provided by other institutions in Canada. Yet, attendees want to see some guarantees that the money generated from those increases will be put back into the development of those programs. Of

course, as I indicated on various occasions before, the GSA's stance is this: we do not discourage or encourage individuals from units impacted to move forward with whatever course of action they see fit, since the province's Tuition and Fees Regulation regarding Exceptional Tuition Increases makes it clear that consultation with individuals from units impacted is required. However, I continue to meet with students and strive to work out ways to support them, including bringing their concerns to University Administration.

To this end, I raised the issue with Dr. Steve Dew, University Provost and Vice-President (Academic), in my meeting with him on 16 June. I invited Dr. Dew to come to our Council to talk about the Exceptional Tuition Increase Proposal; he accepted the invitation and advised I get in touch with him later once his July schedule is clear. If we were not able to have Dr. Dew for our July Council, I will propose having him in our September meeting.

### **Board of Governors**

I continue representing graduate students at the University Board of Governors. In my role, I also serve as a member of the following committees: Board Learning, Research and Student Experience Committee (BLRSEC); Board Finance and Property Committee (BFPC); and Board Governance Committee (BGC). The bulk of discussion from meetings of those committees has been the evaluation of the colleges' performance as the college model rolls out this July. One of the metrics put in place to measure colleges' interdisciplinary performance. I have advocated for interdisciplinary learning given the opportunities it brings in terms of collaboration, marketability, and research outreach for students and faculty. Yet, I have expressed concerns over having this metric not including the student experience. Beyond focusing on interdisciplinary scholarship documented by evidence from research and publication, the focus should also be on having students able to take courses outside their departments and making sure that cross-departmental supervision is encouraged. This is particularly relevant for graduate students whose research needs a second supervisor often found in another department or faculty.

### **External Advocacy**

I have also attended some meetings at the external level and supported the current GSA Vice-President External with his election to the Alberta Graduate Provincial Advocacy Council (ab-GPAC) executive. External advocacy is part and parcel of our Strategic Work Plan, and I will strive to ensure capacity is allocated for that. At the same time, I hope the GSA will have strong advocacy federally, through the U15 Graduate Student Alliance which I keep an eye on, hinging on increases to Tri-Council Funding, student loan subsidies, funding for care-giving students, and international immigration. Council members will be updated about any development on the federal advocacy front.

This concludes my month of advocacy. Feel free to ask in the Council meeting or reach out to me via email ([gsa.president@ualberta.ca](mailto:gsa.president@ualberta.ca)) should you have any further questions.

Thank you,  
Anas Fassih, President 2021-2022

*Please find below a list of meetings I attended between 10 May 2021 and 21 June 2021 (not inclusive of weekly GSA Board meetings). The meetings were accurate at the time of printing.*

11 May	General Faculties Council Academic Planning Committee (GFC APC) Working Group on Metrics
12 May	Meeting with B Milne, Vice-Provost and Dean of the Faculty of Graduate Studies and Research (FGSR)
12 May	Meeting with R Ley, Students' Union (SU) President
12 May	Board of Governors (BoG) Student Caucus Meeting
13 May	Joint Second Meeting of the Board Governance Committee (BGC)/GFC Executive Committee (GFC EXEC)
13 May	Board of Governors (BoG) Members Only Virtual Engagement Event
14 May	Studentcare Orientation
14 May	Board of Governors (BoG)
14 May	GSA Spring Social
17 May	GSA Board Strategic Work Plan Planning Session
17 May	GSA Board Strategic Work Plan Town Hall
18 May	Meeting with B Milne, Vice-Provost and Dean of the Faculty of Graduate Studies and Research (FGSR)
19 May	Consultation Town Hall: Student Feedback on Teaching Initiative
19 May	Meeting with UCalgary GSA President

19 May	General Faculties Council Academic Planning Committee (GFC APC)
20 May	GSA Health and Dental Plan 101
25 May	GSA Board Strategic Work Plan Development Workshop
25 May	Board Finance and Property Committee (BFPC)
26 May	Board Governance Committee (BGC)
26 May	Faculty of Graduate Studies and Research (FGSR) Council
27 May	Monthly Meeting with A Costopoulos, Dean of Students
28 May	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Introductory Meeting
28 May	Board Learning, Research and Student Experience (BLRSEC)
31 May	Board of Governors (BoG)
31 May	GSA Budget 101
31 May	Meeting with R Ley, Students' Union (SU) President
1 June	Meeting with R Ley, Students' Union (SU) President
2 June	Meeting with B Milne, Faculty of Graduate Studies and Research (FGSR) Dean
2 June	Students' Union (SU)/GSA Get Together
3 June	Meeting with Graduate Students to Discuss Exceptional Tuition Increases
3 June	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Policy Training Session
4 June	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Governance Training Session
7 June	Board of Governors (BoG) Strategic Retreat Planning Meeting
7 June	General Faculties Council (GFC)
8 June	GSA, Dean of Students, and Students' Union (SU) Retreat
8 June	Board Finance and Property Committee (BFPC)
9 June	Meeting with Faculty Relations
9 June	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Transition Meeting
10 June	Meeting re Professional Development
10 June	Meeting with Graduate Students
11 June	Meeting with B Flanagan, President
11 June	Team Meeting with B Flanagan, President
11 June	Team Meeting with E MacDonald, Vice-President (External Relations)
14 June	Meeting with K Huising, Associate Vice-President (Campus Services)
15 June	Meeting with B Milne, Faculty of Graduate Studies and Research (FGSR) Dean
15 June	Meeting with University Community Associations
16 June	Performance-Based Funding Models Panel Discussion
16 June	Meeting with S Dew, Provost and Vice-President (Academic)
17 June	Board of Governors (BoG) Virtual Recognition Evening
18 June	Board of Governors (BoG)

**GSA Board  
Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Courtney Thomas, Executive Director; Erika Heiberg, Associate Director

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 20 (Executive Director's Report to GSA Council) on pages 20.0-20.10.

**12 May 2021 GSA Board Meeting:**

Main Agenda Items:

COVID-19 Update; GSA Council Debrief; and Meeting reports.

Motions and Agreements:

None to report.

**19 May 2021 GSA Board Meeting:**

Main Agenda Items:

Service Excellence Transformation (SET) Student Services Team; COVID-19 Update; and Meeting Reports.

Motions and Agreements:

None to report.

**26 May 2021 GSA Board Meeting:**

Main Agenda Items:

COVID-19 Update; and Meeting Reports.

Motions and Agreements:

None to report.

**2 June 2021 GSA Board Meeting:**

Main Agenda Items:

COVID-19 Update; and Meeting Reports.

Motions and Agreements:

None to report.

**9 June 2021 GSA Board Meeting:**

Main Agenda Items:

Recommended Changes to GSA Bylaw and Policy, Section D: GSA Officers and Section Q: Collective Bargaining; COVID-19 Update; and Meeting Reports.

Motions and Agreements:

None to report.

**16 June 2021 GSA Board Meeting:**

Main Agenda Items:

COVID-19 Update; and Meeting Reports.

Motions and Agreements:

None to report.

**Vice-President Academic  
Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Kathy Haddadkar  
Date: 18 June 2021

Dear Council Colleagues,

I hope you are well and doing your best to safely enjoy the summer sunshine while it is here! I have thoroughly appreciated my first month as Vice-President Academic and all the business it has brought.

Here are some highlights from meetings I have attended this month:

**12 May - Meeting with B Milne, Vice-Provost and Dean of the Faculty of Graduate Studies and Research (FGSR)**

- During this meeting with Dr. Milne, President Anas Fassih and I clarified the process in which the Student Supervisory Initiatives took shape into its present form and acknowledged how the FGSR and the Student Ombuds Office play a role as a source of support and equity in the graduate student experience, especially when recognizing diverse experiences pertaining to such working relationships.

**13 May - Celebrating the Scholarship of Indigenous Graduate Students Event**

- It was a privilege to attend and experience a bit of Indigenous tradition; listening to Indigenous graduate students across disciplines presenting their research and papers was very eye-opening to the way in which our culture continues to view Indigenous Peoples and how we have the power to appreciate and welcome all into the field of academics.

**18 May - Remote Learning Task Force Working Group**

- The discussion focused on in-person coursework, especially regarding the importance of sharing an instructor's decision to record lectures so that students are aware of the formats for each class;
- They also placed emphasis on how department chairs will do their best to resolve unique situations as it pertains to the method of lecture viewing and that faculty will do likewise when planning for the prospect of a hybrid scenario for the upcoming year;
- The conversation also centred around participation grades, the question of 'what is considered reasonable participation' and how different forms of communication, such as messaging, and the Student Ombuds Office can be a pathway to reach students regarding participation and potential challenges they may face.

**26 May - Faculty of Graduate Studies and Research (FGSR) Council**

- The following proposals were approved during the May 2021 FGSR Council meeting: Secondary Education Application Deadlines, Course-based MACE Proposals, as well as the Student-Supervisor Guidelines & Progress Report alongside the FGSR Adjunct Academic Appointment and Graduate Student Supervision Development Procedure;
- The latter three items have been shared at General Faculties Council (GFC) (7 June) for discussion and will be brought forward for voting at GFC in September 2021;
- This impactful initiative will take effect (pending approval) during Winter 2022.

**May 27 - Faculty of Graduate Student and Research Grad Program Support Team (FGSR GPST)**

- Discussion took place around the proposal of extending the current practice of remote English Proficiency testing via Duolingo Extension to two more terms and course audits (how they impact the structure of graduate courses, the way they appear on student records in the future), as well as Courses Extra-to-Degree (focusing on what it truly means to have a course be 'extra' to degree).

**7 June - General Faculties Council (GFC)**

- The following proposals were approved during the June 2021 GFC meeting: Proposal for Establishment of the GFC Committee on the Documentation of Indigeneity (CDI), Proposed Changes to the Terms of Reference for the GFC Academic Planning Committee and the Proposed Disbanding of the GFC Undergraduate Awards and Bursaries Committee, Recommendations of the Committee of the Whole as well as the Metrics Associated with Academic Restructuring.

**14 June - General Faculties Council Executive Committee (GFC EXEC)**

- Co-chairs from the Remote Learning Task Force Dr. John Nychka and Dr. Helen Vallinatos spoke on a variety of topics including remote proctoring, recording of lectures, as well as participation grades and how using AI as a form of remote proctoring will continue (video is posted under UAlberta Instagram account discussing ‘what happens when things go wrong’);
- This group stressed the goal that students should feel empowered and comfortable speaking with their instructors about such matters upon their return to campus.

During this month, it was also a delight to chair my first GSA FGSR and GFC Caucuses. I look forward to future discussions at these pre-council meetings in the new term.

I warmly welcome further discussion and correspondence on this report, as well as any other academic-related matters and can be reached at [gsa.vpacademic@ualberta.ca](mailto:gsa.vpacademic@ualberta.ca).

Respectfully,  
Kathy Haddadkar, Vice-President Academic 2021-2022

*Please find below a list of meetings I attended between 10 May 2021 and 21 June 2021 (not inclusive of weekly GSA Board meetings). The meetings were accurate at the time of printing.*

12 May	Meeting with B Milne, Vice-Provost and Dean of the Faculty of Graduate Studies and Research (FGSR)
13 May	GSA 101
13 May	Celebrating the Scholarship of Indigenous Graduate Students Event
13 May	Joint Second Meeting of the Board Governance Committee (BGC)/GFC Executive Committee (GFC EXEC)
14 May	Studentcare Orientation
14 May	GSA Spring Social
17 May	GSA Board Strategic Work Plan Planning Session
17 May	GSA Board Strategic Work Plan Town Hall
18 May	Meeting with B Milne, Vice-Provost and Dean of the Faculty of Graduate Studies and Research (FGSR)
18 May	Working Group on the EDI Review of Teaching Awards
18 May	Remote Learning Task Force Working Group
19 May	Consultation Town Hall: Student Feedback on Teaching Initiative
25 May	GSA Faculty of Graduate Studies and Research (FGSR) Council Caucus
25 May	GSA Board Strategic Work Plan Development Workshop
26 May	General Faculties Council Nominating Committee (GFC NC)
26 May	Faculty of Graduate Studies and Research (FGSR) Council
27 May	Faculty of Graduate Studies and Research Grad Program Support Team (FGSR GPST)
28 May	University Research Policy Committee (URPC)
31 May	GSA Budget 101
1 June	Remote Learning Task Force Working Group
2 June	Meeting with B Milne, Faculty of Graduate Studies and Research (FGSR) Dean
2 June	Students' Union (SU)/GSA Get Together

3 June	GSA General Faculties Council (GFC) Caucus
3 June	Meeting with Graduate Students to Discuss Exceptional Tuition Increases
3 June	General Faculties Council Executive Committee (GFC EXEC) ad hoc Governance & Procedural Review Committee
7 June	Meeting with A Monteiro, Students' Union (SU) Vice-President Academic
7 June	General Faculties Council (GFC)
8 June	GSA, Dean of Students, and Students' Union (SU) Retreat
9 June	General Faculties Council Executive Committee (GFC EXEC) ad hoc Governance & Procedural Review Committee
10 June	Meeting re Professional Development
10 June	Meeting with Graduate Students
11 June	Team Meeting with B Flanagan, President
11 June	Team Meeting with E MacDonald, Vice-President (External Relations)
14 June	General Faculties Council Executive Committee (GFC EXEC)
15 June	Meeting with B Milne, Faculty of Graduate Studies and Research (FGSR) Dean

**Vice-President External  
Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Mohd Tahsin Bin Mostafa  
Date: 18 June 2021

Dear Council Colleagues,

I had the opportunity to attend quite a few meetings in the last month, which gave me the true experience of my task as a GSA executive. Below, I present a summary of the 25 meetings I attended since the last Council meeting.

**Alumni Council Conversation with College Deans:** Effective from 1 July 2021, three new colleges are established to save significant administrative costs. These three colleges will include thirteen faculties and will enhance interdisciplinary learning among departments. Matina Kalcounis-Rueppell, Dean of the College of Natural and Applied Sciences explained how this system of colleges will improve the structure to be more inclusive. As an example, she mentioned a new certificate program being developed by the School of Business on Entrepreneurship and Innovation. Now instead of reaching out to multiple faculties to talk about faculty involvement, one would only have to reach out to the Dean of the college who represents those faculties, who in turn would bring everybody together from those faculties to discuss how those individual faculties can contribute in the development of the certificate. Also, with the introduction of the new Student Services Center, transactional student services will be centralized, meaning that a single door of entrance for a student with any transactional query will be established. So, instead of going to multiple places such as the Registrar, or the Office of the Dean of Students, or to individual faculties, the student will only have to go to one place to get the answer to their transactional questions, such as program enrollment, applying for entry, requesting transcript or dealing with fees. However, academic services such as student advising, course registration etc. will remain within faculties.

**Public Interest Alberta Post-Secondary Campaign Meeting:** This campaigns takes action against post-secondary education cuts by the government and the GSA has contributed funds to it and helps plan messaging. We discussed ramping up for September to spread awareness about this critical issue.

**Studentcare Orientation:** It was an informative meeting, where representatives from Studentcare gave a presentation on the services they are offering and how they compare to other insurance plans. We had discussions on ways to improve services for students. One of the key discussions was the possible additions to the dental plan and we expressed that the current services offered in this plan are too minimal for a graduate student's dental needs in a year. However, they mentioned that with more benefits would come with higher costs per Plan member. So, we hope to conduct a survey among the students over the coming year to know their opinion and needs for improving the GSA Health and Dental Plan.

**GSA Spring Social:** It was an amazing comedy event with graduate students and three comedians who really gave their best in lighting up the mood of our students in this time of crisis. I volunteered to show participants remotely around my house, which was part of the parody of 'MTV Cribs' performed by the comedians. I believe the event was a tremendous success and we should arrange similar events again. The audience turnout was also more than we had anticipated.

**GSA Board Strategic Work Plan Planning Session:** This sessions began with a brief history of the GSA SWP and how it evolved over time. The document has become more visually engaging over time and easier to read. Initially the document was created with only GSA Council in mind as the sole audience. However, since its audience is more diverse now, ranging from the University President to the Faculty of Graduate Studies and Research to external bodies, the document has become a high-level summary of the goals and ongoing work of the GSA. This meeting gave us an overall idea of how to create our SWP for this year and how to include fundamental ideas.

**Meeting with K Huising, Associate Vice-President Ancillary Services:** To accommodate incoming residence students, the Isolation Accommodation Program (IAP) offered by Residence Services will be no longer available to the general University community after 1 July. So, students arriving who will not be staying in the residence will need to contact the University of Alberta International Office to find other options. Katherine is planning to make a recommendation to the Council on Student Affairs (COSA) and along with the Students' Union (SU) and GSA, will recommend to the General Faculties Council (GFC) that this issue of the rescinding of the GFC Housing policy is taken forward. However, she won't be able to meet COSA again until September 2021.

**Joint Residence Oversight Committee (JROC):** I had the opportunity to learn about the outgoing and incoming members of the committee and what they are currently working on. There was a presentation on North Campus residences, where there was information on the residences and the communities and how residence life is for our students. There are currently 4,500 student residents living in university residence and the committee is working to improve their experience and to ensure that they have a smooth transition to university life. The newly created team structure consists of a 'Community Life Team', 'Community Education and Leadership Team', and 'Community Support Team', who perform a wide range of tasks including day-to-day support for residents to arranging orientations and wellness initiatives. Moreover, they also have a lot of residence programs that residents can check out and take part in.

**General Faculties Council Facilities Development Committee (GFC FDC):** Kate Peters provided a brief orientation that touched on the history of GFC FDC, the authority given to GFC in the *Post-Secondary Learning Act*, delegations of authority from the Board of Governors and GFC to GFC FDC, delegations of authority from the Board of Governors to the Vice-President (Facilities and Operations), GFC FDC's Terms of Reference, and decision-making and advice. After that, Ben Louie gave a presentation on the Dentistry/Pharmacy Building programming and fit-out. He spoke about the project drivers and guiding principles and provided an overview of the design and transformation of the building into a flexible "vertical university" with conceptual references to the Greek Agora and the Roman Forum. Later, Andrew Sharman provided an overview of the Integrated Asset Management Strategy (IAMS) Dashboard and explained how it was used to guide planning for Facilities and Operations. He also provided a list of major and active capital projects.

**Residence Advisory Committee (RAC):** The committee is going forward with ResNet as the internet service provider for residences. They did not have any major issues with their services other than a few blackouts due to power cuts in the buildings. There was a review of the Residence Conduct Policy and an update on the Spring Eco Moveout.

**GSA Board Strategic Work Plan (SWP) Development Workshop:** This meeting was mainly focused on the theme of the GSA SWP document and its design. The Directly-Elected Officers (DEOs) contributed by sharing their ideas for the coming year and what they would like to include in the document. There was also emphasis on ensuring the Plan was visually attractive and appealing to its audience.

**International Students' Association (ISA) Fee Townhall:** The ISA is proposing to charge a fee to undergraduate international students to make the ISA financially sustainable, expand its programs and services, and assist international students financially. The allocation for the fund is based on the results of an initial survey done with international students. After that there was a breakdown of the estimated total funds and where they would be spent. The ISA is planning to present a similar proposal to the GSA in the coming years for graduate students but that would involve a substantial overhaul to the GSA's structure and governing documents as we, unlike the Students' Union, do not delegate our statutory authority (established in the *Post-Secondary Learning Act*) to other groups and a lot of involved internal consultation and debate would need to proceed any decision to do this.

**U15 Graduate Student Societies:** Following on earlier groups like GU13, GU15, and ThinkGrad, this group was established to advocate federally for graduate students and many current national advocacy groups are largely focused on undergraduate student issues. The alliance is hoping to expand to other institutions with graduate students. Some of its successes last term were mentioned and it was agreed by members that there should be an election for the Chair and Vice-Chair positions for this alliance in the next meetings and a memorandum of

understanding (MOU) will be signed to ensure smooth transitions between elected executives of different graduate associations and to make the system more efficient. A name for the alliance would also be voted on in the coming days.

**Alumni Council:** Heather Raymond, the outgoing President of the Alumni Council was the main speaker, and gave an initial introduction to the Alumni Council. Incoming members were introduced, and outgoing members were bid goodbyes. University President Bill Flanagan joined gave a presentation on University of Alberta Tomorrow, where he discussed key ideas of this plan and the University's targets in the coming years related to enrollment, growth, reliance on government funds, introduction of online courses, and the newly formed colleges. After that, Sean Price gave a presentation on the highlights of the Alumni Council Annual Report.

**Alberta Graduate Provincial Advocacy Council (ab-GPAC) Introductory Meeting:** Jesse Alook and I attended this meeting with Brandon Simmons, who gave an overall idea about what ab-GPAC is and who they work with in advocating for graduate students in Alberta. He also talked about some of the training that board members would be provided to get a better idea on some of the current issues that the organization is dealing with.

**Students' Union (SU)/GSA Get Together:** Mostly introductions and executives from both organizations shared key priorities of their individual portfolios and how we can work together in achieving common goals. I mentioned my interest in working with Christian, VP-External from the SU to create a closer relationship with the Alumni Council so that GSA and SU can arrange career fairs with the help of the Alumni Council in future.

**Public Interest Alberta Post-Secondary Campaign Meeting:** Some strategic goals were set for member organizations. As the representative of GSA, I offered my support to staying engaged with the campaign.

**Alberta Graduate Provincial Advocacy Council (ab-GPAC) Policy Training Session:** Brief review of the operational policies with a focus on the Board Code of Conduct. After that there was a discussion on how policies were put into place and how they were reviewed from time to time and changes were made.

**Alberta Graduate Provincial Advocacy Council (ab-GPAC) Governance Training Session:** The ab-GPAC meeting agenda format was introduced. Bitrix24 was chosen as the platform for collaboration on ab-GPAC related matters and it was decided that communication will slowly transition from WhatsApp and Google Drive to Bitrix24. There was a brief presentation on the interface of Bitrix24. After that there was a timeline review for the upcoming year and what trainings would be provided.

**GSA, Dean of Students, and Students' Union (SU) Retreat:** Executives from both GSA and SU talked about their key priorities for the year ahead and what they wish to accomplish during their term in office. As Andre Costopoulos, Vice-Provost, Dean of Students is also on the Fall Return to Campus committee, I asked him about some concerns with returning to campus and how they can impact students. He mentioned that courses will be twenty percent remote and said that he would be having a meeting with the Deans on this issue and try to come up with possible solutions.

**Council of Post-Secondary Presidents of Alberta (COPPOA) Executive Committee Meeting:** Brief introduction of member organizations and their representatives. We talked about Alberta 2030 and how the different organizations are viewing it. A common ground was established among members in support of 0% interest on provincial student loans and for better advocacy to increase Indigenous student enrollment in Alberta institutions.

**Alberta Graduate Provincial Advocacy Council (ab-GPAC) Transition Meeting:** I am happy to announce that I was elected as the new Vice-Chair for ab-GPAC for this coming year. There was a team-building activity, which gave me the opportunity to get to know the other board members better, following which all the candidates had to give a three minutes presentation on why they saw themselves fit for the position they were running for. Overall, it was a joyful meeting.

**Meeting re Professional Development:** Introductory meeting with Renee Polziehn on the professional development requirements for PhD students. We went through the requirements and discussed different aspects of it and expressed our perspectives. Some of the things that came into focus were project management, networking, teaching requirement and Equity, Diversity, and Inclusion.

**Team Meeting with B Flanagan, President:** It was a fascinating introductory meeting with the University President. I shared my priorities for my portfolio as Vice-President External that ranged from my role in ab-GPAC to my involvement in the newly formed U15 alliance and also emphasized Alberta 2030 and the performance based funding (PBF) indicators related to this plan. The President reassured us that the University is not concerned with the risk of not meeting the targets for work-integrated learning (WIL) for the PBF. He also stressed advocating for needs-based funding to the government.

**Team Meeting with E MacDonald, Vice-President (External Relations):** After introductions, the Vice-President asked us about our external advocacies on the federal level, to which Anas talked about the newly formed graduate student alliance of fifteen institutions from all over Canada and what work they have done till now. Then she moved on the provincial advocacy and we talked about our role in ab-GPAC and how it influenced the decision-making process of the government in the past years.

**Meeting with K Huising, Associate Vice-President (Campus Services):** The Newton Place Residence sale was the main agenda item. The property has been sold to Mainstreet Inc., who has taken over effective 15 June. However, students with leases till 31 July 2021 can continue residing there as University of Alberta student residence and if they choose to move out sooner, they would not be charged a penalty. Residence services will continue working with residents who would like to move to other university residences. There are currently 64 graduate students residing in Newton Place, who would have to now deal with Mainstreet Inc. individually if they would like to renew their lease in the building. Katherine mentioned that Mainstreet Inc. would be offering the residents competitive pricing, which would be similar to what they are paying now. However, she would try to find out the exact amount being offered and get back to us.

Thank you,  
Mohd Tahsin Bin Mostafa, Vice-President External 2021-2022

*Please find below a list of meetings I attended between 12 May to 17 June 2021 (not inclusive of weekly GSA Board meetings). The meetings were accurate at the time of printing.*

12 May	Alumni Council Conversation with College Deans
13 May	Public Interest Alberta Post-Secondary Campaign Meeting
14 May	Studentcare Orientation
14 May	GSA Spring Social
17 May	GSA Board Strategic Work Plan Planning Session
18 May	Meeting with K Huising, Associate Vice-President Ancillary Services
19 May	Joint Residence Oversight Committee (JROC)
20 May	General Faculties Council Facilities Development Committee (GFC FDC)
20 May	Residence Advisory Committee (RAC)
25 May	GSA Board Strategic Work Plan Development Workshop
25 May	International Students' Association (ISA) Fee Townhall
27 May	U15 Graduate Student Societies
27 May	Alumni Council
28 May	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Introductory Meeting
2 June	Students' Union (SU)/GSA Get Together
3 June	Public Interest Alberta Post-Secondary Campaign Meeting
3 June	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Policy Training Session
4 June	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Governance Training Session

## 12.4

8 June	GSA, Dean of Students, and Students' Union (SU) Retreat
9 June	Council of Post-Secondary Presidents of Alberta (COPPOA) Executive Committee Meeting
9 June	Alberta Graduate Provincial Advocacy Council (ab-GPAC) Transition Meeting
10 June	Meeting re Professional Development
11 June	Team Meeting with B Flanagan, President
11 June	Team Meeting with E MacDonald, Vice-President (External Relations)
17 June	Meeting with K Husing, Associate Vice-President (Campus Services)

**Vice-President Labour  
Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Jessica Grenke  
Date: 18 June 2021

Dear Council Colleagues,

I hope everyone is enjoying the beginning of summer. It is all too brief in Edmonton and as COVID continues to limit our leisure activities so it's more important than ever to get outside while we can. My goal for this summer is to balance the responsibilities of my VP Labour portfolio and thesis research with continued explorations of the River Valley and Edmonton ice-cream shops. While we are all accomplishing amazing things and all serve in important roles here within the University community, it's important not to trivialize the activities which renew and refresh us as *people* first and foremost.

My portfolio continues to be a mixture of introductions to partners and stakeholders I'll be working with over the coming year and the laying of groundwork for Fall activities. I am particularly in debt to the Labour Relations Committee which has convened four times this last month. We've had very fruitful discussions concerning potential partnerships with other unions, the continuing development of the labour fund, and outreach to graduate student groups.

I continue to oversee development of the labour fund in close partnership with our Associate Director, Erika. As the Albertan labour landscape is an unusually complex one, we are taking every precaution to ensure it complies with provincial legislation and serves academically-employed graduate students to its fullest capacity. The suggested changes to GSA Bylaw and Policy under review by Council at Monday's meeting will ensure collection of this fund is in accordance with our understanding of Bill 32. As this legislation is currently under development, we have sought legal counsel to verify its compliance. Adopting these changes is an important first step to further protecting our members' rights as employees. We are also working to prepare a generalized forecast of our labour action capabilities with this fund which will be shared with you for information in July, when a motion concerning a transfer of the GSA's operating budget surplus from 2020-2021 to the labour fund will also come forward (as was agreed to when Council voted to create the fund in January). As graduate student unions have unusually high levels of variation in dues collected (ie, rate and length of contract, number of workers), our estimates will likewise be highly variable. I am happy to hear your feedback and take any questions arising from any of the labour-related documents that will be before you at the June and July meetings. This creation and growth of this fund is long overdue and I am committed to ensuring it is used to the greatest possible benefit of our members.

Additionally, the University of Calgary and University of Lethbridge Vice-Presidents Labour and I have had several informal meetings over the past month. As Albertan graduate student unions lose their exclusivity to act as bargaining agents in the summer of 2022, it is vital we form networks and coordinate throughout the process of collaborating with external union groups. I am pleased to report we've committed to regular meetings and our ongoing dialogue is now firmly established. A comprehensive list of meetings I have attended is included below and I welcome any additional questions and comments at [gsa.vplabour@ualberta.ca](mailto:gsa.vplabour@ualberta.ca).

In solidarity,

Jessica Grenke, Vice-President Labour 2021-2022

## 13.1

Please find below a list of meetings I attended between 10 May 2021 and 21 June 2021 (not inclusive of weekly GSA Board meetings). The meetings were accurate at the time of printing.

13 May	GSA Labour Relations Committee (GSA LRC)
14 May	Studentcare Orientation
14 May	GSA Spring Social
17 May	University of Alberta Safety and Security Committee (UASSC)
18 May	Labour and Collective Agreement 101
18 May	GSA Board Strategic Work Plan Planning Session
19 May	Presentation from the Public Service Alliance of Canada (PSAC)
21 May	Joint Work Site Health and Safety Committee (JWSHSC)
21 May	Meeting with UCalgary GSA Associate Vice-President Labour
25 May	Meeting with a Graduate Student
25 May	GSA Board Strategic Work Plan Development Workshop
26 May	Faculty of Graduate Studies and Research (FGSR) Council
27 May	Monthly Meeting with A Costopoulos, Dean of Students
31 May	GSA Budget 101
2 June	Students' Union (SU)U/GSA Get Together
3 June	GSA Labour Relations Committee (GSA LRC)
8 June	Meeting with R Ley, Students' Union (SU) President
8 June	Faculty Relations Information Session on the GSA Collective Agreement
8 June	GSA, Dean of Students, and Students' Union (SU) Retreat
9 June	Meeting with Faculty Relations
10 June	Meeting re Professional Development
10 June	Meeting with Graduate Students
11 June	Team Meeting with B Flanagan, President
11 June	Team Meeting with E MacDonald, Vice-President (External Relations)
14 June	Labour Meeting with ULethbridge and UCalgary
16 June	GSA Labour Relations Committee (GSA LRC)
21 June	University of Alberta Safety and Security Committee (UASSC)

**GSA Labour Relations Committee  
Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Jessica Grenke  
Date: 18 June 2021

Dear GSA Council Colleagues,

The GSA Labour Relations Committee (GSA LRC) met four times over the past month, on 13 May, 19 May, 3 June, and 16 June 2021. At these meetings, members reviewed recommended changes to GSA Bylaw and Policy, Section Q, now before GSA Council, and discussed the possibility of partnering with an outside union in light of legislative changes regarding labour in Alberta, and as the GSA's exclusive role as the union coming to an end in Summer 2022.

Pursuant to these conversations, at meetings on 19 May and 16 June, representatives from external unions were invited to present information about potential services they could offer to the GSA in its capacity as a union. These conversations are ongoing.

I am happy to answer any questions.

Sincerely,  
Jessica Grenke, Vice-President Labour and Chair of the GSA LRC

**Vice-President Student Services  
Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Paresh Kumar  
Date: 18 June 2021

Dear Council Colleagues,

I hope you all are doing well and continuing to maintain social distancing and public health measures as we enter Stage 2 of Alberta's Open for Summer plan. I am delighted to share highlights from the meetings I attended in the last month.

- **Student Services & Experience Working Group**: Even though most of the restrictions will be lifted by July, the University is still focussing majorly on the Fall term plan only. In-person services will resume in mid-August and virtual services will continue, keeping the international community in mind. This year there will be an orientation for 2<sup>nd</sup> year students as well as 1<sup>st</sup> years because most of them might not be familiar with the campus. The plan for touchdown spaces for learning is currently to use the library space with booking, but other areas are also being accessed to accommodate more students.
- **Return to Campus Safety and Logistics Committee - Fall 21**: There will be changes to the University Isolation Support Program from 1 July; only students who have been registered for using residence services for the next term will be able to use the University Isolation Program. University of Alberta International (UAI) is working with partners to provide support to incoming international students. The University is considering a plan similar to University of Lethbridge's to motivate students to get vaccinated but not sure yet if it could be in the form of a fee waiver or some other incentives that could be added to the OneCard for use in future.
- **Studentcare Orientation**: Introductory session with Studentcare and some briefing on the process of how the GSA Health and Dental Plan is created and the history with relation to the plan.

**GSA Spring Social**: It was a really fun event to help students relax before going ahead with a great summer. Many students attended the event and it was very positive.

- **GSA Board Strategic Work Planning Session**: The aim of this session was to discuss the key priorities for this year and begin drafting the 2021-2022 version of this document.
- **U-Pass Working and Administrative Committees**: U-Pass will be available to students in the Fall and the distribution process will continue to be handled by Infolink. A major change will be that, instead of stickers on OneCards, students will be provided with a separate ARC (Smartfare) card which they will be able link to their student account via UAlberta Apps and can use to scan into Edmonton Transit Services transportation.
- **Edmonton Region Post Secondary Mental Health Committee (ERPSMHC)**: The Canadian Medical Health Association (CMHA) is working on developing a mental health wellbeing course specifically for youth. There were discussions on future planning and it was determined that we need to focus more on educating students regarding mental health.

- **GSA Health and Dental Plan 101**: This session was to make me familiar with the structures of our health and dental plan and the services which are available under it, as well as the process by which cost and coverage are set.
- **Days of Action (DOA) Committee Meeting**: Mental health initiatives were discussed and the plan is to increase outreach this year by reaching more audiences through our GSA social media and GSA newsletter.
- **Studentcare Stakeholder Meeting**: Studentcare shared information regarding their social initiatives. They also shared information regarding their legal support programs which could be available to all members at some extra cost and opt outs are unconditional in these programs. We will be discussing more about these initiatives and see if any of these programs fits with our Plan.
- **GSA Grants 101**: The session was to make me aware of my roles and responsibilities with respect to grants. I learned about what kind of funding we offer to graduate students. It is really good to know about the support we are providing to our members and with that learning I will also consider if there are areas in which expansion might be possible.
- **Dean of Students/GSA/Students' Union Retreat**: An introductory meeting with the Office of Dean of Students and Student's Union to know about shared goals and priorities for the coming year and to discuss working collectively on common interests.
- **Campus and Community Recreation (CCR) Meeting**: This meeting was an orientation to the CCR group. We discussed creating a survey to connect with students and get to know their preferences. There is a Wellness 101 course which will be available on e-class in the Fall to educate students about healthy lifestyles.
- **GSA Budget 101**: This session was to make me aware of the GSA's budget and budget history (including how funds are allocated, etc).
- **GSA/Students' Union Get Together**: The meeting was to get to know the Students' Union executives and learn about their portfolios and to foster a healthy working relationship on similar projects for the betterment of both graduate and undergraduate students.
- **Campus Food Bank Board Meeting**: The group is preparing for September (ensuring there is sufficient budget, preparing for the relaxation of COVID prevention measures, etc). There is some concern regarding space but the Campus Food Bank team is working on that. A concern was brought up that some people are thinking that the Campus Food Bank is ending with the end of this pandemic, but this is not the case and will continue its work as it has in the past.
- **University President and GSA Executives**: It was a really great meeting as we introduced ourselves to President Flanagan and shared our insights for future. We asked for advice on some matters and it was very generous of him to guide us on topics and provide valuable comments.
- **GSA Executives/Vice-President (External Relations) Meeting**: It was an introductory meeting with University Vice-President (External Relations), Elan MacDonald. We discussed how the External Relations Office can support the GSA in conversations with government on international student matters. She expressed great interest in continuing projects with GSA related to graduate students.

Feel free to reach me out for any comments/concerns regarding this report or any other specific issue you want to discuss regarding student services at [gsa.vpstudentservices@ualberta.ca](mailto:gsa.vpstudentservices@ualberta.ca)

Thank you,  
Paresh Kumar, Vice-President Student Services 2021-2022

*Please find below a list of meetings I attended between 10 May 2021 and 21 June 2021 (not inclusive of weekly GSA Board meetings). The meetings were accurate at the time of printing.*

13 May	Student Services & Experience Working Group Meeting
13 May	Return to Campus Safety and Logistics Committee
14 May	Studentcare Orientation
14 May	GSA Spring Social
17 May	GSA Board Strategic Work Plan Planning Session
17 May	GSA Board Strategic Work Plan Town Hall
18 May	U-Pass Working Committee
20 May	U-Pass Administrative Committee
20 May	Edmonton Region Post-Secondary Mental Health Committee (ERPSMHC)
20 May	GSA Health and Dental Plan 101
25 May	GSA Board Strategic Work Plan Development Workshop
26 May	Days of Action (DoA) Committee
26 May	Meeting with the Students' Union (SU) re U-Pass
27 May	Student Services and Experience Working Group Meeting
27 May	Studentcare Stakeholder Meeting
27 May	GSA Grants 101
28 May	Campus and Community Recreation Meeting
31 May	GSA Budget 101
2 June	Students' Union (SU)/GSA Get Together
8 June	GSA, Dean of Students, and Students' Union (SU) Retreat
10 June	Student Services and Experience Working Group Meeting
10 June	Return to Campus Safety and Logistics Committee
10 June	Campus Food Bank Board Meeting
11 June	Team Meeting with B Flanagan, President
11 June	Team Meeting with E MacDonald, Vice-President (External Relations)
15-17 June	Healthy Campus Alberta 2021 Wellness Summit
18 June	Touchdown Spaces Discussion

**GSA Nominating Committee  
Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Kenzie Gordon  
Date: 18 June 2021

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,

Kenzie Gordon, Chair of the GSA NoC

**Memorandum to GSA Councillors**

**As reported previously on multiple occasions, there are a number of vacancies on GSA Standing Committees for GSA Council Members (Departmental Councillors, Alternates, and Councillors-at-Large (CALs)).** These positions play a pivotal role in the GSA's ongoing efforts to keep its processes transparent and itself accountable and long-term vacancies adversely impact these efforts. **GSA Councillors (including Alternates) and CALs are strongly encouraged to consider serving on these committees.**

It is important to note that the time commitment for these committees varies greatly. While some meet regularly throughout the year (usually every two (2) to three (3) months) others meet less frequently, and some do almost all of their work over email. Additionally, **there is an appreciation of people's schedules and other commitments and accommodations are routinely made for those who cannot attend all meetings.**

**Service on these bodies is an excellent way to make sure your voice is heard and a great opportunity to add to your CV/resume!**

On behalf of the GSA NoC, I strongly encourage GSA Councillors (and Alternates) and CALs to consider the next round of vacancies, which will be circulated to GSA Council electronically and which are listed below. Questions can be directed to me at [mlgordon@ualberta.ca](mailto:mlgordon@ualberta.ca) or GSA Elections Coordinator Monica Brzak at [gsanomco@ualberta.ca](mailto:gsanomco@ualberta.ca).

**GSA Standing Committees**

**1) GSA Appeals and Complaints Committee (GSA ACB) (One (1) GSA Councillor Position)**

Information regarding the position for one (1) GSA Councillor was circulated via email to GSA Council on 14, 21, and 28 May, and 4 and 11 June 2021 with a nomination deadline of 15 June 2021. **One nomination was received; there will be an electronic vote (see Item x – Nominees for GSA Appeals and Complaints Committee).**

**2) GSA Elections and Referenda Committee (GSA ERC) (One (1) GSA Councillor Position)**

Information regarding the position for one (1) GSA Councillor was circulated via email to GSA Council on 14, 21, and 28 May, and 4 and 11 June 2021 with a nomination deadline of 16 June 2021. **No nominations were received; this vacancy will be advertised again.**

**3) GSA Elections and Referenda Committee (GSA ERC) (One (1) Member Position)**

Information regarding the position for one (1) GSA Member was circulated via the GSA newsletter on 4 and 11 June 2021 with a nomination deadline of 16 June 2021. **No nominations were received; this vacancy will be advertised again.**

**4) GSA Governance Committee (GSA GC) (Three (3) GSA Councillor Positions)**

Information regarding the position for three (3) GSA Councillors was circulated via email to GSA Council on 14, 21, and 28 May, and 4 and 11 June 2021 with a nomination deadline of 16 June 2021. **No nominations were received; these vacancies will be advertised again.**

**5) GSA Board and GSA Nominating Committee (GSAB/NoC) (Two (2) Joint GSA Councillor Positions)**

Information regarding the position for one (1) GSA Member was circulated via email to GSA Council on 14, 21, and 28 May, and 4 and 11 June 2021 with a nomination deadline of 16 June 2021. **No nominations were received; this vacancy will be advertised again.**

**6) GSA Board (GSAB) (One (1) GSA Member Position)**

Information regarding the position for one (1) GSA Member was circulated via the GSA newsletter on 14, 21, and 28 May, and 4 and 11 June 2021 with a nomination deadline of 16 June 2021. **No nominations were received; this vacancy will be advertised again.**

**GSA Officers****1) GSA Senator (One (1) Position for a GSA Member)**

Information regarding the position for one (1) GSA Member was circulated via the GSA newsletter on 14, 21, and 28 May, and 4 and 18 June 2021 with a nomination deadline of 16 June 2021. **Two (2) nominations were received; there will be an electronic vote (see Item 9 – Nominees for Senator).**

**2) GSA Speaker (One (1) Position for a GSA Member)**

Information regarding the position for one (1) GSA Member was circulated via the GSA newsletter on 7, 14, 21, and 28 May, and 4 and 18 June 2021 with a nomination deadline of 16 June 2021. **Four (4) nominations were received; there will be an electronic vote (see Item 9 – Nominees for Speaker).**

**3) GSA Deputy Speaker (One (1) Position for a GSA Member)**

Information regarding the position for one (1) GSA Member was circulated via the GSA newsletter on 7, 14, 21, and 28 May, and 4 and 18 June 2021 with a nomination deadline of 16 June 2021. **One (1) nomination was received; there will be an electronic vote (see Item 9 – Nominees for Deputy Speaker).**

**4) GSA Chief Returning Officer (One (1) Position for a GSA Member)**

Information regarding the position for one (1) GSA Member was circulated via the GSA newsletter on 7, 14, 21, and 28 May, and 4 and 18 June 2021 with a nomination deadline of 16 June 2021. **One (1) nomination was received; there will be an electronic vote (see Item 9 – Nominees for Chief Returning Officer).**

**5) GSA Deputy Returning Officer (One (1) Position for a GSA Member)**

Information regarding the position for one (1) GSA Member was circulated via the GSA newsletter on 7, 14, 21, and 28 May, and 4 and 18 June 2021 with a nomination deadline of 16 June 2021. **One (1) nomination was received; there will be an electronic vote (see Item 9 – Nominees for Deputy Returning Officer).**

#### External Committees: Vacancies

##### **1) General Faculties Council (Eight (8) Graduate Student Positions)**

Information regarding positions for eight (8) graduate students was circulated via the GSA newsletter on 23 and 30 April and 7 May with a nomination deadline of 12 May 2021. Information regarding the remaining positions for two (2) graduate students was circulated via the GSA newsletter on 28 May and 4 June 2021 with a nomination deadline of 9 June 2021. **Eight (8) nominations were received in total; Andrew Locke, Mary Olukotun, Heba Aref, Shashi Kumar, Laura Reifferscheid, Shubham Soni, Simran Pherwani, and Shuce Zhang were elected.**

##### **2) Green and Gold Adjudication Committee (Two (2) Graduate Student Positions)**

Information regarding positions for two (2) graduate students was circulated via the GSA newsletter on 14, 21, and 28 May, and 4 June 2021 with a nomination deadline of 9 June 2021. **One (1) nomination was received; Shubham Soni was elected. The remaining vacancy will be advertised again.**

#### Addendum – Election of GSA NoC Vice-Chair

As per GSA Bylaw and Policy, “two members (2) from amongst the five (5) voting members of the [GSA NoC] will be elected by the GSA NoC to serve as Chair and Vice-Chair for the duration of their time on the GSA NoC or until they resign their positions as Chair and Vice-Chair. The persons elected will be reported to GSA Council” (GSA Bylaw and Policy, Section E.POL.5.3). On 18 May 2021, GSA NoC members were informed of the vacancy in the position of Vice-Chair and were invited to submit nominations for this position. One (1) nomination was received in advance of the deadline of 21 May 2021. As of 26 May 2021, GSA NoC members have elected **Maura Roberts (Political Science)** to serve as GSA NoC Vice-Chair.

**Executive Director  
Report to GSA Council for the 21 June 2021 Meeting**

To: GSA Council  
From: Courtney Thomas  
Date: 18 June 2021

Dear GSA Council Members,

The GSA's fiscal year ended on 31 March 2020, we are in the process of finalizing our annual audit. The audit, as well the preparation of the first term's budget and expenditure financial report of our new fiscal year, will be completed this month, in advance of a meeting of the GSA Budget and Finance Committee on 29 June to review and discuss these items before they come forward to GSA Council in July. The GSA's audited financial statements will then proceed onward to the University Board of Governors, as per the requirements of the *Post-Secondary Learning Act*.

An important element of the GSA's annual audit is a review of our various corporate documents. 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.

Aside from focusing on the preparation of these various financial pieces, the GSA staff team has been engaged over the past month with preparing for a potential return to in-person work sometime in August (it is likely that meetings involving more than 4-5 people, including GSA Council meetings and GSA Standing Committee meetings, will remain online for the fall term – please see the last of my weekly reports to the GSA Board, included below, for more on this), preparing for the annual production of the GSA planner, supporting the work of the Directly-Elected Officers (particularly as they develop the 2021-2022 GSA Board Strategic Work Plan), assisting the Vice-President Labour with initiatives related to the GSA's role as a trade union, and preparing material for the GSA's suite of online orientation programming for the fall.

My weekly reports to the GSA Board are attached (pages 20.4-20.10) and, as always, I am happy to answer any questions.

Best,

Courtney Thomas, Executive Director

**Documents that Define the GSA as a Corporate Entity**

NAME	SUMMARY	STATUS
<b><i>Agreements with Expiry Dates</i></b>		
Campus Food Bank	Regulates GSA involvement with Food Bank.	GSA gives \$23,000/annum to Campus Food Bank (increased in 2018-2019 budget, 2019-2020 budget, 2020-2021 budget, and 2021-2022 budget). Original MoU expired 30 April 2015. <b>Subsidy 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, a new agreement with a term ending 31 August 2020 was ratified by both parties in December 2019.</b>
Agreement re GSSF	MoU that provides for funding allocations to the GSA for the GSSF.	<b>Support from the University confirmed annually in advance of 31 March for the</b>

		<b>upcoming fiscal year.</b>
Collective Agreement with NASA covering office staff	Sets out terms of employment for GSA staff.	Renegotiated in April 2012, 2015, and 2020. <b>Current agreement expires in 2025.</b>
Graduate Student Assistance Program (GSAP)	Provides for a wide range of personal counselling.	Referenda held in 2009 and 2021; 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. Support from the University confirmed annually in advance of 31 March for the upcoming fiscal year with the remainder paid by graduate students pursuant to a referendum vote.</b>
Health and Dental Agreement with Studentcare	Provides for Health and Dental Plan.	Provider changed in 2012. Re-signed in 2014 and 2020. <b>Current agreement expires 31 August 2025. 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 Directors and Officers insurance expires 28 January 2022. Current General Liability insurance expires 17 May 2022.</b>
North Power Plant and Dewey's	<p><b>2009 Memorandum of Agreement</b> with the Students' Union regarding the operation of Dewey's.</p> <p><b>2010 Memorandum of Understanding</b> with the U of A for use of North Power Plant Space for the Tory Building decant.</p> <p><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.</p>	<p><b>Expired August 2012</b> - conversations about use of space are ongoing.</p> <p><b>No Expiration</b> - conversation regarding Dewey's/NPP ongoing as part of this MoU.</p> <p><b>No Expiration</b> - conversation regarding Dewey's/NPP ongoing as part of this MoA.</p>
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 2022.</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 and 2021 for a period of 5 years. <b>Current agreement expires 31 August 2026.</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 2021 and current agreement expires 31 June 2026 (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	Governs U-PASS.	Referenda held in March 2013, February 2017, and February 2021. New agreement signed in 2021. <b>Current agreement expires in 2025.</b>
Kids and Company	Cost-sharing arrangement with the Students' Union to provide access to child care facilities around the city for students.	Signed in March 2021 for a one-year. <b>Current agreement expires in 2022.</b>
GSA Indigenous Graduate Student Award	Governs an annual award of \$750 for an Indigenous graduate student, as adjudicated by First Peoples' House.	Renewed every six years ( <b>next renewal will be in 2027</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. U of L withdrew in 2017/2018. <b>Annual Societies Act filing required.</b> (The former Alberta Graduate Council disbanded in 2013).
ATB Financial Banking	Operating account.	Switched from BMO 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 \$12,000 (increased in 2017-2018 budget, 2019-2020 budget, and 2020-2021 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 the GSA's Health and Dental Plan.	Reviewed with the U of A Privacy Officer and Studentcare in 2012 and new agreement signed on 3 May 2013. <b>GSA to 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 until September 2024, following the negotiation of their lease in 2019) – agreement concerning the leased space 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>Reviewed 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>

<b>Other Corporate Documents</b>		
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, 12 May 2021

Management has been engaged with the following issues since the last GSA Board meeting on 5 May 2021:

#### Strategic

- Starting the drafting of the 2021-2022 GSA Board Strategic Work Plan and compiling the 2020-2021 Annual Report.
- Soliciting a legal opinion regarding the consultation mechanism around the proposed exceptional tuition increases (waiting for a draft).
- Finalizing details regarding the collection of the U-Pass fee with University administration.
- Discussing strategies for labour outreach with the Vice-President Labour.
- Preparing for ongoing conversations with the Students' Union over the summer concerning how we will work with them with respect to the U-Pass program (distribution, processing of eligible opt-outs, etc) – arranging a preliminary meeting.
- Work associated with the Collective Agreement (advising individual graduate student workers and planning to share details of the recently ratified collective agreement on the website and via a Labour 101), developing revisions to GSA Bylaw and Policy concerning the existence of the GSA Labour Fund to ensure compliance with Bill 32 (have solicited legal review and will be further the proposal accordingly before it progresses to the GSA Labour Relations Committee for review), conversations with the University around collection and remittance of the due, developing revisions to GSA Bylaw and Policy to establish a steward network (selection of stewards, roles and responsibilities, training, etc), reviewing proposals with the Vice-President Labour, legal counsel, and the GSA Labour Relations Committee, and arranging for representatives of the Public Service Alliance of Canada to present to the GSA Labour Relations Committee concerning service agreements and resources that they offer.

#### Operations

- Grants processing, working with Student Group Services to navigate the new BearsDen platform, and preparing for the 14 May social event.
- Action associated with the recent GSA Council meeting.
- Beginning the development of the GSA planner for 2021-2022.
- Supporting the work of the GSA Elections and Referenda Committee and the GSA Nominating Committee: vacancies on the GSA Appeals and Complaints Board (advertised directly to GSA Council), the GSA Elections and Referenda Committee (advertised directly to GSA Council), the GSA Governance Committee (advertised directly to GSA Council), GSA Nominating Committee (advertised via the newsletter), the GSA Board (advertised directly to GSA Council), and the GSA Board/GSA Nominating Committee (advertised directly to GSA Council), as well as opens position for the GSA Senator, Speaker, Deputy Speaker, Chief Returning Officer, and Deputy Returning Officer (advertised via the newsletter), the replenishment of the General Faculties Council (advertised via the newsletter), and assisting with elections for the ALES Graduate Students' Association (advertised via email to ALES graduate students), the Pharmacy Graduate Students' Association (advertised via email to Pharmacy graduate

students), and the Indigenous Graduate Students' Association (advertised via email to members of the Indigenous Graduate Students' Association).

- Facebook = 1,702 likes (up 31 from 5 May) and 1,814 followers (up 6 from 5 May); Facebook posts reached 1925 users last week and our "post engagement" count was 452. Twitter = 1,185 followers (up 6 from 5 May); our tweets earned 580 "impressions" over the past week. Instagram = 630 followers (up 5 from 5 May); Instagram posts reached 2,400 users last week.
- GSA Academic Travel Grants = new funding period starts 1 July (not accepting applications for travel outside the province but online costs accepted); GSA Child Care Grants = new funding period starts 1 July; GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period starts 1 July. All funding continues to be closely monitored so we can direct it to where the most need is and funds not projected to be spent are being transferred to the University to dispense in the form of COVID-related supplementary bursaries for graduate students.

### **Management Report to the GSA Board, 19 May 2021**

Management has been engaged with the following issues since the last GSA Board meeting on 12 May 2021:

#### **Strategic**

- Facilitating a town hall related to the 2021-2022 GSA Board Strategic Work Plan, as well as a survey of graduate students and a survey of GSA Council members, and starting the drafting of the 2021-2022 GSA Board Strategic Work Plan.
- Compiling the 2020-2021 Annual Report.
- Hosting various transition training sessions.
- Audit preparation and discussion of how much of the operating surplus from 2020-2021 can be transferred to the labour fund (the GSA Budget and Finance Committee will meet in June to further discuss and make a recommendation to GSA Council).
- Finalizing recommended changes to section Q of GSA Bylaw and Policy to incorporate a steward network and collection of a union due – the GSA Labour Relations Committee has recommended the proposed changes to GSA Council and they will appear for information at the GSA Board shortly.
- Preparing for ongoing conversations with the Students' Union over the summer concerning how we will work with them with respect to the U-Pass program (distribution, processing of eligible opt-outs, etc) – a preliminary meeting has been arranged.
- Work associated with the Collective Agreement (advising individual graduate student workers and planning to share details of the recently ratified collective agreement on the website and via a Labour 101), conversations with the University around collection and remittance of the due, and arranging for representatives of the Public Service Alliance of Canada to present to the GSA Labour Relations Committee concerning service agreements and resources that they offer.

#### **Operations**

- Debriefing the 14 May social event, which was very well attended.
- Mailing out GSA Recognition Award certificates and President's Citation plaques.
- Discussing changes to GSA Nominating Committee nomination forms and planning to develop recommendations for the committee to consider.
- Beginning the development of the GSA planner for 2021-2022 and forward planning for fall orientation.
- Supporting the work of the GSA Nominating Committee: vacancies on the GSA Appeals and Complaints Board (advertised directly to GSA Council), the GSA Elections and Referenda Committee (advertised directly to GSA Council), the GSA Governance

Committee (advertised directly to GSA Council), the GSA Board (advertised directly to GSA Council), and the GSA Board/GSA Nominating Committee (advertised directly to GSA Council), as well as opens position for the GSA Senator, Speaker, Deputy Speaker, Chief Returning Officer, and Deputy Returning Officer (advertised via the newsletter), the replenishment of the General Faculties Council (advertised via the newsletter), and assisting with an election for the Pharmacy Graduate Students' Association (advertised via email to Pharmacy graduate students).

- Facebook = 1,703 likes (up 1 from 12 May) and 1,815 followers (up 1 from 12 May); Facebook posts reached 393 users last week and our "post engagement" count was 32. Twitter = 1,188 followers (up 3 from 12 May); our tweets earned 725 "impressions" over the past week. Instagram = 631 followers (up 1 from 12 May); Instagram posts reached 151 users last week.
- GSA Academic Travel Grants = new funding period starts 1 July (not accepting applications for travel outside the province but online costs accepted); GSA Child Care Grants = new funding period starts 1 July; GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period starts 1 July. All funding continues to be closely monitored so we can direct it to where the most need is and funds not projected to be spent are being transferred to the University to dispense in the form of COVID-related supplementary bursaries for graduate students.

### **Management Report to the GSA Board, 26 May 2021**

Management has been engaged with the following issues since the last GSA Board meeting on 19 May 2021:

#### **Strategic**

- Collating feedback related to the 2021-2022 GSA Board Strategic Work Plan collected via surveys of graduate students and GSA Council members, and starting the drafting of the 2021-2022 GSA Board Strategic Work Plan.
- Hosting various transition training sessions (including for Councillors-at-Large) and reading meeting materials going before various University governance bodies.
- Audit preparation and discussion of how much of the operating surplus from 2020-2021 can be transferred to the labour fund (pending review by the Vice-President Labour, the GSA Budget and Finance Committee will meet in June to further discuss and make a recommendation to GSA Council).
- Compiling the 2020-2021 Annual Report.
- Finalizing recommended changes to section Q of GSA Bylaw and Policy to incorporate a steward network and collection of a union due – the GSA Labour Relations Committee has recommended the proposed changes to GSA Council and they will appear for information at the GSA Board shortly.
- Initiating conversations with the Students' Union concerning how we will work with them with respect to the U-Pass program (distribution, processing of eligible opt-outs, etc) – a preliminary meeting has been arranged for later today.
- Work associated with the Collective Agreement (advising individual graduate student workers and planning to share details of the recently ratified collective agreement on the website and via a Labour 101), conversations with the University around collection and remittance of the due, and debriefing a presentation by the Public Service Alliance of Canada to the GSA Labour Relations Committee concerning service agreements and resources that they offer (need to discuss follow up questions and similar potential arrangements with the Alberta Union of Provincial Employees, and possibly other unions).

#### **Operations**

- Grants processing.
- Tracking GSA Council attendance.
- Mailing out GSA Recognition Award certificates and President's Citation plaques.

- Discussing changes to GSA Nominating Committee nomination forms and planning to develop recommendations for the committee to consider.
- Beginning the development of the GSA planner for 2021-2022 and forward planning for fall orientation.
- Supporting the work of the GSA Nominating Committee: vacancies on the GSA Appeals and Complaints Board (advertised directly to GSA Council), the GSA Elections and Referenda Committee (advertised directly to GSA Council), the GSA Governance Committee (advertised directly to GSA Council), the GSA Board (advertised directly to GSA Council), and the GSA Board/GSA Nominating Committee (advertised directly to GSA Council), as well as opens position for the GSA Senator, Speaker, Deputy Speaker, Chief Returning Officer, and Deputy Returning Officer (advertised via the newsletter), and the replenishment of the General Faculties Council (advertised via the newsletter), and the Green and Gold Grant Adjudication Committee (advertised via the newsletter).
- Facebook = 1,703 likes (up 1 from 19 May) and 1,815 followers (up 0 from 19 May); Facebook posts reached 169 users last week and our “post engagement” count was 32. Twitter = 1,187 followers (down 1 from 19 May); our tweets earned 1,400 “impressions” over the past week. Instagram = 635 followers (up 4 from 19 May); Instagram posts reached 4 users last week.
- GSA Academic Travel Grants = new funding period starts 1 July (not accepting applications for travel outside the province but online costs accepted); GSA Child Care Grants = new funding period starts 1 July; GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period starts 1 July. All funding continues to be closely monitored so we can direct it to where the most need is and funds not projected to be spent are being transferred to the University to dispense in the form of COVID-related supplementary bursaries for graduate students.

### Management Report to the GSA Board, 2 June 2021

Management has been engaged with the following issues since the last GSA Board meeting on 26 May 2021:

#### Strategic

- Collating feedback related to the 2021-2022 GSA Board Strategic Work Plan collected via surveys of graduate students and GSA Council members, and circulating the 2021-2022 GSA Board Strategic Work Plan. The Plan, as well as a summary report on feedback received, will appear before the GSA Board on 23 June.
- Compiling the 2020-2021 Annual Report – will come before the GSA Board for review shortly.
- Hosting various transition training sessions.
- Audit preparation and discussion of how much of the operating surplus from 2020-2021 can be transferred to the labour fund (pending review by the Vice-President Labour, the GSA Budget and Finance Committee will meet in late June to further discuss and make a recommendation to GSA Council, as well as to review the audit and the first term financial statement of the new fiscal year).
- Work associated with the Collective Agreement (advising individual graduate student workers and planning to share details of the recently ratified collective agreement on the website and via a Labour 101 and supporting a meeting of the GSA Labour Relations Committee to discuss potential service agreements with an outside union).

#### Operations

- Grants processing.
- Tracking GSA Council attendance and forward planning for the annual remuneration process.
- Discussing changes to GSA Nominating Committee nomination forms and planning to develop recommendations for the committee to consider.

- Beginning the development of the GSA planner for 2021-2022 and forward planning for fall orientation.
- Supporting the work of the GSA Nominating Committee: vacancies on the GSA Appeals and Complaints Board (advertised directly to GSA Council), the GSA Elections and Referenda Committee (advertised directly to GSA Council), the GSA Governance Committee (advertised directly to GSA Council), the GSA Board (advertised directly to GSA Council), and the GSA Board/GSA Nominating Committee (advertised directly to GSA Council), as well as opens position for the GSA Senator, Speaker, Deputy Speaker, Chief Returning Officer, and Deputy Returning Officer (advertised via the newsletter), and the replenishment of the General Faculties Council (advertised via the newsletter), and the Green and Gold Grant Adjudication Committee (advertised via the newsletter).
- Facebook = 1,704 likes (up 1 from 24 May) and 1,815 followers (up 0 from 24 May); Facebook posts reached 417 users last week and our “post engagement” count was 47. Twitter = 1,190 followers (up 3 from 24 May); our tweets earned 541 “impressions” over the past week. Instagram = 635 followers (up 0 from 24 May); Instagram posts reached 5 users last week.
- GSA Academic Travel Grants = new funding period starts 1 July (not accepting applications for travel outside the province but online costs accepted); GSA Child Care Grants = new funding period starts 1 July; GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period starts 1 July. All funding continues to be closely monitored so we can direct it to where the most need is and funds not projected to be spent are being transferred to the University to dispense in the form of COVID-related supplementary bursaries for graduate students.

#### **Management Report to the GSA Board, 9 June 2021**

Management has been engaged with the following issues since the last GSA Board meeting on 2 June 2021:

#### **Strategic**

- Audit preparing and scheduling a meeting of the GSA Budget and Finance Committee to review the audit, the spring/summer term financial report, and to discuss how much of the GSA’s 2020-2021 operating budget surplus to transfer to the GSA labour fund.
- Researching growth and draw down scenarios of the GSA labour fund.
- Participating in the annual conference of the Association of Managers in Canadian College and University Student Centres (AMICCUS-C).
- Collating feedback related to the 2021-2022 GSA Board Strategic Work Plan collected via surveys of graduate students and GSA Council members, and updating the draft 2021-2022 GSA Board Strategic Work Plan to include feedback received from graduate students, as well as the Directly-Elected Officers. The draft Plan, as well as a summary report on feedback received, will appear before the GSA Board on 23 June.
- Compiling the 2020-2021 Annual Report – will come before the GSA Board for review shortly.
- Work associated with the Collective Agreement (advising individual graduate student workers and planning to share details of the recently ratified collective agreement on the website and via a Labour 101 in August/September and supporting a meeting of the GSA Labour Relations Committee to discuss potential service agreements with an outside union).

#### **Operations**

- Investigating the possibility of transitioning the office from a shared Google Drive to a Team Drive (discussions with IST, etc).
- Tracking GSA Council attendance and forward planning for the annual remuneration process.
- Discussing changes to GSA Nominating Committee nomination forms and planning to develop recommendations for the committee to consider.

- Beginning the development of the GSA planner for 2021-2022 and forward planning for fall orientation.
- Supporting the work of the GSA Nominating Committee: vacancies on the GSA Appeals and Complaints Board (advertised directly to GSA Council), the GSA Elections and Referenda Committee (advertised directly to GSA Council), the GSA Governance Committee (advertised directly to GSA Council), the GSA Board (advertised directly to GSA Council), and the GSA Board/GSA Nominating Committee (advertised directly to GSA Council), as well as opens position for the GSA Senator, Speaker, Deputy Speaker, Chief Returning Officer, and Deputy Returning Officer (advertised via the newsletter), and the replenishment of the General Faculties Council (advertised via the newsletter), and the Green and Gold Grant Adjudication Committee (advertised via the newsletter).
- Facebook = 1,691 likes (up 0 from 1 June) and 1,816 followers (up 1 from 1 June); Facebook posts reached 287 users last week and our “post engagement” count was 14. Twitter = 1,193 followers (up 3 from 1 June); our tweets earned 274 “impressions” over the past week. Instagram = 642 followers (up 7 from 1 June); Instagram posts reached 285 users last week.
- GSA Academic Travel Grants = new funding period starts 1 July (not accepting applications for travel outside the province but online costs accepted); GSA Child Care Grants = new funding period starts 1 July; GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period starts 1 July. All funding continues to be closely monitored so we can direct it to where the most need is and funds not projected to be spent are being transferred to the University to dispense in the form of COVID-related supplementary bursaries for graduate students.

#### **Management Report to the GSA Board, 16 June 2021**

Management has been engaged with the following issues since the last GSA Board meeting on 9 June 2021:

#### **Strategic**

- Audit preparation.
- Forward planning for the reopening of the GSA office and a partial return to pre-pandemic operations (below is a very tentative list of some measures we are considering, based on what FGSR intends to do):
  - FGSR is planning to reopen around 16 August and the GSA office will look at doing the same
  - In order to accommodate graduate students not able to travel to Canada and those still desiring to minimize their contact with others (as well as recognizing the reality that we can't ensure proper physical distancing in the GSA's various meeting rooms if more than 4-5 people are in attendance), we will need to maintain the virtual front desk (even as the in-person version reopens) and continue to hold GSA Council and GSA standing committee meetings online
  - Whether smaller meetings (ie, between the Vice-President Labour, Associate Director, and graduate students, or the weekly management meetings with the President) will be in-person or online can be decided on an *ad hoc* basis based on participants' preferences
  - Some staff may work occasionally from home based on whether the meetings they are scheduled into are online for the day, versus in-person (ie, if the GSA Board meeting is hosted online and then I have an online meeting in the afternoon, I may stay home for the day to avoid disruptions in the office, or if a staff member has a 3 hour shift on the virtual front desk they may opt to do that from home), this will likely be decided on an *ad hoc* basis and in regular consultation with the staff) – if a staff member is in the office and participating in online meetings, they will need to do so from the boardroom or another meeting room to avoid disrupting others in the office
  - We hope to work with FGSR to turn various unused spaces in the building into temporary bookable study spaces for graduate students dealing with a mixture of online and in-person classes who need temporary spaces to land on campus (we can reconfigure furniture to create appropriately physically distanced work spaces, set up an online booking system to control numbers and also have information for potential contact tracing purposes, and provide hand sanitizer, etc
  - Staffing will need to be flexible in case someone catches a cold, is possibly exposed, etc and has to isolate and thus work from home – we may need to make some computer and software purchases to ensure each staff member has a fully functioning laptop (many of us took our desktops home and once we bring those in we won't have the necessary equipment to work from home
- Compiling the 2020-2021 Annual Report, draft Board Strategic Work Plan (SWP), and a summary report of feedback related to the SWP – all come before the GSA Board for review shortly.

- Work associated with the Collective Agreement (advising individual graduate student workers, etc) and supporting a meeting of the GSA Labour Relations Committee to discuss potential service agreements with an outside union).

**Operations**

- Discussing changes to GSA Nominating Committee nomination forms and planning to develop recommendations for the committee to consider.
- Development of the GSA planner for 2021-2022 and forward planning for fall orientation, as well as starting the Council remuneration process.
- Supporting the work of the GSA Nominating Committee: vacancies on the GSA Appeals and Complaints Board (advertised directly to GSA Council), the GSA Elections and Referenda Committee (advertised directly to GSA Council), the GSA Governance Committee (advertised directly to GSA Council), the GSA Board (advertised directly to GSA Council), and the GSA Board/GSA Nominating Committee (advertised directly to GSA Council), as well as opens position for the GSA Senator, Speaker, Deputy Speaker, Chief Returning Officer, and Deputy Returning Officer (advertised via the newsletter).
- Facebook = 1,693 likes (up 2 from 8 June) and 1,818 followers (up 2 from 8 June); Facebook posts reached 24 users last week and our “post engagement” count was 2. Twitter = 1,197 followers (up 4 from 8 June); our tweets earned 379 “impressions” over the past week. Instagram = 643 followers (up 1 from 8 June); Instagram posts reached 11 users last week.
- GSA Academic Travel Grants = new funding period starts 1 July (not accepting applications for travel outside the province but online costs accepted); GSA Child Care Grants = new funding period starts 1 July; GSA Emergency Bursaries = no funding periods for GSA EBs; GSA Graduate Student Group Grants = new funding period starts 1 July. All funding continues to be closely monitored so we can direct it to where the most need is and funds not projected to be spent are being transferred to the University to dispense in the form of COVID-related supplementary bursaries for graduate students.