The following Motions and Documents were considered by the GFC Executive Committee at its Monday, November 04, 2019 meeting:

Agenda Title: **Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar**

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed changes to Undergraduate English Language Proficiency requirements, as recommended by GFC Academic Standards Committee, as submitted by the Office of the Registrar, and as set forth in attachment 3, to take effect for Fall 2021 admissions.

FINAL Item 5

Agenda Title: **Proposal from the Faculty of Science to Add CMPUT 174 Introduction to the Foundations of Computation I to the List of Courses with Consolidated Exams**

CARRIED MOTION:
THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, that the Department of Computing Science may add CMPUT 174 (Introduction to the Foundations of Computation I) to the list of courses with consolidated final examinations starting in Winter 2020.

FINAL Item 6

Agenda Title: **Student Financial Support Policy Suite and Rescission of the Awards and Bursaries for Students Policy Suite**

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council approve the new Student Financial Support Policy Suite, as set forth in Attachments 2, 3, 4 and 5, and the concurrent rescission of the existing Awards and Bursaries for Students Policy Suite in UAPPOL, as recommended by the GFC Undergraduate Awards and Bursaries Committee, to take effect upon final approval.

FINAL Item 8

Agenda Title: **Statement on Free Expression**

CARRIED MOTION:
THAT the GFC Executive Committee recommends that General Faculties Council approve the Statement on Free Expression at the University of Alberta, as set forth in Attachment 1.

FINAL Item 10

Agenda Title: **Proposed Revisions to Standing Committee Terms of Reference – GFC Committee on the Learning Environment**

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed changes to the GFC Committee on the Learning Environment Terms of Reference, as recommended by GFC CLE, and as set forth in Attachment 1, to take effect January 1, 2020.

FINAL Item 11

Agenda Title: **Thesis-based Master's and PhD Learning Outcomes**

CARRIED MOTION:
THAT the GFC Executive Committee recommend that General Faculties Council approve the learning outcomes for thesis-based Master's and PhD programs, as recommended by the GFC Committee on the Learning Environment, and as set forth in Attachment 1, to take effect upon approval.

FINAL Item 12

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 November 25, 2019 meeting of General Faculties Council, as set forth in Attachment 1.

FINAL Item 19

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar

Motion

THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed changes to Undergraduate English Language Proficiency requirements, as recommended by GFC Academic Standards Committee, as submitted by the Office of the Registrar, and as set forth in attachment 3, to take effect for Fall 2021 admissions.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost & University Registrar
Presenter(s)	Amy Dambrowitz, Associate Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The Office of the Registrar is proposing changes to the University Calendar that will increase the level of required English language proficiency for undergraduate admissions.
Executive Summary (*outline the specific item – and remember your audience*)	This proposal will: increase the IELTS minimum band score to 6.0 (currently 5.5) with no change to the current overall score of 6.5. Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS is critical to support institutional competitiveness / comparability and the academic success of applicants for whom English is a second or foreign language. The most recent changes to these requirements for undergraduate applicants were approved in 2017. At that time, concerns were raised as to whether the new minimum thresholds were sufficient to ensure student success. It was also noted that the revised ELP requirements at the University of Alberta remained lower than our comparator institutions. In 2017, the Office of the Registrar committed to revisit minimum ELP requirements after the effects of the increased requirements on application volume and student success could be reviewed. Now, two admission cycles after implementation, we propose to make a second step-change to the university ELP requirements, bringing our ELP requirements into alignment with our peer institutions.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	*Those who are actively **participating**:* • The Office of the Registrar • All faculties that offer undergraduate programs
	*Those who have been **consulted**:* • The Sub-Committee on International Enrolment Management (SCIEM); August 21, 2019

Item No. 5

<For information on the protocol see the [Governance Resources section Student Participation Protocol](#) >	• The Advisory Committee on Enrolment Management (ACEM); August 23, 2019 • The Faculty of Graduate Studies and Research (FGSR); September 3, 2019 • Students' Union; September 17, 2019
	*Those who have been **informed**:* • Office of the Provost & Vice-President (Academic); August 30, 2019
Approval Route (Governance) (including meeting dates)	● ASC-SOS; October 3, 2019 ● ASC; October 17, 2019 ● APC; October 23, 2019 [For information] ● GFC Executive Committee; November 4, 2019 ● GFC; November 25, 2019

Strategic Alignment

Alignment with *For the Public Good*	**Values** We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good. We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all. **Build** GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☒ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Academic Standards Committee Terms of Reference GFC ASC Subcommittee on Standards Terms of Reference GFC Executive Committee Terms of Reference GFC Terms of Reference

Attachments (each to be numbered 1 - <>)

Attachment 1 (page(s) 1): ELP Case for Action

Attachment 2 (page(s) 2): ELP Comparators

Attachment 3 (page(s) 3): ELP Calendar Change

Prepared by: Amy Dambrowitz, Associate Registrar, kdambrow@ualberta.ca; Judith Odhuno-Were, Manager, Applicant Services, judith.odhuno-were@ualberta.ca

Changes to the Undergraduate English Language Proficiency Requirements
Case for Action
Fall 2019

Context:
Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS[1] is critical to support institutional competitiveness / comparability and the academic success of applicants for whom English is a second or foreign language. The most recent changes to these requirements for undergraduate applicants were approved in 2017. At that time, concerns were raised as to whether the new minimum thresholds were sufficient to ensure student success. It was also noted that the revised ELP requirements at the University of Alberta remained lower than our comparator institutions.

At the time of approval, the Office of the Registrar committed to revisit minimum ELP requirements after the effects of the increased requirements on application volume and student success could be reviewed. Now, two admission cycles after implementation, we propose to make a second step-change to the university ELP requirements, bringing our ELP requirements into alignment with our peer institutions.

Key Issues to solve and support:
- Student success
- Institutional competitiveness

Analysis:
- International demand has continued to grow
- Improved first-term performance (Fall 2018 cohort) of students with ELP band scores of 6.0 and above: higher GPAs, more completed courses, fewer GPAs below 2.0
- Based on the Fall 2018 cohort, Engineering and Science losses in registration could be as high as 6.4% and 5.2%, respectively. We did not experience losses in registration after the last ELP increase.

Future state:
- Requirements that improve student success in first year.
- Requirements that improve immigration experience via access to the Study Direct Stream.
- Requirements that are more consistent with comparator institutions.
- Changes to IELTS and TOEFL will have the broadest impact on the applicant pool as they are the two most predominant standardized test presented by applicants.
- IELTS: change minimum band score to 6.0 (currently 5.5) with no change to the current overall score of 6.5.
- TOEFL score to remain at 90 and no change on the minimum band score of 21- The proposed change in the TOEFL score is strictly the equivalent score increase to IELTS in the context of their scoring standard. We have included it here as it is the second most commonly used method of meeting ELP. Most applicants using TOEFL are already meeting this standard.
- Other methods of meeting ELP will be calibrated as needed and brought forth following these changes

---

[1] IELTS and TOEFL are the most commonly presented means by which students attempt to meet ELP requirements, representing on average 50% and 10% of the applicant pool each year respectively.

Comparator English Language Proficiency Requirements
Accurate as of August 2019

Institution	IELTS		TOEFL(iBT)		Notes
	Total	Component	Total	Component	
U of A Undergrad (current)	6.5	5.5	90	21	Applicants to teaching and health sciences disciplines need a further level of spoken English proficiency. A minimum score of 7.5 on IELTS Speaking or 26 on TOEFL speaking.
U of A Undergrad (proposed)	6.5	6.0	90	21	Applicants to teaching and health sciences disciplines need a further level of spoken English Proficiency. A minimum score of 7.5 on IELTS Speaking or 26 on TOEFL speaking.
U of A Grad (current)	6.5	5.5	90	21	Applicants to many individual graduate programs require a higher level of English proficiency.

UBC Undergrad	6.5	6	90	Reading: 22 Listening: 22 Speaking: 21 Writing: 21	
U of T Undergrad	6.5	6	100	Writing: 22	Discretionary Range: total score 89~99 & 19~21 on Writing
McGill Undergrad	6.5	6	90	21	Education & Management: TOEFL score of 100 Music: TOEFL score of 79~80
McMaster Undergrad	6.5	6	86	20	
Queens University Undergrad	6.5	6	88	Writing:24 Speaking: 22 Reading: 22 Listening: 20	

U of C Undergrad	6.5	N/A	86	N/A	Nursing: IELTS 7.0 with no components below a 7.0; TOEFL: 92 with no components below 23 Education: IELTS 8.0 with no components below a 7.0; TOEFL 100 with no components below 27

Attachment 1: Calendar Change - Undergraduate Admissions - Language Proficiency Requirements - English Language Proficiency

Current	Proposed
## Language Proficiency Requirements **English Language Proficiency** English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin. ... Proficiency in English may be fulfilled in one of the following ways: ... 7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.5 (see Note 4). ...	## Language Proficiency Requirements **English Language Proficiency** English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin. ... Proficiency in English may be fulfilled in one of the following ways: ... 7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 6.0 (see Note 4). ...

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add CMPUT 174 Introduction to the Foundations of Computation I to the List of Courses with Consolidated Exams

Motion

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, that the Department of Computing Science may add CMPUT 174 (Introduction to the Foundations of Computation I) to the list of courses with consolidated final examinations starting in Winter 2020.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Department of Computing Science, Faculty of Science
Presenter(s)	Ken Wong, Assistant Chair, Undergraduate, Department of Computing Science

Details

Responsibility	Timetabling and Scheduling, Computing Science
The Purpose of the Proposal is (*please be specific*)	To Add CMPUT 174 Introduction to the Foundations of Computation I to the List of Courses with Consolidated Exams
Executive Summary (*outline the specific item – and remember your audience*)	With the growth of enrolment in Computing Science, and CMPUT 174 in particular, introduction of a consolidated exam in CMPUT 174 is a strong approach to help achieve greater consistency in evaluation across sections of the same course in a large enrolment first year course. The initial requirement will be for a consolidated exam in winter 2020 to accommodate about 200 students in two lecture sections. This would expand to about 650 within six lecture sections in fall 2020. The enrolment depends on student uptake, but is likely to grow. This proposal applies to the regular, non-hybrid sections of CMPUT 174.

Exams and Timetabling will need to operationalize the request for consolidated exams in a large enrolment course. There are limited time slots, and there is the possibility that a student could have two consolidated exams scheduled for the same time.

The Registrar's Office (Exams and Timetabling) was consulted and indicated adding a consolidated exam to the schedule is possible for the timeline outlined.

There are no estimated costs and funding sources. |
| Supplementary Notes and context | *<This section is for use by University Governance only to outline governance process.>* |

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	*Those who are actively **participating**:* • Faculty of Science • Department of Computing Science • Exams and Timetabling (RO)

Item No. 6

(parties who have seen the proposal and in what capacity) <For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	*Those who have been **consulted**:* • Registrar's Office (Exams and Timetabling) • Department Council, Department of Computing Science, approved September 11, 2019; • Associate Chairs, Undergraduate (Delegated body for Faculty Council), approved September 27, 2019
	*Those who have been **informed**:* • Department of Computing Science; • Faculty of Science; • Registrar's Office (Exams and Timetabling)
Approval Route (Governance) (including meeting dates)	

Strategic Alignment

Alignment with *For the Public Good*	OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. Objective 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. ☐ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☐ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	**1. Post-Secondary Learning Act (PSLA):** Section 26(1)(d) of the PSLA gives GFC responsibility over "timetables for examination and for lectures and other instruction." **2. GFC Executive Committee Terms of Reference**: Mandate of the committee "7. Examinations b. The Executive Committee approves requests from Faculties which wish to schedule common examinations. (GFC 27 OCT 1980)" **3. UAPPOL Policy: Assessment and Grading, Consolidated Final Examinations Procedure** "1a. Approval of consolidated examinations Faculties will determine which courses best demonstrate the need for a consolidated final examination on a continuing basis, and request approval by the GFC Executive Committee. Approval must be obtained from the GFC Executive Committee prior to scheduling or conducting a consolidated final examination."

Prepared by: Sharon Gannon, Undergraduate Advisor and Ken Wong, Assistant Chair, Undergraduate, Computing Science, csugrad@ualberta.ca

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Approval of the Student Financial Support Policy Suite and Rescission of the Awards and Bursaries for Students Policy Suite

Motion

THAT the GFC Executive Committee recommend that General Faculties Council approve the new Student Financial Support Policy Suite, as set forth in Attachments 2, 3, 4 and 5, and the concurrent rescission of the existing Awards and Bursaries for Students Policy Suite in UAPPOL, as recommended by the GFC Undergraduate Awards and Bursaries Committee, to take effect upon final approval.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost and University Registrar
Presenter(s)	Melissa Padfield, Interim Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to recommend approval of the new Student Financial Support Policy Suite, and the rescission of the existing Awards and Bursaries for Students Policy Suite in UAPPOL.
Executive Summary (*outline the specific item – and remember your audience*)	The Office of the Registrar, in consultation with the several stakeholder groups, has developed a new Student Financial Support Policy Suite to replace the existing Awards and Bursaries for Students Policy and its procedures in UAPPOL. The purpose of the revisions to the policy and procedures is to: • Create alignment between institutional commitment with administrative practice; • Reflect current practices, authorities, and roles; • Be inclusive of graduate student financial support; and • Allow the University to be agile and adaptive to changes in the post-secondary, provincial, and global environments.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	*Those who are actively **participating**:* • The Office of the Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research (FGSR) • The Office of the Registrar
	*Those who have been **consulted**:* • Office of the Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research (FGSR) • University Governance • Office of Advancement • Students' Union (SU) • Graduate Students' Association (GSA) • Scholarship Network

Item No. 8

	• GFC UASC Chair Dr. Frank Robinson • Dean of Students Dr. Andre Costopoulos • Advisory Committee on Undergraduate Financial Support (ACUS) • Vice-Provosts' Council (VPC) • Undergraduate Awards and Bursaries Committee (UABC) • Committee on Student Affairs (COSA) • Deans' Council • PEC-O
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	Undergraduate Awards and Bursaries Committee (UABC) October 8, 2019 GFC Academic Planning Committee October 23, 2019 GFC Executive Committee November 4, 2019 General Faculties Committee November 25, 2019 Board Learning, Research and Student Experience Committee (BLRSEC) November 29, 2019 Board of Governors December 13, 2019

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-secondary Learning Act GFC Terms of Reference GFC UABC Terms of Reference GFC APC Terms of Reference	

Attachments

1. Attachment 1 Case for Action (pages 1 - 5)
2. Attachment 2 Proposed Student Financial Support Policy (pages 1 - 3)
3. Attachment 3 Proposed Creation of New Student Financial Support Procedure (pages 1 - 4)
4. Attachment 4 Proposed Undergraduate Student Financial Support Procedure (pages 1 - 6)
5. Attachment 5 Proposed Graduate Student Financial Supports Procedure (pages 1 - 6)

Prepared by: Fiona Halbert, Assistant Registrar Student Financial Support, Fiona.halbert@ualberta.ca

Case for Action: New Student Financial Support Policy Suite (and rescission of the Awards and Bursaries for Students Policy)

Context:

The current Awards and Bursaries for Students Policy Suite was established in 2011 when Section 21 of the GFC Policy Manual was rescinded and placed into UAPPOL. Aside from reorganization of information contained within Section 21 and minor updates to reflect the current practices at the time, the policy and four procedures were primarily direct extrapolations from Section 21.

The existing policy suite only promises that the University will "*marshal* awards and bursaries for students to support learning and alleviate financial need to the extent that financial resources permit" but stops short of meeting an important institutional goal outlined within *For the Public Good*, (Build, Strategy 4), to "Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support."

The lack of a statement of specific institutional goals within the existing policy suite poses several challenges when questions around how allocation of new and existing funds should be managed. This foundation is also necessary in order to support the fundraising goals of the University of Alberta.

In addition, the existing policy suite is silent on the role of graduate student financial support and the role of the Faculty of Graduate Studies and Research in student financial support.

The existing policy suite is also out of alignment with the stated goals of the President of the University of Alberta, Dr. David Turpin, and his colleagues in the Council of Post-secondary Presidents of Alberta (COPPOA). In a recent and widely distributed position paper[1], COPPOA confirmed that student financial support has never been more both necessary and relevant than it is today in Alberta. The University of Alberta is fundamental to building Alberta's future, but access to post-secondary education for society's most vulnerable learners remains a real threat.

Over the past ten months, members of the Office of the Provost and Vice-President (Academic), the Office of the Registrar, the Faculty of Graduate Studies and Research (FGSR) and the Office of Advancement have conducted a thorough review of the policy and the four procedures, and drafted an updated UAPPOL Student Financial Support Policy Suite. The proposed suite aligns with the current financial support administrative priorities and processes, clarifies authorities and roles, and allows the university to be agile and adaptive to changes in the post-secondary, provincial and global environments (see Appendix A - Overview of Changes).

A recent report from an external consultant commissioned by the Office of the Vice-Provost and University Registrar identified policy development as a primary recommendation. The report identified the need for policy statements that would provide a foundation for decision-making, align with enrolment management and recruitment goals, and would update existing out-of-date UAPPOL policy and procedures. This proposed student financial support policy suite directly addresses the need for the alignment of policy to fundamental institutional goals and delineates the foundations for decision making.

---

[1] Post-secondary Education Position Paper, The Council of Post-secondary Presidents of Alberta (COPPOA)

Key Changes:

- The proposed policy contains language reflective of the University's commitment to providing and optimizing robust student financial supports in order to ensure that academically qualified students can attend the University.

- The proposed policy suite includes usage of an industry-standard umbrella term "student financial support" intended to represent the whole range of student financial support normally available to post-secondary learners.

- The proposed policy suite now contains a procedure dedicated to graduate student financial support.

- The proposed policy suite has been streamlined into three areas intended to outline the process of the creation of student financial support, as well as the processes relevant to the administration and approval of separate undergraduate and graduate student financial support.

- The proposed procedures have been drafted retaining relevant and accurate pieces of the current suite of procedures, and have been adjusted to reflect current practices, authorities, and roles.

Desired Outcomes:

- Alignment between the University of Alberta's policies and procedures around student financial support and institutional goals.

- Mitigation of the current risks surrounding student success, as identified by the 2018-2019 Institutional Risk Summary, which include: reduced student success, harm to reputation, reduced ability to recruit, misalignment with Government expectations, and failure of the university mission.

- Establishment of an updated institutional policy and suite of procedures that are easy to understand, transparent, and outline clear authorities and roles.

- Establishment of an updated institutional policy and suite of procedures that reflect accepted administrative and academic processes.

- Revised institutional policy and procedures that allow the University to be agile and adaptive to changes in the post-secondary, provincial and global environments.

- Better alignment between the Board of Governors, General Faculties Council, the Office of the Vice-Provost and University Registrar, the Office of Advancement, individual Faculties, and the Faculty of Graduate Studies and Research to provide, support, and administer student financial supports at the University of Alberta.

Appendix A - Overview of Changes

UAPPOL Creation of New Student Financial Support Procedure

The Creation of New Student Financial Support Procedure now informs how both undergraduate and graduate new student financial supports are created (previously, this procedure only referenced undergraduate awards and bursaries).

The scope of this procedure has been refined to include only the creation of new supports and clarifies the authorities, roles and responsibilities of the Office of the Registrar, Faculty of Graduate Studies and Research, the Office of Advancement, the GFC Undergraduate Awards and Bursaries Committee (UABC) and the Graduate Scholarship Committee (GSC).

Section Name	Key Changes
1. ADMINISTRATION (**new section**)	The section now outlines how new undergraduate and graduate student financial supports are created and the roles of the Office of the Registrar, Faculty of Graduate Studies and Research, the Office of Advancement, the GFC Undergraduate Awards and Bursaries Committee (UABC) and the Graduate Scholarship Committee (GSC) in the creation of new financial supports.
2. RESTRICTIONS ON RECIPIENT SELECTION	Minor edits were made to clarify language, but overall content is unchanged.
3. INCLUSIVITY IN SELECTION CRITERIA	- An inclusivity statement was added to support the creation of broad terms of reference that aid annual selection for the student financial support. - The Office of Safe Disclosure & Human Rights was consulted to update language on section 3A. HUMAN RIGHTS. 3B. MEMBERSHIP: minor updates to sanctioned groups, but overall content is unchanged.
4. APPROVAL	4A. TERMS OF REFERENCE: added a statement that terms of reference once approved may not be changed by the donor. This is to provide clarity for donors when frontline fundraisers are engaging with them. - Detailed procedures related to existing terms of reference have been moved to the Undergraduate Student Financial Support Procedure. 4B. MINIMUM VALUES: amended to focus on the requirements for the minimum value of a new student financial support.
5. ANNUAL SPENDING (**new section**)	This section outlines the general spending practices for new student financial supports, providing a framework and reference point for frontline fundraisers and donors.

Appendix A - Overview of Changes Continued

UAPPOL Undergraduate Student Financial Support Procedure

The Undergraduate Student Financial Support Procedure amalgamates three existing procedures (Awards for Undergraduate Student Procedure, University Medal Requirements Procedure, and Bursaries for Students Procedure) into a single document that outlines the administrative processes for undergraduate student financial supports.

Section Name	Key Changes
1. ADMINISTRATION	- The section outlines the roles of the Office of the Registrar, faculties / departments / units and the Office of Advancement in the administration of undergraduate student financial supports. - The section speaks to a collaborative process for administration, specifically when dealing with restrictive terms of reference.
2. MAINTENANCE OF TERMS OF REFERENCE FOR STUDENT FINANCIAL SUPPORTS	- The section refers to the process for amending existing student financial supports, including the roles of the Office of the Registrar and the Office of Advancement (moved from the former Creation of New Awards and Bursaries Procedure). 2C. ANNUAL VALUE SETTING: outlines the roles of the units in setting the annual value of undergraduate student financial supports, providing transparency of authority and demonstrating our commitment to being responsible stewards of donor and university resources.
3. MERIT-BASED STUDENT FINANCIAL SUPPORTS	3B. ELIGIBILITY: increased flexibility in recipient selection by removing references to full normal course load that previously imposed restrictions on nominating units. 3E. ACADEMIC TRANSCRIPT: section has been changed to state that all merit-based student financial supports will appear on the academic transcript (need-based and hybrid awards will not).
4. NEED-BASED STUDENT FINANCIAL SUPPORTS	- The details of the administrative processes for need-based student financial supports have been significantly expanded to create greater transparency. 4B. ELIGIBILITY: provides details about the common assessment practice and the guidelines used to determine the size of a financial shortfall.
5. HYBRID AWARDS	The concept of hybrid awards is new, replacing the previous procedures for support where demonstrated financial need was a secondary criteria for awards.

	● The section addresses longstanding concerns about inconsistency in the assessment of financial need for awards with both merit and need components within different nominating units across the university. Financial need will now be evaluated through a common assessment practice. ● The section addresses need and merit components (and secondary requirements) to best fit the intent of the financial support. ● The addition of this section addresses a fundraising gap identified by the Office of Advancement as donors have shown high interest in funding this type of student financial support.
6. ANNUAL REPORTING	● This section outlines the Office of the Registrar's commitment to annual reporting of undergraduate student financial supports.

Original Approval Date: **Most Recent Approval Date:**

Most Recent Editorial Date:

Student Financial Supports Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Office of the Registrar Faculty of Graduate Studies and Research Office of Advancement
Approver:	Board of Governors
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy <https://policiesonline.ualberta.ca/policiesprocedures/policies/recruitment-policy.pdf> (Appendix A <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Recruitment-Policy-Appendix-A-Definition-and-Categories-of-Academic-Staff-Administrators-and-Colleagues.pdf>) and Appendix B <https://policiesonline.ualberta.ca/policiesprocedures/procedures/recruitment-policy-appendix-b-definition-and-categories-of-support-staff.pdf>: Definitions and Categories); undergraduate, graduate and Faculty of Extension students; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors;and volunteers.

Overview

The *Post-Secondary Learning Act* of Alberta gives the Board of Governors authority to "manage and operate the public post-secondary institution in accordance with its mandate," and to "develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the economic prosperity of Alberta and for the educational or cultural advancement of the people of Alberta," (section 60(1)(a) and (b)).

The *Post-Secondary Learning Act* of Alberta gives GFC responsibility, subject to the authority of the Board of Governors, over "rules and regulations respecting academic awards" (section 26(1)(m)).

GFC has delegated responsibility for graduate awards to the Faculty of Graduate Studies and Research Council (FGSR).

Purpose

To articulate the University's position on **student financial supports** for the institution.

POLICY

The University of Alberta is committed to providing and optimizing robust student financial supports, in order to ensure that academically qualified **students** can attend the university. These **student financial supports** will align with institutional priorities and values, including those outlined in the institutional strategic plan. The University recognizes that access to affordable education is a shared responsibility between the University, the student, and government. The associated procedures outline how the University will ensure that its responsibilities to all stakeholders, including students, **government**, and **donors**, are met.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. **[▲Top]**	
Student Financial Supports	Student financial supports are items of monetary and/or other value awarded to a student by the University of Alberta or by donors through the University on the basis of completion of requirements outlined in the selection criteria or terms of reference.
	Merit-based student financial supports include, but are not limited to, awards, scholarships, prizes, and University medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding.
	Need-based student financial supports include, but are not limited to, bursaries loans, and emergency funding.
	Hybrid awards require academic performance and demonstrated financial need, and will be titled as "Awards".
Student	An individual currently enrolled (full-time or part-time) in undergraduate or graduate studies.
Government	The government representing a jurisdiction and associated governmental agencies tasked with administering student financial supports.
Donor	An individual or organization who makes a charitable donation to the University of Alberta. A charitable donation is a voluntary transfer of property with intent to donate and without benefit or advantage to the donor. Charitable donations can include gifts-in-kind.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. **[▲Top]**

Office of the Provost and Vice-President (Academic) (University of Alberta)

Office of the Registrar (University of Alberta)

Faculty of Graduate Studies and Research (University of Alberta)

University Governance (University of Alberta)

Financial Management and Practices Policy (University of Alberta)

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

PUBLISHED PROCEDURES OF THIS POLICY

Undergraduate Student Financial Supports Procedure

Graduate Student Financial Supports Procedure

Creation of New Student Financial Supports Procedure

Parent Policy: Student Financial Supports Policy

Creation of New Student Financial Supports Procedure

Office of Administrative Responsibility:	Office of the Registrar
	Faculty of Graduate Studies and Research
	Office of Advancement
Approver:	General Faculties Council
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy <https://policiesonline.ualberta.ca/policiesprocedures/policies/recruitment-policy.pdf> (Appendix A <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Recruitment-Policy-Appendix-A-Definition-and-Categories-of-Academic-Staff-Administrators-and-Colleagues.pdf>
	and Appendix B
	<https://policiesonline.ualberta.ca/policiesprocedures/procedures/recruitment-policy-appendix-b-definition-and-categories-of-support-staff.pdf>:
	Definitions and Categories); undergraduate, graduate and Faculty of Extension students; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors; and volunteers.

Purpose

To provide the procedure by which new **student financial supports** at the University of Alberta are created.

PROCEDURE

1. ADMINISTRATION

The Office of Advancement will work with donors to establish student financial supports for academically qualified students.

The Office of Advancement will engage with the Office of the Registrar (RO) and/or the Faculty of Graduate Studies and Research (FGSR), as appropriate, to draft terms of reference. The RO and/or the FGSR will provide recommendations and will consult with Faculties, departments and administrative units on campus as necessary when drafting terms of reference. The RO and FGSR seek to establish terms of reference for student financial supports that include selection criteria that support a diverse pool of eligible applicants. The selection criteria must be sufficiently broad to allow the university to award the funds every year.

Faculties, departments and other administrative units will be consulted to provide advice and to ensure proper application and selection supports are in place during the creation of a new student financial support.

The RO and FGSR will facilitate the approval process for new student financial supports with the appropriate governance committee. New undergraduate scholarships, awards, medals, bursaries and prizes are approved by the GFC Undergraduate Awards and Bursaries Committee (UABC). New graduate scholarships and fellowships, awards, prizes, medals, and bursaries are approved by the Graduate Scholarship Committee (GSC) in FGSR.

Terms of reference and selection criteria drafted and approved prior to this procedure are not precedent for new financial supports.

2. RESTRICTIONS ON RECIPIENT SELECTION

Donors to the University of Alberta or their agents cannot be the **nominator** or participate in the recipient selection process for student financial supports for which they are the donor.

3. INCLUSIVITY IN SELECTION CRITERIA

The University of Alberta seeks to demonstrate the values of equity, diversity, and inclusivity in the creation and administration of its student financial supports. This is achieved through establishing new student financial supports that include selection criteria that support a diverse pool of eligible applicants. The selection criteria must be sufficiently broad to allow the university to award the funds every year.

A. HUMAN RIGHTS

Selection or eligibility criteria will not include any criterion defined as discriminatory under the Alberta Human Rights Act or the University of Alberta Discrimination and Harassment and Duty to Accommodate Policy unless the financial supports or the condition at the time of establishment could reasonably be viewed as justifiable discrimination intended to create equity for any equity seeking group (as identified in the protected grounds definition of the Discrimination, Harassment and Duty to Accommodate policy).

If the student financial support is accepted under this provision, it will be reviewed at intervals not greater than 15 years by the Office of the Registrar and / or the Graduate Scholarship Committee and brought to the appropriate authority for consideration. The restriction will be dropped if the group is no longer reasonably perceived as disadvantaged. A specific student financial support can be reviewed at any time by a Faculty or the Office of the Registrar and / or the Graduate Scholarship Committee.

B. MEMBERSHIP

Membership in a particular association cannot be a selection criteria requirement with the exception of:

1. Teams at the University of Alberta sanctioned by the University Sports (U Sports) and/or the Canadian Colleges Athletic Association (CCAA) and the Alberta Colleges Athletic Conference (ACAC).

2. Student groups registered at the University of Alberta overseen by the Dean of Students that

   a. conform with University of Alberta mission, values and policies;

   b. have clear and transparent membership criteria;

   c. are without sanction or are not facing disciplinary action by the University at the time of creation of the student financial support; and

   d. are without sanction or are not facing disciplinary action by the University at the time of administration of the student financial support.

4. APPROVAL

A. TERMS OF REFERENCE

The **terms of reference** established for student financial supports represent a formal agreement between the donor and the University of Alberta.

Descriptions for new student financial supports submitted for approval must include general selection and eligibility criteria.

Each new student financial support will be considered on its own merits. Terms of reference for all new undergraduate **scholarships**, **awards**, **prizes**, **University medals**, and **bursaries** are referred to the GFC UABC for approval.

Terms of reference for new graduate scholarships and fellowships, awards, prizes, medals, and bursaries are referred to the Graduate Scholarship Committee (GSC) in FGSR for approval.

If in the future it becomes necessary, advisable, or preferable for changes to be made to the approved terms, in doing so, the University will remain governed by the original intent as expressed at the time of the creation of this award.

B. MINIMUM VALUES

Minimum values for new annually funded undergraduate student financial supports are approved by GFC UABC.

Minimum values for new annually funded graduate student financial supports are approved by the GSC.

5. ANNUAL SPENDING

In any given year, if invested funds do not provide sufficient income to disburse an endowed student financial support, payment of the student financial support may be reduced or withheld until sufficient funds accrue.

The University reserves the right to withhold student financial supports donated by individuals or organizations where the required funds have not yet been received by the University.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Student Financial Supports	Student financial supports are items of monetary and/or other value awarded to a student by the University of Alberta or by donors through the University on the basis of completion of requirements outlined in the selection criteria or terms of reference. Merit-based student financial supports include, but are not limited to, awards, scholarships, prizes, and University medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding. Need-based student financial supports include, but are not limited to, bursaries, loans, and emergency funding. Hybrid awards require academic performance and demonstrated financial need, and will be titled as "Awards".
Donor	An individual or organization who makes a charitable donation to the University of Alberta. A charitable donation is a voluntary transfer of property with intent to donate and without benefit or advantage to the donor. Charitable donations can include gifts-in-kind.
Nominator	A nominator is the individual or group (i.e., committee) responsible for selecting the recipient(s) of an award or bursary and must not be a person or group external to the University of Alberta.
Selection and Eligibility Criteria	Selection and eligibility criteria are the standards or conditions by which a student qualifies and is chosen to receive a financial support. Criteria may be defined in such areas as academic performance, leadership, community service, athletics, or demonstrated financial need.
Terms of Reference	The terms of reference of a student financial support provide all relevant information regarding how the student financial support will be dispersed, including the financial terms, the selection and eligibility criteria, and any other information pertinent to the administration.
Scholarship	A scholarship is a student financial support given to a student on the basis of overall superior academic achievement in a Faculty, Department, or degree program. Secondary selection criteria may also be used. A degree program may be defined as a full multi-year degree program within a Faculty or Department, or as one or more specific years within a full multi-year degree program.

Award	An award is a student financial support that does not meet the definitions for scholarships, prizes or University medals and has as its primary criterion satisfactory academic performance.
Prize	A prize is a student financial support given to a student on the basis of superior academic achievement in a course or specific set of courses in a Faculty, Department, or in some other subdivision of a Faculty. Additional non-academic secondary selection criteria may also be used.
University Medal	A University medal is a student financial support is given to a student on the basis of overall superior academic achievement in a Faculty, Department or some other subdivision of a Faculty, or in the University overall. Additional selection criteria will not normally be used.
Bursary	A bursary is a student financial support given to a student primarily on the basis of demonstrated financial need.

FORMS

There are no forms for this Procedure. [▲Top]

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

Discrimination, Harassment and Duty to Accommodate Policy (UAPPOL)

Office of Safe Disclosure and Human Rights (University of Alberta)

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

Office of the Registrar (University of Alberta)

Faculty of Graduate Studies and Research (University of Alberta)

Original Approval Date: **Most Recent Approval Date:**

Most Recent Editorial Date:

Parent Policy: Student Financial Supports Policy

Undergraduate Student Financial Supports Procedure

Office of Administrative Responsibility:	Office of the Registrar
Approver:	General Faculties Council
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy <https://policiesonline.ualberta.ca/policiesprocedures/policies/recruitment-policy.pdf> (Appendix A <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Recruitment-Policy-Appendix-A-Definition-and-Categories-of-Academic-Staff-Administrators-and-Colleagues.pdf>
	and Appendix B <https://policiesonline.ualberta.ca/policiesprocedures/procedures/recruitment-policy-appendix-b-definition-and-categories-of-support-staff.pdf>:
	Definitions and Categories); undergraduate, graduate and Faculty of Extension students; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors;and volunteers.

Purpose

To provide information about undergraduate **student financial supports** at the University of Alberta.

The purpose of this procedure is to ensure consistency in fundamental financial support practices and procedures across the institution, while allowing academic units sufficient flexibility to administer their financial supports in a manner appropriate to their individual needs and objectives and in alignment with institutional objectives.

PROCEDURE

1. ADMINISTRATION

Merit-based student financial supports are normally administered by the Office of the Registrar (RO) as specified in the **terms of reference** of the financial supports. Some recipients for merit-based student financial supports are nominated to the Office of the Registrar by Faculties, departments or groups on campus as specified in the terms of reference.

Need-based student financial supports are normally administered by the RO as specified in the terms of reference of the need-based financial support.

Hybrid awards are normally administered by the RO as specified in the **terms of reference** of the hybrid awards. Some recipients for hybrid awards are nominated to the Office of the Registrar by Faculties, departments or groups on campus as specified in the terms of reference.

The RO will communicate with the Office of Advancement on recipient selection for donor funded student financial supports. The RO and Office of Advancement will work collaboratively to ensure administrative procedures align with the original purpose of the financial support.

Faculties, Departments and other administrative units who are responsible for nominating recipients to the RO will administer selection practices that meet the eligibility and selection criteria outlined in the terms of reference of the financial support. Nominating units will inform the RO when they have identified that selection criteria no longer support a diverse pool of eligible applicants or become too restrictive to allow the university to award the funds every year. The RO will work with the nominating unit and the Office of Advancement to explore options for changing the selection criteria to address the limitations.

The RO will coordinate with Financial Services as necessary to ensure proper financial management and disbursement of student financial supports.

2. MAINTENANCE OF TERMS OF REFERENCE FOR STUDENT FINANCIAL SUPPORTS

    A. GENERAL ELIGIBILITY

Student financial supports are tenable only at the University of Alberta unless otherwise stated in terms of reference. Student financial supports specific to a particular Faculty are generally tenable only in that Faculty.

    B. AMENDING TERMS OF REFERENCE

When terms of reference can no longer be satisfied, the University may amend the terms to best meet the original purpose of the financial support, while still ensuring that the benefit of such financial supports continues. For example, amendments to existing terms of reference may be necessary when there are no longer eligible students due to changes in University programming. Amendments to the general selection and eligibility criteria in terms of reference previously approved by GFC Undergraduate Awards and Bursaries Committee (UABC) must be forwarded to GFC UABC for approval. The Office of the Registrar is responsible for monitoring financial supports requiring amendment and will consult with the appropriate stakeholder(s) before forwarding to GFC UABC.

    C. ANNUAL VALUE SETTING

For donor funded student financial supports held by the Office of the Registrar, the Office of the Registrar will determine the annual value to be expended in consultation with the Office of Advancement.

For donor funded student financial supports held by Faculties, the Faculty will determine the annual value to be expended by the Office of the Registrar.

3. MERIT-BASED STUDENT FINANCIAL SUPPORTS

    A. SELECTION CRITERIA

Primary selection criteria for merit-based student financial supports will be based on **undergraduate academic performance**. Secondary selection criteria may include, but are not limited to, community service, leadership, and experiential learning.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

    B. ELIGIBILITY

Merit-based student financial supports established by the University will normally be available to meritorious students who have completed a minimum 24 credits over the most recent September to April period, unless otherwise specified in the terms of reference of the financial support or the merit-based competition program.

    C. DISBURSEMENT

Merit-based student financial supports are normally disbursed to the **student tuition account**. The first charge against any financial support is to pay outstanding University fees including tuition, incidental fees and other university-related fees.

Merit-based student financial supports are normally payable only when students are in **full-time attendance** at the University in the term during which funds are disbursed. Merit-based student financial supports that are awarded prior to the commencement of or within the Fall Term will be divided evenly between the Fall Term and the Winter Term. The student financial support value will normally be prorated if the attendance of the student changes.

Merit-based student financial supports awarded to a convocating student at the time of convocation will normally be disbursed to the student's account following convocation.

D. MAJOR AWARD
In order that funds may be broadly distributed, a student may hold only one University of Alberta **major award** per category (leadership, academics, athletics) in any one year. The total value of merit-based student financial supports already received by students may be taken into consideration in selections for open award competitions.

E. ACADEMIC TRANSCRIPT
Merit-based student financial supports approved by GFC UABC and administered by the Office of the Registrar will be listed on the academic transcript. Need-based and hybrid awards will not appear on the academic transcript.

4. NEED-BASED STUDENT FINANCIAL SUPPORTS

The Office of the Registrar administers need-based financial supports including bursaries and **emergency funding** for students. The Office of the Registrar also provides advising and program support for government financial support programs. The procedures outlined in this section do not refer to how government financial support programs are supported.

A. SELECTION CRITERIA

Primary selection criteria for need-based student financial supports will be based on **demonstrated financial need**. Secondary selection criteria may include, but are not limited to, community service, leadership, experiential learning, and undergraduate academic performance as long as the undergraduate academic performance requirement stated in the terms of reference does not exceed a 3.0 GPA.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

B. ELIGIBILITY

Need-based student financial supports established by the University, unless otherwise specified by the terms of reference of the financial support, will normally be available to students with full-time attendance and have demonstrated financial need for the current academic year.

Demonstrated financial need will normally be assessed through a common assessment practice as defined by the Office of the Registrar using a student's expenses and resources. The Common Assessment Practice is derived from provincial and federal loan guidelines. The Common Assessment Practice will also allow for exceptional student situations where the Common Assessment Practice does not reflect the true need of eligible students or does not address the institutional, diversity, or equity priorities of the University.

Domestic students are normally expected to access the maximum government student loan available to them in the current academic year. Assessed need that cannot be met by this loan may be met through University need-based student financial supports up to an annual maximum as determined by the University.

International students are required by the federal government of Canada to demonstrate sufficient resources to meet their cost of attendance at University in order to qualify for a study permit. International students

experiencing an emergency or exceptional circumstances may be considered for need-based student financial supports if their planned financial resources have changed by completing a financial need assessment.

C. DISBURSEMENT

Need-based student financial supports are normally disbursed to the student tuition account. The first charge against any financial support is to pay outstanding University fees including tuition, incidental fees and other university-related fees.

Need-based student financial supports are normally payable only when students are in full-time attendance at the University in the term during which funds are disbursed. Need-based student financial supports will normally be applied to a single term of enrolment in the academic year in which the financial need assessment was evaluated. The student financial support value will normally be re-evaluated if the attendance or enrollment of the student changes.

5. HYBRID AWARDS

A. SELECTION CRITERIA

Primary selection criteria for hybrid awards will be based on a combination of undergraduate academic performance and **indicated financial need** as long as the undergraduate academic performance requirement stated in the terms of reference does not exceed a 3.0 GPA.

Secondary selection criteria may include, but are not limited to, community service, leadership and experiential learning.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

B. ELIGIBILITY

Hybrid awards established by the University, unless otherwise specified by the terms of reference of the financial support, will normally be available to students with full-time attendance and have indicated financial need in either the current or previous academic year.

Indicated financial need will normally be assessed through defined indicators of financial need as established by the Office of the Registrar. Defined indicators of financial need are derived from elements of the Common Assessment Practice.

C. DISBURSEMENT

Hybrid awards are normally disbursed in accordance with disbursements outlined in section 3C of this procedure.

6. ANNUAL REPORTING

Each academic year, the Vice-Provost and University Registrar will present an annual report on Undergraduate Student Financial Support to GFC and the Board of Governors. The report serves as an overview of undergraduate financial supports and services administered by Student Financial Support (SFS) within the Office of the Registrar (RO).

DEFINITIONS

Definitions should be listed in the sequence they occur in the document (i.e. not alphabetical).

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

Student Financial Supports	Student financial supports are items of monetary and/or other value awarded to a student by the University of Alberta or by donors through the University on the basis of completion of requirements outlined in the selection criteria or terms of reference.
	Merit-based student financial supports include, but are not limited to, awards, scholarships, prizes, and University medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding.
	Need-based student financial supports include, but are not limited to, bursaries, loans, and emergency funding.
	Hybrid awards require undergraduate academic performance and indicated financial need, and will be titled as "Awards".
Terms of Reference	The terms of reference of a student financial support provide all relevant information regarding how the student financial support will be disbursed, including the financial terms, the selection and eligibility criteria, and any other information pertinent to the administration.
Hybrid Awards	Hybrid awards are financial supports whose primary selection criteria is a combination of both undergraduate academic performance and indicated financial need.
Undergraduate Academic Performance	Undergraduate academic performance refers to the academic requirements for student financial supports and is categorized as superior academic achievement or satisfactory academic standing.
	Superior academic achievement in the context of student financial supports will normally mean either of the following:
	i. GPA of 3.5 or higher in the University or;
	ii. standing in the upper 10% of comparable students in a Faculty, School, Department or other subdivision of a Faculty.
	Superior academic achievement in the context of student financial supports for entrance scholarships will normally mean a minimum average of 80% on marks used at the time of assessment.
	Satisfactory academic standing in a Faculty means satisfactory as defined within the *University Calendar* by the Faculty in question. If no such definition has been made by the Faculty, satisfactory academic standing means being eligible to continue in or graduate from the program in which the student is registered exclusive of those students allowed to continue on a probationary basis.
	For entrance awards, a student will be deemed to have achieved satisfactory academic standing provided they have been granted admission to a program of study at the University of Alberta.
Demonstrated Financial Need	Demonstrated financial need is a calculation of overall financial shortfall available for a student's academic and basic living costs for the current academic year. The calculation will normally be based on the Common Assessment Practice.
Indicated Financial Need	Indicated financial need is used in instances where a determination of full financial shortfall is unnecessary, as in Hybrid awards. Indicated

	financial need is determined through review of a student's financial situation based on a subset of criteria taken from indicators based on the Common Assessment Practice and does not require a full financial shortfall assessment.
Student Tuition Account	The student tuition account is the receivable account by which charges (including tuition and fees), and payments are processed. Students access their account details through Bear Tracks.
Full-Time Attendance	Full-time attendance as defined within the *University Calendar*.
Major Award	A major award, as defined by the GFC UABC, is any financial support with a value equal or greater to the full course load tuition and any related differential fees charged to a student within a given academic year.
Emergency Funding	Emergency funding is a financial support given to a student primarily on the basis of demonstrated financial need and who have demonstrated emergent financial challenge. Emergency funding can either be repayable or non-repayable.

FORMS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

No forms for this procedure.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

Office of the Provost and Vice-President (Academic) (University of Alberta)

Office of the Registrar (University of Alberta)

University Governance (University of Alberta)

Original Approval Date: **Most Recent Approval Date:**

Most Recent Editorial Date:

Parent Policy: Student Financial Supports Policy

Graduate Student Financial Supports Procedure

Office of Administrative Responsibility:	Faculty of Graduate Studies and Research
Approver:	Graduate Scholarship Advisory Committee
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy <https://policiesonline.ualberta.ca/policiesprocedures/policies/recruitment-policy.pdf> (Appendix A <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Recruitment-Policy-Appendix-A-Definition-and-Categories-of-Academic-Staff-Administrators-and-Colleagues.pdf>
	and Appendix B
	<https://policiesonline.ualberta.ca/policiesprocedures/procedures/recruitment-policy-appendix-b-definition-and-categories-of-support-staff.pdf>:
	Definitions and Categories); undergraduate, graduate and Faculty of Extension students; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors;and volunteers.

Purpose

To provide information about graduate **student financial supports** at the University of Alberta.

The purpose of this procedure is to ensure consistency in fundamental financial support practices and procedures across the institution, while allowing academic units sufficient flexibility to administer their financial supports in a manner appropriate to their individual needs and objectives and in alignment with institutional objectives.

PROCEDURE

1. ADMINISTRATION

Merit-based student financial supports are normally administered by the Faculty of Graduate Studies and Research (FGSR) as specified in the terms of reference. Recipients of merit-based student financial supports are nominated to the Faculty of Graduate Studies and Research by Faculties, departments or units on campus as specified in the terms of reference.

Need-based student financial supports are normally administered by the Office of the Registrar as specified in the terms of reference.

The FGSR will communicate with the Office of Advancement on recipient selection for donor funded student financial supports. The FGSR and Office of Advancement will work collaboratively to ensure administrative procedures align with donor intent.

Faculties, Departments and other administrative units who are responsible for nominating recipients to the FGSR will administer selection practices that meet the eligibility and selection criteria outlined in the terms of reference. Nominating units will inform the FGSR when they have identified that selection criteria no longer support a diverse pool of eligible applicants or become too restrictive to allow the university to award the funds every year. The FGSR will work with the nominating unit and Office of Advancement to explore options for changing the selection criteria to address the limitations.

The FGSR will coordinate with Financial Services as necessary to ensure proper financial management and disbursement of student financial supports.

2. MAINTENANCE OF TERMS OF REFERENCE

    A.   GENERAL ELIGIBILITY

    Student financial supports are tenable only at the University of Alberta unless otherwise stated in the **terms of reference**. Student financial supports specific to a particular Faculty are generally tenable only in that Faculty.

    B.   AMENDING TERMS OF REFERENCE

    When the terms of reference become prohibitive to fulfill through obsolescence, then the University may amend the terms to carry out the nearest possible original intent of the donor, while still ensuring that the benefit of such financial supports continues. For example, amendments to existing terms of reference may be necessary when there are no longer eligible students due to changes in University programming. Amendments to the general selection and eligibility criteria in the terms of reference previously approved by the Graduate Scholarship Committee (GSC) must be forwarded to GSC for approval. The Faculty of Graduate Studies and Research is responsible for monitoring these financial supports requiring amendment and will consult with the appropriate stakeholder(s) before forwarding to GSC.

    C.   ANNUAL VALUE SETTING

For donor funded student financial supports for which the FGSR holds administrative responsibility, the FGSR will determine the annual value to be expended unless indicated in the terms of reference.

3. MERIT-BASED FINANCIAL SUPPORT

    A.   SELECTION CRITERIA

    Primary selection criteria for merit-based student financial supports will be based on **graduate academic performance**. Secondary selection criteria may include, but are not limited to, community service, leadership, and experiential learning.

    If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

    B.   ELIGIBILITY

    Students registered in master's programs are eligible to hold awards during the first four years of their program unless stated otherwise in the terms of reference for the award. Consideration for funding for the fifth year of a master's program may be considered if a compelling explanation (ie. illness, parental leave, personal catastrophe) outlined in a letter of support from the department is provided.

    Students registered in doctoral programs are eligible to hold awards during the first six years of their program unless stated otherwise in the terms of reference for the award. Consideration for funding for the seventh year of a doctoral program may be considered if a compelling explanation (ie. illness, parental leave, personal catastrophe) outlined in a letter of support from the department is provided.

Full-time Registration

Full-time thesis-based students are required to be registered full-time in each term for the duration of the award.

Ineligible Student Categories

Part-time students are not typically eligible, unless specified in the terms of reference for the award. If a student is selected as the recipient of one of the limited number of awards for which part-time students are eligible, the student is required to register in each term for the duration of the award.

Students registered in Graduate Certificate and Diploma programs are not typically eligible, unless specified in the terms of reference for the award. If a student is selected as the recipient of one of the limited number of awards for which Graduate Certificate and Diploma students are eligible, the student is required to register in each term for the duration of the award.

Qualifying students, students on academic probation, visiting students and students in cost-recovery programs are not eligible to hold FGSR-administered awards, unless specified in the terms of reference for the award.

C. DISBURSEMENT

Graduate student financial supports are normally processed through direct deposit payroll, unless otherwise specified in the terms of reference. Recipients are responsible for setting up their direct deposit information in order to receive payment.

Merit-based student financial supports are normally payable only when students are registered full time at the University in the term during which funds are disbursed, unless otherwise specified in the award terms of reference.

Merit-based student financial supports up to and including the value of $6,000 are paid in one payment during the timeframe outlined in the award letter of offer.

Merit-based student financial supports whose values are between $6,000 and $11,999.99 are either paid in two equal sums in consecutive terms (ie Fall and Winter) or disbursed as per the semi-monthly payroll schedule over the duration of twelve months. Students receiving term-based funding who no longer meet the eligibility criteria in the second term may have their payment terminated, and students receiving semi-monthly funding may have their payment terminated the month in which they complete their degree requirements.

Merit-based student financial supports whose values are greater than $12,000 will be disbursed as per the semi-monthly payroll schedule over the duration of twelve months. If a student no longer meets the eligibility requirements of the financial support remaining payments may be terminated.

Changes to a student's status which render the recipient ineligible to hold all or some specific portion of an award, may result in the requirement to repay all or a portion of the award. These changes include but are not limited to: being placed on academic probation, withdrawal from the program, change in registration status, change in program, accepting another award which precludes holding concurrent awards.

D. ACADEMIC TRANSCRIPT

Scholarship and Prize student financial supports approved by GSC and administered by the Faculty of Graduate Studies and Research will be listed on the academic transcript. Need-based student financial supports will not appear on the academic transcript.

4. NEED-BASED FINANCIAL SUPPORT

The Office of the Registrar administers need-based financial supports including bursaries and **emergency funding** for students. Additional bursaries are administered through the Graduate Student's Association and University of Alberta International. The Office of the Registrar, also provide advising and program support for government financial

support programs. The procedures outlined in this section do not refer to how government financial support programs are supported.

A. SELECTION CRITERIA

Primary selection criteria for need-based student financial supports will be based on **demonstrated financial need**. Secondary selection criteria may include, but are not limited to, community service, leadership, experiential learning, and graduate academic performance, as long as the graduate academic performance requirement does not exceed a 3.0 GPA.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

B. ELIGIBILITY

Need-based student financial supports established by the University, unless otherwise specified by the terms of reference of the financial support, will normally be available to students with full-time enrollment and have demonstrated financial need for the current academic year.

Demonstrated financial need will normally be assessed through a common assessment practice as defined by the Office of the Registrar using a student's expenses and resources. The common assessment practice is derived from provincial and federal loan guidelines. The common assessment practice will also allow for exceptional student situations where the common assessment does not reflect the true need of eligible students or does not address the institutional, diversity, or equity priorities of the University.

Domestic students are expected to access the maximum government student loan available to them in the current academic year. Assessed need that cannot be met by this loan may be met through University need-based student financial supports up to an annual maximum as determined by the University.

International students are required by the federal government of Canada to demonstrate sufficient resources to meet their cost of attendance at University in order to qualify for a study permit. International students experiencing an emergency or exceptional circumstances may be considered for need-based student financial supports if their planned financial resources have changed by completing a financial need assessment.

C. DISBURSEMENT

Need-based student financial supports are normally disbursed to the **student tuition account**. The first charge against any financial support is to pay outstanding University fees including tuition, incidental fees and other university-related fees.

Need-based student financial supports are normally payable only when students are in full-time attendance at the University in the term during which funds are disbursed. Need-based student financial supports will normally be applied to a single term of enrolment in the academic year in which the financial need assessment was evaluated. The student financial support value will normally be re-evaluated if the attendance or enrollment of the student changes.

5. ANNUAL REPORTING

Each academic year, the Vice-Provost and Dean of FGSR will present an annual report on Graduate Student Financial Support to FGSR council and then to the GFC. The report serves as an overview of graduate financial supports and services administered by the Faculty of Graduate Studies (FGSR).

DEFINITIONS

Definitions should be listed in the sequence they occur in the document (i.e. not alphabetical).

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

Student Financial Supports	Student financial supports are items of monetary and/or other value awarded to a student by the University of Alberta or by donors through the University on the basis of completion of requirements outlined in the selection criteria or terms of reference.
	Merit-based student financial supports include, but are not limited to, awards, scholarships, prizes, and University medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding.
	Need-based student financial supports include, but are not limited to, bursaries, loans, and emergency funding.
Terms of Reference	The terms of reference of a student financial support provide all relevant information regarding how the student financial support will be disbursed, including the financial terms, the selection and eligibility criteria, and any other information pertinent to the administration.
Graduate Academic Performance	Graduate academic performance refers to the academic grading requirements for student financial supports and are categorized as superior academic achievement or satisfactory academic standing.
	Superior academic achievement will normally mean the following:
	i. GPA of 3.5 or higher in the University
	Superior academic achievement for entrance scholarships will normally mean a minimum GPA of 3.5 based on marks used at the time of assessment.
	Satisfactory academic standing is defined as:
	i. GPA of 3.0 for newly admitted graduate students
	ii. GPA of 2.7 or greater for continuing students
	Satisfactory academic achievement for entrance scholarships will normally mean a minimum GPA of 3.0 based on the marks used at the time of assessment.
Demonstrated Financial Need	Demonstrated financial need is a calculation of overall financial shortfall available for a student's academic and basic living costs for the current academic year. The calculation will normally be based on the common assessment practice.
Full-Time Attendance	Full-time attendance as defined within the *University Calendar*.
Emergency Funding	Emergency funding is a financial support given to a student primarily on the basis of demonstrated financial need and who have demonstrated emergent financial challenge. Emergency funding can either be repayable or non-repayable.
Student Tuition Account	The student tuition account is the receivable account by which charges (including tuition and fees), and payments are processed. Students access their account details through Bear Tracks.

FORMS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

No forms for this procedure.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

Office of the Provost and Vice-President (Academic) (University of Alberta)

Office of the Registrar (University of Alberta)

University Governance (University of Alberta)

Faculty of Graduate Studies and Research (University of Alberta)

FINAL Item No. 10

Governance Executive Summary
Action Item

Agenda Title	Statement on Free Expression at the University of Alberta

Motion

THAT the GFC Executive Committee recommends that General Faculties Council approve the Statement on Free Expression at the University of Alberta, as set forth in Attachment 1.

Item

Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Wendy Rodgers, Deputy Provost Brad Hamdon, General Counsel

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The university is developing a statement on free expression. The Free Expression Advisory Group, established in May 2019, has developed a draft statement, based on extensive consultation with the university community. The purpose of this item is to recommend the draft statement to GFC.
Executive Summary (*outline the specific item – and remember your audience*)	In May 2019, in conjunction with early consultation with General Faculties Council, the university established an Advisory Group on Free Expression, chaired by the Deputy Provost and made up of subject matter experts, members of the GFC Executive Committee, and key administrative portfolios. The group's mandate is to advise on the development of an institutional statement on free expression. In June 2019, the Minister of Advanced Education issued a letter instructing all post-secondary institutions to develop a statement on free expression consistent with the "Chicago Principles" (Report of the Committee on Freedom of Expression). In July, the Minister issued a second letter providing clarification and extending the deadline for submission of a preliminary statement to the Ministry to November 15 and for public posting of an approved statement to December 15, 2019. The Advisory Group developed a draft set of principles on free expression to inform a new university statement. The draft principles are based on an environmental scan, review of other institutions, and the expertise and perspectives of the group. Broad consultation has occurred in September and October 2019, including engagement with faculty, staff, and students on all campuses, AASUA, NASA, online submissions, presentation to GFC and Board committees, two discussions with GFC, and discussion with the Board of Governors. The key themes emerging from the consultation were presented to GFC on October 21. These included: • Striking an appropriate balance between free expression and other rights and interests, such as respect for human dignity and provision of a work and study environment free of discrimination and harassment;

	• Clarifying the relationship of this statement to existing university policies and procedures; • Supplementing the statement with additional tools/resources to support our community in dealing constructively with disagreement and mitigating impacts on marginalized groups. Following discussion with GFC, the Advisory Group has developed a draft statement for approval. A colour-coded version has been provided to identify elements requested in the Minister's letter of July 14, other language adopted from the Chicago Statement, as well as elements reflecting major themes from community feedback (including elements of the statement that were present in the draft principles). The final, approved version will be accompanied by an Information Sheet and set of Frequently Asked Questions, which are intended to clarify issues related to implementation, relationship to other university documents, and other available supports.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Advisory Group membership: • Wendy Rodgers, Deputy Provost (Chair) • Andre Costopolous, Vice-Provost and Dean of Students • Mary Forhan, Associate Professor, Faculty of Rehabilitation Medicine • Brad Hamdon, General Counsel • Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost • Catherine Swindlehurst, Chief of Staff, Office of the President • Marc Waddingham, Graduate Students' Association • Joel Agarwal, Students' Union • Lesley Cormack, Dean of Arts • Bill Foster, Professor, Augustana • David Johnson, Special Advisor, Faculty and Staff Relations • Toni Samek, Professor, Faculty of Education • Anne Bailey, Executive Director, University Relations • Douglas Stollery, Chancellor • Yasmeen Abu-Laban, Professor, Faculty of Arts • Dax D'Orazio, Graduate Student, Faculty of Arts University-wide consultation process has included: - Consultation with Association of Academic Staff of the University of Alberta (AASUA), Non-Academic Staff Association (NASA), Graduate Students' Association (GSA), Students' Union (SU) - Discussion with Deans' Council; Vice-Provosts' Council; Chairs' Council, President's Executive Committee - Strategic - Posting of draft principles on website for email comment - Town hall-style forums on North Campus (Sept. 20), Campus Saint-Jean (Sept. 17), Augustana (Sept. 27) - Workshop and panel discussion featuring U of A experts and scholars (Oct. 8) - General Faculties Council (Sept. 23, Oct. 21) and Board of Governors (Oct. 18)

	- Town hall-style forum on the draft statement (Nov. 1) GFC Exec – November 4 GFC - November 25 Board Human Resources and Compensation Committee – November 26 Board Reputation and Public Affairs Committee – November 29 Board of Governors – December 13

Strategic Alignment

Alignment with *For the Public Good*	Objective 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society. Objective 14: Inspire, model, and support excellence in teaching and learning.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	Space Management Policy Signage Policy Canvassing and Solicitation Policy Discrimination, Harassment, and Duty to Accommodate Policy Code of Student Behaviour Collective Agreement between the Governors of the University of Alberta and The Association of Academic Staff of the University of Alberta Collective Agreement between the Non-Academic Staff Association and the University of Alberta	

Attachments (each to be numbered 1 - <>)

1. Draft Statement on Free Expression (clean version)
2. Draft Statement on Free Expression (colour-coded version)
3. Letter, Minister of Advanced Education, dated June 14, 2019
4. Letter, Minister of Advanced Education, dated July 4, 2019

Prepared by: Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost and Vice-President (Academic), lmardhan@ualberta.ca

CONSULTATION DRAFT – CLEAN VERSION
Statement on Freedom of Expression at the University of Alberta

The mission and mandate of the University of Alberta is to discover, disseminate, and apply knowledge for the benefit of society through teaching and learning, research, innovation and creative activity, community involvement, and partnerships. To achieve our mission and mandate, we must cultivate an equitable and inclusive environment that fosters respect for human dignity and supports the ability and skills of all members of our diverse community to learn and to discover.

Freedom of expression is one of the key elements of such an environment and has been central to the university since its founding. Learning requires exposure to a variety of views, including those with which one disagrees, and the ability to participate in intellectual debate – including having one's own views challenged. Research and discovery require the ability to challenge the conventional, to communicate findings and their implications, and to provide informed commentary in the public sphere. Across all areas of its mandate, the university is committed to intellectual integrity, rigorous inquiry, and the robust expression and discussion of ideas. Fostering the ability of members of the university community to engage in debate and deliberation in an effective and responsible manner is an essential part of the university's educational mission. Recognizing that free expression can thrive only where all members of the university community have the ability to participate fully, we strive to foster an inclusive and respectful institutional culture that is free of discrimination and harassment.

The University of Alberta remains committed to free expression in all forms of communication, including non-violent protest and dissent. The university is a place of free and open inquiry in all matters, and all members of the university community have the broadest possible latitude to speak, write, listen, view, challenge, profess, and learn. Members of the university community have the right to criticize and question other views expressed on our campuses, but may not obstruct or otherwise interfere with others' freedom of expression. Debate or deliberation may not be suppressed because the ideas put forward are thought by some, or even most, to be offensive, unwise, immoral, or misguided. It is for individuals, not the institution, to make those judgments for themselves and to act not by seeking to suppress expression, but by openly and vigorously contesting the ideas they oppose. The university does not attempt to shield members of the university community from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but their absence does not constitute sufficient justification to limit free expression.

Freedom of expression at the university does not mean that individuals may say whatever they wish, wherever they wish. Free expression is subject to the limitations imposed by Canadian or Alberta law. The university has the authority to restrict expression that violates law, causes the university to violate law, violates applicable university policies, procedures or collective agreements, falsely defames, constitutes a genuine threat or harassment, or unjustifiably violates privacy or confidentiality interests. The university may also regulate the time, place and manner of expression to ensure that it does not disrupt the ordinary activities of the university. Ideas and opinions presented on our campuses are neither a reflection of, nor an endorsement from, the university, unless otherwise stated.

In a diverse and inclusive university environment characterized by lively debate, people can expect, from time to time, to be confronted by concepts or images that they find offensive or disturbing, and to have their ideas questioned or challenged. The university remains committed to providing support services to those who need them.

The right to academic freedom is addressed separately in the context of the collective agreement with the Association of Academic Staff of the University of Alberta.

Complaint processes are available through existing policies, procedures, and collective agreements.

CONSULTATION DRAFT – COLOUR-CODED VERSION
Statement on Freedom of Expression at the University of Alberta

The mission and mandate of the University of Alberta is to discover, disseminate, and apply knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. To achieve our mission and mandate, we must cultivate an equitable and inclusive environment that fosters respect for human dignity and supports the ability of all members of our diverse community to learn, to research, and to discover.

Freedom of expression is one of the key elements of such an environment and has been central to the university since its founding. Learning requires exposure to a variety of views, including those with which one disagrees, and the ability to participate in intellectual debate – including having one's own views challenged. Research and discovery require the ability to challenge the conventional, to communicate findings and their implications, and to provide informed commentary in the public sphere. Across all areas of its mandate, the university is committed to intellectual integrity, rigorous inquiry, and the robust expression and discussion of ideas. Fostering the ability of members of the university community to engage in debate and deliberation in an effective and responsible manner is an essential part of the university's educational mission. Recognizing that free expression can thrive only where all members of the university community have the ability to participate fully, we strive to foster an inclusive and respectful institutional culture that is free of discrimination and harassment.

The University of Alberta remains committed to free expression in all forms of communication, including non-violent protest and dissent. The university is a place of free and open inquiry in all matters, and all members of the university community have the broadest possible latitude to speak, write, listen, view, challenge, profess, and learn. Members of the university community have the right to criticize and question other views expressed on our campuses, but may not obstruct or otherwise interfere with others' freedom of expression. Debate or deliberation may not be suppressed because the ideas put forward are thought by some, or even most, to be offensive, unwise, immoral, or misguided. It is for individuals, not the institution, to make those judgments for themselves and to act not by seeking to suppress expression, but by openly and vigorously contesting the ideas they oppose. The university does not attempt to shield members of the university community from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but their absence does not constitute sufficient justification to limit free expression.

Freedom of expression at the university does not mean that individuals may say whatever they wish, wherever they wish. Free expression is subject to the limitations imposed by Canadian or Alberta law. The university has the authority to restrict expression that violates law, causes the university to violate law, violates applicable university policies, procedures or collective agreements, falsely defames, constitutes a genuine threat or harassment, or unjustifiably violates privacy or confidentiality interests. The university may also regulate the time, place and manner of expression to ensure that it does not disrupt the ordinary activities of the university. Ideas and opinions presented on our campuses are neither a reflection of, nor an endorsement from, the university, unless otherwise stated.

In a diverse and inclusive university environment characterized by lively debate, people can expect, from time to time, to be confronted by ideas or images that they find offensive or disturbing, and to have their ideas questioned or challenged. The university remains committed to providing support services to those who need them.

The right to academic freedom is addressed separately in the context of the collective agreement with the Association of Academic Staff of the University of Alberta.

Complaint processes are available through existing policies, procedures, and collective agreements.

Legend:
<mark style="background-color:#00ff00">Eight points requested by ministry from Chicago Principles</mark>
<mark style="background-color:yellow">Bonus points from Chicago Principles</mark>
Response to feedback

DRAFT

ALBERTA
ADVANCED EDUCATION

Office of the Minister
MLA, Calgary-Bow

AR 56510

June 14, 2019

Mr. Michael Phair
Chair, Board of Governors
University of Alberta
3-04 South Academic Building (SAB)
Edmonton AB T6G 2G7

Dear Mr. Phair:

The Government of Alberta is committed to protecting and promoting free speech as a fundamental tenet of the academic experience, as reflected in the University of Chicago Statement on Principles of Free Expression.

Alberta's post-secondary institutions demonstrate their commitment to free expression through a variety of free speech protections and statements already in place. Whether through statements on academic freedom, codes of conduct, or other policies, institutions underscore the importance of free speech on campus. I would like to thank you for the work you do every day to protect this important aspect of post-secondary learning.

To ensure clarity at all institutions, the government is asking that each institution either formally adopt the Chicago Principles, or develop a policy that consolidates its existing protections and demonstrates each institution's commitment to free speech. All 26 publicly funded post-secondary institutions are required to adopt the Chicago Principles or to develop a stand-alone policy. It is expected either option will be in place and publicly available by October 15, 2019.

The stand-alone policy should align with the substance of the Chicago Principles, while also respecting the unique context at each institution. To achieve this, your policy should, at a minimum, reflect that:
- Institutions are places of open discussion and inquiry, committed to protecting and promoting free expression.

.../2

- Community members have the right to criticize and question other views expressed on campus, but cannot obstruct or interfere with others' freedom of speech.
- Institutions should not attempt to shield students from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but do not constitute sufficient justification to limit free speech.
- Free speech may be limited if it violates the law.
- Free speech may be limited if it is incompatible with the functioning of the institution.

Please provide Mr. Peter Leclaire, Assistant Deputy Minister, Advanced Learning and Community Partnerships Division, with either the commitment to formally adopt the Chicago Principles or a copy of your institution's intended policy for confirmation of its alignment to the above-stated requirements, by email at peter.leclaire@gov.ab.ca. Policy drafts should be submitted to Mr. Leclaire no later than September 23, 2019. The department will notify you once your approach has been approved so you can post your free speech policy or statement of adoption of the Chicago Principles on your website by the October 15, 2019 deadline.

Thank you for your contribution to this important work. I look forward to working with you to continue to ensure free speech is supported in Alberta's post-secondary system.

Sincerely,

Demetrios Nicolaides
Minister of Advanced Education

ALBERTA
ADVANCED EDUCATION

Office of the Minister
MLA, Calgary-Bow

July 4, 2019

Mr. Michael Phair
Chair, Board of Governors
University of Alberta
3-04 South Academic Building (SAB)
Edmonton AB T6G 2G7

Dear Mr. Phair:

I would like to express my sincere appreciation for the frank and open discussion around free speech policies that took place at our recent meeting in Calgary. Conversations like this one are laying the foundation of a fruitful relationship as we work together to renew Alberta's post-secondary system.

At our recent meeting, there were a few concerns regarding the short timeline for implementation. I am more than happy to change the deadline to give all our institutions the time they need.

With that in mind, I am moving the submission deadline to November 15, 2019 and the posting deadline to December 15, 2019.

I would also like to clarify what our government is looking for. We are asking our institutions to demonstrate their commitment to the principles of the Chicago Statement on Free Speech. This can be done in a number of different ways, including:
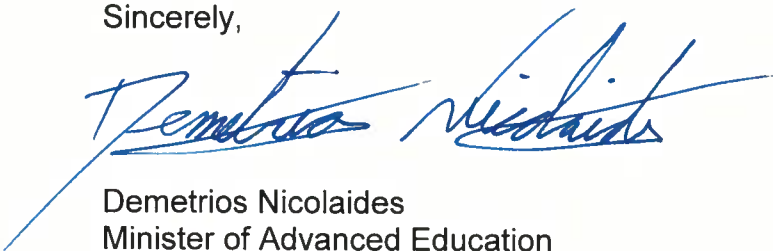
1. The Board of Governors passing a resolution formally adopting the Chicago Statement.
2. The Board of Governors passing a resolution adopting the eight key principles of the Chicago Statement as outlined below:
   a. Free speech may not violate Canadian law.
   b. Institutions are places of free and open inquiry in all matters, and all members of each institution's community are guaranteed the broadest possible latitude to speak, write, listen, challenge, and learn.

...../2

     c. Community members have the right to criticize and question other views expressed on campus, but cannot obstruct or interfere with others' freedom of speech.

     d. Institutions should not attempt to shield students from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but do not constitute sufficient justification to limit free speech.

     e. The institution may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution.

     f. The institution may restrict expression that violates the law, falsely defames an individual, or constitutes a genuine threat or harassment that unjustifiably invades substantial privacy or confidentiality of interests.

     g. Debate or deliberation may not be suppressed because the ideas put forward are thought by some, or even most, to be offensive, unwise, immoral, or wrong-headed.

     h. It is for individuals, not the institution, to make those judgments for themselves and to act not by seeking to suppress speech, but by openly and vigorously contesting the ideas they oppose.

3. The Board of Governors adopting its own policy that conforms with the key elements of the Chicago Statement as described above.

I have every confidence that, as stewards of your institutions accountable to the Minister, your board will take appropriate action to fulfil these requirements. If your institution elects to write its own policy, it will be vetted by the department to ensure compliance with the spirit of the Chicago principles. It is your responsibility to ensure that whatever action is taken by your board demonstrates clear commitment to the key principles of free speech as found within the Chicago Statement.

Sincerely,

Demetrios Nicolaides
Minister of Advanced Education

FINAL Item No. 11

Governance Executive Summary
Action Item

Agenda Title	Proposed Revisions to Standing Committee Terms of Reference - GFC Committee on the Learning Environment

Motion

THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed changes to the GFC Committee on the Learning Environment Terms of Reference, as recommended by GFC CLE, and as set forth in Attachment 1, to take effect January 1, 2020.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	GFC Committee on the Learning Environment (CLE)
Presenter(s)	John Nychka, Chair CLE

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to approve the revised terms of reference for the GFC Committee on the Learning Environment.
Executive Summary (*outline the specific item – and remember your audience*)	The Report of the *ad hoc* Committee on Academic Governance Including Delegated Authority, endorsed by GFC on April 21, 2017, noted the following: "**Committee on the Learning Environment (CLE)** CLE is engaged in work that speaks to a core mission of the University – teaching and learning. The committee, however, holds no delegated authority, reports to two other standing committees (Executive and APC), may be perceived to be informational rather than action driven, and is guided by vague words such as fostering, nurturing, and promoting in its terms of reference. The committee is populated by well qualified, committed individuals who could contribute in a more focused manner with a clearer mandate." CLE began discussions of its terms of reference in September 2017 and a working group was established to consider the ad hoc recommendations. Further work on the terms took place in 2018 with a further group of committee members. Draft terms were brought forward to GFC for early consultation in October 2019. The attached draft terms of reference are now coming forward for discussion and input from the committee before proceeding to GFC Executive and GFC for early consultation. Proposed Changes to the Terms of Reference: The proposed terms of reference reflect a standard template that has been used for all GFC standing committees; the template was designed to provide increased clarity on mandate, responsibilities, and delegated authority. The areas of responsibility for the committee are clearly delineated while remaining broad enough to remain responsive.

	Additional responsibilities that have been added include the areas of learning spaces and learning technologies, both of which have considerable impact on the learning environment and speak to the committee's mandate.

Policy on the evaluation of student learning is also an added responsibility that comes to CLE from the GFC Academic Standards Committee that previously held responsibility for institutional marking and grading policies and institutional term work policies. This ties in with the revised mandate to advise on policy directions related to teaching and learning institutionally.

The new terms of reference have CLE report directly to GFC rather than reporting to the Academic Planning Committee or GFC Executive Committee. This strengthens its role as a GFC committee; as a step towards this, in the last year the committee sent forward to GFC the draft Teaching Policy for early consultation.

CLE is currently, and will continue to be, called upon to provide members to serve on adjudication committees such as the Teaching and Learning Enhancement Fund (TLEF), details of which are laid out in the specific procedures for the committees.

The composition has been changed to reflect the Principles of Committee Composition. In addition, further changes are proposed both in response to the ad hoc committee recommendations and to those of the committee itself. These include the addition of the Dean of the Faculty of Graduate Studies and Research, a librarian who serves on GFC, and an Academic Teaching Staff, and the removal of the Vice-President (Research), one of two Associate Deans. Upon the effective date of approval of the new terms of reference, current members would retain their membership until their term ends.

Speaking directly to the recommendations of the ad hoc committee, the new terms of reference include delegated authority for the committee in the areas of teaching evaluation and assessment procedures and proposals related to teaching and learning. In addition, changes to composition reflect the GFC Principles of Committee Composition, and the recommendations of the ad hoc committee. |
| Supplementary Notes and context | *Upon the effective date of the revised terms of reference, current committee members will be grandfathered in to serve on the committee until their term end date.*

GFC CLE will recommend on these terms of reference at their meeting of October 30, 2019. Since materials will be posted for the Executive Committee before this recommendation is made, GFC CLE will inform Exec should any changes be made on October 30, 2019. |

Engagement and Routing (Include meeting dates)

Item No. 11

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	*Those who are actively **participating**:* • ad hoc Committee on Academic Governance Including Delegated Authority • GFC Executive Committee Transition Committee • GFC Committee on the Learning Environment • CLE working groups: Janice Miller-Young, Kathleen DeLong, Stanley Varnhagen, Mani Vaidyanathan, Firouz Khodayari, Dale Askey, Mike MacGregor, Jennifer Tupper, Jeff Rawlings, Sarah Forgie
	*Those who have been **consulted**:* • Report of the ad hoc Committee on Academic Governance Including Delegated Authority (endorsed by GFC April 21, 2017) Appendix 6: List of Consultations • GFC Academic Standards Committee (regarding institutional grading and term work policies • GFC Executive Committee (October 7, 2019) • General Faculties Council (October 21, 2019)
	*Those who have been **informed**:* • General Faculties Council • Board of Governors has been provided with brief highlights of the work of the ad hoc Committee on Academic Governance Including Delegated Authority
Approval Route (Governance) (including meeting dates)	GFC CLE (discussion) – September 4, 2019 GFC Executive Committee (early consultation) – October 7, 2019 General Faculties Council (early consultation) – October 21, 2019 GFC CLE (for recommendation) – October 30, 2019 GFC Executive Committee (for recommendation) - November 4, 2019 General Faculties Council (approval) - November 25, 2019

Strategic Alignment

Alignment with *For the Public Good*	***For the Public Good*** Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. ☐ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☒ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Executive Committee Terms of Reference GFC Committee on the Learning Environment Terms of Reference

Attachments

1. Draft CLE Terms of Reference

2. Current CLE Terms of Reference

Prepared by: University Governance

1. **Mandate and Role of the Committee**
   The Committee on the Learning Environment (CLE) is a standing committee of GFC charged with advising GFC on policy directions that promote excellence in teaching and learning institutionally. CLE serves as GFC's primary advisory group on teaching and learning, including such aspects as learning environments, assessment and evaluation, teaching innovations, teaching resources and support, and students' educational experience.

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

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

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

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

   Non-voting Members
   - Vice-Provost and Associate Vice-President (Information Technology)
   - Director, Centre for Teaching and Learning
   - Director, Space Management, Facilities and Operations
   - University Secretary
   - GFC Secretary

4. **Delegated Authority from General Faculties Council**
   Should be reviewed at least every three years and reported to GFC.

   4.1 Approve revisions to teaching assessment and evaluation procedures
   4.2 Approve proposals related to teaching and learning that emerge from central administrative units and determine whether to forward to GFC for discussion or information
   4.3 Receive and discuss reports on student engagement and the student educational experience and determine whether to forward to GFC for discussion or information

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

6. **Sub-delegations from the Committee on the Learning Environment**
   Should be reviewed at least every three years and reported to GFC.

   None.

7. **Limitations to Authority**
   The following further refines or places limitations on authorities held by or delegated to CLE:

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

9. **Definitions**
   Substantial Group of Students – any one (or more) of the following three classes of students: (a) undergraduate students, (b) doctoral level students, and/or (c) graduate students pursuing studies other than those at doctoral level

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

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

10. **Links**
    Teaching Policy
    Teaching Assessment and Evaluation Policy and Procedures
    Assessment and Grading Policy and Procedures
    Academic Regulations – University of Alberta Calendar

[Examination Regulations](#)
[Course Requirements, Evaluation Procedures and Grading](#)
[Centre for Teaching and Learning](#)
 [Office of the Student Ombuds](#)

Approved by General Faculties Council: [date]

GFC Committee on the Learning Environment (CLE) Terms of Reference

1. Authority

The *Post-Secondary Learning Act* (*PSLA*), Section 26(1), gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs." GFC has thus established a Committee on the Learning Environment (CLE), as set out below.

The complete wording of the section(s) of the *PSLA*, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.

2. Composition of the Committee

Note: All members of the Committee on the Learning Environment will be voting members (EXEC 04 DEC 2006)

Ex Officio
Chair – Provost and Vice-President (Academic)
Vice-President (Research)
Vice-President (Academic), Students' Union
Vice-President (Academic), GSA
Vice-Provost and Chief Librarian
Vice-Provost and Associate Vice-President (Information Technology) (EXEC 04 DEC 2006)
Director, Centre for Teaching and Learning
Vice-Provost and University Registrar

Elected by General Faculties Council
Four staff representatives (Category A1.0)*, elected by GFC, at least one of whom must sit on GFC
One support staff representative (Category S1.0* or S2.0*), elected by GFC
One undergraduate student at-large
One graduate student at-large

Appointed Members
One Chair, selected by Chairs' Council (EXEC 04 DEC 2006)
One Dean, selected by Deans' Council (EXEC 08 SEP 2008)
Two Associate Deans or Associate Chairs, Teaching and Learning (or equivalent) appointed by the Chair of GFC CLE in consultation with the Chair of the GFC Nominating Committee (EXEC 06 JUN 2011)

One staff representative (Category A1.0*) who holds a major teaching award (internal or external award, eg Rutherford, Vargo Chair, 3M, etc.) appointed by the Chair of GFC CLE in consultation with the Chair of the GFC Nominating Committee (EXEC 04 DEC 2006) (EXEC 06 JUN 2011)

* See UAPPOL Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues and (Appendix B) Definitions and Categories of Support Staff for definitions of these categories of staff members.

3. Mandate of the Committee

The Committee on the Learning Environment is a standing committee of the General Faculties Council that promotes an optimal learning environment in alignment with guiding documents of the University of Alberta. (EXEC 04 DEC 2006)

The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect to the following:

a) To review and monitor the implementation of the University's Academic Plan with regard to optimal teaching and an optimal learning environment.
b) To review and, as necessary, recommend to the GFC Academic Planning Committee or the GFC Executive Committee policies on teaching, learning, teaching evaluation, and recognition for teaching that promote the University's Academic Plan.
c) To review and, as necessary, recommend to the GFC Academic Planning Committee or the GFC Executive Committee policies developed by the Learning Services units to promote the University's Academic Plan. (GFC 22 SEP 2014)
d) To develop policies that promote ongoing assessment of teaching, learning, and learning services through all Faculties and units.
e) To nurture the development of innovative and creative learning services and teaching practices.
f) To encourage the sharing and discussion of evidence about effective teaching, learning, and learning services.
g) To promote critical reflection on the impact of broad societal changes in teaching, learning, and the learning environment.
h) To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.
i) To consider any matter deemed by the GFC Committee on the Learning Environment to be within the purview of its general responsibility.

4. Committee Procedures

See General Terms of Reference.

5. Additional Reporting Requirements

None.

Updated September 24, 2014

U:\GO01 Governance - General\TER\17-18\GFC\CLE

FINAL Item No. 12

Governance Executive Summary
Action Item

Agenda Title	Thesis-based Master's and PhD Learning Outcomes

Motion

THAT the GFC Executive Committee recommend that General Faculties Council approve the learning outcomes for thesis-based Master's and PhD programs, as recommended by the GFC Committee on the Learning Environment, and as set forth in Attachment 1, to take effect upon approval.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR John Nychka, Vice-Provost (Learning Initiatives), and Chair of GFC CLE

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee upon recommendation from GFC CLE to recommend to GFC for approval.
Executive Summary (*outline the specific item – and remember your audience*)	Articulating program learning outcomes is a common practice within course-based programs, yet it remains fairly uncommon for research-based programs, which can create a sense of ambiguity for students. Both in response to the new Alberta Credential Framework and in the interest of improved clarity for students, program administrators, and the general public, a cross-faculty committee is developing language and tools to support U of A PhD programs in articulating their learning outcomes. The committee's work produced: • A calendar entry that differentiates between Master's and PhD learning outcomes • A PhD learning outcome template, which provides suggested outcomes for all PhD programs and customizable ideas for program-specific outcomes and methods of assessment • A "how to" guide for programs #1 and #2 were presented to FGSR Council on May 29, 2019 and were approved by e-vote on June 6, 2019. The goal is to have everything ready for faculties to start using in program reviews and new program development by Fall 2019.
Supplementary Notes and context	*The committee discussed and provide feedback on the proposal at the September 4, 2019, meeting of CLE.*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	Stakeholders have participated and been consulted with as follows: • Cross-faculty working group – December 2018 to present • FGSR Council – March, April and May 2019 meetings • GSA Board – April 10, 2019 • Student Focus Group – May 2, 2019

Item No. 12

<For information on the protocol see the Governance Resources section Student Participation Protocol>	• GFC Executive – May 13, 2019 • Academic Standards Committee – May 16, 2019 • Academic Planning Committee – May 22, 2019 • General Faculties Council – May 27, 2019 • GSA Council – June 17, 2019 • Committee on the Learning Environment – September 4, 2019
Approval Route (Governance) (including meeting dates)	Faculty Council of Graduate Studies and Research – May 29, 2019 (approval by e-vote June 6, 2019) GFC Committee on the Learning Environment – September 4 (for discussion), October 2, 2019 GFC Executive Committee – November 4, 2019 General Faculties Council – November 25, 2019

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) General Faculties Council Terms of Reference GFC Executive Committee Terms of Reference GFC Committee on the Learning Environment	

Attachments (each to be numbered 1 - <>)

1. Calendar Entry – Thesis-based Master's and PhD Learning Outcomes
2. Sample Learning Outcomes Template – excerpt from FGSR Learning Outcomes Report May 2019

Prepared by: Faculty of Graduate Studies and Research, and University Governance

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
Faculty of Graduate Studies and Research **General Information** **Graduate Programs Offered** Graduate work has been offered at the University of Alberta since its inception in 1908. The present organization of the Faculty of Graduate Studies and Research, headed by a Dean, was adopted in 1957. The University of Alberta offers graduate programs leading to doctoral and master's degrees. The specific programs offered in each category are listed below. In addition, the University offers many graduate diploma and certificate programs designed to provide an opportunity for individuals to take a sequence of courses to increase their knowledge of a specialized area without needing to enrol in a degree program. For more information on graduate programs offered, refer to the Program Search Results on the FGSR website. ****NEW****	**Faculty of Graduate Studies and Research** **General Information** **Graduate Programs Offered** Graduate work has been offered at the University of Alberta since its inception in 1908. The present organization of the Faculty of Graduate Studies and Research, headed by a Dean, was adopted in 1957. The University of Alberta offers graduate programs leading to doctoral and master's degrees. The specific programs offered in each category are listed below. In addition, the University offers many graduate diploma and certificate programs designed to provide an opportunity for individuals to take a sequence of courses to increase their knowledge of a specialized area without needing to enrol in a degree program. The learning outcomes required for all master's and doctoral programs are defined below and aligned with the Alberta Credential Framework. For more information on individual graduate programs offered, refer to the Program Search Results on the FGSR website or see Graduate Programs . **Thesis-Based Master's and PhD Learning Outcomes** The table below defines the elements and learning outcomes of the University of Alberta's research-focused degrees. A Master's degree enables students to develop mastery within a discipline, and to learn how to do research via guided discovery. A PhD degree enables students to develop mastery of research and advanced expertise within a specialist field via designing and conducting original research of broader scope and greater depth than within a Master's degree.

	Thesis-Based Master's	**PhD***
Program Elements		
Designed to prepare graduates for...	careers requiring specialized expertise, evidence-based judgment, personal responsibility and initiative, in complex and unpredictable professional environments.	leadership roles in careers requiring a high degree of autonomy, the ability to make informed judgments on complex issues in specialist fields, navigation of ambiguity, and innovation in tackling and solving problems.
Students will acquire knowledge and develop skills through a combination of...	• directed learning • formative experiences in writing • formative experiences presenting a research project • executing advanced research or creative work • working with experts	• self-directed learning • formative experiences in writing • presenting and defending research proposals and results • designing and executing original research or creative work • working with experts
The program requires creation of...	a thesis or thesis-equivalent that, at a minimum, should reveal that the student is able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. As far as possible, it should be an original contribution.	original research, or other advanced scholarship, culminating with a thesis or thesis-equivalent that a minimum, must embody the results of original investigations and analyses and be of such quality as to merit publication, meeting the standards of reputable scholarly publications. It must constitute a substantial contribution to the knowledge in the student's field of study.
At a minimum programs will ...	• monitor student skills development and progress through ongoing supervision of research	• monitor student skills development and progress via ongoing interaction with the supervisor and through annual

			supervisory committee meetings • assess the student's competencies during a candidacy examination and assessment of the thesis or thesis-equivalent at the final examination
		• assess student competencies through assessment of the student's knowledge in the field, ability to reason with new information and the quality of the thesis or thesis-equivalent at the final examination	
		Thesis-Based Master's	**PhD***
	Graduate Competencies Graduates of each program will be able to…		
	Knowledge	• demonstrate a systematic understanding of knowledge, and critical awareness of current problems and/or new insights, informed by the forefront of the student's academic discipline or field of study • demonstrate awareness of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines	• demonstrate thorough understanding of a substantial body of knowledge with expertise that is at the forefront of an academic discipline or area of professional practice • demonstrate awareness of: the limitations of one's own work and discipline, the complexity of knowledge, and the potential contributions of other interpretations, methods, and disciplines
	Research Competency	• critically evaluate existing research and scholarship within a discipline or field of study • demonstrate development and support of a sustained argument or originality in the application of knowledge	• conceptualize, design and implement advanced level research for the generation of new knowledge, applications, or understanding • make informed judgments on complex issues, in specialist fields

	Communication Skills	• communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences	• communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences
	Professional Capacity / Autonomy	• research, reflect upon, and take ownership of the development of skills and career goals • demonstrate personal accountability, initiative, and decision-making in complex situations • demonstrate the intellectual independence required for continuing professional development	• research, reflect upon, and take ownership of the development of skills and career goals • demonstrate personal accountability and autonomous initiative and decision-making in complex situations • demonstrate the intellectual independence required to be academically and professionally engaged and remain current
	Ethics	• identify, explain, analyze, and propose solutions to existing ethical issues particularly as they pertain to the conduct of research in the field of study	• identify, explain, analyze, and propose solutions to existing and new ethical issues particularly as they pertain to the conduct of research in the field of study

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

Graduate Teaching and Learning Program

[…]

Graduate Teaching and Learning Program

[…]

Justification:

Approved by:

University of Alberta
FACULTY OF GRADUATE
STUDIES & RESEARCH

Excerpt from:
PhD Learning Outcomes
Report to FGSR Council
May 2019

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

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

KNOWLEDGE The ability to apply and exercise awareness of limits of advanced level knowledge in a specialized field	
University of Alberta PhD Learning Outcomes	Knowledge learning outcomes are specifically defined within programs, in alignment with these requirements from the Alberta Credential Framework: 1. **Depth and Breadth of Knowledge** – Students will be able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings. Students will demonstrate a thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or area of professional practice. 2. **Application of Knowledge** – Students will have the capacity to: • undertake research at an advanced level, and • contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials. 3. **Awareness of Limits of Knowledge** – Students will have an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
Program-Specific Learning Outcomes	**Depth and Breadth of Knowledge** Students will demonstrate: 1. advanced-level knowledge of the general field of [name of field] and specific field(s) of [name of field(s)] 2. expert knowledge in their field of specialization **Application of Knowledge** Students will demonstrate the capacity to: 1. undertake [pure/applied/other/NA] research at an advanced level, and 2. contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials. **Awareness of Limits of Knowledge** Students will demonstrate: 1. an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. 2. an ability to critically evaluate current research and research techniques and methodologies.
Forms of Evidence	Knowledge will be assessed and students provided with regular oral and written formative feedback in programs through the appropriate supervisor meetings, supervisory committee meetings, proposal and final thesis defense, specifically: **Depth and Breadth of Knowledge** 1. Topic presentation and discussion during yearly supervisory committee meetings. 2. The successful completion of [list of course work or learning activities, broken down in specific courses with specific learning outcomes] 3. Passing the [candidacy/qualifying/ comprehensive] examination or completing all explicitly detailed and justified, in writing, committee requirements of a conditional pass in this examination.

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

2

DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence
Developed by the University of Alberta, in addition to or in support of Alberta Credential framework

Application of Knowledge
1. Research progress during yearly supervisory committee meetings.
2. The review, defence and approval of a PhD proposal by a [exam committee name].
3. The defence of a PhD thesis.

Awareness of Limits of Knowledge

Conducting [field appropriate] review of the state of the art [literature, techniques, standards, works of art] and developing [relationships, networks, collaborations] to identify and explain the [history, theory, research, techniques, paradigms] which is reviewed, defended and approved during of a PhD proposal by a [exam committee name] and at the PhD defence examination.

*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Knowledge** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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

3

DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence
Developed by the University of Alberta, in addition to or in support of Alberta Credential framework

RESEARCH COMPETENCY The ability to conceptualize, design and implement research for the generation of new knowledge; to make informed judgments on complex issues, in a specialized field	
University of Alberta PhD Learning Outcomes	**Research Competency** learning outcomes are specified below and are to be augmented in programs using field specific requirements, as appropriate. Students will be able to: 1. Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems. 2. Make informed judgments on complex issues in specialist fields, sometimes requiring new methods, such as being able to: • Generate research questions/hypotheses based on experience, discipline specific expertise, and scholarly literature. • Conceptualize, design, and implement a research project of significant scope to complete a thesis. • Assess strengths and weaknesses of various methodological approaches relevant to a research question. • Select, defend, and apply a methodological approach to answer a research question. • Locate and/or generate information/data relevant to a research question. • Situate a research question within the existing field specific knowledge and where appropriate outside the field and/or discipline. • Organize information/data to reveal patterns/themes. • Analyze information/data and synthesize information to generate new knowledge/understanding. • Monitor research progress, refine, and pivot approach as needed.
Program-Specific Learning Outcomes	Students will be able to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication in their field.
Forms of Evidence	**Research Competency** will be assessed and students provided with regular oral and written formative feedback in programs through the appropriate committee meetings, proposal and final thesis defense, specifically: • Topic presentation and discussion during yearly supervisory committee meetings. • The review, defence and approval of a PhD proposal by a [exam committee name]. • The review, defence and approval of a PhD thesis by a [exam committee name]. • The completion, as first author, of papers or creative works for peer review, in volume and form as appropriate for the field. • Presentations to field appropriate stakeholders at [local, national and/or international conferences, industry, clinics venues appropriate in the field]. *It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Research Capacity** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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

4

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

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

COMMUNICATION SKILLS The ability to demonstrate written communication, oral communication, and listening skills, and to communicate effectively and professionally with a broad audience	
University of Alberta PhD Learning Outcomes	**Communication Skills** learning outcomes are specified below and are to be **augmented in programs** using field specific requirements as appropriate. Students will be able to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences, using: 1. written communication 2. oral communication Beneficial Options Students will be able to: 3. communicate using technical, digital, or other methods 4. use active listening skills
Program-Specific Learning Outcomes	Students will demonstrate the ability to write field appropriate publications aimed at peer review.

Forms of Evidence	**Communication Skills** will be <u>assessed</u> and students provided with <u>regular oral and written formative feedback</u> in programs through the appropriate committee meetings, proposal and final thesis defense, and publications. Mandatory forms of evidence include:
	
	1. Thesis Proposal
	    • Student successfully wrote their doctoral research proposal.
	    • Student successfully presented and orally defended their doctoral research proposal.
	2. Thesis Defence
	    • Student successfully wrote their doctoral thesis.
	    • Student successfully presented and orally defended their doctoral thesis.
	3. Communication with specialist and non-specialist audiences - in manners relevant to the field of study, such as:
	    • Clear and effective documentations for course work, grant proposals, and/or manuscripts, as appropriate for the program
	    • Discipline-related communications using technical (eg. schematic), media (eg. video), or digital (eg. code) formats for academic and non-academic audiences
	    • Presentations or lectures at conferences
	    • Teaching of courses, guest lecturing, etc.
	    • Drafts of publications for internal and peer review
	
	Beneficial Options
	
	4. Completing active listening professional development and/or applying active listening in professional settings
	5. Completing general communication and/or social media professional development or assessment
	
	*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Communication Skills** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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

5

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

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

---

PROFESSIONAL CAPACITY/AUTONOMY The ability to research, reflect upon, and take ownership of the development of skills and career goals	

University of Alberta PhD Learning Outcomes	**Professional Capacity/Autonomy** learning outcomes are specified below and are to be **augmented in programs** using field specific requirements as appropriate.
	
	Students will be able to demonstrate:
	
	1. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations
	
	2. The intellectual independence to be academically and professionally engaged and current, developed in part through the Individual Development Plan process of:
	  • researching potential career options
	  • reflecting upon skills and competencies in the areas of creativity, communication, confidence, scholarship, ethical responsibility, critical thinking, and collaboration;
	  • creating timelines and milestones for professional development, academic, and personal commitments
	  • reviewing progress regularly
	
	3. The ability to evaluate the broader implications of applying knowledge to particular contexts.
	
	4. The ability to receive, handle and act upon, and provide constructive feedback.
	
	Beneficial Options
	
	Students will be able to demonstrate:
	
	5. The ability to take initiative to identify need and provide service to a community.
	6. The ability to acquire new, or enhance existing leadership skills, including those required to teach or supervise students.
	7. The ability to take initiative to bring about positive change in academic, professional and personal contexts, guided by the principles of equity, diversity and inclusion (EDI).

Program-Specific Learning Outcomes	Students will demonstrate: 1. self-direction and originality in tackling and solving problems, and autonomy in planning and executing research. Beneficial Options 2. the capability to teach a course and/or be a teaching assistant in the field of [name of field] (e.g. of field specific teaching requirement) 3. field specific communication and networking skills [e.g. field specific professional requirements] 4. [program specific professional development requirements]
Forms of Evidence	**Professional Capacity/Autonomy** will be assessed and students provided with regular oral and written formative feedback in programs through:

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

6

DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence
Developed by the University of Alberta, in addition to or in support of Alberta Credential framework

1. Presenting and defending degree progress during yearly (or more frequent) formal supervisory committee meetings; progress and performance are to be kept in the minutes of the meeting and within program designated forms
2. Documenting, and reviewing with their supervisor, feedback received during supervisor meetings, supervisory committee meetings and candidacy exam, and addressing identified issues.

FGSR Professional Development Requirement

3. Completing FGSR or program-specific Individual Development Plan
4. Completing 8 hours of professional development activities

Beneficial Options

5. Providing feedback to other team members, staff, as appropriate and/or through peer reviewing of field appropriate publications.
6. Completing some of the mandatory 8 hours of PD activities in the areas of:
    - Equity, Diversity, and Inclusion
    - leadership
    - professional behaviors, the workplace, and career management
    - communication and networking
7. Completing service activities within the community.
8. Successfully teaching or being a Graduate Teaching Assistant, and receiving evaluative feedback, for at least an undergraduate course in [field]
9. [Program specific professional development requirements assessments]

*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Professional Capacity/Autonomy** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

Programs are accountable for assessment of professional development and service activities.

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

7

DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence
Developed by the University of Alberta, in addition to or in support of Alberta Credential framework

ETHICS The ability to identify, explain, analyze, and propose solutions to ethical issues	

University of Alberta PhD Learning Outcomes	**Ethics** learning outcomes are specified below and are to be **augmented in programs** using field specific requirements as appropriate.
	
	Students will be able to:
	
	1. Identify ethical concerns specific to their field of research, such as treatment of human and animal subjects, interdisciplinary research, and Indigenous research.
	2. Recall, recognize, analyze, discuss and act in ethical matters in:
	   • the subject field under investigation including those specific to course work, capstone project, thesis, scholarship and funding applications,
	   • academic conduct, and
	   • interactions with others in the community as stipulated in the code of student behaviour.
	3. Propose solutions to ethical dilemmas and articulate what makes a particular course of action ethically defensible.
	4. Identify ethical concerns in academic integrity, use and citation of sources, the misrepresentation of data and/or facts.
	5. Recognize the importance of information and data handling (confidentiality, transparency, not falsifying data, etc).
	
	Beneficial Options
	
	6. Explain, recognize, and analyze ethical areas of responsibility held when teaching or mentoring within their field.

Program-Specific Learning Outcomes	Students will complete program specific ethics requirements in [add requirements]

Potential Methods of Assessment	Ethics will be assessed and students provided with regular oral and written formative feedback in programs through student records of:
	
	1. In the first year of their program, completing program course/workshops, or FGSR workshops, or other approved formal activities in the area of ethics, which have embedded assessments and may include:
	   • Student code of conduct,
	   • Plagiarism,
	   • Copyright, and
	   • Sexual violence
	7. Beyond the first year of their program, completing program specific ethics training as appropriate, including elements listed in the ethics learning outcomes
	8. Demonstrating field-appropriate application of ethics principles within the research proposal, thesis, and thesis defence.
	
	*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Ethics** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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

8