
The following Motions and Documents were considered by the GFC Executive Committee at its Monday, April 08, 2024 meeting:

Agenda Title: **Student Academic Integrity Policy Suite**

CARRIED MOTION:

THAT the GFC Executive Committee recommend that the General Faculties Council approve the Student Academic Integrity Policy and associated Procedures identified in attachments 1 through 5, and rescind the Code of Student Behaviour, both to take effect September 1, 2024.

Final Item: 4.

Agenda Title: **Proposed revisions to the Terms of Reference for the GFC Academic Planning Committee, Committee on the Learning Environment, and Programs Committee and Proposed Disbanding of the Student Conduct and Policy Committee and Facilities Development Committee**

CARRIED MOTION 1: THAT the GFC Executive Committee recommend to GFC that it approve the proposed revisions to the GFC Academic Planning Committee Terms of Reference as set forth in Attachment 1, to take effect upon approval.

CARRIED MOTION 2: THAT the GFC Executive Committee recommend to GFC that it approve the proposed revisions to the GFC Committee on the Learning Environment Terms of Reference as set forth in Attachment 2, to take effect upon approval.

CARRIED MOTION 3: THAT the GFC Executive Committee recommend to GFC that it approve the dissolution of the GFC Student Conduct Policy Committee as a result of the approval of the Revised GFC Committee on the Learning Environment Terms of Reference as set forth in Attachment 2, to take effect upon approval.

CARRIED MOTION 4: THAT the GFC Executive Committee recommend to GFC that it approve of the proposed revisions to the GFC Programs Committee Terms of Reference as set forth in Attachment 3, to take effect upon approval.

Final Item: 5.

Agenda Title: **Draft Agenda for the Next Meeting of General Faculties Council**

CARRIED MOTION:

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the Agenda for the April 29, 2024 meeting of General Faculties Council, as set forth in Attachment 1.

Final Item: 7.

Decision **Discussion** **Information**

ITEM OBJECTIVE: To approve the Student Academic Integrity Policy Suite and rescind the Code of Student Behaviour

DATE	April 8, 2024
TO	General Faculties Council Executive Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION:

THAT the GFC Executive Committee recommend that the General Faculties Council approve the Student Academic Integrity Policy and associated Procedures identified in attachments 1 through 5, and rescind the Code of Student Behaviour, both to take effect September 1, 2024.

EXECUTIVE SUMMARY:

Background

In February 2022, the Minister of Advanced Education, Demetrios Nicolaides, and then Associate Minister of Status of Women, Whitney Issek, issued a joint letter to the governing bodies of all public post-secondary institutions in Alberta, including the Board of Governors of the University of Alberta (hereafter, the “Ministers’ Letter”).

The Ministers’ Letter required that all public post-secondary institutions in Alberta update their sexual violence policies and procedures with specific attention to providing procedural fairness and implementing trauma-informed practices for both complainants and respondents to a complaint. The Ministers’ Letter provided a “Checklist” of required and prohibited elements which our policies and procedures must satisfy. There was a timeline to complete these procedures that required immediate action. While it was undoubtedly time to review the *Code* as a whole, given that it had not been substantially revised since 1999, it was decided that the deadlines to address the non-academic sections meant they needed to be done in two phases.

Phase 1 removed the non-academic sections from the *Code* which were then incorporated into the Student Conduct Policy, approved on November 22, 2022. Phase 2 focussed on the academic sections of the *Code*. Chris Hackett, Acting Director of Student Conduct and Accountability, organised two working groups to draft the new academic integrity policy. The first working group identified the key issues and laid out principles that needed to be addressed in the new policy. After consultation on those principles, the second working group oversaw the drafting of the proposed policy suite.

Since September 2023 we have been consulting broadly on the draft policy suite with the University of Alberta community. The response has been very positive. We have revised the draft policy suite to consider that feedback and to make the processes as understandable and streamlined as possible.

GOVERNANCE OUTLINE

FINAL ITEM NO. 4Analysis / Discussion

- The key issues the policy suite is intended to address are:
- Protect the integrity of University of Alberta grades, degrees, certifications, research and other scholarly activities involving students.
- Shift from a purely punitive orientation to one that also reflects the educational mission of the University;
- Mitigate unintended consequences to students addressed by the policy; •
- Bring academic conduct appeal processes in line with the principles adopted in the Student Misconduct Appeal Procedure
- Adopt best and promising practices in preventing and responding to academic misconduct;
- Increase timeliness and transparency in academic integrity processes;
- Address new and evolving forms of academic misconduct, such as contract cheating and inappropriate use of homework/tutor websites; and
- Provide streamlined processes for mass cheating events.

Risk Discussion / Mitigation of the Risk

A poorly drafted policy runs the risk of damaging the reputation the University of Alberta and creating unnecessary burdens for faculty, staff and students. The current policy has been drafted after reviewing current literature on addressing academic integrity in post-secondary institutions, exploration of practices at U15 peer institutions, and leading institutions in the United States, and careful analysis of the strengths and weaknesses of current practices. The consultation process has provided critical feedback on the impact of the proposed principles and processes.

Where applicable, list the legislation that is being relied upon

Province of Alberta, *Post-Secondary Learning Act*

Next Steps

- Once the policy is approved, we will pivot to developing resources to support decision makers and students in the new process so that the policy will have a firm footing when it is implemented in September. In addition, the following policy documents will be updated to reflect the deletion of the COSB:
 - Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct
 - Residence Community Standards
 - Code of Applicant Behaviour
 - Research and Scholarship Integrity Policy
 - Practicum Intervention Policy

Supporting Materials:

Attachment 1: Student Academic Integrity Policy

Attachment 2: Student Academic Misconduct Appeal Procedure

Attachment 3: Student Academic Misconduct Procedure

Attachment 4: Student Academic Integrity Policy Appendix A

Attachment 5: Student Academic Integrity Policy Appendix B

***See Schedule A for additional items to include if needed.**

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Ravina Sanghera, Vice-Provost and Dean of Students
- Chris Hackett, Acting Director, Student Conduct and Accountability
- Drafts written by Chris Hackett, Jax Oltean, Associate General Counsel, Office of General Counsel, and Deborah Eerkes, Lead, Sexual and Gender-Based Violence Response, Office of the Provost and Vice-President (Academic)
- First working group:
 - Chris Hackett,
 - Jax Oltean
 - Deb Eerkes
 - Ali Shiri, Graduate and Postdoctoral Studies
 - Karsten Mundel, College of Social Sciences + Humanities
 - Shirley Schipper, Faculty of Medicine and Dentistry
 - Pierre Mertiny, Faculty of Engineering
- Second working group
 - Chris Hackett
 - Jax Oltean
 - Deborah Eerkes
 - Shirley Schipper
 - Karsten Mundel, Office of the Provost
 - Gurleen Kaur, VP Academic Student Union
 - Pedro Almeida, VP Academic, Student Union
 - Bishoi Aziz, VP Academic, Graduate Students Association
 - Rija Kamran - VP Academic, Graduate Students Association
 - Fraser Brenneis, Faculty of Medicine and Dentistry
 - Cagri Ayranci, GSP
 - Jim Bohun, College of Natural and Applied Sciences
 - Allen Ball, Online and Continuing Education



- Remonia Stoddart-Morrison, Office of the Student Ombuds

Those who have been consulted:

- Dean of Student's Advisory Council
- Student Union Student Council
- Student Union Council of Faculty Associations
- Student Union - GFC student caucus
- Graduate Students Association Council
- Indigenous Graduate Students Association
- Kumarie Achaibar-Morrison and Xiaobing Lin, International Student Services
- Sharon Stearns, Academic Success Centre
- John Fontaine, Academic Success Centre
- Kate Pratt, Academic Success Centre
- Mebbie Bell, Accommodation & Universal Design
- Lula Adam, Coordinator, Student Equity Diversity and Inclusivity, Dean of Students Portfolio
- Suzanne Butler, Transition Year Program, First Peoples' House
- Darin Mckinley, Office of General Counsel
- Office of the Student Ombuds
- Evelyn Hamdon, Senior Advisor, Equity & Human Rights, Office of the Provost & Vice-President Academic
- Donnell Willis, Safe Disclosure & Human Rights Advisor, Safe Disclosure & Human Rights
- Ada Chan-Cumming, Enrolment Systems & Service Innovation
- Laura Riley and Charlene Scharf, Appeals and Compliance Coordinator, University Governance
- Vanessa Grabia, College of Social Sciences and Humanities, Department of Education
- College of Natural and Applied Sciences, Department of Education
- Lihong Yang, College of Health Sciences, Department of Education
- College of Natural and Applied Sciences, Faculty Decision Makers
- College of Natural and Applied Sciences, Associate Deans
- College Departments of Education conduct administrators
- College of Social Sciences and Humanities, Undergraduate Associate Deans
- Lisa Purdy, Associate Dean, Faculty of Medicine and Dentistry
- Rebecca Nagel and Temitope Oriola, Associate Deans (Undergraduate), Faculty of Arts
- Helen Vallianatos - Associate Dean Academic, College of Social Sciences and Humanities
- Hassan Safouhi, Vice-doyen, Campus Saint Jean
- Brandon Alakas, Associate Dean and Stacy Lorenz, Vice-Dean - Augustana Campus
- Sean Robertson, Associate Dean, Faculty of Native Studies
- Christine Whelan, College of Social Sciences and Humanities, Academic Integrity and Discipline Coordinator
- Farha Shariff, Special Adviser EDI to the Dean of the Faculty of Education



FINAL ITEM NO. 4

- Angela Bayduza, Associate Dean Undergraduate, Faculty of Kinesiology, Sport, and Recreation
- Jane Lee and Judith Odhuno-Were, Office of the Registrar
- Jason Acker and Jacqueline Littlewood, Office of the Vice-President (Research and Innovation)
- Francisco Marquez-Stricker, Office of the Vice-President (Research and Innovation)
- Laura Huxley, Assistant Dean of Students, Student Life
- Association of the Academic Staff of the University of Alberta

Those who have been informed:

- Ahmed Hammad, Faculty of Engineering
- Beverley Temple, Faculty of Nursing
- Bhuva Narayanan, Academic Success Centre
- Bernadette Martin, Faculty of Rehabilitation Medicine
- Carrie Smith, Vice-Provost (Equity, Diversity & Inclusion)
- Susan Chatwood, School of Public Health
- Dion Brocks, Faculty of Pharmacy & Pharmaceutical Sciences
- Brock Debenham, Faculty of Medicine and Dentistry
- Douglas Gleddie, Faculty of Education
- Donald Raboud, Faculty of Engineering
- Ehab Elmallah, Faculty of Science
- Herb Yang, Faculty of Science
- Janice Causgrove Dunn, Vice-Provost (Programs)
- Jude Spiers, Faculty of Nursing
- James Muir, Faculty of Law
- Katie Burgess, Faculty of Nursing
- Kim Chow, Faculty of Science
- Kimberly Noels, Faculty of Arts
- Matthew Kostelecky, St. Joseph's College
- Katelyn Brown, Faculty of Rehabilitation Medicine
- Leluo Guan, Faculty of Agricultural, Life and Environmental Sciences
- Maryanne Doherty, Faculty of Education
- Michelle Inness, Alberta School of Business
- Donia Mounsef, Campus Saint-Jean
- Mary Roduta Roberts, Faculty of Rehabilitation Medicine
- Nat Kav, Faculty of Agricultural, Life and Environmental Sciences
- Nathalie Kermoal, Faculty of Native Studies
- Kara Schick-Makaroff, Faculty of Science
- Shana Dion, Assistant Dean of Students, Indigenous
- Stephen Kuntz, Academic Success Centre
- Shannon Scott, Faculty of Nursing
- Lesly Wade-Woolley, Faculty of Education
- John-Paul Zonneveld, Faculty of Science

Approval Route:

- Council on Student Affairs (for discussion) – September 7, 2023



FINAL ITEM NO. 4

- Student Conduct Policy Committee (for discussion) September 21, 2023
- GFC Executive Committee (for discussion) October 2, 2023
- General Faculties Council (for discussion) January 29, 2024
- GFC Executive (for recommendation) April 8, 2024
- Student Conduct Policy Committee (for recommendation) April 25, 2024
- General Faculties Council (for approval) April 29, 2024

Supplementary Notes / Context:

Original Approval Date: [date]

Most Recent Approval: [date]

Most Recent Editorial Date: [date]

Student Academic Integrity Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Vice Provost and Dean of Students
Approver:	General Faculties Council
Scope:	Compliance with this university policy extends to all University of Alberta students as defined in this policy.

OVERVIEW

The value and integrity of University of Alberta **academic credentials**, as well as research and other scholarly and professional activities, rests on **academic integrity** and the fundamental values of honesty, trust, fairness, respect, responsibility and courage in every aspect of **academic and scholarly activities**. The university is defined by tradition as a community of people dedicated to the advancement of knowledge, and as a place where there is freedom to teach, engage in research, create, learn, study, speak, associate, write and publish. In addition to these freedoms, the enduring value of university life, the degrees and other credentials the university confers, and the university's reputation for academic and scholarly excellence depend upon trusted teaching and research relationships and, therefore, upon the honesty and integrity of those engaged in academic and scholarly activities.

People with diverse interests and cultures from all over the world and from all walks of life are part of the University of Alberta community and **learning environment**. The university is a shared space for diverse scholarship, research, and learning communities. The university's faculty, staff, and **students** live, work, explore, teach, and learn alongside each other; those differences are part of the backbone of the institution that gives it strength and supports its

central mission. What each individual does affects the other members of our community and everyone must be accountable for their actions.

This policy describes academic supports that enable students to achieve academic success in alignment with the principles of academic integrity. In addition, this policy provides alternatives to a disciplinary response where students take responsibility for their academic misconduct and hold themselves accountable to the community by participating in **non-disciplinary accountability options**. Where non-disciplinary accountability options are not appropriate, this policy provides a disciplinary complaint process.

PURPOSE

The purpose of this policy is to:

- set out the conditions under which this policy applies;
- set out the principles that will guide the interpretation and application of this policy;
- identify on-campus academic resources for students;
- situate the academic integrity process in relation to concurrent external and internal proceedings;
- identify behaviours that are unacceptable and constitute academic misconduct;
- provide for non-disciplinary accountability options in appropriate cases;
- outline some aspects of the complaint process, such as the applicable standard of proof and acceptable forms of evidence;
- authorise and set out the principles that will guide the application of sanctions for **academic misconduct** that has been found to have occurred;
- provide clarity on privacy, disclosure and confidentiality;
- stipulate required training for those who administer academic integrity processes;
- articulate the delegated authority under the *Alberta Post-Secondary Learning Act* (PSLA) to discipline students for academic misconduct, subject to a right of appeal;
- provide for periodic review of, and amendments to, this policy and its related procedures; and
- provide definitions which apply to this policy and its related procedures.

POLICY

1. Application

- a. This policy applies to all alleged academic misconduct by a student or students by any means whatsoever (including virtual or online), that has a real and substantial link to university academic and scholarly activities and/or a material effect on the university's academic reputation.
- b. The determination of whether any academic misconduct has a real and substantial link or material effect may be made by any individual or body who has been delegated the authority to make decisions under this policy and its associated procedures.

2. Guiding Principles

This policy and its associated procedures are guided by, and will be interpreted and applied by reference to the following principles:

- a. The university is responsible for taking reasonable steps to maintain academic integrity and protect the integrity and value of the University of Alberta degrees and other accreditations, its academic mission, and its reputation for excellence in scholarship and research. Wherever possible, the university should provide both general and program specific educational materials and opportunities to help students learn their individual responsibilities.
- b. All members of the university community are entitled to a fair, vibrant and supportive **learning environment**. Students are expected to conduct themselves with honesty, fairness, trust, respect, responsibility and courage, aligning their behaviour with the principles of academic integrity as defined in this policy.
- c. The university will create a supportive space for students to be accountable, for example by undertaking skill-building and remedial activities to correct their behaviour, taking steps to align future conduct with the principles of academic integrity, and/or repairing harm resulting from their academic misconduct.
- d. Where appropriate, Deans and those involved in addressing academic misconduct are encouraged to explore non-disciplinary accountability options, including remedial, restorative, transformative, or other voluntary facilitated resolution options.
- e. The student life cycle at the university requires that academic misconduct be addressed fairly and in a timely way.
- f. Students who are the subject of a complaint are entitled to an appropriate level of procedural fairness. Students under this policy have the right to:
 - i. an impartial and unbiased decision-maker;

- ii. have their case addressed or decided within a reasonable time;
- iii. timely communication;
- iv. be accompanied by an **advisor** throughout their participation in any investigation, meeting, **hearing**, or other aspect of the Student Academic Misconduct or Student Academic Misconduct Appeal Procedures, and to be advised of these rights;
- v. reasonable disclosure of the allegations in the complaint;
- vi. reasonable opportunity to respond to the allegations in the complaint;
- vii. reasonable notice of the time, place, and nature of any hearing;
- viii. an opportunity to respond to or explain any evidence that does not support their accounts of events;
- ix. provide evidence and suggest witnesses or lines of inquiry;
- x. be provided with written reasons for any decision made under this policy; and
- xi. where applicable, be **reasonably accommodated** under the *Discrimination, Harassment and Duty to Accommodate Policy* to ensure equitable access to the complaint process.

3. On Campus Academic Resources for Students

The infodoc Sources of Student Support for Academic Integrity describes the academic supports and resources available to assist students in aligning their academic success with the principles of academic integrity.

4. Concurrent proceedings

Internal proceedings

- a. The conduct underlying an alleged violation of this policy may also provide the basis for a violation of another university policy including, but not limited to, the
 - i. *Student Conduct Policy* where, for example, there is an allegation of theft of resources to facilitate cheating.
 - ii. *Practicum Intervention Policy* where, for example, there is an allegation of misrepresentation of facts in the context of a practicum.
 - iii. *Information Technology Use and Management Policy* where, for example, there is an allegation of misuse of university IT resources involved in an academic

integrity violation.

- iv. *Research and Scholarship Integrity Policy* where, for example, there is an allegation of plagiarism on a published article.

External proceedings

- b. This policy and its associated procedures are independent of any external professional, regulatory or other proceedings. Any aspect of the complaint process under this policy or its associated procedures may occur concurrently with, prior to, or following any such professional, regulatory or other proceeding. In this regard,
 - i. The university is responsible for determining whether a student has violated this or any other university policy and is not responsible for determining violations of professional, regulatory or other proceedings.
 - ii. Where an incident is also being addressed by another body or authority, the university may, in its sole discretion, proceed with or suspend any aspect of the complaint process under this policy or any other university policy or their associated procedures.

5. Academic Misconduct

The conduct listed in Appendix A is prohibited and constitutes academic misconduct for which a complaint may be made under this policy.

The Dean has sole discretion to determine whether reports of academic misconduct will be addressed through non-disciplinary accountability options or through the complaint process. The Dean's decision is final and binding.

6. Non-disciplinary Accountability Options

- a. Where non-disciplinary accountability options are determined to be appropriate, their aim is similar to the aim of sanctions set out in 8b below, but in addition, their aims in general are to:
 - i. educate and develop the student's understanding of the harms caused by academic misconduct and the importance of academic integrity;
 - ii. provide them with skill-building resources to enable them to align their behaviour with the principles of academic integrity;
 - iii. create a safer space for students to accept responsibility and be accountable for their academic misconduct and to provide redress to the community affected by the harm resulting from their academic misconduct.

7. Complaint Process

The following applies to complaints.

Procedural Assistance for Students

- a. The Office of the Dean of Students, Office of the Student Ombuds, and Student Legal Services can provide procedural assistance to students involved in processes associated with this policy.

Standard of Proof

- b. All determinations that a violation of this policy has been established will be made on a balance of probabilities standard.

Evidence

- c. The academic integrity process is not bound by the same rules of evidence that apply in a court of law. Decision makers under this policy and associated procedures may accept and consider any credible information that is relevant to the complaint including, for example, hearsay evidence.

Participation in Complaint Process

- d. Students alleged to have engaged in academic misconduct are encouraged to but are not obligated or required to participate in a complaint process. However, where students choose not to participate and/or decline to provide information, they may be prohibited from later attempting to provide that information or evidence to university decision-makers under the *Student Academic Misconduct Procedure* and the *Student Academic Misconduct Appeal Procedure*.

8. Sanctions

- a. The university imposes disciplinary sanctions on students when it has been established through the complaint process that they have violated this policy.
- b. The aim of sanctions in general is to:
 - i. protect the value and integrity of academic credentials, as well as the university's academic mission and reputation for excellence in scholarship and research;
 - ii. foster a safe, supportive and vibrant learning environment;
 - iii. promote accountability to individuals and the community; and/or
 - iv. rehabilitate the student, where possible.

- c. Sanctions are meant to be proportionate based on the nature of the violation and the desire to accomplish the above aims through the least restrictive means. When considering sanction(s), a decision-maker can take into account any relevant factors.
- d. Sanction descriptions and their impact are detailed in Appendix B. Available sanctions include:
 - Reprimand
 - Academic integrity conditions
 - Grade sanctions
 - Refusal to consider current and/or future applications
 - Rescission of an admission offer
 - Suspension from academic program
 - Expulsion
 - Suspension of a degree
 - Rescission of a degree
- e. The Faculty Decision-Maker has authority to impose Reprimand, Academic integrity conditions, Grade sanctions, Refusal to consider current and/or future applications, and Rescission of an admission offer. Student Conduct Officers and the Student Misconduct Appeal Panel have authority to impose any of the sanctions set out above in Section 8d.

9. Privacy and Personal Information

- a. Any use and disclosure of personal information contemplated in this policy and the related procedures will be in accordance with the Freedom of Information and Protection of Privacy Act of Alberta.
- b. Privacy and the protection of personal information are essential for creating a safe space for students to be accountable and provide redress for the harm resulting from their academic misconduct and to be able to respond to allegations. The university will protect the privacy of a student to a complaint to the extent possible. Possible limits to the University's ability to do so include when:
 - i. there is a risk of harm to self or others;
 - ii. as necessary to administer an investigation, hearings, sanctions or other elements of the student academic integrity process; or

- iii. reporting or action is required or authorised by law, including but not limited to the *Freedom of Information and Protection of Privacy Act of Alberta*
- c. In such cases, the use or disclosure of information will be limited to that which is reasonably necessary and only to those with a need to know. The extent to which the university can maintain the privacy of a student to a complaint will be determined on a case-by-case basis. The university will endeavour to inform students of the limits of protection of personal privacy and confidentiality.

10. Confidentiality of the Academic Misconduct Process

- a. University employees will only use or disclose personal information that they learn solely as a result of administering or participating in the academic integrity process in accordance with section 7 above. Contact the Information and Privacy Office for guidance about confidentiality and privacy.
- b. Parties and witnesses should not make public another individual's personal information that they learn solely through any university process such as a complaint, investigation, hearing, or non-disciplinary accountability options and should refrain from:
 - i. posting another individual's personal information on social media or online,
 - ii. distributing confidential university documents in whole or in part,
 - iii. sharing another individual's personal information with individuals outside of their immediate circle of support, and
 - iv. prompting or eliciting others to disclose another individual's personal information.
- c. The university does not prohibit parties and witnesses from speaking about their own experiences, including, but not limited to, seeking support for rehabilitation. However, when disclosing another individual's personal information within their immediate circle of support, the party or witness is also responsible for communicating the need to keep the information confidential.
- d. In any event, inappropriate disclosure of another individual's personal information may affect the integrity of a university process, breach another individual's privacy rights, and/or bring about other legal risks for the individual who breaches another individual's privacy rights.

11. Required Training

- a. All individuals involved in administering, advising on or adjudicating academic integrity complaints will be required to have appropriate training as outlined in the Academic

Integrity Training Information Document, which will include training in procedural fairness, and training to recognize and mitigate biases in processes and decision-making, and other relevant topics.

- b. Members of the Student Misconduct Appeal Panel will additionally be trained in the standard of review applicable on appeals.

12. Delegation

- a. Section 31 of the *Post-Secondary Learning Act* (PSLA) gives the General Faculties Council (GFC) general supervision of student affairs including authority over student discipline. The GFC may, subject to an appeal to the Board, discipline students. In addition to this authority over student discipline, the GFC may, under the PSLA, delegate its power to discipline students. The Board may also delegate its authority with respect to appeals and has done so, delegating its authority over appeals to the GFC.
- b. Under this authority, the GFC has adopted and approved this *Student Academic Integrity Policy* and the associated procedures, and has delegated the functions in the student academic integrity conduct process to the persons identified in this policy, the *Student Academic Misconduct Procedure*, and the *Student Academic Misconduct Appeal Procedure*.

13. Review and Amendments

This policy and its accompanying procedures will be reviewed from time to time as necessary, but at a minimum every five years.

- a. Amendments to the *Student Academic Integrity Policy* and *Student Academic Misconduct Procedure* proceed as follows:
 - i. The General Faculties Council Executive Committee decides which amendments are editorial.
 - ii. On delegated authority from the GFC, the Committee on the Learning Environment and Student Affairs will approve all editorial amendments to this policy, the *Student Academic Misconduct Procedure*, and the *Student Academic Misconduct Appeal Procedure*.
 - iii. Where GFC Executive Committee deems amendments to this policy, the *Student Academic Misconduct Procedure*, and the *Student Academic Misconduct Appeal Procedure* to be substantive, the Committee will forward the amendments to GFC.
 - iv. GFC has final authority on amendments to this policy, the *Student Academic Misconduct Procedure*, and the *Student Academic Misconduct Appeal Procedure*.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.		[▲Top]
Academic and scholarly activities	Includes, but is not limited to, course elements , conferences, presentations, publications, research, training, field work, or any other activity that is part of the academic mission of the university.	
Academic credentials	A group of credit Courses that, on completion, leads to the granting of a degree, diploma or certificate, along with their associated Course Designators.	
Academic File	The file detailing a student’s academic progress held in the office of the Faculty in which the student is enrolled and, for graduate students, in the office of the Department (or in non-departmentalized Faculties, the Faculty) responsible for delivery of the graduate program.	
Academic integrity	<p>Academic integrity refers to the expectation that every member of an academic community will conduct themselves with the highest standards of ethical conduct. A student demonstrates academic integrity in ways that include by:</p> <ol style="list-style-type: none"> 1. situating their own work in the larger body of knowledge, properly acknowledging the work of others, 2. accurately distinguishing their own ideas, words images and data from those developed using other sources, and 3. avoiding any activity that results in unfair academic or other advantage for themselves or others. <p>Failing to align with the principles of academic integrity harms the entire university community, regardless of whether that failure stems from a lack of knowledge or skill, or an attempt to gain unfair academic or other advantage.</p>	
Academic Integrity History	The records related to the academic integrity proceedings undertaken in relation to a student, including but not limited to, any non-disciplinary actions and/or assignments and their outcomes, any violations investigated, evidence collected and the findings, if	

	any, of the decision-maker. Academic integrity history records are held electronically and are updated as cases progress through the process described in the <i>Student Academic Misconduct Procedure</i> and the <i>Student Academic Misconduct Appeal Procedure</i> .
Academic misconduct	Prohibited conduct as set out in Appendix A of the <i>Student Academic Integrity Policy</i> .
Advisor	An individual who assists a student during the disciplinary process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor chosen by the student.
Application-related misconduct	Misconduct committed by a student while applying to enter a program. The prohibited conduct outlined in the <i>Code of Applicant Behaviour</i> . This policy applies when someone commits an offense in the process of applying for admission to the University and is later admitted as a student.
Balance of probabilities	The standard of proof required to find a violation of this policy. This standard requires that it is more likely than not, based on the available evidence, that the student was in violation of this policy.
Central academic record	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.
Course element	Any activity or work product submitted for evaluation in a course or program of study including, but not limited to, written or oral exams, take home exams, quizzes, assignments, presentations, papers, practicums, theses, dissertations, and labs.
Dean	<p>“Dean” means</p> <ul style="list-style-type: none"> ● the Dean of the Faculty, or their delegate, in which a course is offered when the allegation of academic misconduct occurs in a course element, or ● the Dean of the Faculty, or their delegate, to which a student applied or has applied, for application-related offences, or

	<ul style="list-style-type: none"> • the Dean of the Faculty, or their delegate, in which the student is enrolled in all other cases, or • The Registrar or their delegate where a student is enrolled in Open Studies, or • The Associate Vice-President, Online Learning and Continuing Education where a student is enrolled in Online Learning and Continuing Education
Faculty Decision-Maker	The individual the Dean has delegated authority to hear and decide an academic integrity complaint in a discipline process.
Hearing	The opportunity for students to provide or respond to information, arguments, and evidence in a complaint process. A hearing can take the form of written document exchange and/or one or more oral meetings, either virtual or in-person, with the decision maker.
Instructor	An individual who is responsible for the administration of a University course or program of study, including but not limited to: the individual who taught the course, a course coordinator, a lab instructor, course captain, graduate supervisor, or supervisory committee chair. "Instructor" should be interpreted broadly to include any individual responsible for the assessment of student academic performance in a course or program of study.
Learning environment	The learning environment is to be understood broadly to encompass all aspects of university life. It includes: <ul style="list-style-type: none"> • physical and virtual spaces where university teaching, learning, work, research, residence, recreational and social activities take place; • University activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, training, public lectures, performances, student group events, and social or sports activities.
Negative service indicator	A transitory notation that can be placed on a student's central academic record during the period it is in effect. Service indicators assist staff in the provision or restriction of services but do not appear on a transcript. Negative service indicators can be used for financial, disciplinary or other extraordinary matters. Examples

	include, but are not limited to: refusal to consider applications, suspension, and expulsion.
Non-disciplinary accountability options	Collaborative facilitated processes to explore personal accountability options outside of a complaint. Designed to assist an individual in identifying and ameliorating negative consequences of their behaviour and/or to align their academic success with the principles of academic integrity, non-disciplinary accountability options are intended to be flexible and creative, and may include, but are not limited to: remedial, restorative, and other facilitated processes to create space for accountability, with or without a complaint.
Procedural fairness	The elements of the process used by a decision-making body authorised by statute or policy to make a decision that affects an individual's rights, privileges, or interests, that give effect to an individual's right to reasonable notice of the case to meet, the opportunity to respond and the right to an impartial decision maker.
Provost	Provost and Vice-President (Academic) or delegate.
Reasonable accommodation/ reasonably accommodated	Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the protected grounds. The university has a duty to reasonably accommodate individuals who experience barriers in their working and learning environment by reason of a protected ground to the point of undue hardship. The threshold of undue hardship is high and implicitly contemplates that some degree of hardship – including labour, resources and challenge – is acceptable. Undue hardship is assessed on a case-by-case basis.
Student	An individual who is or has been registered as a student at the university whether or not for credit and includes current undergraduate and graduate students, postgraduate learners, former students, and graduates who have received a degree, diploma or certificate from the university.

	An individual ceases to be an applicant, and becomes a student when: 1) they register for courses, and 2) the add/delete deadline, as published in the Calendar, has passed. Application-related offences discovered after the individual becomes a student will be addressed under the <i>Student Academic Integrity Policy</i> or the <i>Student Conduct Policy</i> .
Student Misconduct Appeal Panel	The decision-making body authorised to hear appeals of the decisions of the Faculty Decision-Maker or the Student Conduct Officer.
Student Conduct Officer	A student's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.

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 "No definitions for this policy."

RELATED POLICIES, FRAMEWORKS, AND PROCEDURES

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
<p>Student Academic Misconduct Procedure Student Academic Misconduct Appeal Procedure Student Academic Integrity Policy Appendix A: Academic Misconduct Student Academic Integrity Policy Appendix B: Sanction Descriptions and Impact Infodoc Sources of Student Support for Academic Integrity</p>	

RELATED LINKS

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
<p><u>Information</u></p> <ul style="list-style-type: none"> • International Center for Academic Integrity • European Network for Academic Integrity. • Electronic Communication Policy for Students and Applicants 	

- [University Calendar](#)

Sources of on-campus assistance

- [Academic Success Centre](#)
- [Augustana Students' Association](#)
- [First Peoples House](#)
- [Graduate Students' Association \(GSA\)](#)
- [International Student and Visitor Services](#)
- [l'Association des Universitaires de la Faculté Saint-Jean \(AUFSJ\)](#)
- [Office of the Dean of Students](#)
- [Office of the Student Ombuds](#)
- [Student Legal Services](#)
- [Students' Union \(SU\)](#)

Other related policies

- [Code of Applicant Behaviour](#)
- [Discrimination, Harassment and Duty to Accommodate Policy](#)
- [Information Technology Use and Management Policy](#)
- [Practicum Intervention Policy](#)
- [Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#)
- [Research and Scholarship Integrity Policy](#)
- [Residence Community Standards](#)
- [Sexual and Gender-Based Violence Policy](#)
- [Student Conduct Policy](#)
- [Student Groups Procedure](#)

Information

- [University Calendar](#)
- [Electronic Communication Policy for Students and Applicants](#)

Original Approval Date: [date]
 Most Recent Approval: [date]
 Most Recent Editorial Date: [date]
 Parent Policy: Student Academic Integrity Policy

Student Academic Misconduct Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students
Approver:	General Faculties Council
Scope:	This procedure applies to all University of Alberta students as defined in the Student Academic Integrity Policy.

OVERVIEW

As an institution of higher learning, the university adopts procedures that reflect its academic mission, that is, they aim to foster a vibrant and supportive **learning environment**, and, wherever possible, encourage rehabilitation, learning, remediation and personal accountability for students who have contravened the *Student Academic Integrity Policy*. The University is committed to **procedural fairness** and **equity-informed practice** to reduce harm throughout the student **academic integrity** process.

Non-disciplinary accountability options for resolution are also available, including remedial, restorative, and other facilitated processes to create space for accountability, with or without a complaint.

The **student** cycle at the university necessitates a timely way to address conduct that negatively affects the university community and the learning environment. Students engaged in a process under this policy need clarity as to outcomes and to have the matter addressed expeditiously and fairly.

PURPOSE

The purpose of this procedure is to:

- describe how any person may bring forward a potential academic integrity concern;
- set out the recommendations the Instructor may make to the **Dean** for addressing a potential academic integrity concern;
- describe the procedure for the Dean for addressing a potential academic integrity concern, including initiating a complaint;
- set out resources for non-disciplinary accountability options;
- describe the procedures for the **Faculty Decision-Maker**,
- describe the procedures for the **Student Conduct Officer**;
- set out the right to appeal the decision of a Faculty Decision-Maker or Student Conduct Officer to the **Student Misconduct Appeal Panel**
- describe the service of documents related to the complaint.

Responsibilities

1. Students are solely responsible for the academic integrity of all work submitted under their name in their courses, programs, and other scholarly activities.
2. **Instructors** are responsible for encouraging and promoting academic integrity education as it relates to the **course elements** in their course and identifying potential violations.
3. Deans, Faculty Decision-Makers, and Student Conduct Officers are responsible for administering and monitoring any non-disciplinary accountability agreements they arrange, or any conditions or sanctions they impose.

PROCEDURE

1. Raising Academic Integrity Concerns

- a. Anyone may raise an academic integrity concern by bringing the concern to the Instructor or, where an Instructor cannot be identified or is unavailable, to the relevant Dean, and should do so as soon as possible after becoming aware of the concern.
- b. The Instructor may raise an academic integrity concern with a student and make any inquiries about the concern as they deem appropriate.

2. Instructor's Recommendations to the Dean

- a. As soon as possible after becoming aware of a potential violation of the *Student Academic Integrity Policy*, the Instructor will provide to the Dean a detailed account of the events that transpired, a brief explanation for their recommendations and supporting documentation or other information relevant to the situation.
- b. The Instructor may recommend to the Dean that the academic integrity concern be addressed through
 - i. non-disciplinary accountability options; or
 - ii. a complaint process.
- c. The Instructor may also include suggestions for specific non-disciplinary or disciplinary outcomes, depending on the overall approach they have chosen to recommend. If a non-disciplinary accountability option is recommended, the Instructor should include any ways in which they would be willing to participate.

3. Procedures to Decide Academic Integrity Pathway

- a. Upon receiving an academic integrity concern, the Dean will consider the information and the instructor's recommendation as to whether the matter should be addressed through non-disciplinary accountability options or a complaint process.
- b. As soon as possible, the Dean will
 - i. offer the student the opportunity to provide a brief written explanation, in a timely way, of their views on whether the concern should be addressed through non-disciplinary accountability options or through a complaint;
 - ii. offer the student the opportunity to provide any information to the Dean that is relevant to the decision on how to address the concern; and
 - iii. advise the student that they may consult with and be accompanied by an **advisor** at any point during an academic integrity process and provide the student with information about on-campus assistance.
- c. The Dean may also offer to meet with the student, in-person or virtually.
- d. In deciding how to address the academic integrity concern, the Dean may consider
 - i. the information and the Instructor's recommendation, if any, related to the academic integrity concern;
 - ii. the views and information provided by the student;
 - iii. the student's participation in a prior non-disciplinary accountability option and/or

prior history of academic integrity violations, if any; and

- iv. any other relevant information.
- e. While the Dean will consider the instructor's recommendation and the views of the student as to how to address the academic integrity concern, the Dean is not bound by that recommendation or those views.
- f. Notwithstanding the above, students have a right to engage the complaint process. Therefore, where a student wants the academic integrity concern to be addressed through a complaint process, the Dean will follow the procedures under section 5.

4. Non-Disciplinary Accountability Options

- a. Where the Dean offers to address the academic integrity concern through non-disciplinary accountability options, the Dean will determine what actions and/or assignments the student will undertake in order to
 - i. educate and develop the student's understanding of the harms caused by academic misconduct and the importance of academic integrity; and
 - ii. develop the student's knowledge, skills and abilities in a matter that aligns their behaviour with the fundamental values of academic integrity.
- b. The Dean may consider the student's views as to the appropriate non-disciplinary accountability options.
- c. Non-disciplinary accountability options are voluntary. As a result, where a student disagrees with the actions and/or assignments determined by the Dean, the student may opt to have the academic integrity concern addressed in a complaint. In that case, the Dean will follow the procedures under section 5.
- d. Where the Dean's proposed actions and/or assignments would require the participation of any university service unit, office or individual, the Dean will ensure those university units, offices or individuals agree to participate before confirming those actions and/or assignments in writing.
- e. Where the student and the Dean agree, the actions and/or assignments and their agreement to them will be confirmed in writing. The actions and/or assignments must be specific and measurable and a date for their completion must be specified in the agreement. The actions and/or assignments should not involve the instructor who raised the academic integrity concern without the instructor's consent.
- f. The Dean will monitor the student's performance of the actions and/or assignments and, where appropriate, may, in writing, agree to extend any timelines or vary the actions and/or assignments set out in the agreement.

- g. The Dean will determine whether and when the student has successfully completed the actions and/or assignments by the timelines in their agreement. If the student disagrees with the Dean's determinations in any of these respects, the student may, within 5 working days of the decision, apply to a Student Conduct Officer for a decision on whether or not the terms of the agreement have been met. The Student Conduct Officer's decision is final.
- h. Where the Dean determines that the student has successfully completed the actions and assignments as agreed, the Dean will confirm the student's successful completion of the non-disciplinary accountability option to the student's Faculty and the instructor who raised the academic integrity concern.
- i. Where the student completes their educational and/or non-disciplinary accountability expectations successfully, the academic integrity concern will be considered resolved and cannot subsequently be referred for a decision under the complaint process.
- j. Where the Dean determines that the student has not successfully completed the actions or assignments as agreed and following a decision by the Student Conduct Officer on any challenge by the student under Section 4g, the Dean will refer the matter to a Faculty Decision-Maker to address the academic integrity concern through the complaint process.
- k. Information gathered in the course of carrying out a non-disciplinary accountability option will not be used as evidence of a violation in a complaint process, but may be considered in determining an appropriate sanction.
- l. A Dean may consider the student's successful completion of the actions and/or assignments in their agreement to determine whether any subsequent allegation of an academic integrity concern should be addressed through non-disciplinary accountability options or a complaint process.
- m. A Faculty Decision-Maker may consider the student's successful completion of the actions and assignment in their agreement when determining a sanction, when a complaint process is used to address a subsequent academic integrity complaint.

5. **Complaint Process for Faculty Decision-Makers**

- a. Where the Dean decides to address the academic integrity concern through the complaint process, the Dean will inform the student in writing, giving reasons for the decision, and assign a Faculty Decision-Maker.
- b. The Faculty Decision-Maker will
 - i. Offer the student a **hearing** to determine whether the student agrees with or disputes the facts of the academic integrity concern as disclosed by the instructor or Dean.

- ii. The offer of a hearing will include
 - 1. The purpose of the hearing,
 - 2. The student's right to an advisor,
 - 3. Reasonable disclosure of relevant information related to the academic integrity concern, and
 - 4. Choice of hearing format, for example, written document exchange, or virtual or in-person meeting.
- c. If the student disputes the facts, the Faculty Decision-Maker will review the matter further by talking with the relevant parties and completing any necessary investigation to arrive at a finding, on a balance of probabilities, as to whether the student is in violation of the Student Academic Integrity Policy.
- d. Only where the Faculty Decision-Maker has found the student to be in violation, and then prior to imposing a sanction the Faculty Decision-Maker will
 - i. check the student's **Academic Integrity History**, if it exists, to determine if the student has previously violated the Student Academic Integrity Policy or is or has been involved in any non-disciplinary accountability options.
 - ii. only consider the student's previous violation or involvement in a non-disciplinary accountability option for the purpose of determining an appropriate sanction.
- e. Where the Faculty Decision-Maker determines, on a balance of probabilities, that the student has violated the Student Academic Integrity Policy, or where the student does not dispute the facts, the Faculty Decision-Maker may impose one or more of the following sanctions as set out in Schedule B of the Student Academic Integrity Policy, and specify any conditions or starting dates required by the following sanctions:
 - i. Reprimand
 - ii. Academic Integrity Conditions
 - iii. Grade Sanctions
 - iv. Rescission of Admission Offer
 - v. Refusal to Consider Application
- f. In the event that the student refuses or fails to provide a response to the academic integrity concern within a specified period of time, the Faculty Decision-Maker will make a decision, which may include one or more sanctions, taking into account the available evidence.

- g. The Faculty Decision-Maker will communicate their decision in writing to the student, normally within six weeks of receiving the complaint. The decision will include:
 - i. a finding on whether the student is in violation of the Student Academic Integrity Policy,
 - ii. the sections of Schedule A of the Student Academic Integrity Policy, if any, the student is found to have violated,
 - iii. which sanctions, if any, they are being imposed imposed, as per Schedule B of the Student Academic Integrity Policy,
 - iv. any conditions imposed as part of those sanctions,
 - v. any recommendation to the Student Conduct Officer, where applicable,
 - vi. the reasons for the findings and sanctions,
 - vii. the student's right to appeal, and
 - viii. the appeal deadline if there is no referral to the Student Conduct Officer.
- h. The Faculty Decision-Maker will refer the case to a Student Conduct Officer where the Faculty Decision-Maker seeks to apply any of the following, either directly or through an Academic Integrity Condition:
 - i. Suspension from an Academic Program
 - ii. Expulsion
 - iii. Suspension of a Degree
 - iv. Recission of a Degree
- i. In making a referral to a Student Conduct Officer, the Faculty Decision-Maker will forward their decision, all relevant information and submissions collected or received by them and reasons for their recommendation of the above sanctions to the Student Conduct Officer.

6. Complaint Process for Student Conduct Officers

- a. After receiving a recommendation from a Faculty Decision-Maker, the Student Conduct Officer will offer the student a hearing. The offer of a hearing will include:
 - i. The purpose of the hearing,
 - ii. The student's right to an advisor,
 - iii. A description of the recommended sanction(s) and their implications, and

- iv. Reasonable disclosure of any information forwarded in support of the Faculty Decision-Maker's recommended sanctions and the reasons for the recommendation.
- b. Where the student accepts the facts as laid out in the Faculty Decision-Maker's decision, the Faculty Decision-Maker's decision is confirmed and the student may make written or oral submissions about the recommended sanction(s) and their impact.
- c. Where the student contests facts as laid out in the Faculty Decision-Maker's decision or the Faculty Decision-Maker's interpretation of the facts, the student may provide the Student Conduct Officer with a written or oral response to the Faculty Decision-Maker's decision along with any relevant information or supporting documents.
 - i. The Student Conduct Officer may, at their discretion, engage in further investigation as necessary.
 - ii. When the Student Conduct Officer is satisfied they have access to all of the available evidence, they will determine, on a balance of probabilities, whether the student was in violation of the Student Academic Integrity Policy ("Violation") or the violation was not established ("No Violation").
- d. If a student declines the hearing, either directly or through missing a reasonable deadline for the hearing, the Student Conduct Officer will confirm the Faculty Decision-Maker's decision and proceed to a consideration of the recommended sanction(s).
- e. Where the Faculty Decision-Maker's decision is confirmed, the Student Conduct Officer will determine sanctions, if any, from the list in Appendix B of the *Student Academic Integrity Policy*. The Student Conduct Officer will take into account:
 - i. the recommendation of the Faculty Decision-Maker,
 - ii. what they learned from the student,
 - iii. the available supporting information, and
 - iv. other relevant factors, including applicable prior conduct history.
- f. The Student Conduct Officer will specify any starting dates, conditions or other details required for the sanctions imposed.
- g. Any sanctions imposed by the Faculty Decision-Maker will stand except where
 - i. the Student Conduct Officer finds No Violation of the *Student Academic Integrity Policy* or
 - ii. new information or circumstances clearly warrant a variation of the sanctions imposed by a Faculty Decision-Maker.

- h. Where the Student Conduct Officer finds No Violation or varies the sanction imposed by the Faculty Decision-Maker, the earlier decision by the Faculty Decision-Maker will be set aside and, where applicable, the course element will be marked and factored into the student's final grade.
- i. The Student Conduct Officer will communicate their decision in writing to the student, normally within six weeks of receiving the referral. The decision will include:
 - i. whether the Faculty Decision-Maker's decision is confirmed or set aside,
 - ii. The sections of Schedule A of the Student Academic Integrity Policy, if any, the student is found to have violated,
 - iii. an overview of the evidence and arguments considered,
 - iv. information, including any history of related violations, that may have been influential in determining the appropriateness of the sanction(s),
 - v. any sanctions imposed, as per Schedule B of the Student Academic Integrity Policy,
 - vi. any conditions imposed as part of those sanctions,
 - vii. the reasons for the findings and sanctions,
 - viii. information regarding deadlines and procedures for appeal, and
 - ix. a list of on-campus assistance.
- j. Where the Student Conduct Officer is not able to provide the written decision within the timeline noted above, the Student Conduct Officer will give the student and the Faculty Decision-Maker written notice of the anticipated timeline for the decision.
- k. The Student Conduct Officer's decision is subject to appeal by both the student and the Faculty Decision-Maker, as set out in the Student Academic Misconduct Appeal Procedure.
- l. The Student Conduct Officer's decision is final and takes effect immediately, subject to an appeal under the *Student Academic Misconduct Appeal Procedure*.

7. Complaint Service and Notice

- a. The Faculty Decision-Maker and, if applicable, the Student Conduct Officer will send their decision electronically to the
 - i. student,
 - ii. instructor who raised the academic integrity concern,

- iii. Dean of the College and/or Faculty in which the student is registered,
 - iv. if applicable, student’s advisor and Graduate Coordinator, and
 - v. Appeals and Compliance Coordinator.
- b. In addition, the Student Conduct Officer will provide a copy of the decision for information to the:
- i. Faculty Decision-Maker who referred the matter to the Student Conduct Officer,
 - ii. Office of General Counsel, and
 - iii. Vice Provost and Dean of Students.
- c. All decisions will be communicated using university accounts. See the *Electronic Communication Policy* for Students and Applicants in the *University Calendar*. Where a student’s advisor does not have a university account, the student may forward the decision to their advisor.
- d. The Faculty Decision-Maker and/or Student Conduct Officer may also provide a copy or excerpts of the decision to any other University of Alberta unit as may be appropriate to administer the sanction or for other authorised purposes, for example, to units including, but not limited to, the following:
- i. The Office of the Registrar where a sanction is to be noted on the student’s central academic record or **transcript**,
 - ii. The partner institution for programs jointly offered with that partner institution, when the violation relates to the student’s conduct at that partner institution.

8. Records

- a. The student’s Academic Integrity History will be kept in accordance with the applicable records retention procedures. Any record of completed expectations as laid out in a non-disciplinary accountability option will be expunged upon completion of the student’s academic program or upon the normal date of file destruction, whichever comes first.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.		[▲Top]
Academic integrity	Academic integrity refers to the expectation that every member of an academic community will conduct themselves with the highest	

	<p>standards of ethical conduct. A student demonstrates academic integrity by:</p> <ol style="list-style-type: none"> 1. situating their own work in the larger body of knowledge, properly acknowledging the work of others, 2. accurately distinguishing their own ideas, words images and data from those developed using other sources, and 3. refraining from engaging in any activity that results in unfair academic or other advantage for themselves or others. <p>Failing to adhere to academic integrity harms the entire university community, regardless of whether it stems from a lack of skill or lack of alignment with ethical practice.</p>
<p>Academic Integrity History</p>	<p>The records related to the academic integrity proceedings undertaken in relation to a student, including but not limited to, any non-disciplinary actions and/or assignments and their outcomes, any violations investigated, evidence collected and the findings, if any, of the decision-maker. Academic integrity history records are held electronically and are updated as cases progress through the process described in the <i>Student Academic Misconduct Procedure</i> and the <i>Student Academic Misconduct Appeal Procedure</i>.</p>
<p>Advisor</p>	<p>An individual who assists a student during the disciplinary process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor chosen by the student.</p>
<p>Dean</p>	<p>“Dean” means</p> <p>the Dean of the Faculty, or their delegate, in which a course is offered when the allegation of academic misconduct occurs in a course element, or</p> <p>the Dean of the Faculty, or their delegate, to which an applicant has applied, for application-related offences, or</p> <p>the Dean of the Faculty, or their delegate, in which the student is enrolled, in all other cases</p>

	The Registrar or their delegate where a student is enrolled in Open Studies.
Equity-informed practice	An approach to processes, procedures and service provision that centres equitable and inclusive access, aspires to barrier-free design for learning principles, and supports reasonable accommodation when access to or participation in the learning environment is limited as a result of a protected ground.
Faculty Decision-Maker	The individual the Dean has delegated to hear and decide an academic integrity complaint.
Hearing	The opportunity for a student to provide or respond to information, arguments, and evidence in a complaint process. A hearing can take the form of written document exchange and/or one or more oral meetings, either virtual or in-person, between the decision maker and each of the parties and witnesses.
Instructor	An individual who is responsible for the administration of a university course or program of study, including but not limited to: the individual who taught the course, a course coordinator, a lab instructor, course captain, graduate supervisor, or supervisory committee chair. "Instructor" should be interpreted broadly to include any individual responsible for the assessment of student academic performance in a course or program of study.
Learning environment	The learning environment is to be understood broadly to encompass all aspects of university life. It includes: <ul style="list-style-type: none"> ● physical and virtual spaces where university teaching, learning, work, research, residence, recreational and social activities take place; ● university activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, and training; public lectures, performances, student group events, and social or sports activities.

Non-disciplinary accountability options	Collaborative facilitated processes to explore personal accountability options outside of a complaint. Designed to assist a person in identifying and ameliorating negative consequences of their behaviour, non-disciplinary accountability options are intended to be flexible and creative, and may include, but are not limited to: restorative practices, transformative justice, culturally-specific and appropriate practices, peacemaking circles, as well as educational and other voluntary facilitated resolution options.
Procedural fairness	The elements of the process used by a decision-making body authorised by statute or policy to make a decision that affects an individual's rights, privileges, or interests, that give effect to an individual's right to reasonable notice of the case to meet, the opportunity to respond and the right to an impartial decision maker.
Student	<p>An individual who is or has been registered as a student at the university whether or not for credit and includes current undergraduate and graduate students, postgraduate learners, former students, and graduates who have received a degree, diploma or certificate from the university.</p> <p>An individual ceases to be an applicant, and becomes a student when: 1) they register for courses, and 2) the add/delete deadline, as published in the Calendar, has passed. Application-related offences discovered after the individual becomes a student will be addressed under the Student Academic Integrity Policy or Student Conduct Policy.</p>
Student Conduct Officer	The person responsible for making a decision on recommendations from Faculty Decision-Makers and other decisions as outlined in the Student Academic Integrity Policy and the associated procedures.

Student Misconduct Appeal Panel	The decision-making body authorised to hear appeals of the decisions of the Faculty Decision-Maker or the Student Conduct Officer.
Transcript	A student's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.

RELATED POLICIES, FRAMEWORKS, AND PROCEDURES

If any links are broken, please contact uappol@ualberta.ca	▲Top
<ul style="list-style-type: none"> ● Code of Applicant Behaviour ● Discrimination, Harassment and Duty to Accommodate Policy ● Information Technology Use and Management Policy ● Practicum Intervention Policy ● Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour ● Research and Scholarship Integrity Policy ● Residence Community Standards ● Sexual and Gender-Based Violence Policy ● Student Conduct Policy ● Student Groups Procedure 	

List and hyperlink any related UAPPOL documents, starting with those directly associated. If there are no published procedures do not delete the PUBLISHED PROCEDURES heading or above message - indicate "No published procedures for this policy" in the text box.

RELATED LINKS

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Sources of on-campus assistance

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- [Students' Union \(SU\)](#)
- [Graduate Students' Association \(GSA\)](#)
- [l'Association des Universitaires de la Faculté Saint-Jean \(AUFSJ\)](#)
- [Augustana Students' Association](#)
- [First Peoples House](#)
- [Academic Success Centre](#)

Information

- [University Calendar](#)
- [Electronic Communication Policy for Students and Applicants](#)

List any other related links in alphabetical order (example: information document). If there are no related links do not delete the RELATED LINKS heading or above message - indicate "No related links for this procedure".

Original Approval Date: [date]
 Most Recent Approval: [date]
 Most Recent Editorial Date: [date]
 Parent Policy: Student Academic Integrity Policy

Student Academic Misconduct Appeal Procedure

Office of Administrative Responsibility:	University Secretary
Approver:	General Faculties Council
Scope:	This procedure applies to all University of Alberta students as defined in the <i>Student Academic Integrity Policy</i> .

OVERVIEW

As an institution of higher learning, the university adopts procedures that reflect its academic mission, that is, it aims to ensure the integrity of grades, credits, credentials, diplomas, certificates, degrees and other accreditations granted by the university, as well as research and scholarly conduct associated connected to our community. The University is committed to **procedural fairness** and **equity-informed practice** to reduce harm throughout the student **academic integrity** process.

Section 31 of the *Post-Secondary Learning Act* (PSLA) gives General Faculties Council (GFC) authority to discipline **students**, “subject to a right of appeal to the board.” The Board of Governors has delegated authority over this procedure to the General Faculties Council.

PURPOSE

This procedure sets out:

- the right of appeal;
- the timelines within which to initiate an appeal and the required content of an appeal;
- the composition of the **Student Misconduct Appeal Panel** (the “Appeal Panel”) and the manner in which the Appeal Panel is constituted;
- the required training of the Appeal Panel members;

- the procedures for an appeal;
- the process used to address procedural requests;
- the procedures and powers of the Appeal Panel; and
- the service of documents related to the appeal.

PROCEDURE

1. Right of Appeal

- The student has the right to appeal the Faculty Decision-Maker's and, where applicable, the Student Conduct Officer's discipline decisions made under the *Student Academic Integrity Policy*. Appeals may not be submitted until after the final disciplinary decision has been made by either the Faculty Decision-Maker or the Student Conduct Officer. Where a discipline decision has been made by the Faculty Decision-Maker and not referred to the Student Conduct Officer, the student must submit an appeal within 15 working days of the deemed receipt of the Faculty Decision-Maker's decision. Should a decision by the Faculty Decision-Maker be referred to the Student Conduct Officer, the appeal of the Faculty Decision-Maker's decision will be delayed until the Student Conduct Officer has completed their decision and both decisions will be subject to appeal at the same time.
- Both the Faculty and the student have a right to appeal the final decision of the Student Conduct Officer.
- All appeals to the Appeal Panel must be submitted within 15 working days of the deemed receipt of the relevant decision. Where the student has appealed a decision, the Faculty Decision-Maker who made the original decision will act in response for appeals of both their and the Student Conduct Officer's decisions.
- An **appellant** may appeal the decision of a decision maker on the following grounds:
 - The Faculty Decision Maker and/or Student Conduct Officer erred in their decision as to whether or not they had jurisdiction to apply the Student Academic Integrity Policy;
 - The decision maker made an error in the finding of violation or no violation; and/or
 - The decision maker did not meet the duty of procedural fairness for reasons including, but not limited to:
 - The appellant was not given a reasonable opportunity to provide information to the decision maker;
 - The appellant was not given a reasonable opportunity to respond to evidence

- or statements contrary to their account;
 - 3. The decision maker was biased; and/or
 - 4. Any other denial of procedural fairness.
- e. An appellant may appeal the decision of the decision maker on any of the grounds set out in (d) above and on any other grounds, including but not limited to:
- i. The sanction is outside of a reasonable range, given the nature of the violation; and/or
 - ii. Other specified grounds for the appeal.
- f. The appeal will be based on the **record** that was before the decision maker.
- g. The Appeal Panel will determine whether:
- i. The decision maker's decision contained errors to the extent that those errors would have a material effect on the outcome of the decision; or
 - ii. The sanctions imposed by the decision maker were unreasonable in the circumstances.

2. Initiating an Appeal

- a. An appellant or respondent may seek assistance from an **advisor** throughout an appeal process.
- b. Any appeal of the decision of the decision maker must be submitted to the **Appeals and Compliance Coordinator** within 15 working days of the deemed receipt of the decision.
- c. The written appeal must state the grounds for the appeal and include all available arguments, evidence or objections in support of the appeal.
- d. A student who seeks to request a hearing in French should contact the Appeals and Compliance Coordinator in advance of submitting their appeal.
- e. An appeal can be withdrawn at any time prior to the **appeal hearing**.

3. Appeal Panel Members

- a. For each appeal hearing the Appeal Panel will consist of one academic staff member as chair and two students. All Appeal Panel members (academic staff members and students) will be elected by GFC. In selecting members of the Appeal Panel, GFC will attempt to keep the membership of the Appeal Panel as broadly representative as possible given the available pool of candidates.
- b. GFC will elect a roster of up to seven academic staff members to serve as chairs of

particular appeal hearings (“Roster of chairs”). The Appeal Panel chairs will serve a term of up to four years and are eligible for re-election.

- c. GFC will elect a roster of up to ten undergraduate students and six graduate students (“Roster of Students”). All student members will be elected to serve a term of up to two years and are eligible for re-election.
- d. When constituting the Appeal Panel, members will be chosen from the rosters listed above. The Appeals and Compliance Coordinator will endeavour to ensure that the Appeal Panel chair and members are impartial and free from conflicts of interest.
- e. No Appeal Panel member in a hearing will be from a Faculty which is a party to the dispute. Students in any joint Degree program will not be called upon to hear appeals that arise from any of the Faculties involved in their joint program
- f. When an appeal hearing involves an undergraduate student, the Appeal Panel will include at least one undergraduate student. When an appeal hearing involves a graduate student, the Appeal Panel will include at least one graduate student. For the purposes of selection and service on the Appeal Panel, graduate students are considered to be from the Faculty where they receive supervision. Students who are in any joint graduate/undergraduate degree program (e.g., the joint MBA/LLB program) are considered to be graduate students for the purpose of service and selection on the Appeal Panel.
- g. Any Appeal Panel member who has been called to serve on the Appeal Panel for a particular case must complete their service on that case even if their term on an Appeal Panel expires or, in the case of student members, a student graduates or changes status from undergraduate to graduate.
- h. Alternates
 - i. If all Appeal Panel chairs are unable to serve, the Appeals and Compliance Coordinator may complete an Appeal Panel by selecting a member of the General Faculties Council Academic Appeals Committee (“GFC AAC”) Panel of Chairs.
 - ii. If all student members from the Roster of Students are unable to serve, the Appeals and Compliance Coordinator may complete an Appeal Panel by selecting either one full-time undergraduate student or one full-time graduate student, from the GFC AAC Panel of Students.

4. Mandatory Training for Appeal Panel Members

- a. All Appeal Panel chairs, members and alternates must have completed the training outlined in the Student Academic Integrity Policy before hearing any appeals.
- b. At the discretion of the chair, having regard to equity-informed practices, new Appeal

Panel members may attend any oral appeal hearing as observers for training purposes. Delegates of the Office of General Counsel may also attend any oral appeal hearing as an observer.

5. Procedures for an Appeal

- a. The Appeals and Compliance Coordinator will be responsible for collecting and distributing documents to both parties and all relevant issues raised as part of the appeal process.
- b. On receiving an appeal, the Appeals and Compliance Coordinator will provide to the appellant and respondent:
 - i. Confirmation of receipt of the appeal;
 - ii. A list of on-campus resources;
 - iii. A copy of the record; and
 - iv. The timelines within which the appellant and respondent must provide their written arguments on the appeal, as follows:
 1. The appellant must provide their written appeal argument within 15 working days of receiving the record.
 2. The respondent must provide their written response argument within 15 working days of receiving the appellants written appeal argument;
 3. The appellant must provide any reply, which must be restricted to only new matters arising from the respondent's response argument, within 5 working days of receiving that written response argument.
 4. The respondent must provide any reply, which must be restricted to only new matters arising from the appellant's reply, within 5 working days of receiving the appellant's reply.
- c. The appellant and respondent must provide the name of their respective advisors, if any, to the Appeals and Compliance Coordinator as soon as possible.
- d. Select a chair for the appeal hearing;
 - i. provide the parties with the name of the proposed chair and the names of all student members of the Appeal Panel;
 - ii. set the date(s) for the appeal hearing in consultation with the Appeal Panel chair. Normally, appeal hearings will be scheduled within 6 weeks from the date the appeal was received;

- iii. where the appeal hearing cannot be scheduled within the timeline noted above, give the parties written notice of the anticipated date for the appeal hearing;
 - iv. where both parties have appealed the decision, schedule both appeals to be conducted together by the same Appeal Panel at a single appeal hearing; and
 - v. address any other matter for the purposes of organising and administering the appeal hearing.
- e. The Appeals and Compliance Coordinator will constitute the Appeal Panel and provide its members and the parties with:
- i. the date and time of the appeal hearing;
 - ii. the decision of the Faculty Decision-Maker and/or Student Conduct Officer;
 - iii. the record on which the Faculty Decision-Maker and/or Student Conduct Officer decision was based; and
 - iv. the appellant's written appeal(s), the appellant's and the respondent's written arguments and replies.
- f. The Appeals and Compliance Coordinator may take any other required steps in order to administer the appeal process.

6. Procedural Requests

- a. The Chair will decide any procedural questions that arise both before and during the appeal hearing, in consultation with the Appeals and Compliance Coordinator. Either party may make a procedural request to the Chair. The Chair's decision on a procedural request is final and binding and will be communicated to the parties in writing by the Appeals and Compliance Coordinator.
- b. Procedural requests must be submitted in writing to the Appeals and Compliance Coordinator and include reasons that support the request. The Appeals and Compliance Coordinator will provide the other party with an opportunity to respond in writing to the procedural request within 5 working days of receiving notice of that request.
- c. Procedural requests include, but are not limited to:
 - i. Request that Appeal Panel chair or member not serve on Appeal Panel:
 - 1. After receiving the names of the Appeal Panel members, the parties will have 5 working days to submit a written request that the proposed Appeal Panel chair or member not serve on the appeal.

2. These requests may be made only on the grounds that the proposed Appeal Panel chair or member may have a bias or conflict of interest that would prevent a fair hearing.
 3. If the request is granted, the Appeals and Compliance Coordinator will replace the proposed Appeal Panel chair or member with another member who will be selected by rotation wherever possible, from the same constituent group (i.e., academic staff, undergraduate student or graduate student).
- ii. Request that sanctions be withheld until the appeal is decided:
1. This request must be made within 5 working days from the date the appeal was submitted.
 2. If granted, the Appeals and Compliance Coordinator will direct the Registrar to:
 - a. remove any sanctions from the **central academic record**; and
 - b. withhold degrees, certification of marks and/or **transcripts** pending the outcome of the appeal.
 3. Sanctions will be reinstated if the appellant withdraws their appeal.
- iii. Requests for the Appeal Panel to consider new evidence or information that was not before the Faculty Decision-Maker and/or Student Conduct Officer in the record:
1. The onus is on the party making this request to establish that:
 - a. the new evidence or information is relevant; and
 - b. was not reasonably available at the time of the Faculty Decision-Maker and/or Student Conduct Officer hearing; and
 - c. they made the request as soon as possible after becoming aware of the new evidence or information.
 2. The chair may only grant this request where the test set out in (1) has been satisfied on a balance of probabilities.
- iv. Request to vary the format of the appeal hearing(s):
1. Appeal hearings will normally be conducted through an exchange of the parties' written arguments to the Appeals and Compliance

Coordinator, but either party can request an opportunity to present their arguments orally before the Appeal Panel.

2. This request must be made well in advance of the date set for the appeal hearing.
3. Request for a hearing to be conducted in French.
 - a. The Appeals and Compliance Coordinator will make reasonable efforts to convene an Appeal Panel to conduct the hearing in French.
 - b. Where there is no capacity to conduct the hearing in French, the Appeals and Compliance Coordinator will notify the requesting party.
- v. Request to extend any time limit set out in this procedure, as soon as possible and, in any event, before the time limit expires;
- vi. Any other procedural request, in which case, after receiving notice of the request, the other party will have 5 working days to provide a response to the request.

7. Procedures and Powers of the Appeal Panel

- a. The Appeal Panel will consider the entire record, the parties' appeal, response and reply documents, and where applicable, the parties' oral statements made at the appeal hearing before coming to a decision, by majority vote.
- b. In considering their decision, the Appeal Panel will show deference to the Faculty Decision-Maker and/or Student Conduct Officer's decision, particularly with respect to the findings of facts and, accordingly, may only overturn a decision of the Faculty Decision-Maker and/or Student Conduct Officer where it was made on the basis of an error or errors that would have had a material effect on the outcome.
- c. The Appeal Panel has the power to grant an appeal, in whole or in part, only where:
 - i. the appellant establishes that the Faculty Decision-Maker and/or Student Conduct Officer incorrectly
 1. found or did not find a real and substantial link to or material effect on the **learning environment**;
 2. acted outside of their authority under the Student Academic Integrity Policy

- and/or the Student Academic Misconduct Procedure;
3. defined the elements of a violation; and/or
 4. other similar grounds related to the application or interpretation of *Student Academic Integrity Policy* and/or *Student Academic Misconduct Procedure*.
- ii. the appellant establishes that the findings of facts made by the Faculty Decision-Maker and/or Student Conduct Officer contain errors, such as
1. making a finding of fact without any evidence;
 2. considering irrelevant facts;
 3. giving undue weight to certain facts;
 4. misapplying the facts to the elements of a violation in the Student Academic Integrity Policy; and/or
 5. other similar ground related to the facts.
- iii. the appellant establishes that there was a breach of procedural fairness in the Faculty Decision-Maker and/or Student Conduct Officer hearing, such as the appellant was not provided with the opportunity to respond to an allegation or adverse evidence;
1. the Faculty Decision-Maker and/or Student Conduct Officer did not provide reasonable disclosure of the investigation report;
 2. the Faculty Decision-Maker and/or Student Conduct Officer was not impartial;
 3. the appellant was not provided with information about or sufficient opportunity to secure an advisor;
 4. there were significant and unjustifiable delays in the process to the extent that the fairness of the process was undermined; and/or
 5. other similar ground related to procedural fairness.
- iv. In addition to (c) above, the Appeal Panel may grant an appeal of sanction made by the student only where the appellant establishes that the Faculty Decision-Maker and/or Student Conduct Officer assigned a sanction(s) outside of a reasonable range, having regard to the nature of the violation and other relevant surrounding circumstances.

8. Decision of the Appeal Panel

- a. Where the Appeal Panel grants an appeal, they have the power to do the following:
 - i. With respect to an appeal by the Faculty Decision-Maker of the Student Conduct Officer, the Appeal Panel must remit the matter back to the Student Conduct Officer who made the decision or, where appropriate, a different Student Conduct Officer, to remedy the errors and issue an amended or a new decision.
 - ii. With respect to an appeal by the student, the Appeal Panel may:
 1. grant the appeal and overturn the decision;
 2. grant the appeal and remit the matter back to the Faculty Decision-Maker and/or Student Conduct Officer who made the decision or, where appropriate, a different Faculty Decision-Maker and/or Student Conduct Officer, to remedy the errors and/or issue an amended or a new decision; or
 3. substitute a different sanction.
- b. Decisions of the Faculty Decision-Maker and/or Student Conduct Officer are subject to one appeal only. Amended decisions in which errors have been remedied are not subject to additional appeal. Where a new decision is issued, that decision may be appealed.
- c. The Appeal Panel does not have the power to overturn a consequence resulting from a failure to meet specified conduct conditions (see Student Academic Integrity Policy, Schedule B, "Academic Integrity Conditions"). Any appeal of academic integrity conditions must be made at the time the sanction is imposed and within the time limits set out in the Student Academic Misconduct Appeal Procedure. If the conduct conditions are not met, no further appeal is available when the consequence is applied.
- d. The Appeal Panel's decision is final and is not subject to any further review or reconsideration by any University person or body.
- e. The chair of the Appeal Panel will communicate the decision to the Appeals and Compliance Coordinator, who will, as soon as possible, relay the decision to the parties and their respective advisors.
- f. The chair will normally submit the Appeal Panel's written reasons for the decision to the Appeals and Compliance Coordinator within 15 working days of reaching the decision. Where the written reasons are delayed, the Appeals and Compliance

Coordinator will give written notice to the appellant and respondent.

9. Service of Documents

- a. Any notices, communications, and appeal materials will be sent electronically using University accounts. See the *Electronic Communication Policy for Students and Applicants* in the *University Calendar*.
- b. On receiving the written decision, the Appeals and Compliance Coordinator will send a copy to the following individuals:
 - i. the appellant and respondent, and their respective advisors, Where an advisor does not have a university account, the appellant and respondent may forward the decision to their advisor.
 - ii. the Student Conduct Officer, where the Student Conduct Officer's decision was appealed;
 - iii. the Vice-Provost and Dean of Students;
 - iv. the Office of General Counsel; and
 - v. members on the Appeal Panel.
- c. The Appeals and Compliance Coordinator may provide a copy or excerpts of the decision to any other University unit as may be appropriate to administer the sanction or for other authorised purposes, for example, to units including, but not limited to, the following:
 - i. where a sanction is to be noted on the student's central academic record or transcript, the Appeals and Compliance Coordinator will notify the Office of the Registrar;
 - ii. where a sanction affects the student's academic program, the Appeals and Compliance Coordinator will notify the student's home Faculty; and
 - iii. in programs jointly offered with another institution, the Appeals and Compliance Coordinator will provide a copy of the decision to the partner
 - iv. institution when the violation relates to the student's conduct at that partner institution.

DEFINITIONS

<p>Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.</p>		▲Top
<p>Academic Integrity</p>	<p>Academic integrity refers to the expectation that every member of an academic community will conduct themselves with the highest standards of ethical conduct. A student demonstrates academic integrity by:</p> <ol style="list-style-type: none"> 1. situating their own work in the larger body of knowledge, properly acknowledging the work of others, 2. accurately distinguishing their own ideas, words images and data from those developed using other sources, and 3. refraining from engaging in any activity that results in unfair academic or other advantage for themselves or others. <p>Failing to adhere to academic integrity harms the entire university community, regardless of whether it stems from a lack of skill or lack of alignment with ethical practice.</p>	
<p>Advisor</p>	<p>A person who assists an appellant or respondent during the appeal process. Assistance may be provided by the Office of the Student Ombuds, Student Legal Services, legal counsel or another advisor as the parties choose.</p>	
<p>Appeals and Compliance Coordinator</p>	<p>The person responsible for administration of the <i>Student Academic Misconduct Appeal Procedure</i>.</p>	
<p>Appeal Hearing</p>	<p>The opportunity for appellants, complainants and respondents to provide or respond to information, arguments, and evidence in an appeal process. An appeal hearing can take the form of written document exchange and/or one or more oral meetings, either virtual or in- person.</p>	
<p>Appellant</p>	<p>A person who appeals the decision of the Faculty Decision-Maker or the Student Conduct Officer under this procedure.</p>	

Equity-informed practice	An approach to processes, procedures and service provision that centres equitable and inclusive access, aspires to barrier-free design for learning principles, and supports reasonable accommodation when access to or participation in the learning environment is limited as a result of a protected ground.
Central academic record	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.
Learning environment	The learning environment is to be understood broadly to encompass all aspects of University life. It includes: <ul style="list-style-type: none"> • physical and virtual spaces where University teaching, learning, work, research, residence, recreational and social activities take place; • University activities, events and functions, including, but not limited to, teaching, research, studying, work, administration, meetings, public service, travel, conferences, and training; public lectures, performances, student group events, and social or sports activities.
Procedural fairness	The elements of the process used by a decision-making body authorised by statute or policy to make a decision that affects an individual's rights, privileges, or interests, that give effect to an individual's right to reasonable notice of the case to meet, the opportunity to respond and the right to an impartial decision maker.
Record	The materials on which a decision of the Faculty Decision-Maker and/or Student Conduct Officer was based. The record includes any materials, statements, or responses provided to the Faculty Decision-Maker and/or Student Conduct Officer that were relevant to the question of whether an individual was in violation of the Student Academic Integrity Policy and any information or materials, statements, or responses related to the consideration of appropriate sanction(s).
Respondent	The person who responds to an appeal under this procedure.

Student	<p>An individual who is or has been registered as a student at the university whether or not for credit and includes current undergraduate and graduate students, postgraduate learners, former students, and graduates who have received a degree, diploma or certificate from the university.</p> <p>An individual ceases to be an applicant, and becomes a student when: 1) they register for courses, and 2) the add/delete deadline, as published in the Calendar, has passed. Application-related offences discovered after the individual becomes a student will be addressed under the Student Academic Integrity Policy or Student Conduct Policy.</p>
Student Misconduct Appeal Panel	The decision-making body authorised to hear appeals of the decision made under the <i>Student Academic Integrity Policy</i> .
Transcript	A student’s official academic record issued by the Office of the Registrar and bearing the signature of the Registrar. Information for the transcript is drawn from the central academic record. Information included on the University of Alberta transcript is found in the University Calendar.

RELATED POLICIES, FRAMEWORKS, AND PROCEDURES

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
<p>Student Academic Integrity Policy</p> <p>Student Academic Misconduct Procedure</p> <p>Student Academic Integrity Policy Appendix A: Academic Misconduct</p> <p>Student Academic Integrity Policy Appendix B: Sanction Descriptions and Impact</p>	

List and hyperlink any related UAPPOL documents, starting with those directly associated. If there are no published procedures do not delete the PUBLISHED PROCEDURES heading or above message - indicate “No published procedures for this policy” in the text box.

RELATED LINKS

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
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Sources of on-campus assistance

- [Office of the Dean of Students](#)
- [Office of the Student Ombuds](#)
- [Student Legal Services](#)
- [Students' Union \(SU\)](#)
- [Graduate Students' Association \(GSA\)](#)
- [l'Association des Universitaires de la Faculté Saint-Jean \(AUFSJ\)](#)
- [Augustana Students' Association](#)
- [First Peoples House](#)
- [Academic Success Centre](#)

Other conduct policies

- [Discrimination, Harassment and Duty to Accommodate Policy](#)
- [Information Technology Use and Management Policy](#)
- [Practicum Intervention Policy](#)
- [Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#)
- [Residence Community Standards](#)
- [Sexual and Gender-Based Violence Policy](#)
- [Student Groups Procedure](#)

Information

- [University Calendar](#)
- [Electronic Communication Policy for Students and Applicants](#)

List any other related links in alphabetical order (example: information document). If there are no related links do not delete the RELATED LINKS heading or above message - indicate "No related links for this procedure".

Original Approval Date: [date]
Most Recent Approval: [date]
Most Recent Editorial Date: [date]
Parent Policy: Student Academic Integrity Policy

Student Academic Integrity Policy

Appendix A: Academic Misconduct

Office of Accountability:	Office of the Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students
Approver:	General Faculties Council (Committee on the Learning Environment and Student Affairs)

1. Plagiarism

Representing the words, ideas, images, data or other analogous work of another individual or other source as the student's own

- a. in any **course element** in a course or program of study, or
- b. in any other academic and/or scholarly activity.

2. Examination Cheating

In an examination, test, quiz or other similar assessment activity that takes place as part of a course element (including proctored or non-proctored, in-person, take home, or online assessment activities):

- a. obtaining or attempting to obtain information from another student or other unauthorised source,
- b. giving or attempting to give information to another student, or
- c. using, or attempting to use or possessing for the purposes of use any unauthorised material or device, or.

- d. Representing or attempting to represent oneself as another or attempting to have oneself represented by another in an examination, test, quiz or other scholarly activity.

3. Contract Cheating

Using a service, company, website, or application to

- a. complete, in whole or in part, any course element, or any other academic and/or scholarly activity, which the student is required to complete on their own; or
- b. commit any other violation of this policy.

This includes misuse, for academic advantage, of sites or tools, including artificial intelligence applications, translation software or sites, and tutorial services, which claim to support student learning.

4. Unauthorised Collaboration

Collaborating with others on course elements intended to be completed independently, contrary to the express instructions of the instructor, in order to gain unfair academic advantage. This should not be interpreted as precluding authorised collaboration or cooperation designed to help the student develop or enhance skills to create their own work or to gain insight into potential problems they may need to address. Examples of unauthorised collaboration include, but are not limited to:

- a. Submitting any assignment as the student's own work which contains
 - i. material generated by anyone other than the student named on the assignment, and
 - ii. without acknowledgement and the express permission of the instructor.
- b. Representing another's substantial editorial or compositional assistance on a course element, or any other academic or scholarly activity, as one's own work.
- c. Knowingly advising, encouraging, aiding or assisting another person, directly or indirectly, to commit any violation under this policy.

5. Misrepresentation

- a. Misrepresenting pertinent facts to any member of the university community for the purpose of obtaining unfair academic advantage.

- b. Including in any course element or scholarly activity a statement of fact the student knows to be false, a reference to a source the student knows to contain fabricated claims (unless acknowledged by the student), or a fabricated reference to a source in any academic submission for assessment or credit.
- c. Failing to provide pertinent information on an application for admission.
- d. Misrepresenting or falsifying academic credentials, or altering an official university certification document or transcript for use in external applications including but not limited to, jobs, grants, co-op, placements, and other professional activities.

6. Unauthorised Resubmission

Submitting in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any course element which has previously been submitted for credit in another course or which has been or is being submitted by the student in another course or program of study in the university or elsewhere.

7. Misuse of University Academic Materials or Other Assets

- a. Gaining access to, distributing, or receiving any confidential academic material such as pending examinations, laboratory results or the contents thereof from any source without prior and express consent of the instructor.
- b. Selling, taking, distributing or sharing course or research materials not owned by the student, including but not limited to lecture materials, biological, chemical or other assets, handouts, assignment or exam questions, slide presentations and other similar materials without the instructor’s or owner’s consent.

8. Research and Scholarship Misconduct

Committing a violation of the *Research and Scholarship Integrity Policy*.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.		[▲Top]
Academic misconduct	Prohibited conduct as set out in Appendix A of the <i>Student Academic Integrity Policy</i> .	

Course element	Any activity or work product submitted for evaluation in a course or program of study including, but not limited to, written or oral exams, take home exams, quizzes, assignments, presentations, papers, practicums, theses, dissertations, and labs.
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RELATED FRAMEWORKS, PROCEDURES AND GUIDELINES

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
<p>Student Academic Integrity Policy</p> <p>Student Academic Misconduct Procedure</p> <p>Student Academic Misconduct Appeal Procedure</p> <p>Student Academic Integrity Policy Appendix B: Sanction Descriptions and Impact</p>	

RELATED LINKS

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
<p>Sources of on-campus assistance</p> <ul style="list-style-type: none"> ● Office of the Dean of Students ● Office of the Student Ombuds ● Student Legal Services ● Students' Union (SU) ● Graduate Students' Association (GSA) ● l'Association des Universitaires de la Faculté Saint-Jean (AUFSJ) ● Augustana Students' Association ● First Peoples House ● Academic Success Centre <p>Other conduct policies</p> <ul style="list-style-type: none"> ● Discrimination, Harassment and Duty to Accommodate Policy ● Information Technology Use and Management Policy ● Practicum Intervention Policy ● Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour ● Residence Community Standards ● Sexual and Gender-Based Violence Policy ● Student Groups Procedure 	

Information

- [University Calendar](#)
- [Electronic Communication Policy for Students and Applicants](#)

Original Approval Date: [date]
 Most Recent Approval: [date]
 Most Recent Editorial Date: [date]
 Parent Policy: Student Academic Integrity Policy

Student Academic Integrity Policy:

Appendix B: Sanction Descriptions and Impact

Office of Accountability:	Office of the Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students
Approver:	General Faculties Council (Committee on the Learning Environment and Student Affairs)

1. Reprimand

- a. A reprimand is a disciplinary record that a student has been found responsible for a policy violation. It is noted in the student's **Academic Integrity History**, according to the established record retention schedule.

2. Academic Integrity Conditions

- a. Academic integrity conditions is a sanction that has two components:
 - i. the sanction requires that students satisfy specific conditions or restrictions, not to exceed the duration of the student's program, and
 - ii. provides for a specific secondary sanction that will be imposed on the student in the event the student does not satisfy those specific conditions or restrictions.

- b. The conditions and restrictions that may be applied include one or more of the following in order to rectify and or redress the violation:
 - i. not to commit any further violations during the term of academic integrity conditions;
 - ii. to complete a relevant reflection assignment;
 - iii. to complete an academic integrity workshop or activity for intellectual development;
 - iv. rewrite and resubmit the course element in question;
 - v. to meet such other reasonable conditions considered desirable for protecting the integrity and value of the University of Alberta degree or other accreditations.
- c. The secondary sanctions that must be applied, as part of academic integrity conditions, are any of the sanctions set out in this Schedule.
- d. Where the secondary sanction is outside of the Faculty Decision-maker's authority, as set out in section 6d of the Policy, the FDM must refer the issue of sanction to the Student Conduct Officer with a recommendation.
- e. Academic integrity conditions will specify who has the responsibility to ensure compliance with the terms and to certify, when and as necessary, that the conditions have been met to a reasonable standard of performance, or have been breached.
- f. Any appeal of the academic integrity conditions, including the secondary sanction, must be made at the time the initial sanction is imposed and within the time limits set out in the *Student Academic Misconduct Appeal Procedure*. If the conditions are not met, no further appeal is available when the secondary sanction is imposed.
- g. The details of any academic integrity conditions will be kept in the student's Academic Integrity History according to the established record retention schedule.
- h. Any subsequent conduct that constitutes a breach of the prescribed academic integrity conditions during the defined period may lead to additional proceedings under this policy.

3. Grade Sanctions

- a. Marks for an assessment(s) or the grade for a course may be reduced as a sanction for **Academic Misconduct**. The final grade may or may not be accompanied by a **transcript** notation indicating Inappropriate Academic

Behaviour. The student's grade in the course or grade point average (GPA) may, as a consequence, be substantially reduced.

- b. A grade of F for graded courses or NC for non-graded courses may be assigned as a sanction for Inappropriate Academic Behaviour. The grade may or may not be accompanied by a remark, indicating Inappropriate Academic Behaviour.
- c. Grade reductions and a grade of F resulting from discipline decisions will be calculated into the student's GPA. Mark reductions, reductions in final course grades and a grade of F may result in a student being required to withdraw from their program.
- d. The transcript notation indicating Inappropriate Academic Behaviour will remain on the student's transcript for a period of 2 years from the end date of the term for the relevant course. After that time, the notation is removed. The following notations apply:
 - i. '8' for undergraduate students, or for graduate students where the resulting grade is a passing grade
 - ii. '9' for graduate students where the resulting grade is a failing grade
- e. Any documentation relating to grade changes resulting from a sanction under this policy may be retained in the academic file.

4. Refusal to Consider Applications

- a. The university may refuse to consider applications for admission to the university for a specified time period or indefinitely.
- b. Where a sanction of refusal to consider applications has been imposed, it will be noted as a **negative service indicator** on the student's **central academic record** until the sanction expires.
- c. When a refusal to consider applications is for an indefinite period of time, the student may, after no less than five years have elapsed, petition to the **Provost** to be reconsidered for admission. The petition must include a description, with supporting evidence, of how circumstances have changed since the original decision was made. On receiving the request, the Provost will consult with the Student Conduct Officer and the Registrar's Office. The decision is final and not subject to appeal.

5. Rescission of Admission Offer

- a. Rescission of any current offer of admission received by the applicant, whether

conditional or final, and cancellation of any registration. This sanction may only be imposed for application-related offences.

6. Suspension from Academic Program

- a. Suspension is a complete withdrawal from the university, the student's program in the university, and all university activities for a specified period of time, to a maximum of three years.
- b. Suspension will be noted on the student's central academic record, transcript, and in the student's academic file held by the faculty in which the student is enrolled during the period of the suspension. At the discretion of the Student Conduct Officer, the suspension may be noted on the transcript for a further period of up to three years after the end of the suspension.
- c. The student will receive credit for any course passed before the effective date of the suspension.
- d. Withdrawals resulting from a decision of suspension will show as grades of "W" on the student's transcript and will remain part of the central academic record.
- e. A student will be withdrawn from all courses as of the date of a suspension; the fee refund dates outlined in the *University Calendar* will apply.
- f. A student who has been suspended for less than 12 months will be permitted to re-enroll in the program from which they were suspended provided they have not been required to withdraw in accordance with the Faculty's published Academic Standing regulations.
- g. If the suspension is for 12 months or more, the student must apply for readmission to the university. Refer to the *University Calendar* for more information on admission and readmission.
- h. Any course work completed at any institution during the period of suspension will not be accepted as credit towards a student's degree or other accreditation, or for admission to a program, or other certification at this university.

7. Expulsion

- a. Expulsion is a complete withdrawal from the university for an indefinite period of time.
- b. Expulsion will be noted in the student's academic file in the Faculty in which they are registered, as a negative service indicator in the student's central academic record and on the student's transcript in perpetuity.

- c. The student will receive credit for any course passed before the effective date of the expulsion. Withdrawals resulting from a decision of expulsion will show as grades of "W" on the student's transcript and will remain part of their central academic record.
- d. A student will be withdrawn from all courses as of the date of expulsion; the fee refund dates outlined in the *University Calendar* will apply.
- e. The student may, after no less than four years have elapsed, petition the Provost for permission to apply for admission. On receiving the request, the Provost will consult with the Student Conduct Officer and the Faculty/College from which the student was expelled and the Faculty/College to which the student seeks admission. In addition, the Provost may require the student to support their petition with written submissions and evidence. The Provost's decision is final and not subject to appeal.
- f. Any course work completed at any institution during the period of expulsion will not be accepted as credit towards a student's degree or other accreditation, or for admission to a program, or any other certification at the University of Alberta.

8. Suspension of a Degree

- a. Upon suspension of a degree the original award of a degree will be removed from the student's central academic record and the transcript will show that the degree has been suspended until the student meets the requirements of the university to clear the suspension.
- b. If at the end of the time specified by a discipline decision, the student has met the requirements of the Student Conduct Officer or the Student Academic Misconduct Appeal Panel to clear the suspension, the original award will be restored to the student's central academic record with the original date. The record of the suspension will be removed from the transcript.
- c. If, at the end of the time specified in a discipline decision, the student has not met the requirements of the Student Conduct Officer or the Student Academic Misconduct Appeal Panel to clear the suspension, the record of the suspension of the degree will not be removed. The original award will remain perpetually deleted from the student's central academic record.

9. Rescission of a Degree

- a. Rescission of a degree means that the original award of a degree will be perpetually deleted from the student's central academic record. The student's transcript will indicate that the degree has been rescinded.

- b. The Student Conduct Officer may recommend to the Provost that the university publish notification of the rescission of the degree. In the case of a professional degree, this would include notification to the appropriate professional body. The Provost's decision to act on this recommendation shall be deferred until an appeal is heard and decided. The Provost's decision is final and not subject to appeal.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.		[▲Top]
Academic Integrity History	The records related to the academic integrity proceedings undertaken in relation to a student, including but not limited to, any non-disciplinary actions and/or assignments and their outcomes, any violations investigated, evidence collected and the findings, if any, of the decision-maker. Academic integrity history records are held electronically and are updated as cases progress through the process described in the <i>Student Academic Misconduct Procedure</i> and the <i>Student Academic Misconduct Appeal Procedure</i> .	
Academic misconduct	Prohibited conduct as set out in Appendix A of the <i>Student Academic Integrity Policy</i> .	
Central academic record	A continuing record maintained by the Office of the Registrar, where all matters relating to courses, grades, and academic standing and probation are permanently recorded. Transitory notations, such as service indicators are also noted in the central academic record while they are in effect.	
Negative service indicator	A transitory notation that can be placed on a student's central academic record during the period it is in effect. Service indicators assist staff in the provision or restriction of services but do not appear on a transcript. Negative service indicators can be used for financial, disciplinary or other extraordinary matters. Examples include, but are not limited to: refusal to consider applications, suspension, and expulsion.	
Provost	Provost and Vice-President (Academic) or delegate.	

Transcript	<p>A student's official academic record issued by the Office of the Registrar and bearing the signature of the Registrar.</p> <p>Information for the transcript is drawn from the central academic record.</p> <p>Information included on the University of Alberta transcript is found in the University Calendar.</p>
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RELATED FRAMEWORKS, PROCEDURES AND GUIDELINES

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
<p>Student Academic Integrity Policy</p> <p>Student Academic Misconduct Procedure</p> <p>Student Academic Misconduct Appeal Procedure</p> <p>Student Academic Integrity Policy Appendix_A: Academic Misconduct</p>	

RELATED LINKS

If any links are broken, please contact uappol@ualberta.ca	[▲Top]
<p>Sources of on-campus assistance</p> <ul style="list-style-type: none"> ● Office of the Dean of Students ● Office of the Student Ombuds ● Student Legal Services ● Students' Union (SU) ● Graduate Students' Association (GSA) ● l'Association des Universitaires de la Faculté Saint-Jean (AUFSJ) ● Augustana Students' Association ● First Peoples House ● Academic Success Centre <p>Other conduct policies</p> <ul style="list-style-type: none"> ● Discrimination, Harassment and Duty to Accommodate Policy ● Information Technology Use and Management Policy ● Practicum Intervention Policy ● Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour ● Residence Community Standards 	

- [Sexual and Gender-Based Violence Policy](#)
- [Student Groups Procedure](#)

Information

- [University Calendar](#)
- [Electronic Communication Policy for Students and Applicants](#)



Decision **Discussion** **Information**

ITEM OBJECTIVE: TO approve:

1. proposed revisions to:
 - (a) the GFC Academic Planning Committee (the “**APC**”) Terms of Reference (the “**Revised APC ToR**”) stemming from the work of the GFC Executive Governance and Procedural Oversight Committee (the “**GPO**”);
 - (b) the GFC Committee on the Learning Environment (the “**CLE**”) Terms of Reference (the “**Revised CLE ToR**”) stemming from the work of GPO; and
 - (c) the GFC Programs Committee (the “**PC**”) Terms of Reference (the “**Revised PC ToR**”) and together with the Revised APC ToR and the Revised CLE ToR, the “**Revised ToRs**”) stemming from the work of GPO;
2. the dissolution of the GFC Student Conduct Policy Committee (the “**SCPC**”) as a result of the approval of the Revised CLE ToR.

DATE	April 8, 2024
TO	GFC Executive Committee
RESPONSIBLE PORTFOLIO	General Faculties Council (GFC)

MOTION 1: THAT the GFC Executive Committee recommend to GFC that it approve the proposed revisions to the GFC Academic Planning Committee Terms of Reference as set forth in Attachment 1, to take effect upon approval.

MOTION 2: THAT the GFC Executive Committee recommend to GFC that it approve the proposed revisions to the GFC Committee on the Learning Environment Terms of Reference as set forth in Attachment 2, to take effect upon approval.

MOTION 3: THAT the GFC Executive Committee recommend to GFC that it approve the dissolution of the GFC Student Conduct Policy Committee as a result of the approval of the Revised GFC Committee on the Learning Environment Terms of Reference as set forth in Attachment 2, to take effect upon approval.

MOTION 4: THAT the GFC Executive Committee recommend to GFC that it approve of the proposed revisions to the GFC Programs Committee Terms of Reference as set forth in Attachment 3, to take effect upon approval.



EXECUTIVE SUMMARY:

GFC has committed to reviewing each of its standing committee's Terms of Reference on a three year cycle. The Revised ToRs have been drafted using a new template that articulates decision-making authority in relation to the powers, functions, and duties as set out in the *Post-secondary Learning Act* (Alberta) (the "**PSLA**").

1. Revised APC ToR

The Revised APC ToR has focussed on:

- (a) aligning the committee's delegated authority with power, duties and functions held by the GFC and set out in the PSLA (primarily Sections 19 and 26),
- (b) removing words, terms and provisions from APC's current terms of reference that are unnecessary for the committee or outside of the GFC's scope of authority, and
- (c) updates and additions to the definitions for the terms of reference (as necessary or appropriate).

The objective is to enhance decision making by making explicit the authority delegated to the committee by GFC and through precise definitions of terms.

The Revised APC ToR include changes to the committee composition, removal of responsibilities that are outside APC's scope of authority, and the addition of new authority in alignment with the committee's mandate.

Changes to delegated authority

The current APC terms of reference give APC the authority to approve name changes to departments and divisions, to recommend to GFC on name changes of faculties, and to receive for information name changes to units on campus. These three responsibilities have been removed because the PSLA does not confer upon GFC the power to approve name changes to departments and divisions, or faculty names, and because GFC cannot compel administration to report them. It is therefore not a power GFC can delegate to APC and has been omitted from the Revised APC ToR.

The Revised APC ToR clarify the delegated authority to APC over budget matters as the PSLA expressly provides that GFC has the authority to make recommendations to the Board of Governors (the "**Board**") with respect to, among other things, the budget. However, the authority to make recommendations on fees to be levied upon a "substantial group of students" has been removed as this power is within the Board's authority.

The Revised APC ToR clarifies authority over facilities and contemplates new authority to have APC review and approve proposed General Space Programs for academic units. Currently, this power is within FDC's scope of authority. In addition to the foregoing, the Revised APC ToR contemplates that APC will consider:



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1. the Long Range Development Plan (with regards to subsections 19(b) and (c) of the PSLA);
2. the planning and use of physical facilities, and
3. the use of land owned by or leased to the University.

Currently, FDC is responsible for making recommendations to APC concerning policy matters with respect to the foregoing.

2. Dissolution of FDC

On May 2, 2022, a motion to disband the FDC was brought before GFC (the “**2022 Motion**”). The 2022 motion included proposed changes to the APC Terms of Reference and the Terms of Reference for the GFC Committee on the Learning Environment. Members discussed the cancellation of FDC meetings, the difficulties in constituting and situating committees that had very little work to do, the importance of GFC weighing in on facilities related matters, and the authority of the Vice-President (Facilities and Operations) related to space management.

GFC Members debated a proposed amendment to the motion and there was a significant amount of uncertainty expressed by members so the [decision was made to table the item](#).

If Motion 1 is approved, the Revised APC ToR would leave FDC with the limited scope of responsibility to make recommendations to the APC concerning policy matters with respect to the matters set out in [sections 5.1, 5.2 and 5.3 in its Terms of Reference](#).

It is proposed that FDC does not need to serve this role and the committee can be dissolved as contemplated in the 2022 Motion.

3. Revised CLE ToR

CLE has delegated authority from GFC to review policies on student evaluation of teaching and assessment policies. The revised CLE ToR seek to:

- (a) more closely connect the committee’s authority to the PSLA;
- (b) provide clear definitions of authority over assessment;
- (c) subsume delegated authority over the supervision of students affairs currently held by the Student Conduct and Policy Committee; and
- (d) make requisite changes to committee composition in light of the foregoing.

Connecting with the PSLA

The Revised CLE ToR makes clear connections between the powers, functions, and duties assigned to GFC in the PSLA and the corresponding responsibilities delegated by GFC to CLE. Specifically:



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1. GFC's authority over academic affairs has been delegated to CLE for the committee to make recommendations to GFC with respect to amendments to the Teaching, Learning and Evaluation Policy.
2. The authority of the committee to make recommendations on university-wide strategies for the learning environment is now connected to GFC's authority over academic and campus planning.
3. The committee's relationship to University Libraries is articulated in relation to GFC's authority to make rules and regulations for the management and operation of libraries.

Clearly connecting CLE's responsibilities to the powers, duties and functions conferred to GFC under the PSLA serves to better highlight the importance of the committee's work and clarifies the scope of its authority.

Authority over assessment

The current ToR lack defined terms to differentiate between evaluation of teaching, assessment of student learning, and authority over regulation of evaluation and assessment. Proposals that are deemed "**substantial**" will continue to be approved by GFC, while minor and major proposals are delegated to the committee for approval.

To remedy this, a clear connection to the powers of faculty councils and GFC is established and defined terms with references to University regulations are articulated in definitions. In deference to the authority of faculty councils, approval of minor, faculty specific assessment regulations has been sub-delegated for approval by the Provost.

These changes clarify that determining regulations related to evaluation and examinations is foundational to the learning environment.

Addition of delegated authority over student affairs

The Student Conduct and Policy Committee ("**SCPC**") currently holds delegated authority from GFC to set regulations for the University's codes of student conduct and academic integrity. As the University shifts its approach to student discipline towards a focus on prevention and restorative justice, moving SCPC's authority to CLE will ensure decision-making is holistic and takes into account a multifaceted learning environment. The additional authority led to a proposed name change for the committee, adding "**student affairs**", or CLESA.

Many meetings of SCPC have been cancelled in the past five years presenting challenges for engagement of members and orientation. Integrating the delegated authority into the CLE will ensure more engaged decision making aligned with regulation on assessment and in consideration of the learning environment.

Currently, SCPC reviews changes to the Code of Student Behavior ("**COSB**"), the Code of Applicant Behaviour ("**COAB**"), and the Practicum Intervention Policy. The recently approved Residence Community Standards Policy and Student Conduct Policy and the forthcoming Student Academic



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Integrity Policy reduce the need for a stand-alone GFC committee devoted to regular review of the COAB and COSB.

Composition

In light of the additional authority on student affairs, the Vice-Provost and Dean of Students and a representative from Student Residences, appointed by the Students' Union will be added as ex officio members. The Associate Chair representative has been removed because these roles have been eliminated across the University. A seat formerly filled by a Vargo or other teaching award winner has been removed to keep committee size manageable. At the request of student members, the elected student representative from residence associations will be replaced by the UASU's Vice-President (Student-Life). New resource members with expertise on student affairs and discipline will also be added.

4. Dissolution of SCPC

The University is shifting its student discipline approach towards prevention and restorative justice. The transferring of SCPC's authority to CLE allows for more holistic decision-making, considering the learning environment. Many SCPC meetings were canceled in the past five years, hindering member engagement. Integrating authority into CLE will ensure aligned decision-making with regulations and learning environment considerations.

5. Revised PC ToR

The Revised PC ToR includes new definitions and interpretation to clarify authority and provide a framework for appropriate levels of scrutiny by GFC. PC's role to recommend and approve regulations related to academic programs and online and continuing education programs is clarified. Proposed changes to sub-delegate authority are intended to streamline program approvals through deference to faculty council authority over programs of study and regulation for admissions, transfer and academic standing. Changes to the committee composition align with GFC principles of committee composition and look to strengthen the link to GFC.

Definitions and interpretation

The Revised PC ToR includes 24 new definitions that help to clarify the scope of the committee's authority. Definitions clarify terms like "academic program" and "online and continuing education" and relate them to functions, duties and powers set out in the PSLA. A revised framework for interpretation allows for proposals to be qualified as "**minor**", "**major**" and "**substantial**" with major proposals stopping at PC and substantial proposals continuing on to GFC.

Additional delegated authority

The current terms of reference are silent on the role of PC to recommend and approve on regulatory frameworks that guide program development such as the Embedded Certificate Framework or the Non-Credit Programming Framework. The proposed revisions clarify that PC



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has delegated authority to approve regulation on academic programs and online and continuing education.

Sub Delegation of authority

Currently, PC reviews hundreds of reports of decisions made by Faculty Councils using power articulated in the PSLA and approves course and minor program regulation changes. Approval of a new sub-delegation to the Provost would mean that only proposals qualified as “major”, meaning those that could be reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University, would require PC approval. This change demonstrates deference to Faculty Councils authority who are best placed to determine their courses and minor program regulation changes.

The PC has already sub-delegated authority to the Vice-Provost and Dean of the Faculty of Graduate and Postdoctoral Studies to approve graduate second-level specialisations. These are academic programs that fall under graduate first-level specialisations in each discipline, providing an additional level of focus. The proposed changes include an equivalent sub-delegation for undergraduate second-level specialisations. Revisions to language outlining limitations on delegated authority clarify that, notwithstanding an approved sub-delegation for approval by the Provost, GFC has retained authority to approve substantial proposals related to the creation, modification or suspension and/or termination of Academic Programs.

Together, these changes will increase efficiency of decision making by PC and by GFC.

Composition

The proposed removal of three appointed academic administrators from stand-alone faculties reflects the approved Principles of GFC Committee Composition which state that wherever possible, the majority of elected members of each standing committee should be drawn from the membership of GFC to provide tangible links between GFC and its standing committees. In addition, because the majority of appointees have been academic administrators, ex officio perspectives have outweighed those of elected GFC representatives.



Supporting Materials:

- [GFC Facilities Development Committee Terms of Reference](#)
- [GFC Student Conduct Policy Committee Terms of Reference](#)

Attachments

1. GFC APC ToR
2. GFC CLESA ToR
3. GFC PC ToR



SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

APC ToR Engagement and Consultation

Those who are actively participating:

- GPO - Apr 4, 2022, Jan 23, 2023, October 23, 2023, November 27, 2023, January 22, 2024, February 5, 2024, March 4, 2024

Those who have been consulted:

- Academic Planning Committee - September 14, 2022

Those who have been informed:

- The Office of the Provost and Vice-President (Academic)
- The Office of the Vice-President (Research and Innovation)
- The Office of the Vice-President (Facilities and Operations)

Approval Route:

- GFC Executive Committee (for recommendation)
- GFC (for approval)

CLE ToR Engagement and Consultation

Those who are actively participating:

- GFC - March 18, 2024
- EXEC - March 11, 2024
- Email Consultation with SCPC and CLE
- GPO - January 23, 2023, October 23, 2023, January 22, 2024, February 5, 2024, March 4, 2024
- CLE - March 30, 2022, February 8, 2023, March 27, 2024
- SCPC - January 24, 2022, February 7, 2022, email consultation March 2024

Those who have been consulted:

- The Office of the Provost and Vice-President (Academic)



<ul style="list-style-type: none"> • The Office of the Vice-Provost and University Registrar • The Vice-Provost (Learning Initiative) • The Vice-Provost and Chief Librarian • The Office of the Dean of Students • The Chair of SCPC • The Chair of CLE • Student Conduct Officer (Discipline Officer) • Appeals and Compliance Officer • The Office of the Student Ombuds
<p><i>Those who have been informed:</i></p> <ul style="list-style-type: none"> • Appeals Coordinator • Director of the University of Alberta Protective Services • Assistant Dean of Students (Residence) • Office of the Student Ombuds • Vice-Provost and Dean of Students
<p><i>Approval Route:</i></p> <p>GFC Executive Committee (for recommendation) GFC (for approval)</p>

<p><u>PC ToR Engagement and Consultation</u></p>
<p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> • GPO - October 23, 2023, January 22, 2024, February 5, 2024, March 4, 2024
<p><i>Those who have been consulted:</i></p> <ul style="list-style-type: none"> • The Office of the Provost and Vice-President (Academic) • The Office of the Vice-Provost and Dean (FGPS) • The Office of the Vice-Provost and University Registrar • The Office of the Senate and Chancellor • Deans and Appointed Members from Campus Saint-Jean, Native Studies, Augustana Campus • Graduate Program Support Team • Program Support Team • GFC PC (March 14, 2024; September 14, 2024; March 14, 2024)
<p><i>Those who have been informed:</i></p> <ul style="list-style-type: none"> • The Calendar Community
<p><i>Approval Route:</i></p>



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GFC Executive Committee (for recommendation)
GFC (for approval)

Supplementary Notes / Context:



1. Purpose of the Committee

The purpose of the General Faculties Council (“**GFC**”) Academic Planning Committee (the “**Committee**”) is to consider certain academic planning matters for the University, make certain decisions related to the academic affairs of the University and make recommendations to GFC with respect to academic planning.

2. Delegated Authority from GFC

In furtherance of the purpose of the Committee, and as permitted by the PSLA, GFC has delegated to the Committee the following powers, duties and functions:

2.1. Academic Planning - PSLA s. 26(1)

GFC is responsible for the academic affairs of the University and, pursuant to subsection 26(1)(o) of the PSLA, can make recommendations to the board of governors of the University (the “**Board**”) with respect to academic planning. GFC has delegated to the Committee the authority to:

- (a) consider and, if deemed appropriate, advise GFC as to recommendations to be made by GFC to the Board concerning academic planning, including:
 - (i) specific goals and priorities for:
 1. internationalisation;
 2. Indigenous initiatives;
 3. information technology;
 4. equity, diversity and inclusion;
 - (ii) trends revealed or disclosed in quality assurance reports of Academic programs and/or Academic Units;
- (b) receive and discuss reviews of Academic Units and Academic Service Units; and
- (c) receive, discuss, and provide feedback on processes for quality assurance of Academic Units and Academic Service Units.

2.2. Academic Awards - PSLA s. 26(1)(m)

Pursuant to subsection 26(1)(m) of the PSLA, GFC has the authority to make rules and regulations respecting academic awards. GFC has delegated to the Committee the authority to:

- (a) consider and advise GFC as to recommendations to be made by GFC to the Board on policies concerning awards, subject to paragraph 4.2, below;



- (b) regularly review policies on awards and bursaries and to make recommendations to GFC as to changes to the same where required; and
- (c) regularly consider reports on student financial supports for the purpose of identifying trends and gaps in the financial supports available to students of the University.

2.3. Affiliations, Academic Planning & Budget - PSLA s. 26(1)(o)

Pursuant to subsection 26(1)(o) of the PSLA, GFC can make recommendations to the Board with respect to affiliations with other institutions, academic planning, the budget, and any other matters considered by GFC to be of interest to the University.

(a) Academic Centres and Institutes

GFC has delegated to the Committee the authority to:

- (i) consider and advise GFC as to recommendations to be made by GFC to the Board on new policy and procedures concerning Academic Centres or Institutes;
- (ii) approve the establishment of Academic Centres or Institutes;
- (iii) receive notifications of the suspension or termination of Academic Centres or Institutes from the Vice-President (Research and Innovation) following consultation with the relevant Dean(s), and to report these suspensions and/or terminations to GFC; and
- (iv) receive, discuss and provide feedback on the Academic Centres or Institutes Annual Report.

(b) Enrolment Management

Pursuant to subsection 60(1)(d)(i) of the PSLA, the Board is required to make and publish rules respecting the enrolment of students to take courses, programs of study or training provided by the Board. GFC has delegated to the Committee the authority to:

- (i) consider and advise GFC as to:
 - 1. recommendations to be made by GFC to the Board on the Enrolment Management Policy;
 - 2. the approval of procedures concerning enrolment management;
- (ii) receive, discuss, and provide feedback on enrolment reports; and
- (iii) consider and, if deemed appropriate, make recommendations to GFC on enrolment management processes, subject to paragraph 4.4, below.



(c) Research

GFC has delegated to the Committee the function of:

- (i) considering and advising GFC as to recommendations, if any, to be made by GFC to the Board on:
 - 1. new research policies and revisions to existing research policies;
 - 2. research initiatives; and
- (ii) receiving, discussing, and providing feedback on research performance summaries.

(d) Budget

GFC has delegated to the Committee:

- (i) the power to make recommendations to the Board with respect to:
 - 1. the academic and research implications of the University's annual budget, excluding budgets for Ancillary Units;
 - 2. University budget principles;
 - 3. new resources required in proposals for the establishment of Academic Units, Faculties, Schools, Departments, Academic Programs and Chairs; and
- (ii) the function of receiving and discussing matters regarding tuition and fees for consideration or advice, subject to paragraph 4.5, below.

2.4. Facilities - PSLA s. 19

Pursuant to section 19 of the PSLA, the Board is obligated to consider the recommendations of GFC, if any, on matters of academic import prior to the Board providing for, among other things:

- (a) the support and maintenance of the University;
- (b) the betterment of existing buildings;
- (c) the construction of any new buildings the Board considers necessary for the purposes of the University; and/or
- (d) the furnishing and equipping of the existing and newly erected buildings.

GFC has delegated to the Committee the power to consider and, if deemed appropriate, prepare recommendations to the Board on matters of academic import prior to the Board providing for anything set out in subparagraphs 2.3(d)(i)(1) through (3) above.



In considering and preparing recommendations to the Board as contemplated above, it is expected that the Committee will consider, among other things:

- (e) the Long Range Development Plan (with regards to subsections 19(b) and (c) of the PSLA);
- (f) planning and use of Academic Physical Facilities; and
- (g) the use of land owned by or leased to the University as contemplated in subsection 121(2) of the PSLA, which includes, but is not limited to, considerations with respect to any land proposed to be transferred to the University of Alberta Properties Trust.

2.5. Faculties, Schools, Departments and Chairs - PSLA ss. 26(1)(l) and 19(e)

Pursuant to subsection 26(1)(l) of the PSLA, GFC may recommend to the Board the establishment of Faculties, Schools, Departments and Chairs. Pursuant to subsection 19(e) of the PSLA, the Board must consider the recommendations of GFC, if any, on matters of academic import prior to providing for, among other things, the establishment of Faculties, Schools, Departments and Chairs. GFC has delegated to the Committee:

- (a) the function of considering and advising GFC as to recommendations to be made by GFC to the Board on matters of academic import relating to the establishment or closure of Faculties, Schools, Departments and/or Chairs; and
- (b) the authority to establish or terminate endowed and/or funded Chairs,

subject always to paragraph 4.1, below.

3. **Sub-delegated Authority from GFC**

In furtherance of the purpose of the Committee, GFC has sub-delegated to the Committee the following powers, duties and functions delegated to GFC by the Board:

3.1. General Space Programs

The power and duty to review and approve proposed General Space Programs for Academic Units.

(collectively, the powers, duties and functions set out in paragraphs 2.1 through and including 3.1 is the "**Delegated Authority**")

4. **Limitations on Delegated Authority**



- 4.1. Recommendations made pursuant to paragraph 2.5 are subject to the Collective Agreement, and, specifically, Article A10 (Academic Reorganization), of the Collective Agreement. In the event there is a conflict or inconsistency between one or more recommendations made pursuant to paragraph 2.5 and the Collective Agreement, the terms of the Collective Agreement will prevail.
- 4.2. Recommendations made pursuant to subparagraph 2.2(a) are limited to policies on awards. The creation of new student financial supports and revisions to existing awards, has been delegated to the Office of the Registrar for new undergraduate student financial supports and to the Faculty of Graduate and Postdoctoral Studies for new graduate student financial supports.
- 4.3. Approvals made pursuant to subparagraph 2.3(a)(iv) are limited to Academic Centres or Institutes. Any affiliation agreements required for the creation of Academic Centres or Institutes will be entered into in the name of "The Governors of the University of Alberta" and will be executed in accordance with the Contract Review and Signing Authority Policy.
- 4.4. Recommendations pursuant to subparagraph 2.3(b)(iii) are limited to policy with respect to enrollment management. The Provost and Vice-President (Academic), as chief academic officer of the University, oversees all academic matters of a significant nature that have an impact on the University as a whole, and as such, is accountable for ensuring appropriate enrolment at the University.
- 4.5. The Tuition Regulation gives the Board full authority to approve tuition and fees at the University. In rendering advice under 2.3(d)(ii), APC may consider the fact that GFC may make recommendations on any matter it considers to be of interest to the University, including tuition and fees.

5. Reporting Obligation(s)

A written report will be put before GFC by the Committee at each regularly scheduled meeting of GFC, which shall summarise the activities and decisions of the Committee since the last meeting of GFC.

6. Composition of the Committee

Voting Members (18)

Chair (1)

- Provost and Vice-President (Academic)

Ex-officio (5)

- Vice-President (Research and Innovation)
- Vice-President (University Services and Finance)
- Vice-Provost and University Registrar
- President, Students' Union
- President, Graduate Students' Association



Elected by GFC (12)

- 7 Academic Staff from Category A elected by GFC, at least five of which are Elected Academic Staff members of GFC. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair
- 1 Faculty Dean
- 1 Department Chair-at-large
- 1 Non-Academic staff member from at-large (S1.0, S2.0)
- 1 undergraduate student from at-large
- 1 graduate student from GFC

Non-Voting Members

- University Secretary
- GFC Secretary

The Committee may, in its sole discretion, and at any time, appoint one additional member to the Committee where the Committee is of the opinion that such additional member will bring a particular perspective, expertise and/or knowledge to the Committee that will serve to enhance its work. The procedure for such an appointment is within the discretion of the Committee, provided that the procedure is demonstrably fair and transparent.

7. Definitions and Interpretation

7.1. In these Terms of Reference, and in addition to terms otherwise defined in these Terms of Reference, the following terms have the following meanings:

- (a) **“Academic Centre or Institute”** means an academic centre or institute that exists at the University and is controlled by the University, and, for greater certainty:
 - (i) an academic centre or institute may exist solely within the University or may be created by one or more partnerships between the University and one or more entity or entities; and
 - (ii) such other entity or entities may include other universities, governments, public authorities (such as health authorities), and/or non-profit organizations;
- (b) **“Academic Physical Facilities”** means facilities that primarily support the University’s teaching, learning, and research activities;
- (c) **“Academic Program”** means a group of credit Courses that, on completion, leads to the granting of a degree, diploma or certificate, along with their associated Course Designators;
- (d) **“Academic Staff”** has the meaning set out in the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) as filed and located in UAPPOL;



- (e) **“Academic Units”** include Faculties, Departments, and Schools;
- (f) **“Academic Service Units”** means administrative units of the University that have an academic impact on the University, exclusive of Ancillary Units (including Colleges);
- (g) **“Ancillary Units”** means self-funded business units of the University that must generate sufficient revenue to (i) cover all of their respective operational costs and fund deferred maintenance; (ii) minimize future maintenance costs, and (iii) cover long-term capital investments;
- (h) **“Awards and Bursaries”** has the meaning set out in the [Student Financial Support Policy](#), as filed and located in UAPPOL;
- (i) **“Academic Centres and Institutes Annual Report”** means the Centres and Institutes Annual Report as drafted by the Centres and Institutes Committee;
- (j) **“Chairs”** refers to academic entities that may include professorships, lectureships and fellowships, established for the purpose of teaching and research;
- (k) **“Collective Agreement”** means the then-current collective agreement between the University and the Association of the Academic Staff of the University of Alberta;
- (l) **“Department”** means an academic department established within a Faculty and which is empowered to determine such policy as may come within its purview by delegation of a faculty council subject to the policies and regulations of the University;
- (m) **“Enrolment Management Policy”** means that certain policy suite filed and located in UAPPOL, as may be amended from time to time, that articulates the University’s approach to managing institutional enrolment, including enrolment targets, in alignment with short and long-term objectives;
- (n) **“Faculty”** means a division of the University governed by a faculty council that is entitled, among other things, to determine the Academic Programs for which the faculty is established;
- (o) **“Long Range Development Plan”** means the then-current long-range land use and development plan relating to land owned by or leased to the University, as required to be prepared by the Board pursuant to the PSLA;
- (p) **“Ministry”** means the Government of Alberta’s Ministry of Advanced Education, which is responsible for the adult learning system in the Province of Alberta;
- (q) **“PSLA”** means the *Post-secondary Learning Act* S.A. 2003, c. P-19.5, as may be amended from time to time;
- (r) **“Quality Assurance of Academic Units and Programs”** refers to the reviews administered in accordance with the guidelines set by the Campus Alberta Quality Council and by the Office of the Provost and Vice-President (Academic);



- (s) **“Research Policies”** includes the Animal Ethics Policy, the Human Research Ethics Policy, the Patent Policy, the Research and Scholarship Integrity Policy, and the Research Policy as the same are filed and located in UAPPOL;
- (t) **“School”** means: (i) a Faculty which, as a matter of common parlance at the University, is called a “school”; (ii) a Department that performs or is designed to perform the functions of a “school”; or (iii) an Academic Centre or Institute which holds the title of “school”;
- (u) **“Support Non-Academic staff”** are as defined in the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) as filed and located in UAPPOL;
- (v) **“Tuition Regulation”** means the *Tuition and Fees Regulation* Alta. Reg. 228/2018 promulgated under the PSLA and as may be amended from time to time; and
- (w) **“University”** means the University of Alberta, a comprehensive academic and research university continued under the PSLA and legally referred to as “The Governors of the University of Alberta”.

7.2. For the better understanding and interpretation of these Terms of Reference:

- (a) Article A10 of the Collective Agreement states: *“Academic planning, including but not limited to academic planning in accordance with the normal authority and procedures of GFC, may result in revisions to programs or restructuring of Departments or Faculties. For Academic planning which may result in the lay off of Academic Faculty members, the procedures of this Article A10 shall apply.”*
- (b) The Board has the authority to make regulations respecting the enrolment of students and considers recommendations from GFC in doing so. The Board has delegated to GFC the authority to approve procedures for enrolment management and hold the office of the Provost to account for approving enrolment plans.
- (c) A General Space Program describes the current state of an academic, research and/or administrative unit's activities in terms of their space needs, including student, staffing and support requirements. A space program includes a space budget that outlines how much space the unit has currently, how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period.
- (d) The word **“planning”** includes frameworks for campus and building design, development, and maintenance.
- (e) Words importing the singular number include the plural and *vice versa*.
- (f) The authority conferred upon GFC by virtue of subsection 26(1) of the PSLA is, in all respects, subject to the authority of the Board, and, where the context requires, these Terms of Reference shall be read with awareness and recognition of the foregoing.

8. Supplemental Information



[Centres and Institutes Policy](#)
[Creation of New Student Financial Supports Procedure](#)
[Graduate Student Financial Supports Procedure](#)
[Long Range Development Plan](#)
[Planning and Renovation of Existing Facilities Policy](#)
[Space Management Policy](#)
[Student Financial Supports Policy](#)
[Undergraduate Student Financial Supports Procedure](#)

DRAFT



1. Purpose of the Committee

The purpose of the General Faculties Council (“**GFC**”) Committee on the Learning Environment and Student Affairs (the “**Committee**”) is to consider matters related to the Learning Environment and student affairs and make decisions regarding Student Accountability.

2. Delegated Authority from GFC

In furtherance of the purpose of the Committee, and as permitted by the PSLA, GFC has delegated to the Committee the following powers, duties and functions:

2.1. Academic Affairs - PSLA s. 26(1)

GFC is responsible for the academic affairs of the University and, pursuant to subsection 26(1)(o) of the PSLA, can make recommendations to the Board with respect to the Learning Environment. GFC has delegated to the Committee the authority to:

- (a) consider and, if deemed appropriate, advise GFC as to recommendations to be made by GFC to the Board concerning the Teaching, Learning and Evaluation Policy; and
- (b) approve revisions to and creation of procedures and appendices associated with the Teaching, Learning and Evaluation Policy.

2.2. Academic and Campus Planning - PSLA s. 19 and 26(1)(o)

GFC has the authority to make recommendations to the Board with respect to academic planning and campus planning. GFC has delegated to the Committee the authority to consider and, as appropriate, advise GFC as to recommendations to be made by GFC to the Board on:

- (a) the Learning Environment;
- (b) University-wide strategies for learning and teaching; and
- (c) the furnishing and equipping of existing and newly erected buildings.

In addition, GFC has delegated to the Committee the responsibility to receive reports concerning:

- (d) pedagogy, teaching and learning; and
- (e) administrative units which support Teaching related activities.

2.3. Libraries - PSLA s. 26(1)(k)

Pursuant to subsection 26(1)(k) of the PSLA, GFC has the authority to make rules and regulations for the management and operation of libraries. GFC has delegated to the Committee the power and duty to:



- (a) consider and make recommendations to GFC as to regulations for the management and operations of libraries;
- (b) receive annual reports concerning:
 - (i) University museums and collections; and
 - (ii) library services.

2.4. Evaluations and Examinations - PSLA s. 26(1)(e)

Pursuant to subsection 26(1)(e) of the PSLA, GFC has the authority to consider and make decisions on the reports of faculty councils as to the appointment of examiners and the conduct and results of examinations in the Faculties. GFC has delegated to the Committee the authority to approve:

- (a) Evaluation Procedures and Examinations Regulations set out in the University Calendar or elsewhere; and/or
- (b) the Assessment and Grading Policy; and
- (c) Faculty-level policies and regulations for final examinations; and
- (d) receive, discuss, and provide feedback on reports related to evaluations and examinations.

2.5. Supervision of Student Affairs - PSLA s. 31(1)

Pursuant to subsection 31(1) of the PSLA, GFC has general supervision of student affairs at the University and in particular, but without restricting the generality of the foregoing, GFC may, subject to a right of appeal to the Board, discipline students attending the University. GFC has delegated to the Committee the authority to approve recommended changes to policies and procedures for:

- (a) student conduct and student academic integrity;
- (b) conduct in student residences; and
- (c) practicum intervention.

In addition, GFC has delegated to the Committee the responsibility to:

- (d) receive, discuss, and provide feedback on reports concerning:
 - (i) student engagement, student educational experience, and support for teaching;



- (ii) the Office of the Student Ombuds ;
- (iii) student conduct and student academic integrity;
- (iv) statistical summaries on cases of Student Accountability dealt with by;
 - (1) Faculties,
 - (2) the Student Conduct Officer,
 - (3) the Vice-Provost and University Registrar,
 - (4) the UAB,
 - (5) the SMAP;
 - (6) the AAC, and
 - (7) the PRB,
 - (8) residences

and forward such reports to GFC for information.

3. Limitations on Delegated Authority

3.1. Notwithstanding the foregoing, the following powers, duties and functions are expressly reserved by GFC and have not been delegated to the Committee as part of the Delegated Authority:

- (a) All proposed amendments to the following are forwarded to GFC for recommendation to the Board for approval:
 - (i) Section 11.8.9 of the COAB; and
 - (ii) Sections 87.5 through and including 87.10 of the PIP.
- (b) Substantial proposals related to Evaluation Procedures, Examinations Regulations or the Assessment and Grading Policy.
- (c) Substantial proposals for changes to:
 - (i) student conduct and student academic integrity;
 - (ii) conduct in student residences; and



- (iii) practicum intervention.
- 3.2. Recommendations made pursuant to these Terms of Reference are subject, where applicable, to the Collective Agreement. In the event there is a conflict or inconsistency between one or more recommendations made pursuant to these Terms of Reference and the Collective Agreement, the terms of the Collective Agreement will prevail.

4. Sub-delegation of Authority

Pursuant to subsection 26(3) of the PSLA, GFC may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation. GFC hereby authorizes the Committee to sub-delegate to the Provost and Vice-President (Academic) of the University the approval of Minor changes to faculty-level policies and regulations for final examinations.

5. Reporting Obligation(s)

A written report will be put before GFC by the Committee at each regularly scheduled meeting of GFC, which shall summarise the activities and decisions of the Committee since the last meeting of GFC.

6. Composition of the Committee

Voting Members (19)

Chair (1)

- Provost and Vice-President (Academic)

Ex-officio (7)

- Vice-Provost and University Registrar
- Vice-Provost and Chief Librarian
- Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies
- Vice-Provost and Dean of Students
- Vice-President (Academic), Students' Union
- Vice-President (Student-life), Students' Union
- President, Graduate Students' Association

Elected by GFC (11)

- 4 academic staff from Category A from GFC – one of whom will be elected by the committee to serve as Vice Chair
- 1 academic teaching staff (A2.1, A2.2) from at-large
- 1 non-academic staff (S1.0, S2.0) from at-large
- 1 librarian from at-large
- 1 Chair
- 1 Faculty Dean



- 1 undergraduate student from at-large
- 1 graduate students from GFC

Non-Voting/Resource Members

- University Secretary
- GFC Secretary
- Vice-Provost and Associate Vice-President and Chief Information Officer (Information Services and Technology)
- Executive Director, Centre for Teaching and Learning
- Manager, Student Conduct and Accountability
- Appeals and Compliance Coordinator as defined in policy
- Director of University of Alberta Protective Services
- Director, Residence Occupancy, Life, Education, and Services
- Representative from the Office of the Student Ombuds
- Lead, Sexual and Gender-based Violence Response

The Committee may, in its sole discretion, and at any time, appoint one additional member to the Committee where the Committee is of the opinion that such additional member will bring a particular perspective, expertise and/or knowledge to the Committee that will serve to enhance its work. The procedure for such an appointment is within the discretion of the Committee, provided that the procedure is demonstrably fair and transparent.

7. Definitions and Interpretation

7.1. In these Terms of Reference, and in addition to terms otherwise defined in these Terms of Reference, the following terms have the following meanings:

- (a) **“AAC”** means the Academic Appeals Committee, as established by GFC;
- (b) **“Academic Staff”** has the meaning set out in the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) as filed and located in UAPPOL;
- (c) **“Assessment and Grading Policy”** means the *Assessment and Grading Policy* as filed and located in UAPPOL;
- (d) **“Board”** means the board of governors of the University;
- (e) **“COAB”** means the *Code of Applicant Behaviour* as filed and published in the University Calendar;
- (f) **“COSB”** means the *Code of Student Behaviour* as filed and published in the University Calendar;



- (g) **"Collective Agreement"** means the then-current collective agreement between the University and the Association of the Academic Staff of the University of Alberta;
- (h) **"Discipline"** is as understood in the PSLA, and means:
 - (i) to fine a student of the University;
 - (ii) to suspend the right of a student to attend the University or to participate in student activities, or both; and/or
 - (iii) to expel a student from the University;
- (i) **"Evaluation Procedures"** means the regulations for evaluation and grading system weighting of term work, final examinations, course requirements, evaluations of students, requirements for course outlines, graduate examinations, as set out in the *University Calendar* and approved by GFC;
- (j) **"Examinations regulations"** means the procedures for the conduct of exams, term examinations, final examinations, notification of results, reexaminations, and deferred final exams as set out in the *University Calendar* and approved by GFC.
- (k) **"Faculty"** means a division of the University governed by a faculty council that is entitled, among other things, to determine the programs of study for which the faculty is established;
- (l) **"Learning Environment"** means Physical and virtual support systems including the:
 - (i) suitability of physical and virtual environments and use of education technology;
 - (ii) availability of teaching assistants, accessibility accommodations and other supports; and,
 - (iii) scheduling of course meeting times and/or online module availability;
- (m) **"PIP"** means the University's *Practicum Intervention Policy*;
- (n) **"PRB"** means the Practice Review Board, as prescribed within the PIP;
- (o) **"PSLA"** means the *Post-secondary Learning Act* S.A. 2003, c. P-19.5, as may be amended from time to time;
- (p) **"SAIP"** means the *Student Academic Integrity Policy*;
- (q) **"SCP"** means the *Student Conduct Policy*;
- (r) **"SMAP"** means the Student Misconduct Appeal Panel as prescribed within the Student Conduct Policy and the Student Academic Integrity Policy;



- (s) **“Student Accountability”** means the processes to hold students accountable for behaviour that is contravention of the SCP, SAIP, and the Residence and Community Standards and includes Discipline as defined by the PSLA.
 - (t) **“Student Conduct Officer”** formerly known as the “Discipline Officer” means the role defined in the Student Conduct Policy and the SAIP and previously defined in the COSB for making decisions on student conduct appropriate sanctions;
 - (u) **“Support Non-Academic staff”** are as defined in the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) as filed and located in UAPPOL;
 - (v) **“Teaching and Learning Technologies”** means, collectively, communication, information and technological tools used to enhance learning, teaching and assessment at the University;
 - (w) **“Teaching, Learning and Evaluation Policy”** means the GFC approved principles that will apply to teaching and learning and to the evaluation of teaching and learning at the University;
 - (x) **“UAB”** means the University Appeal Board as prescribed within the COSB; and
 - (y) **“University”** means the University of Alberta, a comprehensive academic and research university defined under the PSLA and legally referred to as “The Governors of the University of Alberta”.
- 7.2. For the better understanding and interpretation of these Terms of Reference:
- (a) proposals for recommended changes to Evaluations and Examinations, or others changes within the scope of the authority of the Committee, may be characterized as **Substantial, Major** or **Minor** in nature:
 - (i) a **“Substantial”** proposal:
 - (1) contemplates a significant change to existing practice, regulation and/or technology that could be expected to have an impact on students in one or more Facilities; or
 - (2) requires an assessment of reputational or academic risks to the University;
 - (ii) a **“Major”** proposal:
 - (1) contemplates significant modifications to substantive content; and/or
 - (2) requires the establishment of, or modifications to, regulatory content,



reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University;

- (iii) a “**Minor**” proposal:
- (1) contemplates minimal modifications to substantive content; and/or
 - (2) requires the establishment of, or modifications to, regulatory content,
- not reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University. If there is any dispute or question as to which of the above categories a proposal falls under, the GFC Executive Committee will decide.
- (b) As used in these Terms of Reference the term “**student**” has the meaning given to such term in the PSLA.
- (c) The term “**regulation**” includes rules, procedures, policies, standards, frameworks and other regulatory content approved by GFC and articulated in the University Calendar or UAPPOL policies.
- (d) Words importing the singular number include the plural and *vice versa*.
- (e) All references in these Terms of Reference to any legislation, rule, regulation or code shall be read inclusive of amendments, reenactments, consolidations or replacements to the same as may be made from time to time, and reference herein to a particular provision of any legislation, rule, regulation or code shall be read as referring to such amended, reenacted, consolidated or replaced provision.
- (f) Section 3.2 of these Terms of Reference is subject to the Board having delegated its power, duty and function to administer and adjudicate appeals of student discipline decisions. As of the date of approval of these Terms of Reference, the Board has delegated said power, duty and function to GFC in accordance with section 62 of the PSLA.
- (g) The authority conferred upon GFC by virtue of subsection 26(1) of the PSLA is, in all respects, subject to the authority of the Board, and, where the context requires, these Terms of Reference shall be read with awareness and recognition of the foregoing.

8. Supplemental Information

[Assessment and Grading Policy and Procedures](#)
[Academic Regulations](#) – University of Alberta Calendar
[Centre for Teaching and Learning](#)
[Code of Student Behaviour](#)



[Code of Applicant Behaviour Examination Regulations](#)

[Course Requirements, Evaluation Procedures and Grading](#)– University of Alberta Calendar
Framework for Effective Teaching (see the [Teaching, Learning and Evaluation Policy](#))

[Office of the Student Ombuds](#)

[Practicum Intervention Policy](#)

[Residence Community Standards Policy](#)

[Student Conduct Policy](#)

[Student Input to the Evaluation of Teaching and Learning Procedure](#)

[Teaching, Learning and Evaluation Policy](#)

DRAFT

1. Purpose of the Committee

The General Faculties Council (“GFC”) Programs Committee (the “Committee”) approves:

- (a) the creation, modification, suspension and/or termination of Academic Programs and Online and Continuing Education Programs; and
- (b) modifications to admissions, Transfer Credit, and Academic Standing regulations.

The Committee also provides oversight on regulatory matters related to its purpose.

2. Delegated Authority from GFC

In furtherance of the purpose of the Committee, and as permitted by the PSLA, GFC has delegated to the Committee the following powers, duties and functions:

2.1. Creation, Modification and Suspension and/or Termination of Academic Programs and Online and Continuing Education Programs - PSLA ss. 26(1)(a) and (b) and (c)

Pursuant to subsection 29(1)(a) of the PSLA, a faculty council may determine the programs of study for which such Faculty is established, subject to any conditions or restrictions that are imposed by GFC. In addition, pursuant to subsection 26(1)(b) of the PSLA, GFC has the authority to consider and make decisions on the reports of the faculty councils as to the programs of study in such Faculties. Subsection 26(1)(c) of the PSLA provides that GFC has the authority to determine all programs of study to which subsection 26(1)(b) of the PSLA does not apply and that are to be offered by the University for credit toward the requirements for any Credential. Subject to sub-paragraph 3.1 and paragraph 4, GFC has delegated to the Committee the authority to approve the creation, modification, suspension and/or termination of:

- (a) Academic Programs; and
- (b) Online and Continuing Education Programs.

GFC has also delegated to the Committee the duty to receive and discuss Quality Assurance Reports on an annual basis and receive, discuss and provide feedback on processes for the quality assurance of Academic Programs.

2.2. Regulation - PSLA ss. 26(1)

Further to GFC’s responsibility for the academic affairs of the University, GFC has delegated to the Committee the authority to approve regulations as set out in the University Calendar, or elsewhere, regarding:

- (a) Academic Programs; and
- (b) Online and Continuing Education Programs.

2.3. Regulations for Admission and Transfer - PSLA ss. 26(1)(a), (n) and 29(1)(c)



Subsection 26(1)(n) of the PSLA provides that GFC has the authority to determine regulations respecting the admission of persons to the University as students. Pursuant to subsection 29(1)(c) of the PSLA, a faculty council may provide for the admission of students to that Faculty. Subject to sub-paragraph 3.3, GFC has delegated to the Committee the authority to:

- (a) make modifications to University admission and Transfer Credit regulations;
- (b) determine Transfer Credit equivalency for Courses and Block Transfers; and
- (c) approve Physical Testing and Immunization of Students.

GFC has also delegated to the Committee the duty to receive and discuss the Report of the Senate Lay Observers concerning their observations of Undergraduate Quota Program admission processes.

2.4. Academic Standing Regulations - PSLA ss. 26(1)(a) and (e) and 29(1)(b) and (d)

Subsection 29(1)(b) of the PSLA accords to a faculty council the power to appoint the examiners for examinations in that Faculty, conduct the examinations and determine the results of them. Subsection 29(1)(d) of the PSLA accords to a faculty council the power to determine the conditions under which a student must withdraw from or may continue in an Academic Program in that Faculty. Further, pursuant to subsection 26(1)(e) of the PSLA, GFC may consider and make decisions on the reports of faculty councils as to the appointment of examiners and the conduct and results of examinations. GFC has delegated to the Committee the authority to approve:

- (a) modifications to Academic Standing regulations as set out in the University Calendar, or elsewhere; and
- (b) modifications to International Baccalaureate and Advanced Placement regulations in the University Calendar.

Collectively, the powers, duties and functions set out in paragraphs 2.1 through and including 2.4 is the “**Delegated Authority**”.

3. Limitations on Delegated Authority

Notwithstanding the foregoing, the following powers, duties and functions are expressly reserved by GFC and have not been delegated to the Committee as part of the Delegated Authority:

3.1. Creation, Modification, and Suspension and/or Termination of Academic Programs

- (a) Substantial proposals relating to the creation, modification, or suspension and/or termination of Academic Programs; and



- (b) the receipt and discussion of Quality Assurance Reports that merit consideration with regards to the academic mission of the University.

3.2. Regulations

- (a) The establishment of Major regulations regarding Academic Programs and Online and Continuing Education Programs; and
- (b) Major modifications to existing regulations regarding Academic Programs and Online and Continuing Education Programs.

3.3. Admissions, Transfer and Academic Standing Regulations

- (a) Proposals for Substantial modifications to admissions, Transfer Credit, and Academic Standing regulations; and
- (b) the determination of regulations for the admission of Indigenous students to the University, including the documentation of Indigenous identity.

3.4. Collective Agreement

In the event there is a conflict or inconsistency between one or more recommendations or decisions made pursuant to these Terms of Reference and the Collective Agreement, the terms of the Collective Agreement will prevail.

4. Sub-delegation of Authority

4.1. Pursuant to subsection 26(3) of the PSLA, GFC may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation. GFC hereby authorizes the Committee to sub-delegate to the Provost and Vice-President (Academic) of the University the approval of:

- (a) the creation, suspension and/or termination of:
 - (i) Graduate Second-Level Specializations; and
 - (ii) Undergraduate Second-Level Specializations;
- (b) the modification, suspension and/or termination of Online and Continuing Education Programs;
- (c) proposals for Minor modifications to:
 - (i) Academic Programs; and
 - (ii) University admission and Academic Standing regulations,



with the condition that the Provost and Vice-President (Academic) shall document any such approvals and/or modifications and report to the Committee with respect to the same at the earliest opportunity for the inclusion of such report in the Committee's publicly available meeting materials and approved minutes.

4.2. Any member of the Committee or the University Community may identify to the Committee an issue with any approval made pursuant to sub-paragraph 4.1 that, in the opinion of such individual, acting reasonably, warrants review and discussion by the Committee. In such circumstances, the Committee shall engage in a review and discussion of the identified issue at its next scheduled meeting. Following such review and discussion, and if deemed necessary, the Committee is authorized, in its sole discretion, to approve a course of action for rectifying the identified issue.

4.3. In addition, and in accordance with the *Transfer Credit Procedure*, it is acknowledged and understood that the Transfer Credit equivalency for Courses and Block Transfers has been sub-delegated to individual Faculties.

5. Reporting Obligation

A written report will be put before GFC by the Committee at each regularly scheduled meeting of GFC, which shall summarise the activities and decisions of the Committee since the last meeting of GFC.

6. Composition of the Committee

Voting Members (16)

Chair (1)

- Provost and Vice-President (Academic)

Ex-officio (6)

- Vice-Provost and University Registrar
- Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies
- Vice-Provost (Indigenous Programming and Research)
- Associate Vice-President (Online and Continuing Education)
- Vice-President (Academic), Graduate Students' Association
- Vice-President (Academic), Students' Union

Elected by the GFC (9)

- 5 Academic Staff from Category A elected by GFC, at least three of whom are elected Academic Staff members of GFC, at least one of whom will have graduate program administration experience. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair
- 2 Academic and/or Non-Academic Staff members from at-large (Category A and/or S1.0, S2.0)



- 1 graduate student, preferably from GFC
- 1 undergraduate student from at-large

Non-Voting /Resource Members

- GFC Secretary
- University Secretary
- Associate Dean of Students
- Director Student Ombuds (or delegate)

The Committee may, in its sole discretion, and at any time, appoint one additional member to the Committee where the Committee is of the opinion that such additional member will bring a particular perspective, expertise and/or knowledge to the Committee that will serve to enhance its work. The procedure for such an appointment is within the discretion of the Committee, provided that the procedure is demonstrably fair and transparent.

7. Definitions and Interpretation

7.1. In these Terms of Reference, and in addition to terms otherwise defined in these Terms of Reference, the following terms have the following meanings:

- (a) **“Academic Program”** means a group of credit Courses that, on completion, leads to the granting of a Credential, along with their associated Course Designators;
- (b) **“Academic Staff”** has the meaning set out in the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) as filed and located in UAPPOL;
- (c) **“Block Transfer”** refers to a block of Courses completed as part of a Credential (e.g. diploma or certificate) that transfers into an Academic Program;
- (d) **“Board”** means the board of governors of the University;
- (e) **“Collective Agreement”** means the then-current collective agreement between the University and the Association of the Academic Staff of the University of Alberta;
- (f) **“Course”** means a unit of study usually undertaken to complete the requirements of an Academic Program;
- (g) **“Course Designator”** means the abbreviation designating a group of Courses or subject names;
- (h) **“Credential”** refers to the types of Credentials defined in the [Alberta Credential Framework](#) including but not limited to certificates, diplomas, bachelor’s and master’s degrees;



- (i) **"Faculty"** means a division of the University governed by a faculty council that is entitled, among other things, to determine the Academic Programs for which such faculty is established;
- (j) **"Graduate Second-Level Specializations"** means Academic Programs that fall under graduate first-level specializations in each discipline, providing an additional level of focus;
- (k) **"Ministry"** means the Government of Alberta's ministry responsible for the post-secondary education system in the Province of Alberta;
- (l) **"Non-Credit Programming Framework"** means the approved framework defining non-credit credentials including micro-credentials, events, Courses, certificates and diplomas that make up the University's Online and Continuing Education Programs;
- (m) **"Online and Continuing Education Programs"** means programs that fit the criteria set out in the Non-Credit Programming Framework;
- (n) **"Physical Testing and Immunization of Students"** means, collectively, regulations for testing and/or immunization of students as a precondition to admission to, or a condition to continuation in, individual programs within Faculties;
- (o) **"PSLA"** means the *Post-secondary Learning Act* S.A. 2003, c. P-19.5, as may be amended from time to time;
- (p) **"Quality Assurance Reports"** means reports issued following cyclical reviews of Academic Programs administered in accordance with the guidelines set by the Campus Alberta Quality Council and by the Office of the Provost and Vice-President (Academic);
- (q) **"Report of the Senate Lay Observers"** means a summary of the activity, observations, and feedback of the Senate Lay Admissions Observers who are assigned to Undergraduate Quota Programs in the University in order to observe the admissions process to such programs;
- (r) **"Senate Lay Observers"** means the University senators assigned by the Office of the Senate to observe the admissions process in Undergraduate Quota Programs or to other program admissions committees at their request;
- (s) **"Transfer Credit"** means certain credits accepted by the University in respect of previous learning represented in Course units or credits applied and denoted on a student's academic transcript;
- (t) **"Undergraduate Quota Programs"** means any undergraduate program that has a limited number of admissions and requires a selection process to fill them;



- (u) **“Undergraduate Second-Level Specializations”** means Academic Programs that fall under undergraduate first-level specializations, providing an additional level of focus;
- (v) **“University”** means the University of Alberta, a comprehensive academic and research university continued under the PSLA and legally referred to as “The Governors of the University of Alberta”;
- (w) **“University Calendar”** means the document that sets out the most current information on students rights and responsibilities and information on the degrees, programs, and Courses offered in the University, as well as rules and regulations; and
- (x) **“University Community”** means all academic staff, administrators, colleagues, and support staff as outlined and defined in [Recruitment Policy \(Appendix A and Appendix B: Definitions and Categories\)](#); and emeriti, undergraduate students, graduate students, and postdoctoral fellows.

7.2. For the better understanding and interpretation of these Terms of Reference:

- (a) As used in these Terms of Reference:
 - (i) the term **“Academic Standing”** encompasses continuation and/or promotion in an Academic Program, graduation, and the requirement for a student to withdraw from the University;
 - (ii) the term **“regulation”** includes rules, procedures, policies, standards, frameworks and other regulatory content approved by GFC; and
 - (iii) the term **“student”** has the meaning given to such term in the PSLA.
- (b) Proposals for the creation, modification, suspension or termination of an Academic Program, or for the creation or modification of admission or Academic Standing regulations, are characterized as **Substantial, Major** or **Minor** in nature:
 - (i) a **“Substantial”** proposal:
 1. contemplates a significant financial investment in one or more Facilities and/or technology; or
 2. requires an assessment of reputational or academic risks to the University;
 - (ii) a **“Major”** proposal:
 1. contemplates significant modifications to substantive content; and/or
 2. requires the establishment of, or modifications to, regulatory content,



reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University;

(iii) a “**Minor**” proposal:

1. contemplates minimal modifications to substantive content; and/or

2. requires the establishment of, or modifications to, regulatory content,

not reasonably expected to lead to significant administrative and/or academic impacts on the proposing Faculty or other Faculties or the University.

If there is any dispute or question as to which of the above categories a proposal falls under, the Provost and Vice-President (Academic) (or delegate) will decide.

(c) For clarity, the “suspension” of an Academic Program refers to the temporary closure of an Academic Program to new admissions, while the University continues to deliver such Academic Program to current students and to issue parchments to graduates of such Academic Program.

(d) Academic Programs include Ministry approved Credentials.

(e) Words importing the singular number include the plural and *vice versa*.

(f) Pursuant to subsection 26(1)(a) of the PSLA, GFC has the authority to exercise any power of a faculty council that GFC considers desirable to exercise. In these Terms of Reference where it is noted that GFC is delegating to the Committee a power that is, *prima facie*, a power given to a faculty council under the PSLA, it should be understood that GFC has elected to exercise such power, and to delegate the exercise of such power to the Committee.

(g) The authority conferred upon GFC by virtue of subsection 26(1) of the PSLA is, in all respects, subject to the authority of the Board, and, where the context requires, these Terms of Reference shall be read with awareness and recognition of the foregoing.

8. **Supplemental Information**

[Academic Standing Policy](#)

[Academic Standing Regulations Procedure](#)

[Admissions Policy](#)

[Alberta Credential Framework](#)

[Non-Credit Programming Framework](#)

[Transfer Credit Articulation Procedure](#)

[Undergraduate Admissions Procedure](#)



FINAL ITEM NO. 7

Decision **Discussion** **Information**

ITEM OBJECTIVE: To approve the Agenda for the General Faculties Council meeting to be held on Monday, April 29, 2024.

DATE	April 8, 2024
TO	GFC Executive Committee
RESPONSIBLE PORTFOLIO	GFC Executive Committee

MOTION:

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the Agenda for the April 29, 2024 meeting of General Faculties Council, as set forth in Attachment 1.

EXECUTIVE SUMMARY:

The GFC Executive Committee is responsible for the approval of the agenda for all regular and special meetings of General Faculties Council, ensuring items are ready to be presented to GFC and are ordered and timed appropriately.

Supporting Materials:

Attachment 1: Draft Agenda for the General Faculties Council Meeting of April 29, 2024

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Bill Flanagan, President and Vice-Chancellor and Chair, GFC Executive Committee
- Office of the President
- Office of the Provost and Vice-President (Academic)
- University Governance
- GFC Executive Committee

Approval Route: GFC Executive Committee – April 29, 2024 – For decision

Monday, April 29, 2024
2-100 University Hall, Council Chamber
2:00 PM - 4:00 PM

OPENING SESSION 2:00 - 2:05 p.m.

1. Approval of the Agenda Bill Flanagan
2. Comments from the Chair (no documents) Bill Flanagan
 - Update on the President's Review Committee

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

[If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend]

3. Approval of the Open Session Minutes of February 26 and March 18, 2024
4. New Members of GFC
5. Proposed Changes to Academic Standing Regulations for Graduate Students, Faculty of Graduate and Postdoctoral Studies

ACTION ITEMS

6. Student Academic Integrity Policy Suite 2:10 - 2:30 p.m. Ravina Sanghera
Chris Hackett
7. Exam Reschedule Procedure 2:30 - 2:50 p.m. Norma Rodenburg
8. Proposed revisions to the Terms of Reference for the GFC Academic Planning Committee, Committee on the Learning Environment, and Programs Committee and Proposed Disbanding of the Student Conduct and Policy Committee and the Facilities Development Committee 2:50 - 3:10 p.m. Ryan Dunch

DISCUSSION ITEMS

9. Question Period 3:10 - 3:40 p.m. Bill Flanagan
10. People Strategy 3:40 - 4:00 p.m. Verna Yiu
Todd Gilchrist

INFORMATION REPORTS

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

11. Report of the GFC Executive Committee

12. Report of the GFC Academic Planning Committee
13. Report of the GFC Programs Committee
14. GFC Nominations and Elections
15. Report of the Board of Governors
16. Information Items:
A. Annual Ombuds Report
17. Information Forwarded to GFC Members Between Meetings
- Board of Governors Open Session Agenda for March 22, 2024

CLOSING SESSION

18. Adjournment
- Next Meeting of General Faculties Council: May 29, 2024

Presenter(s):

Bill Flanagan	President and Vice-Chancellor, University of Alberta
Ravina Sanghera	Vice Provost and Dean of Students, University of Alberta
Chris Hackett	Discipline Officer, Student Services, University of Alberta
Norma Rodenburg	Acting Vice-Provost and University Registrar
Ryan Dunch	Professor and Chair
Verna Yiu	Provost and Vice-President (Academic)
Todd Gilchrist	Vice-President (University Services and Finance)

Documentation was before members unless otherwise noted.

Meeting REGRETS to: GFC Services, University Governance, ugovgfc@ualberta.ca
Prepared by: Kate Peters, Secretary to GFC, Manager, GFC Services
University Governance www.governance.ualberta.ca